AGENDA
STATE BOARD OF EDUCATION

April 8, 2013
Arkansas Department of Education
ADE Auditorium
9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: *Jim Cooper*

Report-2 Commissioner's Report

Presenter: *Dr. Tom Kimbrell*

Report-3 Update on Common Core State Standards, PARCC and School Improvement

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness and school improvement.

Presenter: *Dr. Laura Bednar*

Consent Agenda

C-1 Minutes - March 11, 2013

Presenter: *Phyllis Stewart*

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The April report summarizes the PMT for March.

Presenter: *John Hoy and Willie Morris*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating

process.

Presenter: *Dr. Karen Cushman and Clemetta Hood*

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 10 school districts covering a total of 15 teaching positions. Twenty-three school districts requested a total of 26 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: *Karen Cushman*

C-5 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refunding of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended the State Board of Education approve the following: Commercial Bonds – 3 (2nd Lien) and 1 Voted.

Presenter: *Cindy Hollowell and Amy Woody*

C-6 Review of QZAB Allocation Application

Qualified Zone Academy Bonds (QZABs) are a funding instrument created in 1997 to assist school districts in implementing school renovations and repairs and in developing new programs to enhance technology and better prepare students for the rigors of the workplace. An important feature of QZABs is that they may be issued at a reduced or zero interest rate. A total of $13,391,000 in authorization is available for allocation in this cycle, combining the 2011 allocation of $4.637 million with the 2012 and 2013 allocations of $4.377 million each. The total allocation requested in this cycle is $735,000. The requested allocation of $735,000 is authorized only if the State Board of Education approves the recommendation of the QZAB Allocation Committee as herein stated.

It is requested the State Board of Education review the following recommendation of the QZAB Allocation Committee concerning the application for QZAB allocation.

Presenter: *Cindy Hollowell*

C-7 Progress Report on the Status of Districts Classified in Fiscal Distress (FD)

Currently eleven districts are classified by the State Board as being in Fiscal Distrres. Department staff conducts on-site visits; reviews district financial improvement plans and financial reports, and works with Fiscal Distress districts on issues specific to the individual districts. The eleven districts in Fiscal Distress are Alpena, Bismarck, Brinkley, Cutter-Morning Star, Drew Central, Hartford, Helena-West Helena, Hermitage, Mineral Springs, Pulaski County Special, and Western Yell County.

The Department is requesting the State Board to accept this report in compliance with A.C.A. § 6-20-1908(g), which requires the Department to submit an evaluation on the status of each district in Fiscal Distress every six months.

Presenter: *Jared Cleveland and Hazel Burnett*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Permanent Revocation for Case #13-006 – Rachel Jennings Barger

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending permanent revocation of the teaching license of Rachel Jennings Barger for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Ms. Barger was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated January 15, 2013, but failed to respond. The timeline for a State Board hearing has now passed.

Presenter: *Michael Smith*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of $50 for Case # 12-107 – James Ethrig Floyd

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of $50 for James Floyd for violation of Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.

Mr. Floyd was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated January 19, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: *Michael Smith*

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of $50 for Case # 13-063 – Jason Ryan Hathcock

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of $50 for Jason Hathcock for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Mr. Hathcock was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated January 16, 2013, and accepted the recommendation of the Ethics Subcommittee.

Presenter: *Michael Smith*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of License for Two (2) Years and a Fine of $75 for Case # 12-091 – Kate Hoover

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Kate Hoover for two (2) years and a fine of $75 for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Ms. Hoover was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated February 14, 2013, and accepted the subcommittee's recommendation.

Presenter: *Michael Smith*

C-12 Consideration of Voluntary Surrender of Arkansas Educator's License – PLSB Case # 12-099 - Kelly O'Rourke

Kelly Ann O'Rourke has surrendered her license as evidenced by her signed consent form. Arkansas law does not provide for the mere surrender of a license. As a result, the State Board's acceptance of the surrender of her license will result in its permanent revocation. Ms. O'Rourke was represented in this matter by her attorney Jack Lassiter.

Presenter: *ADE/PLSB Staff*

C-13 Consideration of Voluntary Surrender of Arkansas Educator's License – PLSB Case # 12-088 - Joe Lee Svetlecic

Joe Lee Svetlecic surrendered his teaching license as evidenced by his signed consent form. Arkansas law does not provide for the mere surrender of a license. As a result, the State Board's acceptance of the surrender of his license will result in its permanent revocation. Mr. Svetlecic was represented in the matter by his attorney Eddie N. Chastain.

Presenter: *ADE/PLSB Staff*

C-14 Consideration of Voluntary Surrender of Arkansas Educator's License – PLSB Case # 13-060 – Ashley Renae Wolfe

Ashley Renae Wolfe has surrendered her license as evidenced by her consent form. Arkansas law does not provide for the mere surrender of a license. As a result, the State Board's acceptance of the surrender of her license will result in its permanent revocation. Ms. Wolfe was represented in this matter by her attorney Jerry Roberts.

Presenter: *ADE/PLSB Staff*

Action Agenda

A-1 Consideration of Arkansas Better Chance Grant

The Division of Childcare and Early Childhood Education (DCCECE) respectfully requests the approval of one grant in the amount of $213,685 to Rutgers University for the ABC Longitudinal Study.

Presenter: *Paige Cox, State Pre-K/ABC Administrator*

A-2 Consideration of Voluntary Surrender of District Conversion Public Charter School: Murfreesboro High School in the South Pike County School District

On January 14, 2013, the State Board of Education authorized South Pike County School District to operate a district conversion charter school at Murfreesboro High School. On February 2, 2013, the South Pike County School Board voted not to move forward with the charter school. Thus, the State Board is requested to accept the surrender of the charter.

Presenter: *Mary Perry*

A-3 Consideration of Request for Renewal of Open-Enrollment Public Charter School: Covenant Keepers College Preparatory Charter School

Covenant Keepers College Preparatory Charter School is an open-enrollment public charter school located at 8300 Geyer Springs Road, Little Rock, Arkansas. Covenant Keepers College Preparatory Charter School serves students in grades 6 - 12 with an enrollment cap of 380 students.

The applicant requests to amend the charter by changing the grade levels served and requests renewal of the open-enrollment charter for a seven-year period.

Presenter: *Mary Perry*

A-4 Consideration of Request for Open-Enrollment Public Charter School Charter Amendments: SIATech Little Rock

The State Board of Education approved the application for SIATech Little Rock January 14, 2011 . SIATech Little Rock is currently located at 6900 Scott Hamilton Drive, Little Rock, Arkansas. Grades 9-12 are served with a maximum enrollment of 275. SIATech Little Rock is requesting a hearing before the State Board of Education to amend the current charter.

Presenter: *Mary Perry*

A-5 Classification of District in Fiscal Distress

Pursuant to Ark. Code Ann. §6-20-1905, the Hughes School District received notice by certified mail as being identified by the Arkansas Department of Education (ADE) for Fiscal Distress status. The identification, recommendation for classification, and any appeal would be presented at the April 8, 2013, State Board meeting. The District was informed in the February 19, 2013, identification letter that they could not incur any future debt obligations without prior written approval from ADE.

The deadline for appeal was March 27, 2013. On March 14, 2013, the Department received notice that the District would not appeal the Fiscal Distress status.

The Department recommends that Hughes School District be classified as being in Fiscal Distress as of April 8, 2013.

Presenter: *Jared Cleveland and Hazel Burnett*

A-6 Consideration of Academic Distress Classification: Lee County School District

Pursuant to Ark. Code Ann. §6-15-428, the Lee County School District received notice as being identified by the Arkansas Department of Education for academic distress status. The District was informed the identification, recommendation for classification, and any appeal would be presented at the April 8, 2013, State Board meeting. The District did not file an appeal.

The Department recommends the Lee County School District be classified as being in academic distress as of April 8, 2013.

Presenter: *John Hoy*

A-7 Consideration of Academic Distress Classification: Strong Huttig School District

Pursuant to Ark. Code Ann. §6-15-428, the Strong Huttig School District received notice as being identified by the Arkansas Department of Education for academic distress status. The District was informed the identification, recommendation for classification, and any appeal would be presented at the April 8, 2013, State Board meeting. The District did not file an appeal.

The Department recommends the Strong Huttig School District be classified as being in academic distress as of April 8, 2013.

Presenter: *John Hoy*

A-8 Hearing on Waiver Request for Certified Teacher License – Cynthia Marie Bead-Spearmon (Postponed at March State Board Meeting)

Cynthia Marie Bead-Spearmon has applied for renewal of her license. Her last license expired in 1987. The department denied her license renewal application because of a federal felony theft of government checks conviction in 1984 and notification of a true finding on the Child Maltreatment Central Registry for an incident in 1998. On March 11, 2013, the State Board postponed this hearing until the April 8, 2013 meeting.

Since the last State Board Meeting, the Department has verified that Ms. Bead-Spearmon's name has been removed from the Arkansas Child Maltreatment Central Registry. However, the disqualifying criminal offense for licensing remains as a ground for denial of her application for license renewal. The State Board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of any person who has

pled guilty or nolo contender to or has been found guilty of any of the offenses listed in Ark. Code Ann. § 6-17-410(c).

In addition, the State Board may revoke a license for cause, including knowingly submitting or providing false or misleading information or knowingly failing to submit or provide information requested or required by law to the Department of Education or the State Board - Ark. Code Ann. § 6-17-410(d)(2) and 6-17-410(d)(1)(A)(v) & (vii). The criminal offense was not reported on the application for license renewal, resulting in the Department continuing to deny application for renewal of Ms. Bead-Spearmon's request for licensure.

Presenter: *ADE/PLSB Staff*

A-9 PLSB Hearing – Request for Consolidated Hearing for Case 12-145 – Veda Ann Struble and Case 12-146 – Teresa Dee Keiter for Written Reprimand and $50 Fine

These cases have been consolidated at the consent of the educators and their attorneys. Dee Keiter is represented by Mike Bearden. Vada Struble is represented by James Harris. The ethics subcommittee conducted an evidentiary hearing and subsequently recommended written warnings and a $50 fine to each educator for violations of Standards 1 and 3.

Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Ethics Subcommittee found that Ms. Keiter and Ms. Struble violated standard 1 by failing to maintain a professional relationship with each student, both in and outside the classroom. Both failed to take necessary steps to protect a student who had reported that she was being sexually abused by her grandfather, including failure to make the mandated report to the proper authorities and disclosure of information in a letter written by the student reporting the abuse to the student's grandmother.

Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Ethics Subcommittee found that Ms. Keiter and Ms. Struble violated standard 3 by failing to honestly fulfill reporting obligations associated with professional practices, in that they, as mandated reporters under Arkansas state law, did not report the suspected abuse to the proper authorities.

Presenter: *ADE/PLSB Staff*

A-10 Consideration of Waiver of National Board for Professional Teaching Standards Repayment of State Funds – Carolyn Jennings

As ADE continues to close outstanding NBPTS accounts; unresolved balances are being reviewed. These cannot be waived or closed without the approval of the State Board.

ADE recommends the repayment waiver for fees expended by the state for Carolyn Jennings be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The law governing the National Board support program is attached. Please refer to Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4) and Section 3.01 of the National Board rules.

Carolyn Jennings asks that her repayment obligation of $2,500.00 be waived due to her inability to complete the requirements of her 2009 National Board for Professional Teaching (NBPTS) candidacy due to the physical and emotional stress of the sudden and unexpected death of her husband November 2010.

Mrs. Jennings provided a letter of explanation and a physician's letter confirming psychological treatment and inability to complete her NBPTS candidacy. ADE believes she should be considered for the extenuating circumstances waiver.

Presenter: *Michael Rowland*

A-11 Consideration of New Praxis I Core Academic Skills for Educators Tests and Cut Scores to be Effective September 1, 2013

Educational Testing Service (ETS) provided information from a January 2013 multi-state standard setting study for new Praxis Core Academic Skills for Educators (Praxis I) tests. These tests have been newly developed to align with the Common Core State Standards in English Language Arts and Mathematics and will replace the current Praxis I Pre-Professional Skill Tests (PPST) in Reading, Writing, and Mathematics. The Praxis I subtests measure whether candidates entering a teacher preparation program have the necessary reading, writing, and mathematical knowledge/skills.

- *Reading. The 85-minute subtest contains 56 multiple-choice items covering three content areas: (1) Key Ideas and Details, (2) Craft, Structure and Language Skills, and (3) Integration of Knowledge and Ideas.*

- *Writing. The 100-minute subtest contains 40 multiple-choice items covering two content areas: (1) Text Types, Purposes and Production and (2) Language and Research Skills for Writing.*

- *Mathematics. The 85-minute subtest contains 56 multiple-choice and numeric-entry items covering four content areas: (1) Number and Quantity, (2) Algebra and Functions, (3) Geometry, and (4) Statistics and Probability.*

ETS provided recommended passing scores from the multistate standard-setting study to help education agencies determine appropriate operational passing scores. For the Praxis Core Academic Skills for Educators subtests, the recommended passing scores are:

- *Reading. The recommended passing score is 31 out of a possible 50 raw-score points. The scaled score associated with a raw score of 31 is **156** on a 100-200 scale.*

- *Writing. The recommended passing score is 44 out of a possible 70 raw-score points. The scaled score associated with a raw score of 44 is **162** on a 100-200 scale.*

- *Mathematics. The recommended passing score is 29 out of a possible 50 raw-score points. The scaled score associated with a raw score of 29 is **150** on a 100-200 scale.*

The ADE recommends adopting the Praxis I Reading (5712) with a cut score of 156, Praxis I Writing (5722) with a cut score of 162, and Praxis I Mathematics (5732) with a cut score of 150 replacing Praxis I Reading (5710), Praxis I Writing (5720), and Praxis I Mathematics (5730) respectively.

Presenter: *Michael Rowland*

A-12 Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing the Code of Ethics for Arkansas Educators

The Professional Licensure Standards Board has adopted and recommends a reduction in the fee to receive a standard license from $100 to $75 as reflected in the fee table in Appendix B. The fee table was also revised to eliminate the three-year initial license and the advanced license, which are no longer issued by the department. No other substantive changes were made.

Presenter: *ADE Staff*

Minutes
State Board of Education Meeting
Monday, March 11, 2013

The State Board of Education met Monday, March 11, 2013, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Chair; Brenda Gullet, Vice Chair; Dr. Jay Barth; Sam Ledbetter; Alice Mahony; Toyce Newton; Mireya Reith; Vicki Saviers; Joe Black (present but not participating in discussion or vote); Dr. Tom Kimbrell, Commissioner; and Kim Wilson, Teacher of the Year

Absent: None

Reports

Chair's Report:

Ms. Mahony extended congratulations to Badger Elementary in the Beebe School District on its reading therapy dog program. She also pointed out a good article in the Arkansas School Boards Association's publication *The Report Card* featuring Teacher of the Year Kim Wilson.

Commissioner's Report

In an update on the Technology Readiness Tool, Commissioner Kimbrell said 88 percent of schools had reported data and 84 percent of devices reported met specifications for delivery of online assessments.

Dr. Kimbrell reported PARCC had released a new planning tool and guidance to help districts get ready for the next generation assessments. The tool provides a calculator that supports local technology budgeting and decision-making in preparation for computer-based administration of the tests in 2014-15. The PARCC Assessment Guidance provides districts and schools more information about the design of the PARCC assessments, as well as the number of testing sessions and the approximate time it will take students to complete the assessments. He said the testing window might conflict with the common spring break and extracurricular activities but the state was working with the Arkansas Activities Association to resolve any issues.

The Commissioner gave a progress report on the state controlled Dollarway School District. He said the district lost over 100 students and struggled to find personnel to fill openings. When the state took control of the district in June, Superintendent Frank Anthony discovered some seniors were not on track to graduate in 2013. Interventions

were put in place and all but six students will graduate if they successfully complete the requirements. Those six students are four or more credits short, and their parents have been notified. Dr. Kimbrell said Mr. Anthony's ongoing challenge is to get the school community to understand there is a sense of urgency in turning around the district.

Recognition of the Cross County School District as an Apple Distinguished Program

Katherine Hughes representing Apple, Inc. announced that Cross County School District had been selected as an Apple Distinguished Program for the 2012– 2013 school year for its K-12 implementation of a 1-to-1 technology environment to support project based learning and promote 21st Century skills in the classroom.

Ms. Hughes said the Cross County School District's 1:1 Program joins 103 programs nationwide Apple is recognizing this year as exemplary learning environments. The Apple Distinguished Program designation is reserved for programs that integrate Apple technology in education and meet the five best practices: visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence of success and a flexible learning environment.

Informational Update on Common Core State Standards and PARCC

Assistant Commissioner Dr. Laura Bednar said the state's teachers were benefiting from online collaboration with teachers in other states. She reported hearing from teachers who were able to share resources with other PARCC states.

Ms. Mahony said teachers were reporting insufficient collaborative planning time around Common Core State Standards.

Dr. Bednar said districts would need to look at their individual schedules to see what modifications could be made with time.

Ms. Gullett asked if there was a concerted effort to work with more veteran teachers to help them prepare for the shifts in instruction.

Dr. Bednar said there was no specific plan based on years of experience, but thought younger teachers in the schools would be a resource for that help.

Dr. Bednar provided the Board demographic information on those students who had not passed the Algebra I test.

Dr. Barth said the demographics were very pronounced by ethnicity, poverty and gender and it was clear some schools were failing the poorest students.

Consent Agenda

Consent Agenda Item C-6 was pulled from the consent agenda and added to the action items.

Dr. Barth moved, seconded by Ms. Reith, approval of the Consent Agenda with exception of Item C-6. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the February 11, 2013, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers for Teachers Teaching out of Area
- Voluntary Surrender of Arkansas Educator's License—Brooke Michelle Austin
- Voluntary Surrender of Arkansas Educator's License—Wesley Eugene Pillow
- Voluntary Surrender of Arkansas Educator's License—Nina Jane White

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Mr. Cooper announced Agenda Item A-6 was pulled from the agenda.

Consideration of Petition by the Harrisburg School District to Close the Weiner High School Campus

The Harrisburg School District petitioned the Sate Board of Education for an order to close the Weiner High School (grades 7-12), an isolated campus.

General Counsel Jeremy Lasiter reviewed the rules and procedures regarding isolated schools.

Representative John Hutchison spoke in support of small rural schools and expressed his desire for a solution or compromise that would work for both the Weiner and Harrisburg communities.

Superintendent Danny Sample said the Harrisburg School Board voted four to one at a December meeting to close the campus after a review revealed the district was spending less money per student at Harrisburg High than at Weiner. The review also found enrollment at Weiner High School had dropped by 37 students since the districts merged in 2010. Mr. Sample said the district could not make any more cuts at the Weiner campus without jeopardizing instructional programs. He said by combining the high schools the district could have a rigorous curriculum and extracurricular program that will help ensure the success of all students.

Gary Sisser and Ray Keller spoke against the closure saying facilities at the Weiner campus were better and academic achievement was better. Mr. Keller said that after two elections, Weiner residents were contributing more of their property taxes to their new school district than Harrisburg residents.

State Board members said it was difficult to decide a local school district issue.

Ms. Gullett moved, seconded by Ms. Saviers, to approve the petition to close the Weiner High School campus. The motion carried five to two. Ms. Mahony and Ms. Reith voted no.

Continuation Hearing of District Conversion Public Charter School Application: Miner Academy, Bauxite School District

Mary Perry, Charter School Coordinator, said the Bauxite School District was requesting a conversion charter for the proposed Miner Academy. The school would serve grades 6-12 with an enrollment of 200 students.

Superintendent Jerrod Williams expressed appreciation for the additional time granted his team to work with the Department of Education and incorporate their suggestions into the application. He said the enrollment cap had been reduced to 200 and not every child would be identified as ALE. He said the school would feature flexible scheduling and the use of technology.

Dr. Barth moved, seconded by Ms. Newton, approval. The motion carried unanimously.

Consideration of Request for Renewal of Open-Enrollment Public Charter School: eStem Public Charter High School

Ms. Perry presented a request from eStem to merge the charters of the high school, the middle school and the elementary into one and renew for a 13-year period.

John Bacon, CEO for eStem, said merging the charters into one would improve transparency in financial reporting and build capacity within the system. He also said the three governing boards would become one with up to nine members.

Mr. Ledbetter moved, seconded by Ms. Newton, approval of merging the three charters into one and renewal of the charter for a ten-year period. It was stipulated eStem was not a charter school district but a system and there was no waiver of annual reporting in the state newspaper. The motion carried six to one. Ms. Mahony voted no citing the middle school's needs improvement status.

Consideration of Request for Renewal of Open-Enrollment Public Charter School: KIPP Delta Public Schools

Ms. Perry presented a request from KIPP Delta Public Schools operating campuses in Helena and Blytheville for renewal of the charter for a ten-year period.

Scott Shirey, CEO of KIPP Delta, said the schools were making dramatic changes in the lives of students in the Delta. He said the system included a Blue Ribbon award winning middle school and a high school recognized by *U.S. News and World Report* as the number two high school in the state. Mr. Shirey said he was very proud of the KIPP through college culture the system has built. He said the schools have shown in its first ten years that children in the Delta can succeed at high levels.

Ms. Newton moved, seconded by Ms. Gullett, to approve the renewal for a ten-year period. The motion carried six to one. Ms. Mahony voted no citing the Blytheville 5-8 campus needs improvement status.

Consideration of Request for Renewal of Open-Enrollment Public Charter School: LISA Academy North, North Little Rock

Ms. Perry presented a request from LISA Academy North for renewal of its charter for a period of up to 20 years or the maximum allowed by the State Board and an enrollment increase of 200 students.

The school opened in 2008-09 and serves 500 students in kindergarten through 12th grade.

Board members expressed concern over the number of transfers out of the school at the middle and high school levels.

School officials said they serve a large number of military families and lose students when they are relocated. The school has added extracurricular activities including athletics in hopes of retaining the upper level students.

Dr. Barth moved approval of the renewal for five years without the enrollment cap increase.

Ms. Gullett moved, seconded by Ms. Newton, a substitute motion to approve the cap increase and renew the charter for a period of five years. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Ruby J. Henry

Katherine Donoven, PLSB counsel, said Ruby J. Henry holds a standard teaching license valid until December 31, 2016. The Department received notice that Ruby Henry has a true report on the Child Maltreatment Central Registry for failure to report sexual abuse as a mandated reporter that was upheld by the administrative law judge. Ms. Henry has exhausted her administrative appeal process with the Department of Human Services. She requested a waiver of the grounds for revocation and ineligibility for employment.

Neither the teacher nor her attorney was present for the hearing.

Ms. Ledbetter moved, seconded by Ms. Mahony, to suspend the license until Ms. Henry's name comes off the child maltreatment list. The motion carried. Ms. Gullett and Ms. Newton voted no.

Hearing on Request for Relief from Suspension of Certified Teacher License– Angela Charmagne Milum-Leger

Ms. Donoven said Angela Charmagne Milum-Leger was requesting relief from the Board's December 10, 2007, stipulated agreement as a result of Benchmark testing improprieties. Pursuant to the stipulated agreement Ms. Milum-Leger's license was suspended effective May 23, 2008. She was required to complete 60 hours of professional development plus an additional 15 hours consisting solely of instruction in test security and administration between May 23, 2008, and June 30, 2009. She did not comply with the Board's order and her license expired December 31, 2008.

Ms. Milum-Leger stated personal circumstances prevented her from completing the required 60 hours during the stipulated time period of suspension. However, she has recently submitted proof of completion of 72 hours of professional development in 2012. The Department agreed to work with Ms. Milum-Leger to allow her to complete a testing administration professional development course.

Ms. Gullett moved, seconded by Ms. Saviers, to lift the suspension with the stipulation of probation for a period of two years and no other disqualifying conviction or violation of code of ethics. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Candi Rachelle Smith

Ms. Donoven said Candi Rachelle Smith had applied for a standard license. Ms. Smith was convicted of a felony violation of the Uniform Controlled Substances Act in 2000 in Des Arc and requested a waiver.

Ms. Newton moved, seconded by Ms. Saviers, to grant the waiver with the stipulation of probation for a period of two years and no other disqualifying conviction or violation of code of ethics. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Angela Marie Bead-Spearmon

Ms. Donoven explained that Angela Marie Bead-Spearmon applied for renewal of her license. Her last license expired in 1987. The Department denied her license renewal application because of a federal felony theft of government checks conviction in 1984 and notification that she has a true finding on the Child Maltreatment Central Registry for an incident in 1998.

Ms. Bead-Spearmon was present for the hearing and for the record stated her name was Cynthia not Angela. Ms. Bead-Spearmon submitted new evidence regarding her case.

Ms. Mahony moved, seconded by Ms. Newton, to table the request until the April meeting to give the Board time to review the new evidence. The motion carried unanimously.

Consider Revocation of Arkansas Educator's Teaching License – Denise Kathleen Garrigus

Ms. Donoven reported that Denise Kathleen Garrigus has a current standard teaching license valid until December 31, 2015. On September 4, 2012, the ADE Office of Professional Licensure received notification that Ms. Garrigus' name was on the Child Maltreatment Central Registry for an incident in 1988. In a letter dated September 15, 2012, she was notified her name was on the Child Maltreatment Central Registry and her license was subject to revocation under Ark. Code Ann. § 6-17-410. A certified mail receipt was returned on October 1, 2012.

In a letter dated October 11, 2012, she requested a State Board hearing regarding the proposed revocation of her license. She notified PLSB that she was appealing her Child Maltreatment Central Registry finding. She was notified to keep the office updated as to the status of her DHS appeal by certified letter on October 22, 2012. On January 17, 2013, the Department licensure attorney requested an update as to the status of her DHS appeal from Ms. Garrigus or the revocation proceeding would be placed on the March 2013 state board agenda. A certified mail receipt for that letter was signed for January 19, 2013. DHS personnel informed the licensing attorney it had no record of the appeal of her status or a petition for name removal. The Department has not received any further response from Ms. Garrigus and has confirmed she is no longer employed at her district.

Mr. Ledbetter told Ms. Garragus she needed to go through the process with DHS and if her name was removed from the list she could come before the Board with her request.

Dr. Barth moved, seconded by Ms. Newton, to suspend the license of Denise Garrigus pending her name being removed from the Maltreatment Central Registry. The motion carried unanimously.

Consideration of Waiver of National Board for Professional Teaching Standards (NBPTS) Repayment of State funds.

A recommendation was made to waive the fees expended by the state for Gwen Hodge because of extenuating circumstances regarding her son's medical condition.

Ms. Gullett moved, seconded by Ms. Newton, to approve the waiver. The motion carried unanimously.

Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Educator Licensure

On December 10, 2012, the State Board of Education gave emergency approval to and released for public comment proposed new Rules Governing Educator Licensure. A public hearing was held January 8, 2013, and the Department received no written or oral comments. Department staff requested the State Board to give final approval to the proposed rules.

Ms. Reith moved, seconded by Dr. Barth, final approval of the Rules. The motion carried unanimously.

Adjournment

The meeting adjourned at 3:07 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
MARCH 31, 2013

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of March 2013.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

A. As of February 28, 2013, State Foundation Funding payments paid for FY 12/13 totaled $38,735,698 to LRSD, $21,834,264 to NLRSD, and $27,012,293 to PCSSD.

B. As of February 28, 2013, the Magnet Operational Charge paid for FY 12/13 totaled $10,402,961. The allotment for FY 12/13 was $14,301,986.

C. As of February 28, 2013, the M-to-M incentive checks paid for FY 12/13 totaled $2,973,700 to LRSD, $2,938,552 to NLRSD, and $7,329,872 to PCSSD.

D. ADE pays districts three equal installments each year for their transportation budgets. North Little Rock submitted a recalculated "Projection of Expenditures" for 11-12 after the first payment was made. This resulted in a much lower second payment to equalize the payments.

1. In February 2012, General Finance made the second one-third payment to the Districts for their FY 11/12 transportation budgets. As of February 29, 2012, transportation payments for FY 11/12 totaled $2,594,666.67 to LRSD, $689,693.05 to NLRSD, and $1,778,000.70 to PCSSD.

2. In November 2012, General Finance made the last one-third payment to the Districts for their FY 11/12 transportation budgets. As of December 31, 2012, transportation payments for FY 11/12 totaled $4,623,452.01 to LRSD, $1,161,173.60 to NLRSD, and $2,878,275.70 to PCSSD.

3. In November 2012, General Finance made the first one-third payment to the Districts for their FY 12/13 transportation budgets. As of December 31, 2012, transportation payments for FY 12/13 totaled $1,530,000.00 to LRSD, $401,121.35 to NLRSD, and $1,151,841.67 to PCSSD.

E. The Office of State Procurement is preparing to bid for sixteen (16) new school buses for the three (3) districts. We are currently waiting to hear back from the districts regarding their seating capacity needs for the new buses.

F. In July 2012, Finance paid the Magnet Review Committee $92,500. This was the total amount due for FY12/13.

G. In July 2012, Finance paid the Office of Desegregation Monitoring $200,000. This was the total amount due for FY 12/13.

II. Monitoring Compensatory Education

On January 17, 2013, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Jeremy Lasiter, ADE General Counsel, provided an update concerning the desegregation issues currently before the federal courts. On January 16, 2013, Mr. Lasiter attended the 8th Circuit Court of Appeals in St. Louis, MO, pertaining to the 1989 School Choice Law. There are nine (9) non-unitary areas that PCSSD has to meet before becoming totally unitary. PCSSD believes they have met the requirements for four (4) of the non-unitary areas. PCSSD is scheduled to file a status report with the Court by February 1, 2013. Mr. Lasiter stated that the ADE must continue to assist PCSSD in becoming unitary in all areas and that members of the Implementation Phase Working Group are vital to those efforts. Mr. Scott Richardson, Assistant Attorney General, stated that the Office of Desegregation Monitoring (ODM) spoke with him concerning assistance from the Department for PCSSD in obtaining unitary status. The next Implementation Phase Working Group Meeting is scheduled for April 4, 2013 at 1:30 p.m. in room 201-A at the ADE.

III. A Petition for Election for LRSD will be Supported Should a Millage be Required

Ongoing. All court pleadings are monitored monthly.

IV. Repeal Statutes and Regulations that Impede Desegregation

In June 2011, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 88th Legislative Session, and any new ADE rules or regulations.

V. Commitment to Principles

On March 11, 2013, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of February.

VI. Remediation - Evaluate the impact of the use of resources for technical assistance

On February 7, 2013, Susan Gray and Questar Assessment, Inc., conducted a webinar of District Test Coordinator for the Online Algebra I Retest. The webinar provided training for the administration of the Algebra I online retest. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

On February 13, 2013, Susan Gray, Suzanne Knowles, Sheree Baird and Questar Assessment, Inc., provided District Test Coordinator Training. It was training for the administration of the mandated spring tests. The training took place at the Arkansas River Service Cooperative (ARESC) in Pine Bluff, AR. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

VII. Test Validation

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On February 19, 2013, ADE made a site visit to Franklin Elementary School in the Little Rock School District. ADE Specialist visited to attend the leadership team meeting and monitor the targeted improvement plan for Focus Schools. Classroom observations were conducted with the principal. The presenters were Cynthia Collins, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Barry Anderson, Math Coach; Pat Hauk, Literacy Coach; Ora Crenshaw, Counselor; Mimi Muhammed and Pat Gray, Second Grade Teachers.

On February 20, 2013, ADE made a site visit to Brady Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools. Classroom observations were conducted with the principal. Additions to the targeted improvement plan for Focus Schools were discussed. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Tyrone Harris, Principal and Mary Lawson, Literacy Coach.

On February 21, 2013, ADE made a site visit to Wakefield Elementary School in the Little Rock School District. ADE Specialist visited to attend the leadership team meeting and monitor the targeted improvement plan for Focus Schools. Classroom observations were conducted with the instructional coaches. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Les Taylor, Principal; Jennifer Salinas, Literacy Coach; and Connie Hanson, Math Coach.

VIII. In-Service Training (Continued)

On February 22, 2013, ADE made a site visit to Stephens Elementary School in the Little Rock School District. ADE Specialist visited to attend the monthly leadership team meeting. The presenter was Sabreen Al-Uqdah, Literacy Coach. The audience consisted of Pakita Shutes, Math Coach; Dr. Phil Clark, District School Improvement Specialist; Valerie Duckery, Media Specialist; Lula Turner, First Grade Teacher; Jennifer Rood, Second Grade Teacher; Sylvia Kelly, Third Grade Teacher; Brenda Zinamon, Special Education Resource Teacher; and Pamela Hopkins, parent.

On February 25, 2013, ADE made a site visit to Central High School in the Little Rock School District. ADE Specialist visited to attend the leadership team meeting and monitor the targeted improvement plan for Focus Schools. Classroom observations were conducted with the instructional coaches. The presenters were Nancy Rousseau, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Lequieta Grayson, Counselor; Tina Hayley, Literacy Coach; Dr. Phil Clark, District School Improvement Specialist; Tonjuna Iverson, Math Coach; Arthur Olds, Data Coordinator; Heather Rainbolt, English as a Second Language/Testing Coordinator; and Barbara Stafford, High Schools That Work Site Coordinator.

On February 26, 2013, ADE made a site visit to Jacksonville Freshman Academy in the Pulaski County Special School District regarding Math Design Collaborative (MDC). Three (3) teachers were observed implementing "Classroom Challenge Lessons" and a debriefing with the principal was held at the end of the day. The presenters were Jason Adair, Southern Regional Education Board (SREB) Consultant; Tim Brister, Math Specialist Harding University STEM Center; and Nanette Nichols, Wilbur D. Mills Education Service Cooperative (WDMESC) Science Specialist. The audience consisted of Jessica Richburg, Coach Katrina Mimms and Larry Burrows, Math Teachers; Chris Jones, Asst. Principal; and Henry Anderson, Principal.

On February 26, 2013, ADE made a site visit to Jacksonville High School in the Pulaski County Special School District regarding Literacy Design Collaborative (LDC) observation visit. Three (3) teachers were observed implementing a LDC mini-task and a debriefing with the teachers, buddy teachers and asst. principals was held at the end of the day. The presenters were George Johnson, Southern Regional Education Board (SREB) Literacy Design Collaborative Consultant; Michele Snyder, ADE Science Curriculum Specialist; and Jane Dearworth, ADE Literacy Specialist. The audience consisted of Elizabeth Lanius, English Teacher; Coach Jeremiah Clennon, Physical Science Teacher; Jurel Guffey, Career and Technical Education (CTE) Teacher; Jennifer Howe, English Language Arts Teacher; Richard Wright, Photography Teacher; C. Davis, Biology Teacher; Chris Jones, Asst. Principal; and Lourdes Goodnight, Principal.

On February 27, 2013, ADE made a site visit to Maumelle High School in the Pulaski County Special School District regarding Math Design Collaborative (MDC). One (1) teacher was observed implementing a "Classroom Challenge Lesson". The presenters were Jason Adair, Southern Regional Education Board (SREB) Consultant; Tim Brister, Math Specialist Harding University STEM Center; and Nanette Nichols, Wilbur D. Mills Education Service Cooperative (WDMESC) Science Specialist. The audience consisted of Michael Shook, Math Teacher.

On February 27, 2013, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools. Classroom observations were conducted and she attended the first grade level planning meeting. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Karen Carter, Principal; Barbara Griggs, Asst. Principal; and Dee Ann Morgan, Instructional Coach.

VIII. In-Service Training

On February 28, 2013, ADE made a site visit to Pulaski Heights Middle School in the Little Rock School District. ADE Specialist visited to attend the leadership team meeting and monitor the targeted improvement plan for Focus Schools. Classroom observations were conducted with the principal. The presenters were Dr. Suzanne Ross, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Debra Brown, Literacy Coach; Terri Cox, Math Coach; Lanette Kemp and Dr. Steven Wise, Asst. Principals.

On March 1, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District. ADE Specialist attended the leadership team meeting. The presenters were Eunice Thrasher, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Clinton Woodley, Asst. Principal; Kristen Ward, Science Teacher; Shana Loring, Literacy Coach; Natalie Holiman, Math Coach; Iciphine Jones, District School Improvement Specialist; and Gertrude Stubblefield, Social Studies Teacher.

On March 1, 2013, ADE staff provided professional development at the Arkansas River Education Service Cooperative (ARESC) in Pine Bluff, AR., regarding Literacy Design Collaborative (LDC). The presenters were Michele Snyder, ADE Science Curriculum Specialist; Sherri Thorne, ADE English Language Arts Specialist; Dee Davis, ARESC Literacy Specialist; and Ben Carrigan, Harding University STEM Center Science Specialist. The audience was LDC Teacher Facilitators, LDC Buddy Teachers and LDC Administrators.

On March 4, 2013, ADE made a site visit to Wakefield Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools and conduct classroom observations. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Les Taylor, Principal; Jennifer Salinas, Literacy Coach; and Connie Hanson, Math Coach.

On March 5, 2013, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools and conduct classroom observations. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Karen Carter, Principal; Barbara Griggs, Asst. Principal; and Dee Ann Morgan, Instructional Coach.

On March 6, 2013, ADE made a site visit to Bale Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools and conduct classroom observations. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Jennifer Thomas, Gifted and Talented Facilitator.

On March 7, 2013, ADE made a site visit to Franklin Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools and conduct classroom observations. The findings from a self-study audit were examined by the professional development specialist and the principal. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Cynthia Collins, Principal.

IX. Financial Assistance to Minority Teacher Candidates

During the month of January 2013, Mr. Ron Tolson of the Educator Licensure Unit collected a listing of the Fall 2012 minority graduates from Arkansas colleges and universities. They will be sending out the listing of minority graduates during the month of February.

X. Financial Assistance to Minority Teacher Candidates

On April 12, 2012, Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 have been phased out and no awards were given. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

XI. Minority Recruitment of ADE Staff

The MRC met on July 9, 2012 at the ADE. The MRC plan calls for ADE to maintain a 25% minority (black) employment rate in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99's). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending June 30, 2012, two of the divisions, Central Administration and Accountability exceeded the 25% threshold. The ADE as a whole was 20% Black.

XII. School Construction

This goal is completed. No additional reporting is required.

XIII. Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff

Goal completed as of June 1995.

XIV. Scattered Site Housing

This goal is completed. No additional reporting is required.

XV. Standardized Test Selection to Determine Loan Forgiveness

Goal completed as of March 2001.

XVI. Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives

On August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed.

In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the ELL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2010 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually produces a school performance report for each individual public school in the state.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations

On February 13, 2013, the ADE participated in a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, Dr. Linda Remele, Sherman Whitfield, Dr. John Tackett, Dr. Janice Warren, Terri Rogers and Dr. Brenda Bowles. The following items were discussed during the meeting:

Section M. Student Achievement Implementation/Compliance Audit; Disparity Gap; Professional Development on Formative Education Process for School Improvement (FEPSI) will be provided on February 18, 2013 for certified staff at every school; Program Evaluation; Data Director program evaluation software from Riverside Publishing Company; The Learning Institute (TLI); new teacher evaluation program; and the roles and responsibilities of the District Discipline Committee.

Our next monthly meeting has been scheduled for **Wednesday, February 27, 2013 at 2:30 p.m.**

NEWLY EMPLOYED FOR THE PERIOD OF February 16, 2013 – March 15, 2013

***Kimberly Dupens – ADE APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network, effective 03/04/13.**

***Avery Moore – Administrative Specialist II, Grade C109, Division of Learning Services, Special Education, effective 02/25/13.**

Cheryl Parrish – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 03/04/13.

Mitzi Smith – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 02/25/13.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF February 16, 2013 – March 15, 2013

No promotions/transfers within this period.

SEPARATIONS FOR THE PERIOD OF February 16, 2013 – March 15, 2013

J. Mark White – Attorney Specialist, Grade C126, Central Administration, Legal Services, effective 03/15/13.
2 Years, 9 months, 28 days. 01

***Minority**

AASIS Codes:
01 – Voluntary

Additional Licensure Waiver Requests
2012-2013
April 2013 State Board Agenda

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted /Denied
	Arkansas Consolidated School System - Division of Youth Services	1	Wollard, Debra	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
	Arkansas River ESC	1	Wilson, Vashanti	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
0401	Bentonville School District	1	England, Allison	Physical/Earth Science, Life/Earth Science, Library Media P-12, ESL P-12,	302	Building Level Administrator 5-12	12-13	Granted
	Butterfly Learning Center	2	Ball, Chrystal	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Goodwin, Ernestine	ECE P-4, Elem K-6, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
	Conway Human Development Center	2	Fullerton, Daniel	Vocal & Instrumental Music P-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Fullerton, Daniel	Vocal & Instrumental Music P-12	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
6001	Little Rock School District	4	Hunter, Broderick	Middle Childhood Education	305	Gifted & Talented P-8	12-13	Granted
			Hunter, Broderick	Middle Childhood Education	306	Gifted & Talented 7-12	12-13	Granted
			Johnson, Julie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Kearney, Deidra	ECE P-4, Middle Childhood Education	300	Guidance & Counseling 7-12	11-12 12-13	Granted
6002	N. Little Rock School District	1	Askins, Leigh Anna	Elementary 1-6	230	Sp Education Instructional Specialist 4-12	12-13	Granted
0406	Siloam Springs School District	1	Wood, Lisa D.	Middle Childhood Educaton	114	Speech Endorsement 7-12	12-13	Granted

000000Additional Licensure Waiver Requests
2012-2013
April 2013 State Board Agenda

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted /Denied
7207	Springdale School District	1	Young, Erica	ECE P-4, Reading P-12, ESL P-8	002	English/Language/Social Studies 4-8	12-13	Granted
	Union Christian Academy	1	Birch, Becky	Elementary 1-6	411	Career Orientation Endorsement 7-12	12-13	Granted
10	**Total # of Districts Requesting Waivers this Month**	**15**	**Total # Waivers Requested this Month**					

Total # Waivers Granted this Month	**15**
Total # Waivers Denied this Month	**0**
Total # Waivers Requested this Month	**15**

LEA	District	# Long Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
1002	Arkadelphia School District	1	Rodgers, Vanessa Rhae	Kindergarten	Medlock, Polly	Granted
0401	Bentonville School District	1	Woody, Denise	Art	McGinnis, Anne	Granted
6301	Bauxite School District	1	Lewallen, Joseph	Special Education	Bridges Arlene	Granted
6303	Bryant School District	1	Graves, Patricia	1st Grade	Jewell, Chelsea	Granted
5204	Camden Fairview School Dist.	1	Tank, Tamekia	Science	McManus, Michaela	Granted
0901	Dermott School District	1	Cox, Patricia Ann	FACS	Barnhill, Joy	Granted
2202	Drew Central School District	1	McKay, Jessica	Band 7-12	Self, Truman	Granted
1408	Emerson-Taylor School District	1	Griffin, Mozella	Music K-12	DeWart, Kayla	Granted
7203	Fayetteville School District	1	Ray, Ashely	Elementary	Anderson, Tanika	Granted
6601	Fort Smith School District	1	Roller, Jennifer	German	Hayre, Alice	Granted
7204	Greenland School District	1	West, John C	PE/Health/Coaching	Brewer, Daniel J	Granted
0203	Hamburg School District	1	Crawford, Terri	Elementary Music	Temple, Vickie	Granted
1202	Heber Springs School District	1	Grace, April	MS Math	Pruitt, Bahar	Granted
5403	Helena/ W.Helena School Dist.	2	Rose, Shirley	Science	Jones, Girtie	Granted
			Williams, Stephen	Music 7-12	Lee, Erren	Granted
2603	Hot Springs School District	2	Fustin, Crystal	MS Science	Coleman, Erica	Granted
			Osman, Brittany	Instrumental Music K-4	Jorgenson, Linda	Granted
6202	Hughes School District	1	Hardaway, Tameka	Art K-12	Davis, Kimberlee Beth	Granted
3405	Jackson Co. School District	1	Hooten, Pam	Business Education	Nicholson, Nikki	Granted
4301	Lonoke School District	1	Jewell, Erica	Art	Pounders, Jullian	Granted

LEA	District	# Long Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
0407	Pea Ridge School District	1	Miller, Jennifer	Counselor	Hutchinson-Kelso, Randi	Granted
1613	Riverside School District	1	Perrin, Judy	English/Oral Communication/Drama	Butler, Lori	Granted
0405	Rogers School District	1	Arnhart, Alexandra	Spanish	Rasavong, Maria	Granted
5805	Russellville School District	2	Carter, Christina	Kindergarten	Davis, Megan	Granted
			Jacobs, Sheila	Secondary Principal	Ussery, Sammy	Granted
7311	Searcy School District	1	Brown, Connie	Special Education	Hutcherson, Jennifer	Granted
23	# Districts Requesting Long Term Substitutes this Month	26	# Long Term Substitutes Requested this Month		# Long Term Substitutes Granted	26

Section 1
Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

(1) Equalized payments in which the annual payments are substantially equal in amount; or
(2) Decelerated payments in which the annual payments decrease over the life of the schedule.

STATE BOARD OF EDUCATION MEETING

APRIL 8, 2013

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

3	**2nd Lien**	**$**	**7,860,000.00**
3		**$**	**7,860,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Newport	Jackson	1,372	$5,140,000	10.70%	$14,025,000	Funding the District's portion of the following partnership projects: construction and equipping of a new 6th, 7th, and 8th grade junior high building - project #1314-3403-001 ($3,650,0000); renovation and equipping the tech science building - project #1314-3403-003 ($500,000); upgrades to the fire alarm systems and HVAC systems for all buildings - project #1314-3403-004 ($850,000); cost of issuance and underwriter's discount allowance ($140,000) with any remaining funds to be used for other renovations and/or equipment purchases.
Omaha	Boone	421	$425,000	14.55%	$29,455,675	Completion of phase 3 of building project and air conditioning for the high school gymnasium ($403,750), cost of issuance and underwriter's discount allowance ($21,250) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Prescott	Nevada	1,046	$2,295,000	17.69%	$26,060,663	Constructing, renovating, remodeling, repairing and equipping school facilities ($2,221,920), cost of issuance and underwriter's discount allowance ($73,080).

Section 2
Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

> A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for: building and equipping school buildings; making additions and repairs to school buildings; purchasing sites for school buildings; purchasing new or used school buses; refurbishing school buses; providing professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. § 1397E; and paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

STATE BOARD OF EDUCATION MEETING

APRIL 8, 2013

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

1	**Voted**	**$**	**665,000.00**
1		**$**	**665,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Batesville	Cross	2.931	$665,000	10.54%	$26,060,663	Rekeying, updating, and improving existing security system and for constructing, refurbishing, remodeling and equipping school facilities ($634,390), cost of issuance and underwriter's discount allowance ($30,610).

Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
April 8, 2013

Cedarville School District
Cedarville, Arkansas

Allocation Authorization:	$735,000
Use of QZAB Allocation:	Address drainage problem, remodel classrooms to include more efficient lighting and to upgrade HVAC units, and purchase new computers for elementary, middle, and high schools
Donation Information:	$58,267.77 (present value $53,500) Parent-teacher organization contributes volunteer general service hours including event volunteers, chaperones for field trips, general classroom support, tutoring, and building level support.
Date of Donation:	7/1/13 - 7/1/23
Donation Information:	$20,000 Phillips J. Leraris, PE, RLS donates civil engineering services
Date of Donation:	5/1/13
Recommendation:	Approve
Fiscal Agent:	Stephens, Inc. – Kevin Faught

Alpena School District
LEA # 0501
Boone County

Classified in Fiscal Distress May 14, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**James Trammell**	**James Trammell**	**James Trammell**	**James Trammell**
4 QTR ADM	579	576	554	541
Assessment	25,290,031	26,294,355	26,852,310	27,939,483
Total Mills	33.60	33.60	33.60	33.60
Total Debt Bond/Non Bond	1,598,549	1,527,233	1,458,904	1,563,556
Per Pupil Expenditures	7,529	8,599	8,893	8,905
Personnel-Non-Fed Certified FTE	48.11	50.62	59.37	47.94
Personnel-Non-Fed Certified Clsrm FTE	45.11	47.62	56.37	44.94
Avg Salary-Non-Fed Cert FTE	41,475	42,194	35,755	40,623
Avg Salary-Non-Fed Cert Clsrm FTE	39,663	40,437	33,649	39,516
Net Legal Balance (Excl Cat & QZAB)	521,289	388,141	380,122	331,796

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 3.5 Certified FTE through RIF
- Reduced .5 Classified FTE through RIF
- Reduced Summer Maintenance Costs
- Monitor Transportation Supply Costs
- Monitor Maintenance Supply Costs

Alpena School District
LEA # 0501
Boone County

Comments:

The District was classified in Fiscal Distress on May 14, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Bismarck School District
LEA # 3001
Hot Spring County

Classified in Fiscal Distress May 14, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**David Hopkins**	**Susan Stewart**	**Susan Stewart**	**Susan Stewart-Harper**
4 QTR ADM	934	974	978	1,017
Assessment	52,328,119	53,097,938	55,487,791	57,036,319
Total Mills	41.00	41.00	41.00	41.00
Total Debt Bond/Non Bond	8,205,000	8,035,000	8,010,000	7,815,000
Per Pupil Expenditures	8,035	8,545	9,297	9,125
Personnel-Non-Fed Certified FTE	78.00	80.00	82.00	82.00
Personnel-Non-Fed Certified Clsrm FTE	72.89	76.00	78.00	76.30
Avg Salary-Non-Fed Cert FTE	43,746	45,215	44,099	44,986
Avg Salary-Non-Fed Cert Clsrm FTE	41,813	43,609	42,474	43,155
Net Legal Balance (Excl Cat & QZAB)	1,523,651	1,365,456	900,917	833,845

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 2 certified employees through attrition
- Reduced 1 classified employee through attrition
- Declined renewal of security camera maintenance agreement
- Reclassified certified and classified salaries to utilize categorical and federal funds efficiently
- Restructured debt through a bond refunding with a lower interest rate
- Eliminated providing uniforms for maintenance, transportation, and cafeteria employees

Bismarck School District
LEA # 3001
Hot Springs County

Comments:

The District was classified in Fiscal Distress on May 14, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Brinkley School District
LEA # 4801
Monroe County

Classified in Fiscal Distress April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Betty McGruder**	**Betty McGruder**	**James Best**	**Arthur Tucker**
4 QTR ADM	732	687	632	647
Assessment	55,525,715	58,835,471	56,271,493	63,315,383
Total Mills	35.90	35.90	35.90	35.90
Total Debt Bond/Non Bond	1,865,000	1,745,000	1,670,000	1,680,939
Per Pupil Expenditures	10,464	12,221	12,552	11,619
Personnel-Non-Fed Certified FTE	68.55	71.99	69.09	59.03
Personnel-Non-Fed Certified Clsrm FTE	62.88	65.36	62.52	52.57
Avg Salary-Non-Fed Cert FTE	46,622	43,838	44,131	41,127
Avg Salary-Non-Fed Cert Clsrm FTE	45,229	42,247	42,312	38,787
Net Legal Balance (Excl Cat & QZAB)	759,799	696,762	431,626	537,879

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 5 certified employees through RIF and attrition
- Reduced 7 classified employees through RIF and attrition
- Eliminated vision insurance benefit
- Eliminated long term disability benefit
- Reduced extended day contracts for personnel

Additional Actions Not Included in Plan:

- Reduced athletic expenditures
- Reclassified certified and classified salaries to utilize categorical and federal funds efficiently

Brinkley School District
LEA # 4801
Monroe County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Cutter Morning Star School District
LEA # 2601
Garland County

Classified in Fiscal Distress December 12, 2011

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Lance Robinson**	**Lance Robinson**	**Lance Robinson**	**Lance Robinson/Carl Hughes**
4 QTR ADM	673	675	622	599
Assessment	34,467,094	38,539,128	38,902,378	40,194,706
Total Mills	39.50	39.50	39.50	39.50
Total Debt Bond/Non Bond	5,682,292	5,503,880	5,522,257	5,960,000
Per Pupil Expenditures	7,776	7,868	9,115	8,560
Personnel-Non-Fed Certified FTE	67.03	65.90	64.88	59.15
Personnel-Non-Fed Certified Clsrm FTE	61.21	60.08	59.81	53.78
Avg Salary-Non-Fed Cert FTE	41,808	42,029	41,557	41,704
Avg Salary-Non-Fed Cert Clsrm FTE	39,285	39,474	39,205	39,570
Net Legal Balance (Excl Cat & QZAB)	438,862	495,425	227,317	867,673

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Effective for the 2012-13 school year Ms. Nancy Anderson is Superintendent for the District.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

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2011-12

- Reduced 4 certified teachers through RIF
- Reduced 1 certified position through attrition
- Reduced 2 classified position through attrition
- Eliminated custodial service for remainder of 2011-12 school year (Utilized current staff)
- Eliminated "no cost" lunches for teachers performing additional lunch duties
- Eliminated cell phone service for administrators
- Restructured debt through a bond refunding with a lower interest rate

2012-13

- Reduced 4 certified employees through RIF
- Reduced 3 classified employees through RIF and attrition
- Monitor and reduce operating expenses
- Increased operating revenue through a voted 1 mill increase from 39.5 to 40.5 on April 10, 2012
- Utilized existing employees efficiently through a 3rd and 4th grade split class
- Utilizing advertising to retain and recruit students
- Participating in an energy efficiency program through CenterPoint Energy
- Identifying policy changes that would help recruit and retain quality staff

Cutter Morning Star School District
LEA # 2601
Garland County

Comments:

The District was classified in Fiscal Distress on Dec.12, 2011. The 2012-13 school year will complete the first full year of fiscal distress.

The Cutter-Morning Star Superintendent, Mr. Lance Robinson, received a contract buyout of $49,322 on January 13, 2012.

Mr. Carl Hughes was hired on January 13, 2012 as Interim Superintendent for the remainder of the 2011-12 school year.

Ms. Nancy Anderson was hired as Superintendent for the 2012-13 school year.

Increased operating revenue through a voted 1 mill increase from 39.5 to 40.5 mills on April 10, 2012

Drew Central School District
LEA # 2202
Drew County

Classified in Fiscal Distress May 14, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Wayne Fawcett**	**Wayne Fawcett**	**Wayne Fawcett**	**Wayne Fawcett**
4 QTR ADM	968	979	970	934
Assessment	58,301,643	58,886,159	61,014,556	64,477,290
Total Mills	35.60	35.60	35.60	39.90
Total Debt Bond/Non Bond	5,550,000	5,355,000	7,190,000	7,155,000
Per Pupil Expenditures	8,211	9,869	10,267	10,181
Personnel-Non-Fed Certified FTE	75.68	76.72	89.51	76.35
Personnel-Non-Fed Certified Clsrm FTE	71.41	72.11	83.37	70.59
Avg Salary-Non-Fed Cert FTE	42,792	43,411	37,253	44,726
Avg Salary-Non-Fed Cert Clsrm FTE	40,310	41,105	34,514	41,835
Net Legal Balance (Excl Cat & QZAB)	592,086	627,557	466,609	570,962

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Effective for the 2012-13 school year Mr. Mike Johnston is Superintendent for the District.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced certified positions by 6.87 FTE through RIF
- Reduced classified positions by 3 FTE through RIF
- Increased lunch prices to offset expense
- Increased debt service revenue through a voted 4.3 mill increase from 35.6 to 39.9 mills on April 11, 2011
- Eliminated long term disability insurance benefit
- Discontinued involvement with Monticello/Drew Central Boot Camp (alternative program for students with behavior issues)
- Eliminated general maintenance purchase service contract
- Restructured debt through a bond refunding with a lower interest rate

Drew Central School District
LEA # 2202
Drew County

Comments:

The District was classified in Fiscal Distress on May 14, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Wayne Fawcett, Drew Central Superintendent, resigned on June 30, 2012.

Effective for the 2012-13 school year Mr. Mike Johnston is Superintendent for the District.

Hartford School District
LEA # 6604
Sebastian County

Classified in Fiscal Distress April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Chris Rink**	**Chris Rink**	**Teresa Ragsdale**	**Teresa Ragsdale**
4 QTR ADM	375	352	340	382
Assessment	26,781,005	28,540,405	27,920,036	24,743,309
Total Mills	39.30	39.30	39.30	39.30
Total Debt Bond/Non Bond	419,821	1,192,042	1,288,104	1,254,483
Per Pupil Expenditures	9,205	10,174	11,079	9,525
Personnel-Non-Fed Certified FTE	40.55	33.57	25.52	36.97
Personnel-Non-Fed Certified Clsrm FTE	36.36	30.78	24.51	34.14
Avg Salary-Non-Fed Cert FTE	39,242	40,115	56,961	38,358
Avg Salary-Non-Fed Cert Clsrm FTE	37,047	37,597	50,882	35,713
Net Legal Balance (Excl Cat & QZAB)	341,361	532,544	346,745	290,040

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 1 certified employee through RIF
- Reduced 1 classified employee through attrition
- Reduced extended contract days for 5 certified employees
- Establish a $10 per day charge for the district sponsored Pre-K program
- Eliminated the EAST program
- Establish a $2 per day charge for before and after school care program
- Reduce substitute expense by utilizing existing staff
- Reduce transportation expense through reduction of field trips

Hartford School District
LEA # 6604
Sebastian County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

Helena-West Helena School District
LEA # 5403
Phillips County

Classified in Fiscal Distress: September 13, 2010

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district
* Material audit exceptions or violations

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Roy Bridges (Interim)**	**Willie Williams**	**Willie Williams**	**Suzann McCommon**
4 QTR ADM	2,565	2,312	2,233	1,886
Assessment	109,765,477	112,772,244	113,701,999	125,831,037
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	8,180,000	7,750,000	7,300,000	7,060,000
Per Pupil Expenditures	10,932	13,268	11,638	12,724
Personnel-Non-Fed Certified FTE	232.69	229.59	132.62	175.46
Personnel-Non-Fed Certified Clsrm FTE	209.70	200.17	101.89	163.15
Avg Salary-Non-Fed Cert Clsrm FTE	44,144	44,799	54,170	43,583
Avg Salary-Non-Fed Cert FTE	46,225	48,126	50,561	40,858
Net Legal Balance (Excl Cat & QZAB)	3,190,955	1,809,446	3,600,597	5,318,384

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2010-11

• Reduce (RIF) 3 staff administrative office staff
• Reclassified certified and classified salaries from operating to ARRA funds
• Reclassified certified and classified salaries from operating to Declining Enrollment funds
• Reclassified certified and classified salaries from operating to NSLA funds
• Reduced certified and classified salaries through attrition and reassignment
• Monitor all expenditures
• Eliminated Saturday School Detention Program
• Eliminated custodial/maintenance uniforms
▪ Eliminated After School Discipline Program

2011-12

▪ The District reduced 27 certified positions through RIF and attrition
▪ The District reduced 54 classified position through RIF and attrition
• Reduced salary and utility costs by transferring kindergarten students to three other schools
▪ Reduced operating costs by utilizing NSLA funds more efficiently
▪ Eliminated operating cost of After School tutorial

2012-13

• Reduced 30 employees through RIF
• Reclassified salaries of 4 certified positions from Operating to Categorical and Federal funds
• Reduced expenses through consolidation of campuses
• Refunded district bonds to a lower interest rate
• Monitor and implement corrective actions for the 2011 audit findings

Helena-West Helena School District
LEA # 5403
Phillips County

Comments:

The District was classified in Fiscal Distress on September 13, 2010. The 2012-13 school year will complete the 2nd full year of Fiscal Distress

On June 20, 2011, the Arkansas Department of Education took control of the Helena/W. Helena School District.

On June 20, 2011, Superintendent Willie Williams and the School Board were released from their duties.

The following appointments were made on June 20, 2011:
Suzann McCommon- Chief Executive Officer
Ulicious Reed- Chief Operating Officer

District had a prior classification with Fiscal Distress program.

- Classified - April 11, 2005
- Reconstitution (State takeover) - September 8, 2005
- Removed - April 21, 2008

The Helena-West Helena School District's general operating ending balance of $3,511,492 on June 30, 2011 included the reclassification of approximately $2.7 million in salaries from general operating funds to American Recovery and Reinvestment Act (ARRA) funds.

For the 2012-13 school year, the District has consolidated campuses from five to three due to declining enrollment. The District's enrollment as of Oct. 1, 2012 is 1,655 students.

Hermitage School District
LEA #0601
Bradley County

Classified in Fiscal Distress December 12, 2011

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Richard Rankin**	**Richard Rankin**	**Richard Rankin**	**Richard Rankin**
4 QTR ADM	495	464	470	455
Assessment	30,062,250	30,471,979	31,013,712	32,279,453
Total Mills	41.50	41.50	41.50	41.50
Total Debt Bond/Non Bond	5,368,265	5,324,804	5,286,175	5,516,175
Per Pupil Expenditures	8,476	11,449	11,843	12,256
Personnel-Non-Fed Certified FTE	37.12	38.37	37.45	46.78
Personnel-Non-Fed Certified Clsrm FTE	33.20	32.81	31.93	41.90
Avg Salary-Non-Fed Cert FTE	44,009	43,065	50,009	41,919
Avg Salary-Non-Fed Cert Clsrm FTE	40,950	39,833	48,014	40,448
Net Legal Balance (Excl Cat & QZAB)	401,919	424,784	376,025	33,383

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 8 certified positions through RIF
- Eliminated 1 bus route
- Monitor all purchase orders
- Monitor all energy consumption
- Reduce travel expenditures

Additional actions not included in plan:

- Reclassified salaries of 5 certified positions from Operating to Categorical and Federal funds
- Reduced 2 classified positions through attrition
- Closed the elementary school kitchen by moving the preparation of meals to the high school cafeteria
- Increased revenue by selling used buses and air conditioners

Hermitage School District
LEA #0601
Bradley County

Comments:

The District was classified in Fiscal Distress on Dec. 12, 2011. The 2012-13 school year will complete the first full year of fiscal distress.

District had a prior classification with Fiscal Distress program:

- Classified - April 21, 2008
- Removed - October 12, 2009

On October 24, 2011, the District obtained a $300,000 cash flow loan from First State Bank of Warren to cover payroll obligations. The loan was repaid on November 15, 2011.

On July 12, 2012, the District obtained a $350,075 cash flow loan from the First State Bank of Warren. The loan was repaid on November 19, 2012.

Mineral Springs School District
LEA # 3104
Howard County

Classified in Fiscal Distress December 10, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Max Adcock**	**Max Adcock**	**Max Adcock**	**Max Adcock**
4 QTR ADM	515	498	479	489
Assessment	33,654,224	47,820,121	57,839,673	72,455,784
Total Mills	34.00	34.00	34.00	34.00
Total Debt Bond/Non Bond	2,407,491	2,543,686	3,489,443	3,412,481
Per Pupil Expenditures	8,827	10,685	11,097	11,303
Personnel-Non-Fed Certified FTE	55.52	51.72	49.91	59.02
Personnel-Non-Fed Certified Clsrm FTE	49.88	46.72	42.33	51.62
Avg Salary-Non-Fed Cert FTE	40,572	44,809	48,703	43,692
Avg Salary-Non-Fed Cert Clsrm FTE	37,960	40,769	45,202	41,026
Net Legal Balance (Excl Cat & QZAB)	683,667	904,955	948,953	620,398

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Mr. Bill Blackwood is Interim Superintendent for the 2012-2013 year.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-2013

- Reduced personnel through attrition
- Reclassified certified and classified salaries from Operating to NSLA funds

2013-14

- Reduce extended contract days for employees through RIF
- Align salaries with Salary Schedules

Mineral Springs School District
LEA # 3104
Howard County

Comments:

The District was classified in Fiscal Distress on Dec. 10, 2012. The District will begin their first full year of Fiscal Distress on July 1, 2013.

Mineral Springs Superintendent, Mr. Max Adcock, was suspended with pay on May 17, 2012. Mr. Adcock's contract ends on June 30, 2013.

Ms. Jeanie Gorham served as Acting Superintendent from May 17, 2012 to November 9, 2012.

Mr. Bill Blackwood was hired on November 9, 2012 as Interim Superintendent for the remainder of the 2012-13 school year.

The Mineral Springs School District is currently working on a Revised Fiscal Distress Plan

On February 15, 2013, the Mineral Springs School District was notified that the 2012-13 budget was not approved by the Arkansas Department of Education, Financial Accountability and Reporting Unit due to material coding discrepancies and a decline of the fund balance. Several Units within the Department of Education are working with the Mineral Springs School District to address the financial issues.

Pulaski County Special School District
LEA # 6003
Pulaski County

Classified in Fiscal Distress May 16, 2011
* Additional indicator of declining balance added on February 13, 2012

Fiscal Distress Indicators and Additional Concerns:

* Material state or federal audit exceptions or violations
* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**James Sharpe**	**Rob McGill**	**Charles Hopson**	**Jerry Guess**
4 QTR ADM	17,133	16,989	16,618	14,392
Assessment	2,320,282,041	2,302,878,392	2,352,330,997	2,468,039,116
Total Mills	40.70	40.70	40.70	40.70
Total Debt Bond/Non Bond	156,832,320	152,055,788	149,919,256	149,101,780
Per Pupil Expenditures	9,779	10,783	11,392	13,268
Personnel-Non-Fed Certified FTE	1,427.96	1,313.96	1,551.55	1,318.21
Personnel-Non-Fed Certified Clsrm FTE	1,288.98	1,211.27	1,447.02	1,220.29
Avg Salary-Non-Fed Cert FTE	51,539	55,927	48,186	58,079
Avg Salary-Non-Fed Cert Clsrm FTE	48,906	53,334	44,930	55,541
Net Legal Balance (Excl Cat & QZAB)	8,335,082	7,852,237	2,491,321	13,591,944

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2011-12

- Revised policy specific to board and employee travel
- Revised policy to discontinue the utilization of blanket purchase orders
- Comply with APSCN timelines for bank statement reconciliation
- Revised procedures to segregate purchasing duties within the business division with respect to fixed assets
- Monitored compliance with Board procedures to add competitive bid awards as a regular agenda item
- Segregated accounting duties in payroll to achieve reliable payroll preparation and authorization
- Segregated accounting duties in regard to receipt of funding
- Developed and implemented a district wide overtime policy
- Enforced policy of employees not working past their contracted days without prior written approval
- Develop and implement a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitoring compliance with district policy in regard to voiding of outstanding checks
- Monitor compliance with districts policy in regard to cell phone usage, use of gift cards and credit cards
- Published FBI "Corruption Reporting" email and phone number on the District website
- Schedule a "Policy Workshop"
- Establish a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit findings
- Demonstrated a "Tone at the Top" approach to financial accountability
- Monitored all expenses to remain within budget
- Accurately projected future revenue for budget purposes
- Supervised and monitored the procedure for proper federal and local employee coding
- Supervised and monitored proper accounts receivable procedures
- Monitored compliance of coding with the Arkansas Financial Accounting Manual
- Supervised and monitored the issuance of manual checks
- Supervised and monitored the proper use of desegregation funding
- Educated employees on fiscal policies and procedures
- Conduct audits through Legislative Audit
- Submit Fiscal Distress Plan progress statements as a Board action agenda item
- Reduced 77 certified and classifies positions through RIF

2012-13

- Reduced salaries for 2012-13 through attrition
- Reduced teacher salary schedule from 192 to 190 days
- Implemented a new district-wide copier bid
- Revised employee insurance package
- Changed school bell schedule
- Reduced numerous personnel benefits paid above the state minimum
- Restructured debt through a bond refunding with a lower interest rate
- Established numerous new procedures that corrected past audit findings and strengthened fiscal integrity
- Implement corrective actions pertaining to the FY11 audit findings
- Identify cost reduction possibilities if state desegregation funding is eliminated
- Reverse the declining balance and build the legal balance to 10% of Annual Expenditures

Pulaski County Special School District
LEA # 6003
Pulaski County

Comments:

The District was classified in Fiscal Distress on May 16, 2011. The 2012-13 school year will complete the 2nd full year of fiscal distress.

On June 20, 2011, the Arkansas Department of Education took control of the Pulaski County Special School District.

On June 20, 2011, Superintendent Charles Hopson and the School Board were released from their duties.

Mr. Bobby Lester Sr. served as Interim Superintendent from June 20-30, 2011.

On July 1, 2012, Dr. Jerry Guess was hired as Superintendent.

On October 10, 2011, the PCSSD hired a Certified Public Accountant to fill the vacant Chief Financial Officer position.

On February 13, 2012, the Arkansas State Board of Education added the following indicator to the Districts Fiscal Distress classification:

* A declining balance determined to jeopardize the fiscal integrity of the school district

The FY12 Unrestricted Legal Balance includes a non-reocurring revenue receipt of 15.1 million dollars. Act 871 provides for a one-time adjustment to the local tax revenue received January through June. (previously known as 40% pullback).

Western Yell County School District
LEA # 7509
Yell County

Classified in Fiscal Distress April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Brad Spikes**	**Brad Spikes**	**Brad Spikes**	**Brad Spikes**
4 QTR ADM	468	494	475	451
Assessment	44,431,663	41,979,487	37,177,236	32,065,116
Total Mills	38.80	38.80	38.80	38.80
Total Debt Bond/Non Bond	2,948,731	2,857,184	2,765,638	2,981,885
Per Pupil Expenditures	9,075	9,635	10,162	11,126
Personnel-Non-Fed Certified FTE	42.59	44.64	49.63	47.49
Personnel-Non-Fed Certified Clsrm FTE	39.59	41.64	46.63	43.49
Avg Salary-Non-Fed Cert FTE	40,231	41,290	38,172	41,027
Avg Salary-Non-Fed Cert Clsrm FTE	37,579	38,624	35,697	38,615
Net Legal Balance (Excl Cat & QZAB)	1,480,014	974,010	606,769	125,827

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 8 certified employees through RIF and attrition
- Reduced 2 classified employees through RIF
- Reclassified certified and classified salaries of 7 employees to utilize categorical and federal funds efficiently
- Reduced contracted days for 4 classified employees
- Reduced bus routes from 5.5 to 4

Western Yell County School District
LEA # 7509
Yell County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The 2012-13 school year will complete the first full year of fiscal distress.

On September 13, 2012, the District obtained a $600,000 cash flow loan from Chambers Bank. The loan matures on June 30, 2013.

Arkansas Department of Education
Alpena School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
331,796	3,755,023	3,678,432	408,387

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
331,796	2,438,055	2,036,697	733,153

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
380,122	2,458,024	2,119,727	718,419

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Alpena School District
Revenue

General Operating Funds:
1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	506,108	547,631	41,524		550,000
11115	PROPERTY SALES TAX RELIEF	0	0	0		0
11120	PROPERTY TAX-40% BY 6/30	52,240	47,995	(4,245)		296,000
11125	PROP TAX RELIEF TAX 40%	0	0	0		0
11140	PROPERTY TAX-DELINQUENT	8,801	26,611	17,810		23,000
11150	EXCESS COMMISSION	0	3,671	3,671		21,000
11160	LAND REDEMP-IN STATE SALE	7,869	182	(7,687)		10,000
11400	PENALTIES/INTEREST ON TAX	255	185	(70)		500
11500	INT UNAPPORTION PROP TAX	0	0	0		0
12800	PAYMENT IN LIEU OF TAXES	0	0	0		0
15100	INTEREST ON INVESTMENTS	6,146	6,450	304		5,000
19130	LEA BUILDGS & FACILITIES	2,600	2,600	0		3,900
19800	REFUNDS OF PRIOR YR EXPEN	(179)	0	179		0
19900	MISC REV FR LOCAL SOURCES	4,891	16,242	11,351		7,750
21100	CNTY GENERAL APPORTIONMENT	0	0	0		0
21200	SEVERANCE TAX	0	0	0		0
21900	OTHER REV FROM COUNTY	9,005	1,270	(7,736)		2,000
28000	PAYMENT IN LIEU OF TAXES	0	0	0		0
31100	STATE EQUALIZATION AID	0	0	0		0
31101	FOUNDATION FUNDING	1,748,558	1,732,563	(15,995)		2,722,600
31102	ENHANCED EDUCATIONAL FUND	0	0	0		0
31103	98% TAX COLL GUARANTEE	0	0	0		15,000
31400	TRANSPORTATION AID	0	0	0		4,000
31450	STUDENT GROWTH FUNDING	0	21,621	21,621		0
31460	DECLINING ENROLLMENT	76,093	0	(76,093)		33,340
31620	SUPP MILLAGE INCENTIVE	14,739	11,054	(3,685)		11,054
32215	ALTERNATIVE ED GRANT	0	0	0		0
32219	EISENHOWER MATH/SCIENCE	0	0	0		0
32235	TECHNOLOGY IMPRVMT GRANT	0	0	0		0
32250	PROF QUAL ENHANC IND PROG	0	1,994	1,994		1,994
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		2,200
32340	HAND-RESIDENT TREATMENT	0	0	0		0
32355	EARLY CHILD PILOT PARENT	0	0	0		28,000
32361	GT ADVANCE PLACEMENT	850	700	(150)		400
32420	VOC CAPITAL EQUIP GRANT	0	0	0		0
32491	WORKFORCE EDUCATION AID	0	0	0		0
32910	WORKER'S COMP INSURANCE	0	0	0		0
32912	GEN FAC FUND	5,423	4,067	(1,356)		4,067
32913	GROWTH FUNDING	0	0	0		0

Arkansas Department of Education
Alpena School District
Revenue

General Operating Funds:
1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32915	DEBT SERVICE SUPPLEMENT	14,624	13,218	(1,406)		13,218
41200	WILDLIFE REFUGE	0	0	0		0
41300	REV IN LIEU OF TAXES	0	0	0		0
42100	FOREST RESERVE	0	0	0		0
42200	FLOOD CONTROL	0	0	0		0
42300	MINERAL LEASES	0	0	0		0
42400	FEDERAL GRAZING	0	0	0		0
42500	IMPACT AID	0	0	0		0
48000	PAYMENT IN LIEU OF TAXES	0	0	0		0
51100	BONDED INDEBTEDNESS	0	0	0		0
Total Revenue		**2,458,024**	**2,438,055**	**(19,969)**		**3,755,023**

Arkansas Department of Education
Alpena School District
Expenditures

General Operating Funds:
1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	CERT SALARY	899,669	966,030	66,361		1,829,474
61120	CLS SALARY	315,980	289,186	(26,793)		459,434
61210	TEMP-CERTIFIED	0	1,000	1,000		2,000
61220	TEMP-CLASSIFIED	0	0	0		0
61300	OVERTIME	0	0	0		0
61510	BONUSES-CERTIFIED	0	0	0		0
61520	BONUSES-CLASSIFIED	0	0	0		0
61710	CERT SUBSTITUTES	25,064	25,657	593		25,563
61720	CLS SUBSTITUTES	4,126	5,148	1,022		6,970
61810	CERT UNUSED SICK	0	0	0		0
61820	CLS UNUSED SICK LEAVE	0	0	0		0
61961	VACATION PAY CLS	0	2,559	2,559		2,559
62110	CERT GROUP INS	5,110	4,687	(423)		8,345
62120	CLS GROUP INS	226	90	(136)		216
62200	CLS SOC SEC	0	0	0		0
62210	CERT SOC SEC	54,100	57,815	3,715		116,294
62220	CLS SOC SEC	17,683	16,451	(1,232)		27,794
62260	CERT MEDICARE	12,653	13,521	869		27,198
62270	CLS MEDICARE	4,136	3,847	(288)		6,500
62310	CERT TCH RET-MATCHING	130,391	139,433	9,041		262,599
62320	CLS TCH RET - MATCHING	43,074	40,317	(2,757)		61,177
62510	CERT UNEMPLOY COMP	53	408	354		2,800
62520	CLS UNEMPLOY COMP	53	0	(53)		0
62610	CERT WKR'S COMP	6,225	6,120	(105)		6,120
62620	CLS WKR'S COMP	3,152	2,759	(393)		3,320
62710	CERT HEALTH BENEFITS	25,867	30,934	5,067		57,500
62720	CLS HEALTH BENEFITS	15,361	13,672	(1,689)		17,527
62800	PUB.RET-MATCHING	0	0	0		0
62820	CLS PUB RET MATCHING	75	226	151		453
62910	OTHER BENEFITS-CERTIFIED	0	0	0		0
62920	OTHER BENEFITS-CLASSIFIED	0	0	0		0
Total Salaries and Benefits		**1,562,998**	**1,619,860**	**56,862**		**2,923,843**
63000	PURC SVS-PROF & TECHNICAL	0	0	0		0
63100	OFFICIAL/ADMINISTRATIVE	0	0	0		0
63110	STAFF SERVICES	0	0	0		0
63130	BOARD OF ED SERVICES	65	1,032	967		1,050
63180	SCH BRD ELEC	0	0	0		0
63200	PROFESSIONAL-EDUCATIONAL	0	0	0		0
63210	INSTRUCTIONAL	11,210	22,420	11,210		43,460
63220	INST PGRM-IMPROVEMENT SVS	0	0	0		0
63230	CONSULTING-EDUCATIONAL	0	0	0		0
63300	OTHER PROFESSIONAL	0	0	0		0

Arkansas Department of Education
Alpena School District
Expenditures

General Operating Funds:
1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
63310	PUPIL SERVICES	0	0	0		0
63320	CLS PROF DEVELOPMENT	983	140	(843)		1,000
63330	ACCOUNTING	0	0	0		0
63350	MEDICAL SERVICES	0	0	0		0
63410	DATA PROCESSING SERVICES	0	0	0		0
63441	LEGAL LIT-DEFENSE OF DIST	0	7,885	7,885		10,000
63450	MEDICAL	152	325	173		300
63470	ARCHITECTURAL	0	0	0		0
63490	OTHER PROFESSIONAL SERV	0	0	0		0
63530	SOFTWARE-MAINT & SUPPORT	349	2,492	2,143		350
63590	OTHER TECH SERV	5,208	5,364	156		5,200
63900	OTHER PURC PROF/TECH SVS	1,791	8,564	6,773		12,258
63910	PURCH PROF & TECH SERVICE	0	0	0		0
64100	UTILITY SERVICES	0	0	0		0
64110	WATER/SEWER	3,376	3,327	(49)		5,850
64210	DISPOSAL/SANITATION	4,598	9,220	4,622		7,225
64230	CUSTODIAL	3,356	0	(3,356)		3,356
64240	LAWN CARE	0	56	56		57
64310	NON TECH BUILDING/GR REPA	41,821	3,397	(38,424)		39,000
64320	EQUIPMENT & VEHICLES	9,474	1,534	(7,941)		9,000
64410	LAND & BLDGS	0	0	0		0
64420	EQUIP & VEHICLES	1,120	1,260	140		2,180
64500	CONSTRUCTION SERVICES	0	0	0		0
64900	OTHER PURC PROPERTY SVS	116,578	3,524	(113,053)		7,200
65190	FROM OTHER SOURCES	0	0	0		0
65210	PROPERTY INSURANCE	21,314	21,943	629		23,043
65240	FLEET INSURANCE	4,217	4,528	311		4,528
65250	ACCIDENT INS FOR STUDENTS	0	0	0		0
65290	OTHER INSURANCE	4,563	4,375	(188)		4,563
65310	TELEPHONE	2,561	1,425	(1,136)		3,076
65320	POSTAGE	2,545	2,360	(185)		3,503
65400	ADVERTISING	560	133	(428)		667
65610	TO LEA'S WITHIN STATE	0	0	0		0
65800	TRAVEL	0	0	0		0
65810	TRVL-CERT-IN DISTRICT	759	665	(94)		2,740
65820	TRVL-CLS IN DISTRICT	722	735	14		1,180
65830	TRVL CERT-OUT DISTRICT	0	0	0		0
65840	TRVL CLS OUT DISTRICT	0	0	0		0
65850	TRVL CERT OUT STATE	0	0	0		0
65860	TRVL CLS OUT STATE	0	0	0		0
65870	TRAVEL-NON-EMPLOYEE	851	391	(459)		1,176
65880	OTHER PUR SERV-TRAVEL	344	177	(166)		3,165
65890	LODGING	9,012	1,686	(7,326)		13,733

Arkansas Department of Education
Alpena School District
Expenditures

General Operating Funds:
1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
65900	MISC PURC SVS	1,800	0	(1,800)		1,800
65910	SVS PURCH-LEA WITHIN STATE	0	0	0		0
65920	PURCH LEA OUTSIDE STATE	0	0	0		0
66100	GEN SUPPLIES	79,640	72,245	(7,395)		112,765
66107	LOW VALUE EQUIPMENT	0	0	0		0
66210	NAT.GAS	16,787	18,298	1,510		32,000
66220	ELECTRICITY	42,138	41,952	(186)		61,500
66240	OIL	0	0	0		0
66260	GASOLINE/DIESEL	28,362	26,316	(2,046)		47,000
66290	OTHER	0	0	0		0
66300	FOOD	0	0	0		0
66410	TEXTBOOKS	16,321	86,251	69,931		63,340
66420	LIBRARY BOOKS	17	0	(17)		20
66430	PERIODICALS	537	307	(230)		687
66440	AUDIOVISUAL MATERIALS	1,905	0	(1,905)		1,905
66500	TECHN SUPPLIES	0	0	0		0
66510	SOFTWARE	0	0	0		0
66520	OTHER	0	0	0		0
66600	BUILDING MATERIALS	0	0	0		0
66810	FEES	0	0	0		0
66900	OTHER SUPPLIES & MATERIAL	5,835	6,812	977		8,943
66910	TIRES	0	0	0		0
66920	PARTS	0	0	0		0
67100	LAND & IMPROVEMENTS	13,675	0	(13,675)		0
67200	BUILDINGS	0	0	0		0
67300	EQUIPMENT	0	0	0		0
67310	MACHINERY	0	0	0		0
67320	VEHICLES	0	0	0		0
67330	FURNITURE & FIXTURES	0	0	0		0
67340	TECHNOLOGY RELATED HARDWA	5,002	0	(5,002)		2,500
67350	TECHNOLOGY SOFTWARE	0	0	0		0
67390	OTHER EQUIPMENT	61,894	0	(61,894)		4,234
67500	TECHN EQUIP	0	0	0		0
67900	DEPRECIATION	0	0	0		0
68100	DUES AND FEES	9,404	10,189	785		12,920
68300	INTEREST	12,414	26,512	14,098		59,257
68830	PROPERTY TAX	0	0	0		0
68900	MISC EXPENDITURES	0	33	33		0
68999	ALLOCATED CHARGES	0	0	0		0
69100	REDEMPTION OF PRINCIPAL	13,472	18,965	5,493		118,567
69330	TO BUILDING FUND	0	0	0		18,291
69360	TO FEDERAL GRANTS FUND	0	0	0		0
69400	OVERPAYMENT ADD BASE FUND	0	0	0		0

Arkansas Department of Education
Alpena School District
Expenditures

General Operating Funds:
1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
69500	TRANSITS	0	0	0		0
Other Expenditure Totals		**556,729**	**416,837**	**(139,892)**		**754,590**
Overall Expenditure Totals		**2,119,727**	**2,036,697**	**(83,030)**		**3,678,432**

Arkansas Department of Education
Pulaski County Special School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
13,211,766	168,489,114	167,611,654	14,089,225

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
13,211,766	100,466,167	95,162,246	18,515,687

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
2,137,948	123,517,508	112,720,019	12,935,438

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Pulaski County Special School District
Revenue

General Operating Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1260|1265|1290|1365|1373|1383|1387|1900|1903
|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019
|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040
|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061
|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2074|2075|2082|2084|2150|2204|2213|2217|2218
|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2273|2290|2300|2330|2331|2340|2361

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	58,825,393	46,072,166	(12,753,227)		44,983,037
11115	TAX RELIEF SALES TAX	0	0	0		0
11120	PROPERTY TAX-40% BY 6/30	2,306,593	1,900,693	(405,900)		42,136,353
11140	PROPERTY TAX-DELINQUENT	3,963,996	3,470,561	(493,435)		5,767,740
11150	EXCESS COMMISSION	1,457,367	1,575,159	117,792		1,458,303
11160	LAND REDEMP-IN STATE SALE	625,801	487,781	(138,020)		800,345
11400	PENALTIES/INTEREST ON TAX	3,062	1,215	(1,847)		4,382
12800	REVENUE IN LIEU OF TAXES	13,631	8,452	(5,179)		25,520
13120	TUITION-SUMMER SCHOOL	0	4,220	4,220		20,000
13140	TUITION-DAY CARE	2,205	175,746	173,541		270,940
13190	TUITION-OTHER PROGRAMS	1,800	720	(1,080)		0
13195	TUITION-CYBER ACADEMY	0	0	0		0
14290	TRANS FEES OTHER PROGRAMS	0	0	0		0
15100	INTEREST ON INVESTMENTS	21,493	74,223	52,729		50,000
15900	OTHER EARNINGS INVESTMENT	0	88	88		0
16910	SALES INSIDE DISTRICT	105,000	0	(105,000)		0
17210	SCH SPNSRD-PICTURES,ETC	0	0	0		0
17500	REV FROM ENTERPRISE ACTIVITY	0	0	0		0
17590	OTHER CONTRACTED SERVICES	0	0	0		0
17900	OTHER STUDENT ACTIVITY REV	16,017	18,541	2,523		63,376
19130	LEA BUILDGS & FACILITIES	34,069	12,439	(21,630)		20,000
19200	PRIVATE CONTRIBUTIONS	0	0	0		0
19400	TEXTBOOK SALES & RENTALS	0	0	0		0
19516	STAFF DEVELOPMENT	0	0	0		0
19800	REFUNDS OF PRIOR YR EXPEN	47,261	16,313	(30,949)		0
19900	MISC REV FR LOCAL SOURCES	198,134	67,641	(130,493)		15,600
19905	JAX HIGH PRINT SHOP SALES	0	0	0		0
19910	PACT\PASS PRESIDENT	0	0	0		0
19911	TEACHER PROF GROWTH-2082	0	0	0		0
19912	SUPP STAFF PROF GRWTH2084	0	0	0		0
19913	ADM PROF GROWTH-2082	0	0	0		0
21000	UNREST GRANTS-COUNTY	0	0	0		0
21100	CNTY GENERAL APPORTIONMENT	0	0	0		0
21200	SEVERANCE TAX	11,962	5,449	(6,513)		20,000
22000	RESTRICTED GRANTS	11,000	200	(10,800)		0
28000	REVENUE IN LIEU OF TAXES	0	0	0		0
31100	STATE EQUALIZATION AID	0	0	0		0
31101	FOUNDATION FUNDING	27,375,201	27,012,293	(362,908)		42,447,890
31102	ENHANCED EDUCATIONAL FUND	0	0	0		0
31103	98% TX COLLECT GUARANTEE	0	0	0		1,114,563
31450	STUDENT GROWTH FUNDING	0	922,556	922,556		0
31460	DECLINING ENROLLMENT	1,004,083	0	(1,004,083)		0
31600	INCENTIVE FUNDING	0	0	0		0
31900	UNRESTRICTED GRANTS-OTHER	0	0	0		0
31910	INSURANCE/T RETIREMENT	0	0	0		0

Arkansas Department of Education
Pulaski County Special School District
Revenue

General Operating Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1260|1265|1290|1365|1373|1383|1387|1900|1903
|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019
|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040
|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061
|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2074|2075|2082|2084|2150|2204|2213|2217|2218
|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2273|2290|2300|2330|2331|2340|2361

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32120	ADULT GENERAL EDUCATION	0	0	0		0
32140	ADULT ED SPECIAL PROJECTS	0	0	0		0
32225	ARK EAST TECHNOLOGY GRANT	20,702	0	(20,702)		0
32227	COLLEGE PREP ENRICH PGM	0	0	0		0
32229	HIGH TECH TRAINING CENTER	0	0	0		0
32232	ALT LEARNING PROG GRANT	0	0	0		0
32250	PQE INDUCTION/MENTORING	75,756	114,100	38,344		114,100
32251	CWIP-CHILD WELLNESS INTER	0	0	0		0
32253	PATHWISE MENTOR TRAINING	1,444	0	(1,444)		0
32260	FISH AND WILDLIFE FINES	0	0	0		0
32290	OTHER GRANTS & AID STATE	0	0	0		0
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		71,313
32314	SPECIAL ED ESY	10,360	6,660	(3,700)		10,360
32330	NON-HAND-RESID TREATMENT	457,800	502,140	44,340		1,378,787
32340	HAND-RESIDENT TREATMENT	444,780	430,560	(14,220)		1,065,651
32350	EARLY CHILDHOOD SPED	0	559,550	559,550		559,550
32355	CATASTROPHIC OCCUR. FDG.	0	0	0		505,000
32361	GIFTED/TALENT-ADVANCE PLA	12,900	16,300	3,400		16,300
32371	LIMITED ENGISH PROFICIENCY	0	0	0		0
32430	WORKFORCE ED-SPEC NEEDS	11,319	2,556	(8,764)		2,555
32470	TRADITONAL APPRENTICESHIP	59,741	6,993	(52,748)		66,000
32480	WORKFORCE NEW PROG START	0	0	0		58,082
32611	DL EQT GRANT	0	75,000	75,000		75,000
32612	ED COOP TECHNOLOGY CTR	0	18,092	18,092		18,092
32710	AR BETTER CHANCE(ABC)GRNT	2,566,080	2,632,126	66,046		3,304,800
32727	HIPPY-ABC	182,350	168,700	(13,650)		236,250
32755	SMART START LITERACY	7,490	0	(7,490)		7,490
32811	PULASKI CO MAGNET REVIEW	123,333	154,167	30,833		154,167
32812	M TO M REVENUE	6,257,128	6,689,796	432,668		10,899,445
32813	MAGNET & M TO M TRANSPORT	2,288,032	2,252,117	(35,915)		2,455,952
32814	TEACHER RET/INS	4,918,217	4,231,996	(686,221)		7,580,124
32901	TOBACCO EXCISE TAX GRANT	0	0	0		0
32910	WORKER'S COMP INSURANCE	0	0	0		0
32912	GEN FACILITIES FUNDING	92,013	69,010	(23,003)		69,010
32915	DEBT SERVICE FUNDING SUPP	0	0	0		0
32917	DEPARTMENT OF HEALTH	0	0	0		0
32920	AR GAME & FISH GRANT	0	3,036	3,036		3,036
32990	AFRICAN AMERICAN GRANT	0	0	0		0
41100	SCH AID-FED AFF AREA M/O	0	0	0		0
41200	WILDLIFE REFUGE	0	0	0		0
42100	FOREST RESERVE	0	0	0		0
42500	IMPACT AID	39,458	240,078	200,620		255,000
42900	OTHER UN/I FEDERAL-STATE	0	0	0		0
51100	BONDED INDEBTEDNESS	0	0	0		0
51999	AUDIT ADJ PRIOR YR ERRORS	0	186,274	186,274		0

Arkansas Department of Education
Pulaski County Special School District
Revenue

General Operating Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1260|1265|1290|1365|1373|1383|1387|1900|1903
|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019
|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040
|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061
|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2074|2075|2082|2084|2150|2204|2213|2217|2218
|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2273|2290|2300|2330|2331|2340|2361

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
52300	TRANSFER-BUILDING FUND	9,856,316	0	(9,856,316)		0
52600	TRANSFER-FEDERAL GRANTS	0	0	0		0
52900	INDIRECT EXPENSE REIMBURS	0	8,905	8,905		385,000
53100	SALE OF EQUIPMENT	44,501	44,060	(441)		0
53200	SALE OF BLD/TRADE HOUSE	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	23,721	227,497	203,777		0
56400	EXTRAORDINARY ITEMS	0	0	0		0
Total Revenue		**123,517,508**	**100,466,167**	**(23,051,341)**		**168,489,114**

Arkansas Department of Education
Pulaski County Special School District
Expenditures

General Operating Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1260|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2074|2075|2082|2084|2150|2204|2213|2217|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2273|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	REG EMPLOYEES-CERTIFIED	36,018,343	32,105,386	(3,912,957)		59,167,970
61111	BUS DUTY MONITORS	165,637	5,158	(160,479)		97,247
61115	CERTIFIED ADMINISTRATORS	5,754,284	5,528,198	(226,086)		9,012,452
61117	STAFF DEV-CERT TEACHERS	485,340	256,390	(228,950)		842,630
61118	STAFF DEV-CERT ADMINIST	5,269	0	(5,269)		9,565
61119	DEPARTMENTAL CHAIRPERSON	28,484	25,236	(3,248)		50,884
61120	REG EMPLOYEES-CLASSIFIED	9,919,666	9,456,874	(462,792)		16,478,700
61121	STAFF DEV-CLASSIFIED	144,061	99,022	(45,039)		271,691
61122	CLASSIFIED CUSTODIANS	1,148,667	1,141,606	(7,060)		1,785,200
61123	CLASSF CAFETERIA MONITORS	318,562	159,256	(159,306)		483,808
61124	BUS MONITORS CLASSIFIED	33,369	22,336	(11,034)		84,207
61125	CLASSIFIED ADMINISTRATIVE	619,336	687,051	67,715		1,013,845
61126	CLASSIFIED PROFESSIONAL	3,333,507	3,319,239	(14,268)		5,488,846
61160	NON-CERT CAFE MANAGERS	0	0	0		0
61210	TEMP-CERTIFIED	140	20,722	20,582		3,375
61211	PART-TIME CERTIFIED	50,827	7,805	(43,022)		69,307
61220	TEMP-CLASSIFIED	1,000,861	550,107	(450,755)		1,803,511
61320	OVERTIME-CLASSIFIED	51,800	28,856	(22,944)		61,000
61321	OVERTIME-MAINTENANCE	12,419	17,848	5,429		30,000
61322	OVERTIME-CUSTODIANS	435	703	268		3,000
61340	DO NOT USE	0	0	0		0
61510	STIPEND-CERTIFIED	158,962	63,506	(95,455)		214,640
61511	ATTENDANCE INCENTIVE-CERT	29,391	0	(29,391)		0
61512	ATTEND INC-CERT ADMINIST	6,400	0	(6,400)		0
61520	STIPEND-CLASSIFIED	18,020	12,578	(5,442)		18,629
61521	ATTENDENCE INCENTIVE CLAS	38,767	400	(38,367)		400
61522	BUS DRIVER EXTRA DUTY PAY	611,246	603,416	(7,830)		744,850
61610	WORKSHOPS CERTIFIED	0	10,546	10,546		19,200
61620	WORKSHOPS CLASSIFIED	0	0	0		0
61710	SUBSTITUTES-CERTIFIED	1,002,789	945,132	(57,657)		1,509,970
61720	SUBSTITUTES-CLASSIFIED	305,703	244,266	(61,437)		506,844
61810	UNUSED SICK-CERT TEACHERS	49,388	20,649	(28,739)		322,091
61811	UNUSED SICK-CERT ADMIN	7,538	8,138	600		33,000
61820	UNUSED SICK-CLASS REGULAR	33,431	53,790	20,359		164,038
61910	SEVERANCE-CERT TEACHERS	76,948	30,583	(46,365)		37,963
61911	SEVERANCE-CERT ADMINIST	0	0	0		0
61920	SEVERANCE-CLASSIFIED	10,554	0	(10,554)		7,345
61942	VACATION PAY-CLASSIFIED	0	0	0		0
61960	UNUSED VACATION CRT	0	8,499	8,499		8,659
61961	UNUSED VACATION CLASSIFD	27,535	9,148	(18,387)		42,814
62110	GROUP INSUR-CERTIFIED	1,326,484	0	(1,326,484)		50,436
62120	GROUP INSUR-CLASSIFIED	849,229	0	(849,229)		0
62210	SOCIAL SECURITY-CERTIFIED	2,577,016	2,270,916	(306,101)		4,362,739
62220	SOCIAL SECURITY-CLASS	1,124,079	1,038,095	(85,984)		1,742,911
62260	MEDICARE-CERTIFIED	603,526	532,995	(70,531)		1,014,395
62270	MEDICARE-CLASSIFIED	263,440	243,403	(20,037)		409,230
62310	TEACH RET CONT-CERTIFIED	6,000,165	5,311,442	(688,723)		9,849,750
62320	TEACH RET CONT-CLASSIFIED	2,544,381	2,403,111	(141,270)		3,872,516
62410	TUITION REIMBURSE-CERT	326	0	(326)		0

Arkansas Department of Education
Pulaski County Special School District
Expenditures

General Operating Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1260|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2074|2075|2082|2084|2150|2204|2213|2217|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2273|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
62510	UNEMPLOYMENT COMP-CERT	0	150,074	150,074		200,000
62520	UNEMPLOYMENT COMP-CLASS	35,464	150,074	114,610		200,000
62610	WORKER'S COMP-CERTIFIED	0	94,091	94,091		173,719
62620	WORKER'S COMP-CLASSIFIED	0	186,114	186,114		320,853
62710	CERTIFIED B C B S	1,065,794	1,734,677	668,883		3,230,537
62711	CERTIFIED-DELTA DENTAL	58,458	0	(58,458)		0
62712	DELTA DENTAL-24 CERT	0	181,767	181,767		340,080
62713	DELTA VISION-24,CERT	0	24,459	24,459		45,514
62714	LINCOLN LTD-24, CERT	0	62,177	62,177		117,679
62715	LINCOLN STD-24, CERT	0	61,946	61,946		116,709
62716	LINCOLN BASIC LADD-24 CER	0	12,003	12,003		22,384
62720	CLASSIFIED-B C B S	739,746	1,190,783	451,037		1,860,361
62721	CLASSIFIED-DELTA DENTAL	57,023	5,296	(51,727)		7,641
62722	DELTA DENTAL-24 CLASS	0	146,106	146,106		251,757
62723	DELTA VISION-24 CLASS	0	19,482	19,482		33,608
62724	LINCOLN LTD-24, CLASS	0	24,034	24,034		41,600
62725	LINCOLN STD-24, CLASS	0	23,757	23,757		41,224
62726	LINCOLN BASIC LADD 24 CLA	0	9,409	9,409		16,130
62820	PUBLIC RETIRE CONTR-CLASS	17,366	11,686	(5,680)		31,084
62910	CLASSIFIED-DIST CONTRIB	10,000	0	(10,000)		0
62911	CERTIFIED-LIFE INSURANCE	16,108	0	(16,108)		0
62912	CLASSIFIED-LIFE INSURANCE	0	0	0		0
62920	CLASSIFIED-DIST CONTRIB	0	0	0		0
62921	CLASSIFIED-LIFE INSURANCE	11,387	76	(11,311)		0
Total Salaries and Benefits		**78,767,670**	**71,330,417**	**(7,437,254)**		**128,740,535**
63110	STAFF SERVICE	0	0	0		20,500
63111	SUBSTITUTE STAFF SERVICE	16,868	16,419	(449)		20,000
63120	MANAGEMENT SERVICE CONSUL	2,000	0	(2,000)		0
63210	PROF ED-INSTRUCT SER	84,626	64,972	(19,654)		272,461
63230	CONSULTING-EDUCATIONAL	2,400	7,700	5,300		23,179
63310	PROF EMP TR&DEV - CERT	14,430	19,127	4,697		100,806
63320	PROF EMP TR&DEV - CLASS	24,434	6,427	(18,007)		44,134
63410	PUPIL SERVICES	0	9,800	9,800		37,000
63420	ENGINEERING	450	0	(450)		403
63430	ACCOUNTING	18,066	15,500	(2,566)		103,648
63431	AUDIT SERVICES	0	0	0		5,000
63441	LEGAL-LITIGATION:DEFENSE	8,418	7,856	(562)		39,000
63445	LEGAL-RESEARCH & OPINIONS	244,102	226,044	(18,058)		495,000
63450	MEDICAL	0	0	0		1,800
63460	INFORMATION TECHNOLOGY	73,544	58,412	(15,133)		85,000
63470	ARCHITECTURAL	0	0	0		1,843
63490	OTHER PROFESSIONAL SERVIC	101,484	42,186	(59,298)		92,824
63530	SOFTWARE SUPPORT	9,492	1,334	(8,158)		5,340
63590	OTHER TECHNICAL SERVICES	86,994	46,323	(40,671)		86,715
63900	OTHER PURC PROF/TECH SVS	314,848	317,210	2,362		670,104
64110	WATER/SEWER	245,443	331,734	86,291		429,123
64210	DISPOSAL/SANATATION	187,632	185,087	(2,545)		353,400
64230	CUSTODIAL	0	0	0		0

Arkansas Department of Education
Pulaski County Special School District
Expenditures

General Operating Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1260|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2074|2075|2082|2084|2150|2204|2213|2217|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2273|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
64240	LAWN CARE	242,535	216,778	(25,757)		383,000
64310	NON-TECH REPAIRS & MAINT	480,427	724,877	244,449		1,293,022
64312	HELMET REPAIR	0	2,691	2,691		18,420
64320	TECH REPAIRS & MAINT.	111,249	45,013	(66,236)		176,954
64410	RENT OF LAND/BUILDINGS	106,732	79,798	(26,934)		126,491
64420	RENTAL OF EQUIPMENT	370,418	298,302	(72,117)		690,078
64430	RENTAL/LEASE OF COMPUTERS	0	0	0		0
64500	CONSTRUCTION SERVICES	(9,962)	0	9,962		326,999
64900	OTHER PURC PROPERTY SVS	32,314	36,677	4,362		95,000
65190	FROM OTHER SOURCES	0	1,500	1,500		4,000
65210	PROPERTY INSURANCE	1,321,265	679,524	(641,741)		1,453,392
65240	FLEET INSURANCE	234,942	117,473	(117,469)		247,659
65250	ATHLETIC INSURANCE	87,024	79,427	(7,597)		79,427
65290	OTHER INSURANCE	27,654	52,867	25,213		39,668
65300	COMMUNICATIONS	0	58	58		0
65310	TELEPHONE EXPENSE	246,142	143,667	(102,475)		403,956
65320	POSTAGE EXPENSE	34,323	31,881	(2,442)		76,265
65330	NETWORKING/INTERNET SERV	745	244	(501)		2,705
65400	ADVERTISING	69,384	61,993	(7,391)		125,089
65500	PRINTING & BINDING	42,279	37,340	(4,939)		79,059
65610	TUITION	2,045,239	967,921	(1,077,318)		3,000,000
65640	INTERM AGNCY-IN STATE	1,407,378	929,707	(477,671)		2,382,708
65650	INTERM AGNCY-OUT OF STATE	4,980	0	(4,980)		61,730
65810	CERT-IN DISTRICT	25,746	20,103	(5,644)		90,479
65820	CLASS-IN DISTRICT	6,845	8,397	1,552		40,574
65830	CERT-OUT OF DISTRICT	7,032	13,382	6,349		51,311
65840	CLASS-OUT OF DISTRICT	3,028	4,371	1,343		10,843
65850	CERT-OUT OF STATE	1,820	2,200	380		8,447
65860	CLASS-OUT OF STATE	408	0	(408)		900
65870	TRAVEL-NON EMPLOYEE LOCAL	2,395	20,926	18,531		46,389
65871	FIELD TRIPS	1,717	1,298	(418)		13,949
65872	ATHLETIC TRAVEL	0	0	0		0
65880	MEALS	0	0	0		0
65890	LODGING	0	467	467		1,267
65900	MISC PURC SVS	7,082	5,916	(1,165)		12,425
65910	SVS PURCHASED LOCALLY	98,675	60,830	(37,845)		62,450
66100	GENERAL SUPPLIES	1,325,327	1,693,791	368,464		3,277,965
66101	CUSTODIAL SUPPLIES	168,948	163,812	(5,136)		314,492
66105	NORM REFERENCED TESTING	1,521	1,497	(24)		3,370
66107	LOW VALUE EQUIP SUPPLIES	1,113	13,810	12,697		54,447
66110	MANDATED CLASSROOM SUPPLY	201,431	174,554	(26,877)		392,647
66111	MEDIA SUPPLIES	757	746	(10)		4,797
66112	MINI GRANT	2,583	0	(2,583)		0
66210	NATURAL GAS	213,620	191,848	(21,772)		445,512
66220	ELECTRICITY	1,286,072	1,357,260	71,188		2,071,587
66240	OIL	15,580	16,653	1,074		27,500
66260	GASOLINE/DIESEL	1,224,445	1,267,959	43,514		2,199,943
66300	FOOD	0	0	0		0
66410	TEXTBOOKS	1,052,736	72,586	(980,149)		1,161,540

Arkansas Department of Education
Pulaski County Special School District
Expenditures

General Operating Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1260|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2074|2075|2082|2084|2150|2204|2213|2217|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2273|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
66420	LIBRARY BOOKS	88,373	58,694	(29,679)		125,263
66430	PERIODICALS	6,883	6,058	(825)		14,811
66440	AUDIOVISUAL MATERIALS	12,649	8,206	(4,444)		29,012
66500	TECHNOLOGY SUPPLIES	0	0	0		0
66510	SOFTWARE	21,486	6,806	(14,680)		22,421
66520	OTHER	0	979	979		18,529
66527	LOW VALUE EQUIP TEC SUPPL	164,768	205,144	40,376		530,913
66600	BUILDING MATERIALS	0	143	143		5,500
66700	WAREHOUSE INVENT ADJUST	0	0	0		0
66900	OTHER SUPPLIES & MATERIAL	0	0	0		385
66910	TIRES AND TUBES	63,822	76,949	13,127		122,750
67100	LAND AND IMPROVEMENTS	0	20,607	20,607		20,512
67300	EQUIPMENT	0	0	0		25,244
67310	GENERAL EQUIPMENT\MACH	3,024	3,897	873		3,961
67320	VEHICLES	103,069	1,890,337	1,787,268		2,238,926
67330	FURNITURE & FIXTURES	31,166	15,890	(15,277)		47,932
67340	TECH RELATED HARDWARE	108,010	177,477	69,468		427,947
67350	TECHNOLOGY SOFTWARE	0	12,197	12,197		38,395
67390	OTHER EQUIPMENT	63,159	127,132	63,973		325,473
68100	DUES AND FEES	55,103	65,000	9,896		116,305
68200	JUDGMENTS AGAINST LEA	0	875,000	875,000		0
68300	INTEREST-REGULAR ACTIVITY	6,214,309	5,713,740	(500,569)		5,718,750
68400	INDIRECT COST	0	0	0		0
68600	PENALTY AND INTEREST	20,552	0	(20,552)		0
68700	OUT OF COURT SETTLEMENTS	250	0	(250)		0
68800	TAXES	0	0	0		0
68820	IMPROVEMENT TAX	0	0	0		0
68830	PROPERTY TAX	0	0	0		0
68900	MISCELLANEOUS EXPENDITURE	3	11,900	11,897		35,000
68999	ALLOCATED CHARGES	(72,857)	440	73,296		(23,144)
69000	OTHER USES OF FUNDS	0	0	0		0
69100	REDEMPTION OF PRINCIPAL	3,273,085	3,598,963	325,878		3,642,191
69330	TRANSFER TO BUILDING FUND	9,856,316	0	(9,856,316)		1,138,308
69360	TO FEDERAL GRANTS FUND	0	0	0		0
69370	TRANSFER TO STUDENT ACT	0	0	0		0
69380	TRANSFER TO FOOD SERVICE	0	0	0		0
69400	PROG RETURN-PRIOR YEAR	0	0	0		0
Other Expenditure Totals		**33,952,348**	**23,831,829**	**(10,120,519)**		**38,871,119**
Overall Expenditure Totals		**112,720,019**	**95,162,246**	**(17,557,773)**		**167,611,654**

Arkansas Department of Education
Western Yell County School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
125,827	4,071,898	3,985,982	211,743

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
125,827	3,066,782	2,379,024	813,584 (Balance includes Cash Flow Loan Principal amount of $202,316)

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
598,909	2,646,613	2,723,146	522,377

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Western Yell County School District
Revenue

General Operating Funds:
1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	789,885	749,973	(39,912)		785,421
11115	PROPERTY TAX RELIEF	45,402	67,733	22,330		67,733
11120	PROPERTY TAX-36% PULLBACK	41,695	33,306	(8,389)		288,586
11125	PROPERTY TAX REL-40% PULL	0	0	0		0
11140	PROPERTY TAXES DELINQUENT	26,612	40,639	14,027		50,000
11150	EXCESS COMMISSION	22,368	19,976	(2,392)		20,000
11160	LAND REDEMP-IN STATE SALE	4,204	7,629	3,425		7,629
13100	FROM INDIVIDUALS	2,211	10,011	7,800		3,500
13290	OTHER PROGRAMS	0	0	(0)		0
15100	INTEREST ON INVESTMENTS	2,059	2,918	859		1,000
19000	OTHER REV-LOCAL SOURCES	0	0	0		0
19120	OTHER RENT-LAND OWNED LEA	6,837	1,642	(5,195)		6,000
19130	RENT-LEA BLDG/FACILITIES	0	2,900	2,900		1,000
19200	PRIVATE CONTRIBUTIONS	0	4,000	4,000		0
19300	SALES OF SUPPLIES & MATER	13,607	695	(12,912)		0
19700	SVS PRVDED OTHR DIST FNDS	0	0	0		0
19800	REFUNDS OF PRIOR YR EXPEN	4,163	11,955	7,792		0
19900	MISC REV FR LOCAL SOURCES	3,521	129	(3,392)		30,000
31101	FOUNDATION FUNDING	1,129,205	1,166,949	37,744		1,833,781
31102	ENHANCED ED FUNDING	0	0	0		0
31103	98% TAX COLL RATE GUARANT	0	0	0		0
31450	STUDENT GROWTH FUNDING	0	0	0		0
31460	DECLINING BALANCE	73,421	76,113	2,692		76,113
31620	MILLAGE INCENTIVE FUNDING	15,210	11,408	(3,802)		11,408
31900	OTHER	0	0	0		0
32219	EISENHOWER MATH/SCIENCE	0	0	0		0
32232	ALTERNATIVE LEARNING	0	0	0		0
32250	PATHWISE MENTORING-PQE	6,200	3,000	(3,200)		5,000
32260	ARK GAME & FISH	430	378	(51)		400
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		1,800
32330	NON-HAND-RESID TREATMENT	0	0	0		0
32355	SPED CATASTROPHIC LOSS	0	0	0		0
32361	G & T-ADVANCE PLACEMENT	500	0	(500)		500
32480	VOC NEW PGM START-UP	0	0	0		0
32710	AR BETTER CHANCE(ABC)GRANT	106,234	109,836	3,602		145,800
32790	OTHER-PRESCHOOL	0	0	0		0
32912	GENERAL FACILITIES	3,848	2,886	(962)		2,886
32915	DEBT SERVICE FUNDING SUPP	4,380	6,141	1,761		6,141
42100	FOREST RESERVE	112,241	96,696	(15,545)		112,000
42200	FLOOD CONTROL	10,120	39,765	29,645		15,000
42300	MINERAL LEASES	97	105	7		200
42400	FEDERAL GRAZING	0	0	0		0
51100	BONDED INDEBTEDNESS	177,166	0	(177,166)		0
51200	REVOLVING LOANS	0	0	0		0
51400	CURRENT LOANS	0	600,000	600,000		600,000
51800	REFUND SAVINGS	0	0	0		0
52000	INTERFUND TRANSFERS	0	0	0		0
52300	TRANS FROM BUILDING FUND	0	0	0		0
52900	INDIRECT COST REIMB	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	44,998	0	(44,998)		0
Total Revenue		**2,646,613**	**3,066,782**	**420,168**		**4,071,898**

Arkansas Department of Education
Western Yell County School District
Expenditures

General Operating Funds:
1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Expenditures:

Account	count Descripti	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	CERT SALARY	1,085,782	887,039	(198,742)		1,516,764
61120	CLS SALARY	383,018	318,000	(65,018)		512,120
61210	TEMP-CERTIFIED	0	0	0		0
61220	TEMP-CLASSIFIED	28,285	18,195	(10,090)		25,868
61310	REG. OVERTIME-C	0	0	0		0
61320	OVERTIME CLS	2,043	617	(1,426)		850
61510	ADDL COMP-CRT	750	750	0		0
61520	ADDL COMP-CLS	0	0	0		0
61620	WORKSHOP CLS	1,298	1,050	(248)		1,050
61710	CERT SUBSTITUTE	14,736	10,739	(3,997)		13,200
61720	CLS SUBSTITUTES	13,909	6,465	(7,444)		12,850
61810	CERT UNUSED SIC	0	0	0		0
61820	CLS UNUSED SICK	0	0	0		0
62210	CERT SOC SEC	52,540	52,380	(160)		98,478
62220	CLS SOC SEC	16,684	21,145	4,461		35,700
62260	CERT MEDICARE	12,506	12,251	(256)		23,035
62270	CLS MEDICARE	4,398	4,945	548		8,349
62310	CERT TCH RET-MA	131,405	126,324	(5,082)		225,189
62320	CLSS TCH RET-MA	44,121	47,656	3,535		75,298
62510	CERT UNEMPLOY	0	0	0		0
62610	CERT WKR'S COM	(799)	0	799		9,594
62620	CLS WKR'S COMP	(623)	0	623		8,926
62710	CERT HEALTH BEN	32,392	29,889	(2,503)		53,432
62720	CLS HEALTH BENE	2,489	13,832	11,343		23,580
62920	OTHER BENEFITS-	0	0	0		0
Total Salaries and Benefits		**1,824,934**	**1,551,277**	**(273,657)**		**2,644,283**
63210	INSTRUCTIONAL	57,505	44,544	(12,961)		46,740
63450	MEDICAL SRVC	2,600	1,600	(1,000)		0
63490	OTHER PROF SRV	1,553	988	(565)		1,700
63900	OTHER PURC PRO	10,474	9,616	(857)		16,200
64110	WATER/SEWER	10,731	8,425	(2,307)		14,000
64210	DISPOSAL/SANITA	4,339	3,764	(574)		5,400
64230	CUSTODIAL	7,668	0	(7,668)		4,200
64240	LAWN CARE	2,375	2,375	0		8,600
64310	NON TECH REPAI	135,200	38,038	(97,162)		82,663
64320	TECH REPAIR/MA	0	0	0		0
64410	RENTAL-LAND & E	0	0	0		0
64430	RENTAL-COMP &	9,780	9,273	(508)		14,000
65210	PROPERTY INSUR	22,490	27,731	5,241		27,731
65240	FLEET INSURANCE	3,094	3,304	210		3,304

Arkansas Department of Education
Western Yell County School District
Expenditures

General Operating Funds:
1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Expenditures:

Account	count Descripti	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
65250	ACCIDENT INS FO	0	0	0		0
65310	TELEPHONE	9,306	8,197	(1,109)		14,000
65320	POSTAGE	2,051	1,418	(633)		3,100
65400	ADVERTISING	1,964	455	(1,508)		2,000
65500	PRINTING & BIND	983	859	(124)		1,000
65610	TUITION-OTHER L	27,452	11,224	(16,228)		7,900
65690	OTHER TUITION	3,983	0	(3,983)		0
65820	TRVL-CLS IN DISTI	271	0	(271)		0
65830	TRVL CERT-OUT D	6,098	5,012	(1,087)		7,000
65840	TRVL CLS OUT DIS	3,241	1,724	(1,517)		2,845
65910	SVS PURCHASED I	0	10,309	10,309		15,100
66100	GEN SUPPLIES	63,932	25,313	(38,619)		45,456
66210	NAT.GAS	17,371	13,758	(3,613)		30,000
66220	ELECTRICITY	56,771	50,551	(6,221)		85,000
66240	OIL	34	81	47		500
66260	GASOLINE/DIESEL	31,839	28,767	(3,072)		47,378
66410	TEXTBOOKS	11,858	667	(11,191)		2,500
66420	LIBRARY BOOKS	1,004	0	(1,004)		0
66430	PERIODICALS	212	25	(187)		0
66510	SOFTWARE	0	0	0		0
66520	TECH SUPPLIES-O	104	35	(69)		0
66527	TECH EQU/SUPP <	150	0	(150)		0
67210	LIBRARY BOOKS -	0	0	0		0
67300	EQUIPMENT	0	0	0		0
67320	VEHICLES	151,375	0	(151,375)		0
67340	TECH EQUIP	0	0	0		0
67900	DEPRECIATION	0	0	0		0
68100	DUES AND FEES	39,558	14,031	(25,527)		46,558
68300	INTEREST	70,712	104,597	33,885		114,072
68999	MISC ATHLETIC E	0	0	0		0
69100	REDEMPTION OF	38,853	401,066	362,213		692,753
69330	TO BUILDING FUN	68,925	0	(68,925)		0
69360	TO FEDERAL GRA	22,357	0	(22,357)		0
69370	TO STUDENT ACT	0	0	0		0
69380	TO FOOD SERVICE	0	0	0		0
Other Expenditure Totals		**898,212**	**827,748**	**(70,465)**		**1,341,699**
verall Expenditure Tota		**2,723,146**	**2,379,024**	**(344,122)**		**3,985,982**

Arkansas Department of Education
Bismarck School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
833,845	7,422,152	7,130,099	1,125,898

FY13 Actuals as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
833,845	4,907,782	4,245,515	1,496,112

FY12 Actuals as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
872,929	4,859,566	4,788,960	943,535

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Bismarck School District
Revenue

General Operating Funds:
1000|1146|1227|1240|1246|2000|2001|2099|2146|2217|2218|2222|2227|2232|2240|2244|2246|2255|2265|2271|2392|2394|2396|2571|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11100	PROPERTY TAXES	0	0	0		0
11110	PROPERTY TAXES-CURRENT	1,205,995	1,157,076	(48,918)		1,214,559
11115	PROPERTY TAX RELIEF	196,858	183,109	(13,749)		442,999
11120	PROP.TAX-40%-JAN - JUNE	37,161	0	(37,161)		52,615
11125	PROPERTY TAX RELIEF	37,754	94,696	56,942		403,676
11140	PROPERTY TAX-DELINQUENT	90,394	120,890	30,496		166,098
11150	EXCESS COMMISSION	57,994	54,906	(3,089)		53,175
11160	LAND REDEMP-IN STATE SALE	7,172	7,721	550		10,000
11500	UNAPP.PR.TX. INTEREST	0	0	0		0
15100	INTEREST ON INVESTMENTS	4,696	4,298	(398)		7,000
19120	OTHER RENT-LAND OWNED LEA	700	400	(300)		1,100
19130	LEA BUILDGS & FACILITIES	200	0	(200)		200
19200	PRIVATE CONTRIBUTIONS	0	0	0		0
19300	SALES OF SUPPLIES & MATER	0	0	0		0
19800	REFUNDS OF PRIOR YR EXPEN	171	40	(131)		0
19900	MISC REV FR LOCAL SOURCES	7,304	26,331	19,027		5,000
21200	SEVERANCE TAX	2,526	2,347	(179)		3,500
31101	FOUNDATION FUNDING	2,942,815	3,169,335	226,520		4,980,387
31102	ENHANCED EDUCATIONAL FD	0	0	0		0
31103	98% OF URT LESS URT COLL.	0	0	0		0
31400	TRANSPORTATION AID	0	0	0		0
31450	STUDENT GROWTH FUNDING	217,922	39,332	(178,590)		0
31460	DECLINING ENROLLMENT FUND	0	0	0		0
31620	SUPP. INCENTIVE FUNDING	7,034	5,276	(1,758)		5,276
32223	TEACHSCAPE	0	0	0		0
32227	COLLEGE PREP ENRICH PGM	0	0	0		0
32232	ALTERNATIVE LEARNING	0	0	0		0
32250	TEACHER INDUCTION GRANT	2,800	4,000	1,200		0
32260	GAME & FISH COMMISSION	0	1,109	1,109		0
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		0
32314	SP.ED.-EXTENDED YEAR	3,108	0	(3,108)		0
32330	NON-HAND-RESID TREATMENT	0	0	0		0
32340	HAND-RESIDENT TREATMENT	0	0	0		0
32355	EARLY CHILD PILOT PARENT	0	0	0		42,249
32360	EXCEPTIONAL CHILD GRANT	0	0	0		0
32361	GT AP INCENTIVE	600	400	(200)		0
32420	VOC CAPITAL EQUIP GRANT	0	0	0		0
32912	GENERAL FACILITIES	10,140	7,605	(2,535)		7,605
32915	DEBT SERVICE SUPP.FUNDING	26,222	26,713	491		26,713

Arkansas Department of Education
Bismarck School District
Revenue

General Operating Funds:
1000|1146|1227|1240|1246|2000|2001|2099|2146|2217|2218|2222|2227|2232|2240|2244|2246|2255|2265|2271|2392|2394|2396|2571|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32917	DEPARTMENT OF HEALTH	0	0	0		0
32990	OTHER GRANTS & AID	0	2,198	2,198		0
42200	FLOOD CONTROL	0	0	0		0
45311	VOC-LEADERSHIP PROJECT	0	0	0		0
51100	BONDED INDEBTEDNESS	0	0	0		0
52000	INTERFUND TRANSFERS	0	0	0		0
52800	TRANS FROM FOOD SERVICE	0	0	0		0
Total Revenue		**4,859,566**	**4,907,782**	**48,216**		**7,422,152**

Arkansas Department of Education
Bismarck School District
Expenditures

General Operating Funds:
1000|1146|1227|1240|1246|2000|2001|2099|2146|2217|2218|2222|2227|2232|2240|2244|2246|2255|2265|2271|2392|2394|2396|2571|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	CERT SALARY	2,095,497	2,031,326	(64,171)		3,476,781
61120	CLS SALARY	491,726	490,889	(836)		742,920
61210	TEMP-CERTIFIED	0	0	0		0
61300	OVERTIME	0	0	0		0
61320	OVERTIME-CLASSIFIED	0	0	0		0
61510	CERTIFIED	43,000	0	(43,000)		0
61520	CLASSIFIED-BONUS	12,500	0	(12,500)		0
61710	CERT SUBSTITUTES	21,428	8,622	(12,806)		0
61720	CLS SUBSTITUTES	20,519	15,431	(5,088)		10,173
61800	UNUSED SICK LEAVE	0	0	0		0
61810	CERT UNUSED SICK	0	0	0		0
61820	CLASSIFIED-UNUSED LEAVE	0	0	0		0
62100	GRP INSURANCE	0	0	0		0
62110	CERT GROUP INS	0	0	0		0
62210	CERT SOC SEC	124,971	112,486	(12,485)		212,259
62220	CLS SOC SEC	32,641	30,955	(1,686)		49,993
62260	CERT MEDICARE	29,223	27,863	(1,360)		49,641
62270	CLS MEDICARE	7,634	7,239	(395)		11,692
62300	TEACH RET.CONTRIBUTORY	0	0	0		0
62310	CERT TCH RET-CONT	304,286	286,147	(18,139)		479,106
62320	CLS TCH RET - CONT	72,592	69,827	(2,765)		113,077
62420	TUITION REIM-CLASSIFIED	0	0	0		0
62510	CERT UNEMPLOY COMP	0	0	0		7,500
62520	CLS UNEMPLOY COMP	0	0	0		9,000
62600	WK COMPENSATION	0	0	0		0
62610	CERT WKR'S COMP	0	0	0		0
62620	CLS WKR'S COMP	0	0	0		0
62700	HLT BENEFITS	0	0	0		0
62710	CERT HEALTH BENEFITS	47,509	44,409	(3,100)		75,646
62720	CLS HEALTH BENEFITS	16,592	16,652	60		26,269
62800	PUB.RET-CONTRIBUTIONS	0	0	0		0
62820	CLS PUB RET CONT	0	0	0		0
62910	OTHER BENEFITS-CERTIFIED	0	0	0		0
Total Salaries and Benefits		**3,320,118**	**3,141,846**	**(178,272)**		**5,264,056**
63200	PURCHASE SERV	0	0	0		0
63210	INSTRUCTIONAL	10,920	59,695	48,775		80,200
63220	INST PGRM-IMPROVEMENT SVS	48,724	866	(47,858)		16,000
63230	CONSULTING - EDUCATIONAL	0	0	0		0
63300	OTHER PROFESSIONAL	0	0	0		0
63490	OTHER PROFESSIONAL SER.	0	0	0		0
63900	OTHER PURC PROF/TECH SVS	18,847	20,173	1,326		18,000

Arkansas Department of Education
Bismarck School District
Expenditures

General Operating Funds:
1000|1146|1227|1240|1246|2000|2001|2099|2146|2217|2218|2222|2227|2232|2240|2244|2246|2255|2265|2271|2392|2394|2396|2571|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
64100	UTILITY SERVICES	0	0	0		0
64110	WATER/SEWER	13,887	14,673	787		19,700
64300	REPAIR & MAINTENANCE SVS	0	0	0		0
64310	BLDG & GROUNDS	50,817	29,676	(21,141)		51,000
64320	VEHICLES	0	0	0		0
65100	STUDENT TRANSPORTATION	0	0	0		0
65210	PROPERTY INSURANCE	0	54,667	54,667		65,100
65220	LIABILITY INSURANCE	0	0	0		0
65240	FLEET INSURANCE	0	10,422	10,422		10,422
65310	TELEPHONE	16,774	15,501	(1,274)		24,000
65320	POSTAGE	3,617	2,852	(765)		2,800
65400	ADVERTISING	2,720	3,014	294		3,014
65800	TRAVEL	0	0	0		0
65810	TRAVEL	196	0	(196)		200
65820	TRVL-CLS IN DISTRICT	0	0	0		0
65900	MISC PURC SVS	0	0	0		0
66100	GEN SUPPLIES	270,896	282,147	11,251		472,462
66101	HARDAGE 500	0	0	0		0
66102	SMITH 500	0	0	0		0
66210	NAT.GAS	24,689	17,870	(6,819)		29,000
66220	ELECTRICITY	138,191	132,646	(5,545)		184,000
66260	GASOLINE/DIESEL	95,686	64,773	(30,913)		88,800
66410	TEXTBOOKS	82,574	25,548	(57,026)		28,500
66420	LIBRARY BOOKS	3,562	1,270	(2,291)		3,000
66430	PERIODICALS	859	982	123		1,500
66900	OTHER SUPPLIES & MATERIAL	0	8,415	8,415		14,000
67100	LAND & IMPROVEMENTS	0	0	0		0
67300	EQUIPMENT	0	0	0		0
67310	MACHINERY	20,194	7,706	(12,488)		11,806
67320	VEHICLES	19,000	3,000	(16,000)		3,000
67330	FURNITURE & FIXTURES	0	0	0		0
67390	OTHER EQUIPMENT	0	0	0		0
68100	DUES AND FEES	242,797	158,846	(83,950)		182,655
68300	INTEREST	152,803	188,927	36,124		255,196
68900	MISC EXPENDITURES	0	0	0		0
68999	ALLOCATED CHARGES	0	0	0		31,200
69100	REDEMP OF PRIN	251,089	0	(251,089)		254,565
69330	TO BUILDING FUND	0	0	0		15,923
69360	TO FEDERAL GRANTS FUND	0	0	0		0
69380	TO FOOD SERVICE FUND	0	0	0		0
69900	MEDICAID MATCHING	0	0	0		0

Arkansas Department of Education
Bismarck School District
Expenditures

General Operating Funds:
1000|1146|1227|1240|1246|2000|2001|2099|2146|2217|2218|2222|2227|2232|2240|2244|2246|2255|2265|2271|2392|2394|2396|2571|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
Other Expenditure Totals		1,468,841	1,103,670	(365,172)		1,866,044
Overall Expenditure Totals		**4,788,960**	**4,245,515**	**(543,444)**		**7,130,099**

Arkansas Department of Education
Brinkley School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
518,572	4,778,069	4,668,640	628,001

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
518,572	3,375,033	2,863,100	1,030,505

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
403,706	3,336,505	2,880,294	859,916

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Brinkley School District
Revenue

General Operating Funds:
1000|1240|1246|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135
|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271
|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	1,163,309	1,414,262	250,954		1,736,000
11120	PROPERTY TAX-40% BY 6/30	20,379	19,569	(810)		0
11125	40% RELIEF PROPERTY TAX	0	0	0		0
11140	PROPERTY TAX-DELINQUENT	115,591	82,616	(32,976)		170,000
11150	EXCESS COMMISSION	20,421	22,724	2,303		15,000
11160	LAND REDEMP-IN STATE SALE	10,537	17,828	7,291		25,000
11400	PENALTIES/INTEREST ON TAX	0	189	189		500
11500	INT UNAPP PROP TAX	0	0	0		0
11900	OTHER TAXES	0	0	0		0
12800	REVENUE IN LIEU OF TAXES	0	0	0		0
13190	OTHER PROGRAMS	10,200	11,900	1,700		15,000
14110	REGULAR DAY SCHOOLS	0	0	0		0
14210	REGULAR DAY SCHOOL	0	0	0		0
14900	TRANS FEES-OTHER SOURCES	0	0	0		0
15100	INTEREST ON INVESTMENTS	0	0	0		0
16100	DAILY SALES	0	0	0		0
17110	ATHLETICS	0	0	0		0
19130	LEA BUILDGS & FACILITIES	0	0	0		0
19200	PRIVATE CONTRIBUTIONS	9,000	1,320	(7,680)		5,000
19300	SALES OF SUPPLIES & MATER	0	0	0		0
19516	STAFF DEVELOPMENT	0	0	0		0
19800	REFUNDS OF PRIOR YR EXPEN	12,766	1,104	(11,662)		10,000
19900	MISC REV FR LOCAL SOURCES	685	0	(685)		1,000
21200	SEVERANCE TAX	0	0	0		0
22000	RESTRICTED GRANTS-IN-AID	0	0	0		0
31101	FOUNDATION FUNDING	1,585,378	1,599,059	13,681		2,512,808
31102	ENHANCED EDUC FUNDING	0	0	0		0
31103	98% COLLECTION RATE	0	0	0		45,000
31200	ADD'L BASE FUNDING	0	0	0		0
31400	TRANSPORTATION AID	0	0	0		0
31450	STUDENT GROWTH	0	0	0		0
31460	DECLINING ENROLLMENT	170,865	0	(170,865)		0
31600	INCENTIVE FUNDING	0	0	0		0
31620	SUPPLEMENTAL MILLAGE INCT	26,298	19,724	(6,574)		19,724
31650	REVENUE LOSS FUNDS	0	0	0		0
31900	OTHER	0	0	0		0
32215	ALTERNATIVE ED GRANT	0	0	0		0
32216	COMPENSATORY ED	0	0	0		0
32219	EISENHOWER MATH/SCIENCE	0	0	0		0

Arkansas Department of Education
Brinkley School District
Revenue

General Operating Funds:
1000|1240|1246|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32225	AR EAST IMPL PRG GRANT	0	0	0		0
32226	RECRUITMENT/RETENTION	0	0	0		0
32227	COLLEGE PREP ENRICH PGM	0	0	0		0
32232	HIGH GAINS RATING	0	0	0		0
32235	EAST CONT PROGRAM GRANT	0	0	0		0
32250	PATHWISE MENTORING GRANT	7,800	4,000	(3,800)		0
32260	AR GAME & FISH	2,834	3,197	362		1,000
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		2,700
32330	NON-HAND-RESID TREATMENT	0	0	0		0
32340	HAND-RESIDENT TREATMENT	0	0	0		0
32361	GT-ADVANCE PLACEMENT	200	100	(100)		0
32480	VOC NEW PGM START-UP	0	0	0		0
32520	MATCHING (STATE)	0	0	0		0
32710	AR BETTER CHANCE(ABC)GRNT	124,416	124,416	0		155,520
32715	POVERTY INDEX FUNDING	0	0	0		0
32755	SMART START LITERACY	0	0	0		0
32910	WORKER'S COMP INSURANCE	0	0	0		0
32912	GENERAL FACILITY FUNDING	8,778	6,584	(2,194)		6,584
32913	GROWTH FACILITY	0	0	0		0
32915	DEBT SERVICE FUNDING	12,774	10,240	(2,534)		10,240
32990	OTHER GRANTS/STATE AID	0	0	0		0
41200	WILDLIFE REFUGE(LAND)	11,593	18,195	6,602		12,000
41300	REV IN LIEU OF TAXES	0	0	0		5,000
43972	SUMMR SCH HLTH/NUT 93-380	0	0	0		0
51100	BONDED INDEBTEDNESS	0	0	0		0
51900	MISC NONREVENUE SOURCES	65	18,007	17,942		5,000
51999	PRIOR YEAR AUDIT ADJUSTME	(325)	0	325		0
52300	TRANS FROM BUILDING FUND	0	0	0		0
52600	TRANS FROM FEDERAL GRANTS	0	0	0		0
52900	INDIRECT COST REIMB	0	0	0		24,993
52950	OTHER	0	0	0		0
53100	SALE OF EQUIPMENT	0	0	0		0
53200	SALE OF BUILD & GROUNDS	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	22,940	0	(22,940)		0
Total Revenue		**3,336,505**	**3,375,033**	**38,528**		**4,778,069**

Arkansas Department of Education
Brinkley School District
Expenditures

General Operating Funds:
1000|1240|1246|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61100	REGULAR EMPLOYEES	0	0	0		0
61110	REG EMPLOYEES-CERTIFIED	1,226,556	1,375,738	149,182		2,265,667
61120	REG EMPLOYEES-CLASSIFIED	405,094	352,045	(53,049)		498,903
61210	TEMP-CERTIFIED	0	0	0		0
61220	TEMP-CLASSIFIED	0	0	0		0
61300	OVERTIME	0	0	0		0
61310	CERT OVERTIME	0	0	0		0
61320	OVERTIME CLASSIFIED	2,842	6,143	3,300		0
61510	CERT BONUS/INCENTIVES	0	0	0		0
61520	CLASS BONUS/INCENTIVES	0	0	0		0
61710	SUBSTITUTES-CERTIFIED	0	0	0		0
61720	SUBSTITUTES-CLASSIFIED	210	543	333		0
61810	UNUSED SICK-CERTIFIED	0	0	0		0
61820	UNUSED SICK-CLASSIFIED	0	0	0		0
62110	GROUP INSUR-CERTIFIED	0	0	0		0
62120	GROUP INSUR-CLASSIFIED	0	0	0		0
62210	SOCIAL SECURITY-CERTIFIED	70,970	79,244	8,275		138,018
62220	SOCIAL SECURITY-CLASS	25,236	23,075	(2,161)		34,223
62260	MEDICARE-CERT	16,598	18,533	1,935		32,278
62270	MED. CLASSIFIED	5,902	5,397	(505)		8,004
62300	TEACH RETIREMENT-CONTRIB	0	0	0		0
62310	TEACH RET CONT-CERTIFIED	127,981	56,147	(71,834)		85,263
62320	TEACH RET CONT-CLASSIFIED	88,956	178,231	89,275		292,213
62420	TUITION REIM-CLASSIFIED	0	0	0		0
62500	UNEMPLOYMENT COMPENSATION	0	0	0		0
62510	UNEMPLOYMENT COMP-CERT	0	0	0		0
62520	UNEMPLOYMENT COMP-CLASS	0	0	0		0
62600	WORKER'S COMPENSATION	0	0	0		0
62610	WORKER'S COMP-CERTIFIED	0	0	0		6,000
62620	WORKER'S COMP-CLASSIFIED	0	0	0		6,000
62700	HEALTH BENEFITS	0	0	0		0
62710	HEALTH BENEFITS-CERT	39,522	30,114	(9,408)		56,240
62720	HEALTH BENEFITS-CLASS	20,638	13,231	(7,408)		23,514
62820	PUBLIC RETIRE CONTR-CLASS	1,615	1,095	(520)		1,531
62900	OTHER BENEFITS	0	0	0		0
62920	OTHER BENEFITS-CLASSIFIED	0	0	0		0
Total Salaries and Benefits		**2,032,120**	**2,139,536**	**107,415**		**3,447,854**
63000	PURC SVS-PROF & TECHNICAL	0	0	0		0
63100	OFFICIAL/ADMINISTRATIVE	0	0	0		0
63120	MANAGEMENT SERVICES	0	0	0		0
63130	BOARD OF ED SERVICES	0	0	0		0
63200	PROFESSIONAL-EDUCATIONAL	0	0	0		0

Arkansas Department of Education
Brinkley School District
Expenditures

General Operating Funds:
1000|1240|1246|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
63210	INSTRUCTIONAL	0	10,800	10,800		0
63220	INST PGRM-IMPROVEMENT SVS	67,939	39,387	(28,552)		92,000
63230	CONSULTING-EDCATIONAL	0	0	0		0
63300	OTHER PROFESSIONAL	0	0	0		0
63310	TRAINING/DEVELOPMENT CERT	540	1,855	1,315		1,000
63320	TRAINING/DEVELOPMENT CLAS	2,990	7,927	4,937		6,300
63340	LEGAL SERVICES	0	0	0		0
63350	MEDICAL\PROFESSIONAL	0	0	0		0
63360	INFORMATION-TECH	0	0	0		0
63370	ARCHITECTURAL	0	0	0		0
63410	PUPIL SERVICES	10,613	7,618	(2,995)		12,000
63420	STATISTICAL SERVICES	0	0	0		0
63440	LEGAL	0	100	100		0
63441	LEGAL LITIGATION	572	154	(418)		5,000
63444	LEGAL-CONTRACT PREP	5,391	0	(5,391)		5,000
63445	LEGAL-RESEARCH & OPINIONS	0	0	0		0
63450	MEDICAL	317	108	(209)		425
63470	ARCHITECTURAL	0	0	0		0
63490	OTHER PROFESSIONAL SERVICES	0	0	0		0
63510	DATA PROCESSING & CODING	10,493	0	(10,493)		12,000
63520	STATISTICAL SERVICES	0	0	0		0
63590	TECH SUPPORT	22,682	1,234	(21,448)		38,000
63900	OTHER PURC PROF/TECH SVS	43,245	73,607	30,362		87,451
63910	TECHNOLOGY	0	0	0		0
64100	UTILITY SERVICES	0	0	0		0
64110	WATER/SEWER	17,363	13,122	(4,241)		24,700
64200	CLEANING SERVICES	0	0	0		0
64210	DISPOSAL/SANITATION	10,433	8,495	(1,938)		15,000
64240	LAWN CARE	0	0	0		0
64310	REPAIRS-MAINTENANCE	75,622	56,671	(18,952)		206,600
64320	TECH RELATED SERVICE	6,106	14,726	8,620		17,000
64410	LAND & BUILDINGS	0	0	0		0
64420	EQUIPMENT & VEHICLES	0	0	0		0
64500	CONSTRUCTION SERVICES	0	0	0		0
64900	OTHER PURC PROPERTY SVS	0	0	0		0
65200	INSURANCE, NOT BENEFITS	0	0	0		0
65210	PROPERTY INSURANCE	38,532	39,908	1,376		39,000
65220	LIABILITY INSURANCE	3,425	3,575	150		3,500
65240	FLEET INSURANCE	6,318	6,360	42		6,400
65250	ACCIDENT INSURANCE	0	0	0		0
65290	OTHER INSURANCE	350	350	0		3,500
65310	TELEPHONE	21,837	15,703	(6,133)		31,600
65320	POSTAGE	607	2,563	1,955		1,800

Arkansas Department of Education
Brinkley School District
Expenditures

General Operating Funds:
1000|1240|1246|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
65400	ADVERTISING	3,897	5,035	1,138		5,000
65500	PRINTING & BINDING	97	867	770		800
65600	TUITION	0	0	0		0
65610	TO LEA'S WITHIN STATE	0	0	0		0
65640	INTERM AGNCY-IN STATE	0	0	0		0
65690	OTHER TUITION	0	0	0		0
65800	TRAVEL	0	0	0		0
65810	CERT-IN DISTRICT	7,346	15,474	8,128		16,500
65820	CLASS-IN DISTRICT	1,922	3,994	2,072		3,675
65870	NON-EMPLOYEE	0	0	0		0
65900	MISC PURC SVS	649	195	(454)		700
65910	SVS PURCHASED LOCALLY	0	2,500	2,500		2,500
66000	SUPPLIES & MATERIALS	0	0	0		0
66100	GENERAL SUPPLIES	110,639	63,291	(47,349)		131,195
66107	LOW VALUE EQUIPMENT	0	0	0		0
66210	NATURAL GAS	19,506	15,572	(3,934)		40,000
66220	ELECTRICITY	99,240	79,477	(19,763)		135,000
66240	OIL	675	0	(675)		1,500
66260	GASOLINE/DIESEL	20,370	20,960	589		40,000
66300	FOOD	0	0	0		0
66400	BOOKS & PERIODICALS	0	0	0		0
66410	TEXTBOOKS	11,022	4,155	(6,867)		8,700
66420	LIBRARY BOOKS	489	380	(109)		3,500
66430	PERIODICALS	882	213	(669)		2,440
66440	AUDIOVISUAL MATERIALS	0	0	0		200
66500	TECHNOLOGY SUPPLIES	501	0	(501)		500
66510	SOFTWARE	0	0	0		0
66520	OTHER	7,626	6,105	(1,521)		8,200
66527	LOW VALUE TECH EQUIP	432	0	(432)		400
66600	BUILDING MATERIALS	0	0	0		0
66900	OTHER SUPPLIES & MATERIAL	6,918	0	(6,918)		11,000
66999	TECH SUPPLY	0	0	0		0
67000	PROPERTY	0	0	0		0
67100	LAND & IMPROVEMENTS	0	0	0		0
67200	BUILDINGS	0	0	0		0
67210	LIBRARY BOOKS-NEW LIBRARY	0	0	0		0
67300	EQUIPMENT	4,437	0	(4,437)		0
67310	MACHINERY	19,396	0	(19,396)		0
67320	VEHICLES	0	0	0		0
67330	FURNITURE & FIXTURES	0	0	0		0
67340	TECHNOLOGY HARDWARE	10,215	1,866	(8,348)		25,000
67350	TECHNOLOGY SOFTWARE	0	0	0		0
67390	OTHER EQUIPMENT	0	3,049	3,049		0

Arkansas Department of Education
Brinkley School District
Expenditures

General Operating Funds:
1000|1240|1246|1365|2000|2001|2041|2101|2115|2116|2121|2123|2124|2130|2133|2135|2141|2155|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
67500	TECHNOLOGY EQUIPMENT	0	0	0		0
67900	DEPRECIATION ACCOUNT	0	0	0		0
68000	OTHER OBJECTS	0	0	0		0
68100	DUES AND FEES	8,072	8,307	235		10,845
68200	JUDGMENTS AGAINST LEA	0	0	0		0
68300	INTEREST	62,793	24,555	(38,238)		24,555
68900	MISCELLANEOUS EXPENDITURE	3,241	2,506	(735)		0
68910	$500 MINI GRANT	0	0	0		0
68999	ALLOCATED CHARGES	0	0	0		0
69000	OTHER USES OF FUNDS	0	0	0		0
69100	REDEMPTION OF PRINCIPAL	80,000	5,000	(75,000)		5,000
69330	TO BUILDING FUND	0	115,301	115,301		115,301
69350	TO CAPITAL OUTLAY FUND	0	0	0		0
69360	TO FEDERAL GRANTS FUND	0	0	0		0
69370	TO STUDENT ACTIVITY FUND	0	0	0		0
69380	TO FOOD SERVICE FUND	22,435	40,502	18,067		20,000
69400	PROGRAM FUNDING RETURN	0	0	0		0
69620	PROVISION 2 STUDENT MEALS	0	0	0		0
77200	NEW BUILDING	0	0	0		0
Other Expenditure Totals		**848,174**	**723,564**	**(124,610)**		**1,220,787**
Overall Expenditure Totals		**2,880,294**	**2,863,100**	**(17,194)**		**4,668,640**

Arkansas Department of Education
Cutter Morning Star School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
844,110	4,474,432	4,027,068	1,291,475

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
844,110	2,997,717	2,194,956	1,646,870

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
194,546	3,235,671	2,611,509	818,708

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Cutter Morning Star School District
Revenue

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	645,704	648,339	2,635		700,000
11115	PROPERTY TAX RELIEF	95,769	131,307	35,539		150,000
11120	PROPERTY TAX-40% BY 6/30	43,584	42,811	(773)		200,557
11125	PROPERTY TAX RELEIF-40%	68,068	55,361	(12,707)		121,001
11140	PROPERTY TAX-DELINQUENT	56,634	26,947	(29,687)		65,000
11150	EXCESS COMMISSION	34,765	3,773	(30,992)		35,000
11160	LAND REDEMP-IN STATE SALE	146,958	49,324	(97,634)		200,000
11400	PENALTIES/INTEREST ON TAX	15,790	5,920	(9,870)		30,000
11500	INT/UNAPPORT PROP TAXES	5,421	4,097	(1,324)		14,398
13120	SUMMER SCHOOL	0	150	150		0
13190	OTHER PROGRAMS	0	0	0		0
13320	SUMMER SCHOOL	0	0	0		0
14190	OTHER PROGRAMS	0	0	0		0
14900	TRANS FEES-OTHER SOURCES	0	0	0		0
15100	INTEREST ON INVESTMENTS	5,663	6,172	509		7,000
15900	OTHER EARNINGS INVESTMENT	9,261	0	(9,261)		0
16900	FOOD SERV REIMB	0	0	0		0
17400	PUPIL FEES-LOCKERS/FINES	7,019	3,632	(3,387)		0
19100	RENTALS	0	0	0		0
19130	LEA BUILDINGS & FACILITIES	0	0	0		0
19140	EQUIPMENT & VEHICLES	0	0	0		0
19200	PRIVATE CONTRIBUTIONS	400	5,450	5,050		0
19300	SALES OF SUPPLIES & MATER	10	0	(10)		0
19400	TEXTBOOK SALES & RENTALS	0	0	0		0
19410	SECONDARY SALES	869	0	(869)		0
19510	OTHER LEA WITHIN STATE	697	0	(697)		46,711
19515	LEA'S SUPERVISOR PROGRAM	0	0	0		0
19516	STAFF DEVELOPMENT	0	0	0		0
19550	TRANSITS-FLOW THRU MONEY	0	68,800	68,800		0
19800	REFUNDS OF PRIOR YR EXPEN	3,090	120	(2,970)		0
19900	MISC REV FR LOCAL SOURCES	12,463	441	(12,021)		500
21200	SEVERANCE TAX	44	52	8		0
31101	STATE FOUNDATION FUNDS	1,839,613	1,760,003	(79,610)		2,765,719
31103	ACT 618/98% TAX COLLECT	0	0	0		0
31460	DECLINING ENROLLMENT FUND	154,798	85,200	(69,598)		85,200
31620	SUPP MILLAGE INCENTIVE	16,991	12,743	(4,248)		12,743
31900	OTHER	0	0	0		0
32225	EAST GRANT	0	0	0		0
32232	DIST W/HIGH GAINS 2008	0	0	0		0
32250	PROF QUALITY ENHANCEMENT	5,200	4,000	(1,200)		0
32260	GAME PROTECTION	2,736	2,326	(410)		0

Arkansas Department of Education
Cutter Morning Star School District
Revenue

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		0
32361	G/T ADV PLACEMENT INCENTIVES	300	200	(100)		0
32415	SECONDARY WORKFORCE CENTER	0	0	0		0
32430	VOC SPEC NEEDS PROJECT	0	0	0		0
32480	VOC NEW PGM START-UP	0	0	0		0
32912	GENERAL FACILITIES	6,225	4,669	(1,556)		4,669
32913	GROWTH FACILITIES FUNDING	0	0	0		0
32915	DEBT SERV FUNDING SUPP	40,293	35,935	(4,358)		35,935
43980	QSCB INTEREST REBATE	4,716	5,023	307		0
51100	BONDED INDEBTEDNESS	0	0	0		0
52700	TRANS FROM STUDENT ACTIVITY	12,594	0	(12,594)		0
53100	SALE OF EQUIPMENT	0	0	0		0
53200	SALE OF BUILD & GROUNDS	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	0	34,921	34,921		0
Total Revenue		**3,235,671**	**2,997,717**	**(237,955)**		**4,474,432**

Arkansas Department of Education
Cutter Morning Star School District
Expenditures

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	CERT SALARY	1,359,147	1,101,673	(257,474)		2,085,324
61120	CLS SALARY	231,485	208,038	(23,448)		351,851
61220	TEMP-CLASSIFIED	750	667	(83)		667
61310	OVERTIME-CERTIFIED	0	0	0		0
61320	OVERTIME-CLASSIFIED	0	0	0		0
61510	BONUS/INCENTIVE-CERTIFIED	0	0	0		0
61520	BONUS/CLASSIFIED	0	0	0		0
61710	CERT SUBSTITUTES	3,101	0	(3,101)		0
61720	CLS SUBSTITUTES	390	0	(390)		0
61810	CERT UNUSED LEAVE	12,318	0	(12,318)		13,000
61820	CLS-UNUSED LEAVE	0	0	0		0
61910	CERT SEVERANCE	0	0	0		0
61960	UNUSED VACATION-CERT	0	0	0		0
61961	UNUSED VACATION-CLS	0	0	0		0
62110	CERT GROUP INS	0	270			0
62210	CERT SOC SEC	81,882	66,124	(15,758)		133,139
62220	CLS SOC SEC	12,161	11,269	(893)		19,056
62260	CERT MEDICARE	19,150	15,449	(3,701)		31,329
62270	CLS MEDICARE	2,844	2,635	(209)		4,455
62310	CERT TCH RET-CONT	194,416	156,685	(37,731)		295,770
62320	CLS TCH RET - CONT	27,964	24,116	(3,848)		45,653
62510	CERT UNEMPLOY COMP	897	7,454	6,557		11,000
62520	CLS UNEMPLOY COMP	859	500	(359)		500
62610	CERT WKR'S COMP	7,485	8,309	824		7,485
62620	CLS WKR'S COMP	600	662	62		600
62710	CERT HEALTH BENEFITS	35,063	25,058	(10,005)		64,011
62720	CLS HEALTH BENEFITS	6,063	5,781	(282)		10,514
62820	CLS PUB RET CONT	750	758	7		1,170
Total Salaries and Benefits		**1,997,326**	**1,635,447**	**(362,149)**		**3,075,523**
63100	OFFICIAL/ADMINISTRATIVE	0	0	0		0
63110	STAFF SERVICES	0	0	0		0
63130	BOARD OF ED SERVICES	0	308	308		5,000
63200	PURCHASE SERV	0	0	0		0
63210	INSTRUCTIONAL	0	26,713	26,713		32,900
63220	SUB TEA-PURCH SER/NON EMP	22,843	17,554	(5,289)		40,000
63230	CONSULTING-EDUC	0	0	0		0
63310	PROF TRAIN -CERTIFIED	75	0	(75)		2,695
63320	PROF TRAINING-CLASSIFIED	0	0	0		180
63410	PUPIL SERVICES	20,352	24,833	4,481		35,000
63420	STATISTICAL SERVICES	0	0	0		0
63440	LEGAL SERVICES	0	0	0		0
63444	LEGAL:CONTRACT PREP/REVIE	0	0	0		0
63445	LEGAL:RESEARCH/OPINION	1,598	2,243	646		2,500
63590	OTHER TECHNICAL SERVICES	0	0	0		0

Arkansas Department of Education
Cutter Morning Star School District
Expenditures

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
63900	OTHER PURC PROF/TECH SVS	3,257	21,879	18,622		58,457
64000	PURCHASED PROPERTY SVS	0	0	0		0
64110	WATER/SEWER	20,713	16,978	(3,735)		33,560
64210	DISPOSAL/SANITATION	5,215	4,533	(682)		7,800
64230	CUSTODIAL	15,500	0	(15,500)		0
64300	REPAIR & MAINTENANCE SVS	532	0	(532)		0
64310	REPAIRS & MAINT NON-TECH	7,419	39,400	31,981		11,500
64320	REPAIR-TECHNOLOGY EQUIP	0	0	0		0
64400	RENTALS	0	0	0		0
64410	RENTAL-LAND & BUILDINGS	0	0	0		0
64420	RENTAL-EQUIP & VEHICLES	0	0	0		0
64900	OTHER PURC PROPERTY SVS	913	1,339	426		2,200
65210	PROPERTY INSURANCE	26,662	30,244	3,582		33,844
65220	LIABILITY INSURANCE	4,797	2,753	(2,043)		4,154
65240	FLEET INSURANCE	3,864	3,142	(722)		4,500
65250	ACCIDENT INS FOR STUDENTS	6,500	6,305	(195)		6,305
65290	OTHER INSURANCE	120	1,158	1,038		200
65300	COMMUNICATIONS	0	0	0		0
65310	TELEPHONE	5,589	1,977	(3,612)		11,446
65320	POSTAGE	728	864	136		1,973
65400	ADVERTISING	2,635	910	(1,725)		2,000
65500	PRINTING & BINDING	1,874	0	(1,874)		0
65600	TUITION	0	0	0		0
65610	TO LEA'S WITHIN STATE	0	0	0		0
65630	TO PRIVATE SCHOOLS	0	0	0		0
65640	INTERM AGNCY-IN STATE	0	0	0		0
65810	TRVL-CERT-IN DISTRICT	578	355	(223)		7,100
65820	TRVL-CLS IN DISTRICT	63	43	(20)		63
65840	TRVL CLS OUT DISTRICT	0	0	0		0
65870	TRAVEL-NON EMPLOYEE	0	0	0		0
65880	MEALS	635	0	(635)		240
65890	LODGING	439	0	(439)		500
65910	SVS PURCHASED LOCALLY	0	0	0		0
66100	GEN SUPPLIES	104,355	51,123	(53,232)		76,453
66107	LOW VALUE EQ($500-$999.99)	0	0	0		0
66210	NAT.GAS	12,526	11,092	(1,433)		20,715
66220	ELECTRICITY	77,057	69,059	(7,998)		115,464
66240	OIL	0	0	0		0
66260	GASOLINE/DIESEL	23,108	22,605	(502)		40,000
66290	OTHER	0	0	0		0
66300	FOOD	0	0	0		0
66400	BOOKS & PERIODICALS	0	0	0		0
66410	TEXTBOOKS	26,279	8,271	(18,008)		85,200
66420	LIBRARY BOOKS	2,516	271	(2,245)		0

Arkansas Department of Education
Cutter Morning Star School District
Expenditures

General Operating Funds: 1000|1218|1246|2000|2001|2002|2217|2218|2225|2240|2246|2300|2340|2392|2393|2394|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
66430	PERIODICALS	245	0	(245)		100
66440	AUDIOVISUAL MATERIALS	0	0	0		0
66500	TECHN SUPPLIES	0	0	0		0
66510	SOFTWARE	4,416	3,994	(422)		7,800
66520	OTHER	0	0	0		0
66527	TECH EQUIP UNDER 1,000.00	0	0	0		21,000
66600	BUILDING MATERIALS	0	0	0		0
66900	OTHER SUPPLIES & MATERIAL	48	0	(48)		0
66910	TIRES	0	0	0		0
66920	MAJOR REPAIRS	0	0	0		0
66999	SUPPLY/LOW VALUE EQUIP	0	0	0		0
67100	LAND & IMPROVEMENTS	0	0	0		0
67200	BUILDINGS	0	0	0		0
67310	MACHINERY	11,955	0	(11,955)		0
67320	VEHICLES	0	0	0		0
67330	FURNITURE & FIXTURES	5,137	0	(5,137)		2,039
67340	TECHNOLOGY HARDWARE	3,421	2,752	(669)		6,000
67350	TECHNOLOGY SOFTWARE	0	3,788	3,788		4,000
67390	OTHER EQUIPMENT	0	0	0		0
68100	DUES AND FEES	19,445	14,742	(4,702)		19,775
68300	INTEREST	136,624	133,281	(3,343)		200,216
68830	PROPERTY TAX	0	0	0		0
68999	ATHLETIC ALLOCATION	0	0	0		0
69100	REDEMPTION OF PRINCIPAL	34,152	35,000	848		48,667
69330	TO BUILDING FUND	0	0	0		0
69380	TO FOOD SERVICE FUND	0	0	0		0
69400	REFUND OF PRIOR YR	0	0	0		0
69500	TRANSITS	0	0	0		0
Other Expenditure Totals		**614,183**	**559,509**	**(54,674)**		**951,545**
Overall Expenditure Totals		**2,611,509**	**2,194,956**	**(416,823)**		**4,027,068**

Arkansas Department of Education
Drew Central School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
494,857	7,585,956	6,582,696	1,498,117

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
494,857	5,008,338	3,704,564	1,798,631

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
407,837	4,693,550	4,383,086	718,300

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Drew Central School District
Revenue

General Operating Funds:
1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000|4001

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	1,009,041	1,410,721	401,680		1,966,832
11115	PROPERTY TAX RELIEF SALES	130,476	156,503	26,027		400,000
11120	40% PB 1/1-6/30	0	0	0		0
11125	40% PB TR 1/1-6/30	92,564	77,850	(14,713)		0
11130	40%PB7/1-12/31	0	0	0		0
11135	40% PB TR 7/1-12/31	0	0	0		0
11140	PROPERTY TAX - DELINQUENT	86,003	83,756	(2,247)		140,000
11150	EXCESS COMMISSION	37,819	1,244	(36,575)		65,000
11160	LAND REDEMP-IN STATE SALE	6,530	16,106	9,576		15,000
11400	PENALTIES/INTEREST ON TAX	398	257	(141)		50
11900	OTHER TAXES	0	0	0		0
12800	REVENUE IN LIEU OF TAXES	0	0	0		0
13000	TUITION	0	0	0		0
13110	REGULAR DAY SCHOOL	0	0	0		0
13120	SUMMER SCHOOL	0	0	0		0
13160	TUITION/PRE K	0	0	0		0
13210	REGULAR DAY SCHOOL	0	0	0		0
14110	REGULAR DAY SCHOOLS	0	0	0		0
14210	REGULAR DAY SCHOOL	0	0	0		0
14220	SUMMER SCHOOL	0	0	0		0
14900	TRANS FEES-OTHER SOURCES	0	0	0		0
15100	INTEREST ON INVESTMENTS	7,484	3,061	(4,423)		1,000
15900	OTHER EARNINGS INVESTMENT	0	0	0		0
19100	RENTALS	0	0	0		0
19130	LEA BUILDGS & FACILITIES	0	0	0		10,000
19200	PRIVATE CONTRIBUTIONS	0	981	981		0
19300	SALES OF SUPPLIES & MATER	30	0	(30)		0
19310	SALE OF EQUIPMENT	0	0	0		0
19510	OTHER LEA WITHIN STATE	0	0	0		0
19800	REFUNDS OF PRIOR YR EXPEN	82,543	8,509	(74,034)		12,000
19900	MISC REV FR LOCAL SOURCES	270	6,627	6,357		35,000
21100	CNTY GENERAL APPORTIONMENT	3,810	4,698	888		4,700
21200	SEVERANCE TAX	0	0	0		0
21900	OTHER REV FR COUNTY	0	0	0		0
31100	MINIMUM FOUNDATION PGM	0	0	0		0
31101	SFF	2,849,852	2,719,416	(130,436)		4,273,371
31102	ENHANCED ED FUND	0	0	0		0
31103	98% OF URT	0	0	0		50,000
31110	STATE EQUALIZATION AID	0	0	0		0
31120	ADDITIONAL BASE FUNDING	0	0	0		0
31200	ADDITIONAL BASE FUNDING	0	0	0		0
31250	OTHER	0	0	0		0
31400	HIGH COST TRANSP. FUNDING	0	0	0		30,000
31450	STUDENT GROWTH FUNDING	0	0	0		0
31460	DEC. ENROLL	29,614	119,856	90,242		119,856
31600	INCENTIVE FUNDING	0	0	0		0
31650	REVENUE LOSS FUNDING	0	0	0		0

Arkansas Department of Education
Drew Central School District
Revenue

General Operating Funds:
1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000|4001

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
31900	OTHER	195	672	477		0
32213	SPECIAL RECOGNITION GRANT	0	0	0		0
32216	COMPENSATORY ED	0	0	0		0
32219	EISENHOWER MATH/SCIENCE	0	0	0		0
32222	CAREER EDUCATION	0	0	0		0
32224	ISOLATED GRANTS	0	0	0		0
32225	EAST LAB GRANT	0	0	0		0
32227	COLLEGE PREP ENRICH PGM	0	0	0		0
32232	EL EX GRANT	0	0	0		0
32234	LIMITED ENG. PROFICIENT	0	0	0		0
32250	PROFESSIONAL QUALITY	8,600	9,000	400		10,600
32260	ARK. GAME & FISH	2,840	3,427	587		2,800
32310	SPED LEA SUPERVISOR	0	0	0		3,500
32350	EARLY CHLD/MEDICAID MATCH	0	0	0		0
32355	CATASTROPHIC OCCURRENCES	0	0	0		30,000
32361	PRE AP GRANT	200	1,658	1,458		0
32374	INTERVENTION PREVENTION	0	0	0		0
32400	VOCATIONAL AID	0	0	0		0
32420	VOC CAPITAL EQUIP GRANT	0	0	0		0
32610	ED SERVICES COOPERATIVE	0	0	0		0
32710	AR BETTER CHANCE(ABC)GRNT	233,280	233,280	0		291,600
32720	K-3 SUMMER SCHOOL	0	0	0		0
32735	PARENT GRANT	0	0	0		0
32755	SMART START	0	0	0		0
32790	OTHER CHILDHOOD PROGRAMS	0	0	0		0
32900	OTHER	0	0	0		0
32909	CSH	20,159	10,584	(9,576)		47,275
32910	WORKER'S COMP INSURANCE	0	0	0		0
32912	GENERAL FACILITY FUNDING	9,141	6,856	(2,285)		6,856
32913	GROWTH FACILITY FUNDING	0	0	0		0
32915	DEBT SERVICE FUNDING SUPP	82,200	70,516	(11,684)		70,516
32921	FAC IMMED REPAIR	0	0	0		0
32990	AFRICAN AMERCIAN GRANT	0	0	0		0
36000	GENERAL FACILITIES	0	0	0		0
36300	DEBT SERVICE	0	0	0		0
41200	WILDLIFE REFUGE	0	0	0		0
41300	REV IN LIEU OF TAXES	0	0	0		0
42100	FOREST RESERVE	0	0	0		0
42200	FLOOD CONTROL	0	0	0		0
42300	MINERAL LEASES	0	0	0		0
42400	FEDERAL GRAZING	0	0	0		0
42500	IMPACT AID	0	0	0		0
43980	DEBT SERVICE INT REBATE	0	22,760	22,760		0
48000	REVENUE IN LIEU OF TAXES	0	0	0		0
51100	BONDED INDEBTEDNESS	0	0	0		0
51800	REFUNDING SAVINGS	0	0	0		0

Arkansas Department of Education
Drew Central School District
Revenue

General Operating Funds:
1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000|4001

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
52300	TRANS FROM BUILDING FUND	0	0	0		0
52400	TRANS FROM DEBT SERV FUND	0	0	0		0
52500	TRANS FROM CAPITAL OUTLAY	0	0	0		0
52600	TRANS FROM FEDERAL GRANTS	0	0	0		0
52800	TRANS FROM FOOD SERV	0	40,000	40,000		0
52900	INDIRECT COST REIMB	0	0	0		0
53100	SALE OF EQUIPMENT	500	0	(500)		0
53200	SALE OF BUILD & GROUNDS	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	0	0	0		0
Total Revenue		**4,693,550**	**5,008,338**	**314,789**		**7,585,956**

Arkansas Department of Education
Drew Central School District
Expenditure

General Operating Funds:
1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000|4001

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	CERT SALARY	1,676,659	1,532,833	(143,826)		2,844,454
61120	CLS SALARY	651,747	578,259	(73,489)		973,984
61220	TEMP-CLASSIFIED	0	0	0		0
61510	BONUS/CER	29,050	0	(29,050)		0
61520	BONUS/CLS	17,150	0	(17,150)		0
61610	WORKSHOPS	0	0	0		0
61620	WORKSHOPS	0	0	0		0
61710	SUBSTITUTES-CERTIFIED	37,310	425	(36,885)		0
61720	SUBSTITUTES-CLASSIFIED	10,598	760	(9,838)		0
61810	UNUSED SICK-CERTIFIED	5,231	4,631	(600)		22,000
61820	UNUSED SICK-CLASSIFIED	0	0	0		975
61960	UNUSED VAC-CRT	0	0	0		3,875
61961	UNUSED VAC/CLS	0	0	0		0
61970	UNUSED VAC-CLS	0	0	0		0
62110	GRP INS-CERTIFIED	0	0	0		0
62120	GRP INS-CLS	0	0	0		0
62210	SOC SEC-CERT	100,335	90,371	(9,964)		176,544
62220	SOC SEC-CLS	41,196	33,230	(7,967)		58,937
62260	MEDCARE-CERTIFIED	23,466	21,135	(2,331)		41,285
62270	MEDCARE-CLS	9,635	7,771	(1,863)		13,792
62310	TEA RET-CERT	236,088	217,625	(18,463)		398,605
62320	TEA RET-CLS	96,445	77,755	(18,690)		132,039
62510	UNEMP COMP-CERT	3,905	2,337	(1,568)		5,000
62520	UNEMP COMP-CLS	1,120	2,337	1,217		8,000
62610	WK'S COMP-CERTIFIED	5,995	2,014	(3,981)		3,021
62620	WK'S COMP-CLS	38,456	9,035	(29,421)		23,522
62710	HLTH BEN-CERT	59,006	46,454	(12,552)		101,644
62720	HLTH BEN-CLS	25,197	20,675	(4,522)		41,652
62820	PUB RET.CONTR-CLS	0	0	0		0
62910	OTHER BENEFITS-CERTIFIED	31,770	25,829	(5,941)		42,796
62920	OTHER BENEFITS-CLASSIFIED	14,768	15,552	784		24,063
Total Salaries and Benefits		**3,115,129**	**2,689,030**	**(426,099)**		**4,916,189**
63120	MANAGEMENT SERVICES	0	0	0		0
63210	INSTRUCTIONAL	0	0	0		0
63220	SUBS PURCHASED SERVICE	0	0	0		0
63310	CRT-PRO DEV	1,243	325	(918)		0
63320	PRO DEV CLS	204	2,980	2,777		11,735
63441	DEF OF DISTRICT	420	0	(420)		500
63445	LEGAL-RESEARCH AND OPINION	0	2,139	2,139		200
63530	SOFTWARE MAINT & SUPPORT	0	2,000	2,000		3,000
63590	OTHER TECH	8,298	0	(8,298)		5,715
63900	OTHER PURC PROF/TECH SVS	131,386	123,458	(7,928)		282,042
64110	WATER/SEWER	9,227	10,924	1,697		15,000
64200	CLEANING SERVICES	0	0	0		0
64310	NON TECH/R&M	52,746	37,287	(15,459)		76,300
64320	TECH. R & M	0	0	0		0

Arkansas Department of Education
Drew Central School District
Expenditure

General Operating Funds:
1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000|4001

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
64410	LAND & BLDGS	0	0	0		0
64420	RENTAL - EQUIP & VEHICLES	0	0	0		0
65200	INS.,NOT BENEFITS	0	0	0		0
65210	PROPERTY INSURANCE	0	0	0		46,500
65220	LIABILITY INSURANCE	4,175	4,325	150		4,500
65250	ACC INS FOR ATH.	2,676	2,596	(80)		2,596
65290	OTHER AND STUDENT INS.	2,676	2,596	(80)		2,598
65300	COMMUNICATIONS	378	0	(378)		0
65310	TELEPHONE	3,092	2,540	(552)		5,000
65320	POSTAGE	6,303	6,293	(9)		12,000
65400	ADVERTISING	340	585	244		2,000
65500	PRINTING & BINDING	0	0	0		0
65600	TUITION	0	0	0		0
65610	TO LEA'S WITHIN STATE	0	0	0		0
65810	TRVL-CERT-IN DISTRICT	0	0	0		0
65820	TRVL-CLS IN DISTRICT	0	0	0		0
65830	TRVL CERT-OUT DISTRICT	10,331	9,857	(475)		19,757
65840	TRVL CLS OUT DISTRICT	0	0	0		0
65870	TRVL NON-EMPLOYEE	0	0	0		0
65910	SVS PURCHASED LOCALLY	0	0	0		0
66100	GEN SUPPLIES	247,334	190,016	(57,317)		326,723
66107	LOW VALUE EQUIPMENT < 1000	0	989	989		989
66210	NAT.GAS	20,036	14,651	(5,385)		32,000
66220	ELECTRICITY	123,535	118,561	(4,974)		185,000
66260	GASOLINE/DIESEL	75,447	63,659	(11,789)		108,975
66410	TEXTBOOKS	39,812	10,112	(29,700)		24,900
66420	LIBRARY BOOKS	3,066	1,737	(1,329)		5,000
66430	PERIODICALS	89	0	(89)		0
66440	AUDIOVISUAL MATERIALS	0	0	0		0
66500	TECHNOLOGY SUPPLIES	0	0	0		0
66510	SOFTWARE	0	3,600	3,600		3,600
66520	OTHER	16,989	0	(16,989)		15,000
66527	TECH (<1000)	9,524	2,986	(6,538)		12,000
66900	OTHER SUPPLIES & MATERIAL	0	0	0		8,500
66910	TIRES	8,564	7,471	(1,093)		12,000
67100	LAND & IMPROVEMENTS	0	0	0		0
67199	SITE IMP	0	0	0		0
67200	BUILDINGS	0	0	0		0
67300	EQUIPMENT	0	0	0		0
67310	MACHINERY	0	3,285	3,285		5,285
67320	VEHICLES	5,775	10,700	4,925		12,200
67330	FURNITURE & FIXTURES	3,600	0	(3,600)		11
67340	TECH HARDWARE	32,531	0	(32,531)		0
67390	OTHER EQUIPMENT	8,984	0	(8,984)		6,000
67500	TECHNOLOGY EQUIPMENT	0	0	0		0
67900	DEPRECIATION	0	0	0		0
68100	DUES AND FEES	11,670	10,402	(1,268)		14,914

Arkansas Department of Education
Drew Central School District
Expenditure

General Operating Funds:
1000|1217|1218|1365|2000|2001|2050|2175|2215|2217|2218|2222|2224|2225|2227|2232|2234|2240|2246|2265|2271|2278|2365|2370|2376|2383|2389|2390|2392|2394|2395|2940|2970|4000|4001

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
68101	TEACH LIC PAYMENT	1,700	1,100	(600)		1,200
68300	INTEREST	228,807	225,860	(2,947)		203,100
68900	MISCELLANEOUS EXPENDITURE	0	0	0		0
68999	MISC. EXP.	0	0	0		0
69100	REDEMPTION/PRIN	135,000	75,000	(60,000)		136,667
69330	TO BUILDING FUND	0	0	0		0
69380	TO FOOD SERVICE FUND	62,000	67,500	5,500		63,000
69400	PROGRAM FUNDING RETURN	0	0	0		0
Other Expenditure Totals		**1,267,957**	**1,015,534**	**(252,423)**		**1,666,507**
Overall Expenditure Totals		**4,383,086**	**3,704,564**	**(678,522)**		**6,582,696**

Arkansas Department of Education
Hartford School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
290,040	2,858,546	2,841,774	306,812

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
290,040	1,903,318	1,654,307	539,050

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
346,495	1,938,375	1,957,588	327,283

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Hartford School District
Revenue

General Operating Funds:
1000|1217|1218|1246|1365|2000|2001|2002|2215|2217|2218|2240|2245|2246|2271|2340|2365|2392|2394|4000|4001

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	408,335	425,240	16,905		372,450
11115	PROPERTY TAX RELIEF	70,807	84,888	14,081		35,250
11120	PROPERTY TAX-40% BY 6/30	62,407	0	(62,407)		225,050
11125	PROP TAX RELIEF SALES TAX	52,381	41,489	(10,892)		81,550
11140	PROPERTY TAX-DELINQUENT	54,539	76,385	21,846		76,300
11150	EXCESS COMMISSION	2,734	1,390	(1,344)		8,000
11160	LAND REDEMP-IN STATE SALE	0	0	0		0
11200	SALES AND USE TAX	0	0	0		0
11400	PENALTIES/INTEREST ON TAX	0	0	0		0
11500	INT ON UNAPPORT PROP TAXES	0	0	0		0
12800	REVENUE IN LIEU OF TAXES	0	0	0		0
13160	PRESCHOOL TUITION	0	4,005	4,005		10,000
13190	OTHER PROGRAMS	0	928	928		0
13210	REGULAR DAY SCHOOL	0	0	0		0
14290	OTHER PROGRAMS	0	0	0		0
15100	INTEREST ON INVESTMENTS	461	387	(75)		300
15900	OTHER EARNINGS INVESTMENT	0	258	258		240
19200	PRIVATE CONTRIBUTIONS	1,129	100	(1,029)		0
19300	SALES OF SUPPLIES & MATER	0	0	0		0
19450	ELEMENTARY SALES	0	0	0		0
19510	OTHER LEA WITHIN STATE	1,903	1,903	0		3,806
19800	REFUNDS OF PRIOR YR EXPEN	717	5,006	4,289		5,006
19900	MISC REV FR LOCAL SOURCES	0	0	0		0
21200	SEVERANCE TAX	44	33	(11)		50
28000	REVENUE IN LIEU OF TAXES	0	0	0		0
31101	STATE FOUNDATION FUNDS	879,711	1,146,410	266,699		1,801,502
31102	ENHANCED EDUCATIONAL FUND	0	0	0		0
31103	98% TAX COLLECTION GUARAN	0	0	0		97,000
31450	GROWTH FUNDING	162,994	0	(162,994)		0
31460	DECLINING ENROLLMENT	0	0	0		0
31620	SUPPLEMENTAL MILLAGE	20,346	15,260	(5,086)		15,260
31900	OTHER	0	0	0		0
32215	ALTERNATIVE ED GRANT	0	0	0		0
32250	MENTORING GRANT	10,800	7,200	(3,600)		7,400
32260	GAME & FISH	0	0	0		0
32290	OTHR GRNTS/AID FROM STATE	0	0	0		0
32310	LEA SP ED SUPERVISOR	0	0	0		0
32361	GT/ADVANCE PLACEMENT	0	1,901	1,901		0
32410	VOCATIONAL CENTER GRANT	0	0	0		0
32480	VOC NEW PGM START-UP	0	0	0		0
32710	AR BETTER CHANCE(ABC)GRNT	68,040	68,040	0		97,200
32912	GEN FACILITIES	4,172	3,129	(1,043)		3,129
32915	DEBT SERVICE FUNDING SUPP	4,431	7,348	2,917		7,348
32990	OTHR GRNTS/AID FROM STATE	0	0	0		0
41200	WILDLIFE REFUGE	0	0	0		0
41300	REV IN LIEU OF TAXES	0	0	0		0
42100	FOREST RESERVE	9,737	9,332	(405)		10,000

Arkansas Department of Education
Hartford School District
Revenue

General Operating Funds:
1000|1217|1218|1246|1365|2000|2001|2002|2215|2217|2218|2240|2245|2246|2271|2340|2365|2392|2394|4000|4001

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
42200	FLOOD CONTROL	0	0	0		0
42300	MINERAL LEASES	1,147	2,688	1,541		1,705
42400	FEDERAL GRAZING	0	0	0		0
42500	IMPACT AID	0	0	0		0
48000	REVENUE IN LIEU OF TAXES	0	0	0		0
51200	REVOLVING LOANS	118,104	0	(118,104)		0
51900	MISC. NON-REVENUE	371	0	(371)		0
52300	TRANS FROM BUILDING FUND	0	0	0		0
53100	SALE OF EQUIPMENT	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	753	0	(753)		0
56300	SPECIAL ITEMS	2,312	0	(2,312)		0
Total Revenue		**1,938,375**	**1,903,318**	**(35,057)**		**2,858,546**

Arkansas Department of Education
Hartford School District
Expenditures

General Operating Funds:
1000|1217|1218|1246|1365|2000|2001|2002|2215|2217|2218|2240|2245|2246|2271|2340|2365|2392|2394|4000|4001

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	SALARY-CERTIFIED	806,882	753,527	(53,355)		1,269,867
61120	SALARY-CLS	242,062	240,316	(1,745)		385,546
61210	TEMP-CERTIFIED	5,800	3,700	(2,100)		8,000
61220	TEMP-CLASSIFIED	36	11,285	11,249		15,000
61510	CERTIFIED	0	0	0		0
61520	CLASSIFIED	0	0	0		0
61710	SUBSTITUTES-CERTIFIED	10,238	6,193	(4,045)		4,800
61720	SUBSTITUTES-CLASSIFIED	8,987	2,798	(6,189)		600
61810	UNUSED SICK-CERTIFIED	0	0	0		2,666
61820	UNUSED SICK-CLASSIFIED	0	0	0		6,630
61961	UNUSED VACATION - CLS	3,163	0	(3,163)		3,960
62210	SOC SEC-CERTIFIED	49,323	45,497	(3,826)		80,093
62220	SOC SEC-CLS	13,206	13,016	(190)		26,316
62260	MEDICARE-CERTIIED	11,535	10,641	(895)		18,749
62270	MEDICARE-CLS	3,089	3,044	(44)		6,173
62310	TCH RET CONT-CERTIFIED	116,276	107,545	(8,730)		180,818
62320	TCH RET CONT-CLS	32,143	32,555	412		53,241
62510	UNEMPLY COMP-CERT	0	0	0		0
62520	UNEMPLY COMP-CLS	0	0	0		4,000
62610	WK'S COMP-CERTIFIED	3,686	0	(3,686)		4,000
62620	WK'S COMP-CLS	3,516	0	(3,516)		4,000
62710	HLTH BENEF.CERTIFIED	23,382	19,221	(4,161)		38,445
62720	HLTH BENE.CLS	8,583	8,491	(93)		21,482
62820	PUB RET.CONTR-CLS	643	644	1		966
62910	OTHER BENEFITS-CERTIFIED	0	0	0		0
62920	OTHER BENEFITS-CLASSIFIED	0	0	0		0
Total Salaries and Benefits		**1,342,548**	**1,258,473**	**(84,075)**		**2,135,352**
63110	STAFF SERVICES	0	0	0		0
63120	MANAGEMENT SERVICES	0	0	0		0
63130	BOARD OF ED SERVICES	911	2,232	1,321		1,000
63210	INSTRUCTIONAL SRVS	0	0	0		0
63220	SUB-TCHRS PURCH SRVS	0	0	0		0
63240	STDNT ASSESSMENT SRVS	0	0	0		0
63310	PROF EMP TRNG CERTIFIED	4,584	4,732	148		5,650
63320	PROF EMP TRNG CLASSSIFIED	2,067	675	(1,392)		3,750
63410	PUPIL SERVICES	0	0	0		350
63431	AUDIT SERVICES	0	0	0		0

Arkansas Department of Education
Hartford School District
Expenditures

General Operating Funds:
1000|1217|1218|1246|1365|2000|2001|2002|2215|2217|2218|2240|2245|2246|2271|2340|2365|2392|2394|4000|4001

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
63440	LEGAL	0	0	0		0
63441	LEGAL-LITIGATION	0	0	0		0
63445	LEGAL-RESEARCH/OPINIONS	21,886	1,250	(20,636)		1,500
63450	MEDICAL	560	215	(345)		1,000
63490	OTHER PROFESSIONAL SRVS	12,934	2,302	(10,632)		3,500
63510	DATA PROCESSING/CODING SV	875	375	(500)		1,500
63520	STATISTICAL SERVICES	0	0	0		0
63590	OTHER TECHNICAL SERVICES	4,026	3,933	(93)		4,400
63900	OTHER PURC PROF/TECH SVS	4,856	276	(4,580)		1,050
64110	WATER/SEWER	10,687	8,034	(2,654)		14,500
64210	DISPOSAL/SANITATION	1,875	4,923	3,048		2,000
64230	CUSTODIAL	38,723	6,937	(31,785)		10,000
64240	LAWN CARE	400	0	(400)		0
64310	NON TECH REPAIRS/MAINT	25,120	11,917	(13,202)		27,000
64320	TECH-RELATED REPAIRS/MAIN	8,674	621	(8,053)		7,500
64420	EQUIP & VEHICLES	7,418	7,541	122		10,100
64500	CONSTRUCTION SERVICES	0	0	0		0
64900	OTHER PURC PROPERTY SVS	0	0	0		0
65210	PROPERTY INSURANCE	0	22,201	22,201		22,201
65240	FLEET INSURANCE	302	4,521	4,219		4,521
65250	ACCIDENT INS FOR STUDENTS	0	2,342	2,342		2,342
65290	OTHER INSURANCE	4,175	9,008	4,833		8,884
65310	TELEPHONE	8,198	6,273	(1,925)		5,700
65320	POST	3,590	1,879	(1,711)		3,450
65330	INTERNET SERVICE	0	882	882		0
65400	ADVERTISING	1,801	1,258	(542)		1,500
65610	TO LEA'S WITHIN STATE	7,560	0	(7,560)		7,000
65810	TRVL-CERT-IN DISTRICT	907	1,194	287		2,575
65820	TRVL-CLS IN DISTRICT	1,379	2,205	826		2,875
65870	NON EMPLOYEE	6,463	0	(6,463)		2,000
65880	MEALS	1,035	949	(86)		1,450
65890	LODGING	0	0	0		0
65900	MISC PURC SVS	0	4,948	4,948		7,940
65910	SVS PURCH LEA IN STATE	6,738	11,800	5,063		15,525
66100	SUPPLIES	64,717	64,728	11		98,031
66107	LOW VALUE EQUIP SUPPLIES	0	0	0		0
66210	NAT.GAS	16,260	16,225	(35)		21,000
66220	ELECTRICITY	35,919	47,017	11,098		70,000

Arkansas Department of Education
Hartford School District
Expenditures

General Operating Funds:
1000|1217|1218|1246|1365|2000|2001|2002|2215|2217|2218|2240|2245|2246|2271|2340|2365|2392|2394|4000|4001

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
66260	GASOLINE/DIESEL	30,176	30,066	(110)		54,000
66300	FOOD	0	0	0		0
66410	TEXTBOOKS	49,409	1,439	(47,970)		49,000
66420	LIBRARY BOOKS	0	0	0		0
66430	PERIODICALS	496	746	250		900
66440	AUDIOVISUAL MATERIALS	0	0	0		0
66500	TECHNOLOGY SUPPLIES	0	0	0		0
66510	SOFTWARE	0	0	0		0
66527	LOW VALUE EQUIP TECH SUPPLIES	0	0	0		0
67100	LAND & IMPROVEMENTS	0	0	0		0
67200	BUILDINGS	0	0	0		0
67310	MACHINERY	0	0	0		2,000
67320	VEHICLES	118,104	0	(118,104)		0
67330	FURNITURE & FIXTURES	0	614	614		0
67340	TECHNOLOGY EQP\HRDWARE	0	0	0		1,000
68100	DUES AND FEES	3,018	3,129	111		3,705
68200	JUDGMENTS AGAINST LEA	0	0	0		0
68300	INTEREST	25,964	26,008	43		36,527
68400	INDIRECT COST	0	0	0		0
68830	PROPERTY TAX	0	0	0		0
68900	MISCELLANEOUS EXPENDITURE	0	0	0		0
68999	ALLOCATED CHARGES	0	0	0		42,000
69100	REDEMPTION OF PRINCIPAL	0	0	0		33,621
69330	TO BUILDING FUND	38,517	42,986	4,469		46,875
69360	TO FEDERAL GRANTS FUND	0	0	0		0
69400	PROGRAM FUND RETURN	0	0	0		0
69500	TRANSITS	0	0	0		0
69610	STDNT MEALS ABC PK STDNTS	0	0	0		0
69620	STDNT MEALS PROVISION 2	44,717	37,454	(7,263)		65,000
Other Expenditure Totals		**615,040**	**395,834**	**(219,206)**		**706,422**
Overall Expenditure Totals		**1,957,588**	**1,654,307**	**(303,280)**		**2,841,774**

Arkansas Department of Education
Helena-West Helena School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
5,253,924	14,449,264	17,213,359	2,489,829

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
5,253,924	10,145,264	7,873,657	7,525,531

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
3,511,492	10,335,035	9,090,540	4,755,987

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Helena-West Helena School District
Revenue

General Operating Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011
|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032
|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099
|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225
|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290
|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
10000	REVENUE FROM LOCAL SOURCE	0	0	0		0
11110	PROPERTY TAXES-CURRENT	1,860,105	2,119,154	259,049		2,644,860
11115	PROP.TAX RELIEF SALES TAX	0	0	0		0
11120	PROPERTY TAX-40% BY 6/30	203,891	329,399	125,508		1,006,648
11125	TAX REL.40% REC.JAN-JUNE	80,880	(4,602)	(85,482)		0
11130	PROPERTY TX-40% 7/1-12/31	0	0	0		0
11135	TAX REL.40% REC.JUL-DEC.	0	0	0		0
11140	PROPERTY TAX-DELINQUENT	94,899	161,829	66,931		240,000
11150	EXCESS COMMISSION	0	0	0		0
11160	LAND REDEMP-IN STATE SALE	171,238	48,910	(122,328)		225,000
11400	PENALTIES/INTEREST ON TAX	0	0	0		0
11900	OTHER TAXES	0	0	0		0
12100	REVENUE IN LIEU OF TAXES	0	0	0		0
12800	REVENUE IN LIEU OF TAXES	17,812	15,892	(1,921)		29,950
12900	OTHER LOCAL NON-LEA REVENUE	0	0	0		0
13120	SUMMER SCHOOL	0	0	0		0
13190	OTHER PROGRAMS	0	0	0		0
13210	REGULAR DAY SCHOOL	0	0	0		0
13320	SUMMER SCHOOL	0	0	0		0
14190	OTHER PROGRAMS	0	0	0		0
14900	TRANS FEES-OTHER SOURCES	0	0	0		0
15100	INTEREST ON INVESTMENTS	19,702	8,975	(10,728)		0
17110	ADMISSIONS ATHLETICS	0	0	0		0
17130	STDNT ORG-EVENTS & ACTIV	0	0	0		0
17500	REV.FROM ENTERPRISE ACTIV	0	0	0		0
17900	OTHER STDNT ACTIVITY REV	0	0	0		0
19000	OTHER REV-LOCAL SOURCES	0	0	0		0
19120	OTHER RENT-LAND OWNED LEA	0	0	0		0
19130	RENT LEA BUILDINGS & FACI	772	3,500	2,728		1,000
19200	PRIVATE CONTRIBUTIONS	(47,468)	41,987	89,454		210,921
19211	BEECHCREST SAVE THE CHILDREN	20,912	0	(20,912)		0
19215	SAVE THE CHILDREN	37,046	0	(37,046)		0
19216	WESTSIDE SAVE THE CHILDREN	35,768	0	(35,768)		0
19217	WOODRUFF SAVE THE CHILDREN	0	0	0		0
19300	SALES OF SUPPLIES & MATER	0	0	0		0
19550	TRANSITS-FLOW THRU MONEY	0	0	0		0
19800	REFUNDS OF PRIOR YR EXPEN	1,790	1,233	(556)		3,500
19900	MISC REV FR LOCAL SOURCES	5,138	36,369	31,231		0
19910	SBC E-RATE	0	0	0		0
19920	EVEN START/WALMART	0	0	0		0
19925	WOODRUFF/WALMART	0	0	0		0
19950	ARK SCIENCE & TECH GRANT	0	0	0		0

Arkansas Department of Education
Helena-West Helena School District
Revenue

General Operating Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011
|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032
|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099
|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225
|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290
|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
19955	MOCKINGBIRD FOUNDATION	0	0	0		0
21100	CNTY GENERAL APPORTIONMENT	0	0	0		0
21200	SEVERANCE TAX	0	0	0		0
21900	OTHER REV FR COUNTY	0	0	0		0
31100	STATE EQUALIZATION FUNDING	0	0	0		0
31101	STATE FOUNDATION FUNDS	6,945,378	5,558,132	(1,387,246)		8,734,208
31102	ENHANCED EDUCATIONAL FUND	0	0	0		0
31103	URT 98% TAX COLL. RATE	0	0	0		0
31150	STATE EQUALIZATION	0	0	0		0
31200	STATE APPORTIONMENT	0	0	0		0
31400	TRANSPORTATION AID	0	0	0		0
31450	STUDENT GROWTH FUNDING	0	0	0		0
31460	DECLINING ENROLLMENT FUND	224,225	1,080,556	856,331		1,080,556
31600	INCENTIVE FUNDING	0	0	0		0
31620	SUPPLEMENTAL MILEAGE INCE	142,281	106,711	(35,570)		106,711
31650	REVENUE LOSS FUNDING	0	0	0		0
31900	OTHER	0	0	0		0
32100	ADULT EDUCATION	0	0	0		0
32110	ADULT BASIC	0	0	0		0
32120	ADULT GENERAL EDUCATION	0	0	0		0
32214	COMPUTER BASED ED PGM	0	0	0		0
32217	RESTRUCTURING	0	0	0		0
32219	EISENHOWER MATH/SCIENCE	0	0	0		0
32220	CURRICULUM FRAMEWORKS-236	0	0	0		0
32224	ISOLATED GRANTS	0	0	0		0
32227	COLLEGE PREP ENRICH PGM	0	0	0		0
32229	NATIONAL BOARD OF PROF TE	0	0	0		0
32230	PARENTS AS TEACHERS	0	0	0		0
32232	ALTERNATIVE LEARNING PROG	0	0	0		0
32233	JUVENILE DETENTION CENTER	0	0	0		0
32234	DISTANT LEARNING	0	0	0		0
32235	TECH. IMPROVEMENT GRANT	0	0	0		0
32237	MATCH MATH & SCIENCE	0	0	0		0
32245	ARK PATHWISE MENTORING	0	0	0		0
32250	PQE INDUCTION/QUALITY ENH	(1,289)	11,400	12,689		0
32251	CWIP GRANT	0	0	0		0
32256	PROFESSIONAL DEVELOPMENT	0	0	0		0
32260	ACT 799 AR GAME AND FISH	0	0	0		0
32290	OTHER GRANTS AND AID STATE	0	0	0		0
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		0
32320	G & T-AEGIS PGM	0	0	0		0
32330	NON-HAND-RESID TREATMENT	0	0	0		0

Arkansas Department of Education
Helena-West Helena School District
Revenue

General Operating Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011
|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032
|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099
|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225
|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290
|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32340	HAND-RESIDENT TREATMENT	0	0	0		0
32350	EARLY CHLD/MEDICAID MATCH	0	0	0		0
32361	IMP&INSTR GIFTED&TALENTED	300	200	(100)		0
32370	ALTERNATIVE LEARNING PROG	0	0	0		0
32372	RES.CENT.JUVENILE DETENTI	0	0	0		0
32380	AID TO HUMAN DEVELOP CNTR	0	0	0		0
32381	NATIONAL SCHOOL LUNCH ACT	0	0	0		0
32400	WORKFORCE EDUCATION	0	0	0		0
32415	SECONDARY WORKFORCE CENTER	0	0	0		0
32445	WKPL-TECH PREP CORE 11/12	0	0	0		0
32460	YOUTH APPRENTICESHIP	0	0	0		0
32700	EARLY CHILDHOOD PROGRAMS	0	0	0		0
32710	AR BETTER CHANCE(ABC)GRNT	280,000	226,800	(53,200)		0
32715	POVERTY INDEX FUNDING	0	0	0		0
32726	DHS/DCCECE EVEN START SUP	0	0	0		0
32821	SPECIAL OLYMPICS	0	0	0		0
32900	OTHER NON-INSTR.PROGRAMS	0	0	0		0
32910	WORKER'S COMP INSURANCE	0	0	0		0
32912	GENERAL FACILITIES	32,793	24,595	(8,198)		24,595
32915	DEBT SERVICE FUNDING SUPP	179,204	119,315	(59,889)		119,315
32920	GAME AND FISH	0	1,949	1,949		0
32990	OTHER STATE	0	0	0		0
32993	GREATER GRADUATION	0	0	0		0
41300	REV IN LIEU OF TAXES	745	37,095	36,350		2,000
42100	FOREST RESERVE	0	3,090	3,090		20,000
42500	IMPACT AID	0	0	0		0
42900	OTHER UN/I FEDERAL-STATE	0	0	0		0
45611	BRAILLE INSTRUCTORS	0	0	0		0
45940	WOMENS ED EQUITY ACT	0	0	0		0
51100	BONDED INDEBTEDNESS	0	0	0		0
51900	NONCASH RECEIPT	0	0	0		0
52000	INTERFUND TRANSFERS	0	0	0		0
52300	TRANS FROM BUILDING FUND	0	0	0		0
52600	TRANS FROM FEDERAL GRANTS	0	0	0		0
52700	TRANS FROM STUDENT ACTVTY	0	0	0		0
52800	TRANS FROM FOOD SERVICE	0	0	0		0
52900	INDIRECT COST	12,150	0	(12,150)		0
52950	INTERFUND TRANSFER/CD	0	0	0		0
53100	SALE OF EQUIPMENT	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	16,762	212,776	196,014		0
Total Revenue		**10,335,035**	**10,145,264**	**(189,771)**		**14,449,264**

Arkansas Department of Education
Helena-West Helena School District
Expenditures

General Operating Funds: 1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|439

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61000	SALARY-PRSNL SVS	0	0	0		0
61110	CERT SALARY	3,405,532	3,001,673	(403,859)		8,114,576
61111	CERT SAL N-CON	36,418	53,428	17,010		58,300
61120	CLS SALARY	853,837	891,290	37,453		2,028,883
61121	CLS SAL N-CON	63,537	76,937	13,400		37,668
61210	TEMP-CERTIFIED	0	0	0		16,580
61220	TEMP-CLASSIFIED	125	3,847	3,722		0
61300	OVERTIME	0	0	0		0
61320	OVERTIME	0	0	0		10,000
61620	WORKSHOPS	0	0	0		0
61710	CERT SUBSTITUTES	73,352	74,577	1,225		243,650
61720	CLS SUBSTITUTES	3,100	29,014	25,914		29,500
61810	CERT UNUSED SICK	27,050	975	(26,075)		4,000
61820	CLS UNUSED SICK	7,850	3,350	(4,500)		0
61920	CLS SEVERANCE	0	0	0		0
61960	UNUSED VACATION CRT	0	1,621	1,621		0
61961	UNUSED VACATION CLS	0	0	0		0
62100	GRP INSURANCE	0	0	0		0
62110	CERT GROUP INS	0	0	0		0
62120	CLS GROUP INS	0	0	0		0
62200	CLS SOC SEC	0	0	0		0
62210	CERT SOC SEC	205,374	181,434	(23,941)		434,051
62220	CLS SOC SEC	57,273	61,818	4,545		141,232
62260	CERT MEDICARE	48,010	42,447	(5,563)		117,695
62270	CLS MEDICARE	13,395	14,459	1,063		34,623
62300	TEACH RET.CONTRIBUTORY	0	0	0		0
62310	CERT TCH RET-CONT	489,673	433,521	(56,152)		1,131,781
62320	CLS TCH RET - CONT	128,212	122,439	(5,773)		265,369
62500	UNEMPLY-COMP	0	0	0		0
62510	CERT UNEMPLOY COMP	12,228	72,308	60,080		100,000
62520	CLS UNEMPLOY COMP	12,228	55,830	43,602		133,334
62600	WK COMPENSATION	0	0	0		0
62610	CERT WKR'S COMP	0	0	0		0
62620	CLS WKR'S COMP	0	0	0		0
62700	HLT BENEFITS	0	0	0		0
62710	CERT HEALTH BENEFITS	115,163	85,422	(29,741)		334,578
62720	CLS HEALTH BENEFITS	39,768	32,016	(7,752)		132,916
62800	PUB.RET-CONTRIBUTIONS	0	0	0		0
62810	CERT PUB RET CONT.	0	0	0		0
62820	CLS PUB RET CONT	2,455	2,467	11		0
62900	OTHER BENEFITS	0	0	0		0
62910	OTHER BENEFITS-CERTIFIED	0	0	0		0
62920	OTHER BENEFITS-CLASSIFIED	0	0	0		0
Total Salaries and Benefits		**5,594,581**	**5,240,872**	**(353,709)**		**13,368,735**
63000	PURC SVS-PROF & TECHNICAL	0	0	0		0
63100	OFFICIAL/ADMINISTRATIVE	0	0	0		0
63110	STAFF SERVICES	0	0	0		0
63120	MANAGEMENT SERVICES	0	0	0		0
63130	BOARD OF ED SERVICES	3,973	4,363	390		6,000
63200	PROFESSIONAL-EDUCATIONAL	0	0	0		0

Arkansas Department of Education
Helena-West Helena School District
Expenditures

General Operating Funds: 1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|439

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
63210	INSTRUCTIONAL	2,784	0	(2,784)		0
63220	INST PGRM-IMPROVEMENT SVS	0	0	0		0
63230	CONSULTING	9,954	0	(9,954)		0
63300	OTHER PROFESSIONAL	0	0	0		0
63310	TRAINING/DEVEL. SVCS-CRT	819	2,327	1,508		9,600
63320	TRAINING/DEVEL. SVCS-CLS	1,955	1,149	(806)		7,497
63440	LEGAL	0	1,966	1,966		35,000
63441	LEGAL-LITIGATION	40,499	25,324	(15,175)		0
63445	LEGAL-RESEARCH & OPINIONS	0	0	0		0
63450	MEDICAL	0	795	795		0
63470	ARCHITECTURAL	0	0	0		0
63490	OTHER PROF.SERV	2,255	0	(2,255)		0
63590	OTHER TECH SERVICES	0	0	0		0
63900	OTHER PURC PROF/TECH SVS	121,953	288,032	166,079		137,800
63910	TECHNOLOGY	0	0	0		0
64000	PURCHASED PROPERTY SVS	0	0	0		0
64110	WATER/SEWER	70,451	30,554	(39,897)		174,960
64210	DISPOSAL/SANiTATION	5,335	41,046	35,711		49,680
64230	CUSTODIAL	0	0	0		0
64240	LAWN CARE	0	0	0		0
64310	NON-TECHNOL-REPAIRS&MAINT	15,397	1,422	(13,974)		335,000
64320	TECHNOLOGY-RELATED REPAIR	69	0	(69)		0
64410	LAND & BLDGS	163	0	(163)		0
64420	EQUIP & VEHICLES	0	1,426	1,426		5,000
64430	RENTAL OF COMPUTERS	117,328	140,131	22,803		324,928
64500	CONSTRUCTION SERVICES	0	222,069	222,069		0
64900	OTHER PURC PROPERTY SVS	0	0	0		0
65000	OTHR PURCH.SERVICES	0	0	0		0
65100	STUDENT TRANSPORTATION	0	0	0		0
65190	PUPIL TRANSPORTATION	389,212	171	(389,040)		10,852
65210	PROPERTY INSURANCE	191,677	0	(191,677)		460,000
65220	LIABILITY INSURANCE	0	0	0		0
65240	FLEET INSURANCE	10,938	8,091	(2,847)		85,000
65250	ACCIDENT INS FOR STUDENTS	41,774	31,350	(10,424)		0
65290	OTHER INSURANCE	0	552	552		0
65300	COMMUNICATIONS	0	0	0		0
65310	TELEPHONE	38,704	51,320	12,616		135,000
65320	POSTAGE	6,260	8,177	1,917		1,200
65330	NETWORKING/INTERNET	810	826	16		23,645
65400	ADVERTISING	8,963	2,319	(6,644)		10,500
65500	PRINTING & BINDING	5,555	0	(5,555)		0
65600	TUITION	0	0	0		0
65610	TO LEA'S WITHIN STATE	2,500	0	(2,500)		0
65690	OTHER TUITION	0	0	0		0
65700	FOOD SVS MANAGEMENT	0	0	0		0
65810	TRVL-CERT-IN DISTRICT	444	0	(444)		0
65820	TRVL-CLS IN DISTRICT	8,710	5,915	(2,796)		7,924
65830	TRVL CERT-OUT DISTRICT	1,676	739	(937)		3,200
65840	TRVL CLS OUT DISTRICT	528	554	25		3,000
65850	TRVL CERT OUT STATE	0	0	0		2,000
65860	TRVL CLS OUT STATE	0	0	0		0

Arkansas Department of Education
Helena-West Helena School District
Expenditures

General Operating Funds: 1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011 |2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032 |2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099 |2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225 |2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290 |2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|439

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
65870	TRAVEL NON-EMPLOYE	7,764	779	(6,985)		0
65880	MEALS	3,954	1,521	(2,433)		4,850
65890	LODGING	3,411	4,630	1,218		12,950
65900	MISC PURC SVS	8,593	3,641	(4,952)		2,775
65910	SVS PURCHASED LOCALLY	0	0	0		0
65930	PURC-OTHER LEA OUT STATE	0	0	0		0
66100	GEN SUPPLIES	153,822	219,457	65,635		294,996
66107	GENERAL SUPPLIES-LOW VALU	1,219	0	(1,219)		4,000
66210	NAT.GAS	70,531	49,230	(21,302)		164,600
66220	ELECTRICITY	277,685	260,886	(16,800)		423,500
66230	BOTTLED GAS	0	0	0		0
66260	GASOLINE/DIESEL	80,202	69,979	(10,223)		69,500
66300	FOOD	0	1,546	1,546		0
66410	TEXTBOOKS	169,989	5,610	(164,379)		0
66420	LIBRARY BOOKS	1,489	991	(499)		1,000
66430	PERIODICALS	216	60	(156)		1,250
66440	AUDIOVISUAL MATERIALS	0	0	0		0
66500	TECHN SUPPLIES	5,926	19,649	13,722		36,900
66507	TECHNOLOGY	0	0	0		0
66510	SOFTWARE	0	0	0		0
66520	OTHER	1,036	0	(1,036)		0
66529	OTHER TECHN SUPPLIES	59,235	0	(59,235)		0
66600	BUILDING MATERIALS	0	0	0		0
66900	OTHER SUPPLIES & MATERIAL	0	0	0		0
67100	LAND & IMPROVEMENTS	0	0	0		0
67300	EQUIPMENT	0	0	0		0
67310	MACHINERY	0	0	0		0
67320	VEHICLES	897	105,803	104,906		212,000
67330	FURNITURE & FIXTURES	0	0	0		0
67340	TECHNOLOGY RELATED HARDWA	73,870	4,491	(69,379)		13,100
67350	TECHNOLOGY SOFTWARE	213,892	6,915	(206,977)		0
67390	OTHER EQUIPMENT	0	23,320	23,320		0
67500	TECHN EQUIP	0	0	0		0
67900	DEP ACT	0	0	0		0
68100	DUES AND FEES	55,138	180,461	125,323		7,925
68200	JUDGMENTS AGAINST LEA	0	0	0		0
68300	INTEREST	289,003	84,225	(204,778)		84,225
68800	TAXES	0	0	0		0
68830	PROPERTY TAX	5,335	0	(5,335)		0
68900	MISC EXPENDITURES	0	0	0		4,000
68901	CONSTANT VARIANCE PD 9-11	0	0	0		0
68999	ALLOCATED CHARGES	0	0	0		0
69100	REDEMPTION OF PRINCIPAL	470,000	0	(470,000)		0
69330	TO BUILDING FUND	442,065	679,268	237,203		679,268
69360	TO FEDERAL GRANTS FUND	0	0	0		0
69400	PROGRAM FUNDING RETURN	0	39,706	39,706		0
69500	TRANSITS	0	0	0		0
69900	LOAN PAYMENT	0	0	0		0
Other Expenditure Totals		**3,495,959**	**2,632,785**	**(863,174)**		**3,844,624**

Arkansas Department of Education
Helena-West Helena School District
Expenditures

General Operating Funds: 1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|439

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
Overall Expenditure Totals		**9,090,540**	**7,873,657**	**(1,216,882)**		**17,213,359**

Arkansas Department of Education
Hermitage School District
General Operating Fund Summary

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
33,383	4,250,006	4,161,997	121,391

FY13 as of February 28, 2013

Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
33,383	2,991,298	2,550,054	474,627

FY12 as of February 29, 2012

Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
371,150	3,045,676	3,069,654	347,171

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Hermitage School District
Revenue

General Operating Funds:
1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2369|2392|2393|2398|2399|2752|2920|4000|4394

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	772,537	874,678	102,141		1,175,528
11120	PROPERTY TAX-40% BY 6/30	63,269	35,165	(28,104)		0
11140	PROPERTY TAX-DELINQUENT	56,974	61,137	4,163		93,000
11150	EXCESS COMMISSION	263	8	(255)		500
11160	LAND REDEMP-IN STATE SALE	1,324	11,007	9,683		9,000
12800	REVENUE IN LIEU OF TAXES	0	24,801	24,801		24,801
13110	REGULAR DAY SCHOOL	0	0	0		0
13290	OTHER PROGRAMS	0	0	0		0
13390	OTHER PROGRAMS	0	0	0		0
14290	OTHER PROGRAMS	0	0	0		0
15100	INTEREST ON INVESTMENTS	1,238	2,588	1,350		2,000
15900	OTHER EARNINGS INVESTMENT	0	0	0		0
17590	OTHER CONTRACTED SERVICES	2,135	0	(2,135)		0
17900	OTHER STDNT ACTIVITY REV	0	0	0		0
19130	LEA BUILDGS & FACILITIES	8,500	12,600	4,100		13,000
19200	PRIVATE CONTRIBUTIONS	0	0	0		0
19300	SALES OF SUPPLIES & MATER	318	400	82		400
19510	OTHER LEA WITHIN STATE	0	0	0		0
19550	TRANSITS-FLOW THRU MONEY	0	0	0		0
19800	REFUNDS OF PRIOR YR EXPEN	45,226	112,966	67,740		119,000
19900	MISC REV FR LOCAL SOURCES	2,400	1,500	(900)		0
21200	SEVERANCE TAX	2,353	1,871	(482)		3,000
31101	STATE FOUNDATION FUNDS	1,345,862	1,312,529	(33,333)		2,062,549
31103	98% OF URT	0	0	0		0
31400	TRANSPORTATION AID	0	0	0		6,000
31450	STUDENT GROWTH FUNDING	8,866	0	(8,866)		0
31460	DECLINING ENROLLMENT	0	0	0		0
31620	SUPPLEMENTAL MILLAGE INCENT	4,583	3,437	(1,146)		3,437
32190	MINI-GRANT	0	0	0		0
32217	RESTRUCTURING	0	0	0		0
32227	COLLEGE PREP ENRICH PGM	0	0	0		0
32249	ISOLATED FUNDING	0	0	0		140,000
32250	PROF QUALITY ENHANCEMENT	7,200	0	(7,200)		0
32260	GAME & FISH	0	0	0		0
32290	OTHER INC-STATE	0	0	0		0
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		1,800
32330	NON-HAND-RESID TREATMENT	0	0	0		0
32355	EARLY CHILD PILOT PARENT	0	0	0		12,000
32361	GT ADVANCE PLACEMENT	50	0	(50)		0
32710	AR BETTER CHANCE(ABC)GRNT	126,061	134,136	8,075		179,820
32715	POVERTY INDEX FUNDING	0	0	0		0
32912	GENERAL FACILITIES	5,299	3,974	(1,325)		3,974
32913	GROWTH FACILITY	0	0	0		0
32915	DEBT SERVICE FUNDING	41,474	37,397	(4,077)		37,397

Arkansas Department of Education
Hermitage School District
Revenue

General Operating Funds:
1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2369|2392|2393|2398|2399|2752|2920|4000|4394

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32920	GAME & FISH	0	0	0		0
45913	ARMAC	0	0	0		0
51100	BONDED INDEBTEDNESS	0	5,056	5,056		0
51200	REVOLVING LOANS	0	0	0		0
51400	CURRENT LOANS	549,745	350,000	(199,745)		350,000
51500	INSTALLMENT/LEASE PURCHASE	0	0	0		0
51999	AUDIT ADJUSTMENT	0	0	0		0
52300	TRANS FROM BUILDING FUND	0	0	0		0
52900	INDIRECT COSTS	0	0	0		6,800
53100	SALE OF EQUIPMENT	0	6,049	6,049		6,000
53200	SALE OF BUILD & GROUNDS	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	0	0	0		0
Total Revenue		**3,045,676**	**2,991,298**	**(54,377)**		**4,250,006**

Arkansas Department of Education
Hermitage School District
Expenditures

General Operating Funds:
1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2369|2392|2393|2398|2399|2752|2920|4000|4394

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	CERT SALARY	1,014,654	866,416	(148,239)		1,569,266
61120	CLS SALARY	343,303	300,073	(43,230)		456,344
61510	CERTIFIED BONUS	0	0	0		0
61520	CLASSIFIED BONUS	0	0	0		0
61710	CERT SUBSTITUTES	338	850	513		0
61720	CLS SUBSTITUTES	14,334	10,880	(3,454)		10,362
61810	CERT UNUSED SICK	0	6,638	6,638		0
61820	CLS UNUSED SICK	0	5,175	5,175		0
62110	CERT GROUP INS	0	0	0		0
62120	CLS GROUP INS	0	0	0		0
62200	CLS SOC SEC	0	0	0		0
62210	CERT SOC SEC	49,177	49,814	638		97,691
62220	CLS SOC SEC	19,948	17,668	(2,280)		28,600
62260	CERT MEDICARE	11,501	11,650	149		22,840
62270	CLS MEDICARE	4,665	4,132	(533)		6,691
62310	CERT TCH RET-CONT	112,951	128,486	15,535		231,896
62320	CLS TCH RET - CONT	51,543	38,231	(13,312)		55,538
62410	CERT TUITION REIMB	0	0	0		0
62510	CERT UNEMPLOY COMP	567	1,834	1,267		500
62520	CLS UNEMPLOY COMP	0	0	0		0
62600	WK COMPENSATION	0	0	0		0
62610	CERT WKR'S COMP	3,192	3,075	(118)		5,623
62620	CLS WKR'S COMP	4,104	4,228	123		6,204
62700	HLT BENEFITS	0	0	0		0
62710	CERT HEALTH BENEFITS	16,552	21,564	5,012		40,633
62720	CLS HEALTH BENEFITS	17,598	13,783	(3,815)		18,947
62820	CLS PUB RET CONT	0	0	0		0
62910	OTHER BENEFITS-CERTIFIED	0	0	0		639
62912	DISABILITY BENEFIT	0	0	0		0
62913	HOSPITAL CONF BENEFIT	0	0	0		0
62914	LIFE INS BENEFIT	0	0	0		0
62920	OTHER BENEFITS-CLASSIFIED	0	184	184		712
62922	DISABILITY BENEFIT CL	0	0	0		0
62923	HOSPITAL CONF BENEF CLASS	0	0	0		0
62924	LIFE INS BENEFIT CLASS	0	0	0		0
Total Salaries and Benefits		**1,664,426**	**1,484,678**	**(179,748)**		**2,552,485**
63110	STAFF SERVICES	0	3,432	3,432		877
63200	PROFESSIONAL-EDUCATIONAL	0	0	0		0
63210	INSTRUCTIONAL	2,491	4,026	1,535		4,000
63220	SUB TCHR-PURC SERV	35,095	35,311	216		72,000
63230	CONSULTING-EDUCATIONAL	0	0	0		0
63310	CERT PROF TRAINING	11,047	0	(11,047)		0
63370	ARCHITECT SERVICES	0	0	0		0
63441	LEGAL LITIGATION	0	0	0		0
63443	LEGAL-DIST AS PLAINTIFF	12,872	17,718	4,846		10,000

Arkansas Department of Education
Hermitage School District
Expenditures

General Operating Funds:
1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2369|2392|2393|2398|2399|2752|2920|4000|4394

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
63470	ARCHITECTURAL	0	0	0		0
63530	SOFTWARE MAINT & SUPPORT	0	0	0		0
63900	OTHER PURC PROF/TECH SVS	24,732	37,432	12,701		64,921
64110	WATER/SEWER	12,901	10,172	(2,729)		19,000
64210	DISPOSAL/SANITATION	392	0	(392)		0
64310	NON-TECH REPAIRS & MAINT	356	0	(356)		400
64320	TECH MAINT	0	130	130		130
64420	EQUIP & VEH RENTAL	0	0	0		0
64500	CONSTRUCTION SERVICES	0	0	0		0
64900	OTHER PURC PROPERTY SVS	0	0	0		0
65190	FROM OTHER SOURCES	0	0	0		5,534
65210	PROPERTY INSURANCE	30,306	25,348	(4,958)		25,878
65220	LIABILITY INSURANCE	0	0	0		0
65240	FLEET INSURANCE	0	0	0		0
65250	ACCIDENT INS FOR STUDENTS	9,080	14,267	5,187		14,267
65290	OTHER INSURANCE	16,699	15,153	(1,546)		17,007
65310	TELEPHONE	2,614	14,290	11,677		12,000
65320	POSTAGE	590	3,172	2,582		3,100
65330	INTERNET	0	27,067	27,067		36,000
65400	ADVERTISING	1,856	1,839	(17)		2,492
65500	PRINTING & BINDING	0	0	0		0
65600	TUITION	0	0	0		0
65610	TO LEA'S WITHIN STATE	0	0	0		0
65640	INTERM AGNCY-IN STATE	0	0	0		0
65810	TRVL-CERT-IN DISTRICT	14,813	8,121	(6,692)		23,615
65820	TRVL-CLS IN DISTRICT	1,319	219	(1,100)		2,260
65870	TRVL-NON-EMPLOYEE	0	0	0		0
65910	SVS PURCHASED LOCALLY	0	0	0		0
66100	GEN SUPPLIES	217,050	143,763	(73,286)		271,047
66107	LOW VALUE EQUIPMENT	1,821	0	(1,821)		0
66220	ELECTRICITY	96,657	69,181	(27,475)		100,000
66230	BOTTLED GAS	20,945	11,709	(9,236)		25,500
66260	GASOLINE/DIESEL	60,939	35,085	(25,854)		51,500
66300	FOOD	0	0	0		0
66410	TEXTBOOKS	46,239	33	(46,206)		7,000
66420	LIBRARY BOOKS	2,305	0	(2,305)		3,000
66430	PERIODICALS	0	0	0		0
66440	AUDIOVISUAL MATERIALS	0	0	0		0
66443	LEGAL-LITIGATION	0	0	0		0
66510	SOFTWARE	16,250	3,990	(12,260)		14,000
66520	OTHER TECHN	0	0	0		0
66527	LOW VALUE TECH EQUIP	0	0	0		0
67100	LAND & IMPROVEMENTS	0	0	0		0
67200	BUILDINGS	0	0	0		0
67300	EQUIPMENT	0	0	0		0
67310	MACHINERY	0	0	0		0

Arkansas Department of Education
Hermitage School District
Expenditures

General Operating Funds:
1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2369|2392|2393|2398|2399|2752|2920|4000|4394

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
67320	VEHICLES	55,357	3,500	(51,857)		1,500
67330	FURNITURE & FIXTURES	0	0	0		0
67340	TECHNOLOGY EQUIP	4,752	0	(4,752)		4,500
67390	OTHER EQUIPMENT	3,783	0	(3,783)		1,400
67500	TECHN EQUIP	0	0	0		0
68100	DUES AND FEES	30,620	19,107	(11,514)		30,284
68200	JUDGMENTS AGAINST LEA	0	0	0		0
68300	INTEREST	204,120	205,777	1,657		228,018
68900	MISC EXPENDITURES	0	0	0		0
68999	ATHLETIC EXPENSE	0	0	0		68,000
69100	REDEMPTION OF PRINCIPAL	325,000	355,533	30,533		424,019
69330	TO BUILDING FUND	142,225	0	(142,225)		0
69380	TO FOOD SERVICE FUND	0	0	0		66,264
Other Expenditure Totals		**1,405,228**	**1,065,376**	**(339,852)**		**1,609,512**
Overall Expenditure Totals		**3,069,654**	**2,550,054**	**(519,600)**		**4,161,997**

Arkansas Department of Education
Mineral Springs School District
General Operating Fund Summary

*FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
422,465	4,100,543	4,643,224	(120,216)

FY13 as of February 28, 2013			
Beginning Balance	Revenue	Expenditures	Ending Balance 2/28/2013
422,465	2,949,363	2,572,717	799,110

FY12 as of February 29, 2012			
Beginning Balance	Revenue	Expenditures	Ending Balance 2/29/2012
758,720	2,614,284	2,584,922	788,082

*See Comments on Profile page

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Mineral Springs School District
Revenue

General Operating Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
11110	PROPERTY TAXES-CURRENT	1,048,544	1,580,420	531,876		1,500,000
11115	PROP TAX RELIEF SALES TAX	79,707	118,513	38,806		79,000
11120	PROPERTY TAX-40% PULLBACK	0	0	0		652,102
11125	PTRSTX-40% PLBK REC JA-JN	57,176	16,180	(40,996)		0
11130	PROPERTY TX-40% 7/1-12/31	0	0	0		0
11140	PROPERTY TAX-DELINQUENT	39,578	33,504	(6,074)		57,000
11150	EXCESS COMMISSION	10,389	13,334	2,945		45,000
11160	LAND REDEMP-INCL ST LD RE	52,047	33,215	(18,832)		73,500
11200	SALES AND USE TAX	0	0	0		0
11400	PENALTIES/INTEREST ON TAX	5	3	(2)		0
11500	INT ON UNAPPOR PROP TAXES	0	0	0		0
12800	REVENUE IN LIEU OF TAXES	127,183	140,227	13,044		127,000
13120	SUMMER SCHOOL	0	0	0		0
13320	SUMMER SCHOOL	0	0	0		0
14900	TRANS FEES-OTHER SOURCES	0	0	0		0
15100	INTEREST ON INVESTMENTS	4,197	2,430	(1,767)		1,000
19130	LEA BUILDGS & FACILITIES	210	180	(30)		0
19140	EQUIPMENT & VEHICLES	7,274	15,753	8,479		0
19200	PRIVATE CONTRIBUTIONS	0	0	0		0
19300	SALES OF SUPPLIES & MATER	203	0	(203)		0
19510	OTHER LEA WITHIN STATE	0	0	0		0
19600	SVS-OTHER GOVNMT UNITS	4,883	0	(4,883)		10,372
19800	REFUNDS OF PRIOR YR EXPEN	51	4,869	4,819		0
19900	MISC REV FR LOCAL SOURCES	0	1,184	1,184		0
21100	CNTY GENERAL APPORTIONMENT	0	0	0		0
21200	SEVERANCE TAX	0	0	0		0
28000	REVENUE IN LIEU OF TAXES	0	0	0		0
31101	STATE FOUNDATION	967,446	793,208	(174,238)		1,246,472
31102	ENHNCD EDUC FUNDING	0	0	0		0
31103	98% TAX COLL RATE GUAR	0	0	0		50,000
31450	STUDENT GROWTH FUNDING	203	0	(203)		0
31460	DEC ENROLL FUNDING	0	0	0		0
31620	SUPPL MILLAGE INCENTIVE	21,500	16,125	(5,375)		21,500
31900	OTHER	0	0	0		0
32219	EISENHOWER MATH/SCIENCE	0	0	0		0
32226	HIGH PRTY DIST GR	0	0	0		0
32232	AR SCH RECOG PROG	0	0	0		0
32250	PATHWISE MENTORING	7,200	7,200	0		0
32251	CH WLNS INTV PROG	0	0	0		0
32310	HAND CHILD-SUPV/EXTEND YR	0	0	0		0
32314	SPED EXT SCH YR	3,256	0	(3,256)		0
32355	EARLY CHILD PILOT PARENT	0	4,662	4,662		0
32361	G/T EQUIP/MATERIALS	50	0	(50)		0
32381	NSLA FUNDING	0	0	0		0
32480	VOC NEW PGM START-UP	0	0	0		0

Arkansas Department of Education
Mineral Springs School District
Revenue

General Operating Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|4000

Revenue:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
32710	ABC - CENTER BASED	159,684	157,464	(2,220)		218,700
32912	GENERAL FACILITIES	5,967	4,475	(1,492)		4,475
32913	GROWTH FACILITY FUNDING	0	0	0		0
32915	DEBT SER FNDG SUPPLEMENT	1,319	0	(1,319)		1,322
41100	SCH AID-FED AFF AREA M/O	2,398	4,182	1,784		0
42500	IMPACT AID	2,189	41	(2,148)		2,000
48000	REVENUE IN LIEU OF TAXES	10,697	0	(10,697)		10,600
51200	REVOLVING LOANS	0	0	0		0
51300	POSTDATED WARRANT	0	0	0		0
51900	MISC NON-REVENUE SOURCES	926	658	(268)		500
51901	SARATOGA BAL FWD	0	0	0		0
52300	TRANS FROM BUILDING FUND	0	0	0		0
52600	TRANS FROM FEDERAL GRANTS	0	0	0		0
52900	INDIRECT COST	0	0	0		0
53100	SALE OF EQUIPMENT	0	0	0		0
53400	COMPEN-LOSS FIXED ASSETS	0	1,534	1,534		0
Total Revenue		**2,614,284**	**2,949,363**	**335,079**		**4,100,543**

Arkansas Department of Education
Mineral Springs School District
Expenditures

General Operating Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
61110	CERT SALARY	1,209,385	1,322,411	113,026		2,231,797
61120	CLS SALARY	238,061	285,645	47,583		467,611
61210	TEMP-CERTIFIED	0	0	0		0
61220	TEMP-CLASSIFIED	0	0	0		0
61500	WKSHOP/PHYS	0	0	0		0
61510	BONUS/CRT	46,825	2,231	(44,594)		0
61520	BONUS/CLS	67,279	0	(67,279)		0
61620	WORKSHOP/CLS	300	450	150		0
61710	CERT SUBSTITUTES	21,049	40,057	19,008		53,215
61720	CLS SUBSTITUTES	17,316	15,299	(2,016)		52,998
61810	CRT UNUSED SICK LV	0	1,720	1,720		0
61820	CLS UNUSED SICKLV	0	0	0		0
62200	CLS SOC SEC	0	0	0		0
62210	CERT SOC SEC	81,356	84,005	2,649		258,996
62220	CLS SOC SEC	13,367	14,994	1,626		29,633
62260	CERT MEDICARE	19,001	19,646	646		60,572
62270	CLS MEDICARE	3,126	3,506	380		6,930
62310	CERT TCH RET-CONT	196,647	205,422	8,775		412,481
62320	CLS TCH RET - CONT	27,833	28,072	239		56,933
62410	CERT TUITION REIMB	0	0	0		0
62500	UNEMPLY-COMP	0	0	0		0
62510	CERT UNEMPLOY COMP	0	0	0		0
62520	CLS UNEMPLOY COMP	2,134	7,517	5,383		0
62610	CERT WKR'S COMP	0	0	0		0
62620	CLS WKR'S COMP	13,037	0	(13,037)		0
62710	CERT HEALTH BENEFITS	39,129	30,688	(8,441)		0
62720	CLS HEALTH BENEFITS	10,500	9,130	(1,370)		0
62820	CLS PUB RET CONT	0	0	0		0
62900	OTHER BENEFITS	0	0	0		0
62910	OTHER BENEFITS-CERTIFIED	0	0	0		0
Total Salaries and Benefits		**2,006,345**	**2,070,793**	**64,447**		**3,631,166**
63110	STAFF SERVICES	0	0	0		0
63130	BOARD OF ED SERVICES	0	0	0		0
63210	INSTRUCTIONAL	0	0	0		0
63220	INST PGRM-IMPROVEMENT SVS	0	0	0		0
63230	CONSULTING-EDUC/TECH	5,000	6,000	1,000		5,000
63310	PRF TRNG/DEV-CERT	0	188	188		0
63320	PRF TRNG/DEV-CLS	0	0	0		0
63410	PUPIL SERV	2,286	5,738	3,452		125
63420	STATISTICAL SERVICES	0	0	0		0
63430	PROF SERV	0	425	425		0
63440	LEGAL	1,300	0	(1,300)		2,000
63450	HLT/DENT/DR.SVS	0	650	650		650

Arkansas Department of Education
Mineral Springs School District
Expenditures

General Operating Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
63490	OTHER PROF. SVS	0	7,064	7,064		0
63900	OTHER PURC PROF/TECH SVS	1,575	2,725	1,149		3,500
63910	GAME OFFICIALS	3,635	0	(3,635)		3,600
63920	PR SRV/EQUIP	0	285	285		1,200
64110	WATER/SEWER	8,667	4,535	(4,132)		11,700
64210	DISPOSAL/SANITATION	0	0	0		0
64230	CUSTODIAL	0	0	0		0
64310	N-TECH REP/MANT	40,995	44,816	3,820		45,550
64320	TECH REP/MAINT	9,726	5,190	(4,536)		16,863
64420	RENTAL/EQUIP	415	376	(39)		1,280
64500	BLDG CONST	0	0	0		0
64520	TRACK CONST	0	0	0		0
64900	OTHER PUR PROP SVS	0	0	0		0
65210	PROPERTY INSURANCE	27,917	0	(27,917)		28,900
65220	LIABILITY INSURANCE	0	0	0		0
65240	FLEET INSURANCE	9,390	0	(9,390)		10,500
65290	OTHER INSURANCE	10,881	15,641	4,760		16,000
65310	TELEPHONE	(2,050)	(4,840)	(2,789)		15,500
65320	POSTAGE	1,872	1,200	(672)		3,000
65400	ADVERTISING	2,619	2,567	(53)		3,553
65500	PRINTING & BINDING	0	0	0		0
65610	TO LEA'S WITHIN STATE	4,883	0	(4,883)		12,000
65630	TO PRIVATE SCHOOLS	0	0	0		0
65810	TRVL-CERT-IN DISTRICT	2,576	1,309	(1,266)		3,370
65820	TRVL-CLS IN DISTRICT	903	147	(756)		3,025
65830	TRVL CERT-OUT DISTRICT	0	0	0		100
65840	TRVL CLS OUT DISTRICT	0	0	0		0
65870	TRAV-NON-EMPL	0	0	0		0
65880	TRAV-MEALS	1,081	1,208	127		3,100
65890	TRAV-LODGING	1,885	2,104	219		5,100
65900	MISC PURC SVS	0	0	0		0
66100	SUPPLIES	174,526	110,605	(63,921)		205,650
66107	GEN SUP/LO-VAL EQ	0	0	0		0
66110	SUPPLIES/GROUNDS	0	0	0		800
66120	SUPPLIES/BLDGS	42	0	(42)		50
66130	SUPPLIES/EQUIP	0	0	0		0
66210	NAT.GAS	11,995	7,689	(4,306)		34,865
66220	ELECTRICITY	73,626	53,999	(19,627)		115,000

Arkansas Department of Education
Mineral Springs School District
Expenditures

General Operating Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
66240	OIL	0	0	0		0
66260	GASOLINE/DIESEL	48,728	38,315	(10,413)		73,500
66300	FOOD	0	0	0		0
66310	BREAKFAST	0	0	0		0
66320	LUNCH	0	0	0		0
66330	SNACKS	0	0	0		0
66400	BOOKS & PERIODICALS	0	0	0		0
66410	TEXTBOOKS	5,793	8,097	2,304		4,000
66420	LIBRARY BOOKS	0	0	0		0
66430	PERIODICALS	202	260	58		465
66440	AV	0	0	0		0
66500	TECHN SUPPLIES	0	0	0		0
66510	SOFTWARE	1,633	0	(1,633)		0
66520	OTHER	0	0	0		0
66527	TEC SUPPL/LO-VAL EQUIP	0	0	0		0
66900	OTHER SUPPLIES & MATERIAL	0	0	0		0
66910	TIRES	0	0	0		0
66920	BUS PARTS	1,594	155	(1,439)		0
66930	GRANT MATERIALS	0	0	0		0
66999	LOW-VAL SUPPLIES	0	0	0		0
67100	LAND & IMPROVEMENTS	0	0	0		0
67200	BUILDINGS	1,947	0	(1,947)		0
67310	MACHINERY	0	8,670	8,670		0
67320	VEHICLES	0	62,000	62,000		0
67330	FURNITURE & FIXTURES	1,669	0	(1,669)		0
67340	TECH REL HARDWARE	7,573	4,193	(3,380)		9,000
67350	TECH SOFTWARE	0	0	0		0
67390	OTHER EQUIPMENT	4,621	0	(4,621)		0
67500	TECHN EQUIP	0	0	0		0
67510	TECHN EQUIP/ADM	0	0	0		0
67530	GRANT TECHN EQUIP	0	0	0		0
67999	DEPRE ACCOUNT	0	0	0		0
68100	DUES AND FEES	24,723	19,429	(5,295)		34,450
68101	TEA LIC RNWL	0	0	0		0
68102	BACKGROUND CHECKS	0	0	0		0

Arkansas Department of Education
Mineral Springs School District
Expenditures

General Operating Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|4000

Expenditures:

Account	Account Description	FY12 Actuals as of Feb. 29, 2012	FY13 Actuals as of Feb. 28, 2013	Variance 2012-13 and 2011-12 Actuals		2012-13 Annual Budget
68300	INTEREST	68,329	75,377	7,048		121,515
68400	INDIRECT COST	0	0	0		0
68900	MISC EXPENDITURES	0	807	807		0
68999	ATHLETICS	0	0	0		77,900
69100	REDEMPTION OF PRINCIPAL	15,000	15,000	0		134,486
69330	TO BUILDING FUND	1,018	0	(1,018)		4,761
69370	TO STUDENT ACTIVITY FUND	0	0	0		0
69380	TO FOOD SERVICE FUND	0	0	0		0
69400	PROGRAM FUNDING RETURN	0	0	0		0
69900	SHORT TERM TRANSFER	0	0	0		0
Other Expenditure Totals		**578,577**	**501,924**	**(76,652)**		**1,012,058**
Overall Expenditure Totals		**2,584,922**	**2,572,717**	**(12,205)**		**4,643,224**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN RE KELLY ANN O'ROURKE
CONSENT FOR SURRENDER OF EDUCATOR'S LICENSE

CONSENT TO SURRENDER OF LICENSE

1. I, Kelly Ann O'Rourke, surrender my Arkansas teaching license and any right to apply for renewal. I am represented in this matter by attorney Jack Lassiter.
2. I acknowledge that the State Board of Education's acceptance of the surrender of my license will result in its permanent revocation because Arkansas law has no provision for the mere surrender of an educator's license.
3. I waive all rights I may have under the Arkansas Administrative Procedures Act, § 25-15-101 et seq. to any further notice, hearing or appeal.

Kelly Ann O'Rourke
Kelly Ann O'Rourke or

Jack Lassiter
Jack Lassiter, Educator's attorney

3-11-13
Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN RE ASHLEY WOLFE 13-060
CONSENT ORDER FOR SURRENDER AND PERMANENT REVOCATION OF EDUCATOR'S LICENSE

CONSENT TO SURRENDER OF LICENSE

1. I, Ashley Wolfe, without admitting any of the facts alleged in PLSB Case 13-060, consent to the surrender of my Arkansas teaching license.
2. I am represented by Attorney Jerry Roberts.
3. I acknowledge that the State Board's acceptance of the surrender of my license will result in permanent revocation because Arkansas law has no provision for the mere surrender of an educator's license.

Ashley Wolfe
Ashley Wolfe

3-13-13
Date

3/18/2013

South Pike County School District

605 Third Avenue · P.O. Box 339 · Murfreesboro, Arkansas 71958

Roger Featherston, Superintendent

phone (870) 285-2942 · fax (870) 285-2276

February 13, 2013

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, Arkansas 72201

Dear Dr. Kimbrell:

On February 12, 2013, the South Pike County School Board voted not to move forward in establishing Murfreesboro High School as a New Tech school.

This was done with the full understanding that this action nullifies the charter with the State Board of Education and all grant monies that might be attached to it.

Respectfully,

Roger Featherston
Superintendent

Murfreesboro Campus

Kathaleen Cole
High School Principal
(870) 285-2184

Tanya Wilcher
Elementary Principal
(870) 285-2193

Delight Campus

Tanya Wilcher
K-6 Principal
(870) 379-2214 fax (870) 379-2448

2012-2013 Renewal Cycle

Overview

Covenant Keepers College Preparatory Charter School
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

March 26, 2013

Dr. Valerie Tatum
Covenant Keepers College Preparatory Public Charter School
P.O. Box 13762
Maumelle, AR 72113

RE: Covenant Keepers Public Charter School Renewal

Dear Dr. Tatum:

Thank you for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on March 25, 2013. Based upon the information currently available, the Charter Review Council can support the renewal of your open enrollment public charter school for a period of up to three (3) years. The Charter Review Council can also support the following proposed amendments to your charter: (1) that the charter will serve only grades six (6) through eight (8); and (2) that the charter school will relocate to 5615 Geyer Springs Road, Little Rock, Arkansas 72209. You may be required to submit a report in October 2013 to the State Board of Education, or other charter authorizer under Arkansas law, detailing the status of achievement, enrollment, and finances for your school.

Please be advised the Charter Review Council is purely advisory in nature. Consequently, the position of the Council is not binding upon renewal applicants or the State Board. The State Board may grant or deny renewal of a charter without regard to the position of the Council.

The State Board will conduct a complete, full, and independent review of your charter to determine whether it should be renewed. You will have an opportunity to address this recommendation at your hearing scheduled for April 8, 2013.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Ms. Mary Perry, Charter Schools Program Coordinator at (501) 683-5313.

Sincerely,

Jeremy Lasiter
by Linda Clay

Jeremy Lasiter
General Counsel

C: Ms. Phyllis Stewart, State Board Office
Ms. Mary Perry, Charter Schools Program Coordinator
Mr. Marvin Burton, Interim Superintendent, Little Rock School District

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

An Equal Opportunity Employer

COVENANT KEEPERS COLLEGE PREPARATORY CHARTER
CHARTER REVIEW COUNCIL SUMMARY MARCH 2013

City of Fire Community Development, Inc.
8300 Geyer Springs Road, Little Rock, Arkansas 72209

Grades Served	6-12
Enrollment	223 (2012-2013)
Maximum Enrollment	380
Number of Years in Operation	4 (began in 2008-2009)
Number of Years Requested	7

Academic Performance Summary:
From 2012 Arkansas School ESEA Accountability Reports

District	Achieving District
District Attendance Rate	94.86%
Grades 6-8	Needs Improvement Priority School Met Year 1 Exit Criteria
Grades 6-8 Attendance Rate	95.05%
Grades 9-12	Needs Improvement School (percent tested and math)
Grades 9-12 Attendance Rate	94.51%

Financial Summary:
From documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds

Fiscal Year 2011 Actual Balance	$ 64,029.70
Fiscal Year 2012 Actual Balance	$ 86,965.65
Fiscal Year 2013 Projected Balance	$143,520.25

2011 Financial Audit

Material Weaknesses in Internal Controls
- Petty Cash Reconciliation
- Lack of Support for Accounting and Reporting Records
- Improper Coding of Revenues

Related Party Note Payable

Review Council Findings
Strengths of Application

1. The charter has begun a math initiative to focus on the students' weakest areas as identified through the disaggregation of data and to provide extra resources for students who scored at the basic and below basic levels in math.
2. After a systemic review of charter data and operations, charter leaders requested an amendment to serve only middle school students beginning in 2013-2014 as the attrition rates are lower for middle school students and teachers, and the arrangement will allow teachers to focus on one subject area in one grade level.
3. Approval of the relocation request would provide more space, including a gym, so that more activities could be offered which would likely attract more students, and the charter will benefit from lower rent for more space.

Concerns

1. The high school is a "Needs Improvement School" for percent tested and math.
2. Although a priority school, the middle school met Year 1 exit criteria in 2012, and has contracted with an external provide to assist staff with strategies and interventions for improving student achievement.
3. Although the 2011 annual financial audit identified problems, the charter is receiving assistance from the Arkansas Public School Resource Center, and on March 13, 2013, staff in the ADE Financial Accountability and Reporting Unit approved the charter's 2012-2013 budget.
4. The scholastic audit identifies problem areas, including deficiencies in the educational program, and charter leaders are addressing the problem areas, including the use of class time and parental and community involvement.

The Charter Review Council can support renewal of the open-enrollment charter.

Covenant Keepers

Demographics and Students Who Leave Before Completing

Students Attending Charter Schools from 2007-2008 to 2011-2012 (Combined Population)

Charter LEA	School Name	Students	Transfers Out	Transfer %	Other Charter	Traditional Public	Out-of-State	Private School	Home School	Unknown
6044702	Covenant Keepers	441	238	54.0%	37	136	5			60
	Free/Reduced Lunch	343	184	53.6%	28	101	3			52
	Two or More Races	4	3	75.0%	1	2				
	African American	355	201	56.6%	28	129	3			41
	Hispanic	76	30	39.5%	7	3	1			19
	White/Caucasian	6	4	66.7%	1	2	1			
	LEP	55	18	32.7%	2	2				14
	Special Ed	22	10	45.5%		4	2			4
6044703	Covenant Keepers High School	65	37	56.9%	2	28	1			6
	Free/Reduced Lunch	45	24	53.3%	2	16	1			5
	African American	53	34	64.2%	2	26	1			5
	Hispanic	10	2	20.0%		1				1
	White/Caucasian	2	1	50.0%		1				
	LEP	9	1	11.1%		1				
	Special Ed	1	0	0.0%						

Teacher Attrition Rates

District LEA	District Name	Variance 12-13 vs 11-12	12-13 Teacher Counts	Attrition Rate 12 -13	Variance 11-12 vs 10-11	11-12 Teacher Counts	Attrition Rate 11-12	Variance 10-11 vs 09-10	10-11 Teacher Counts	Attrition Rate 10-11
6044700	COVENANTKEEPERS CHARTER SCHOOL	11	18	61%	11	16	69%	10	12	83%

Covenant Keepers Charter

LEA ID	Location Description	Oct. 2012 Enrollment	% FRL Eligible	Grade Levels		Lit	Lit EconDis	Math	Math EconDis
6001010	PULASKI HEIGHTS MIDDLE SCHOOL	780	43.72%	6	8	83.69%	69.33%	74.39%	53.07%
6001003	MANN MAGNET MIDDLE SCHOOL	778	60.67%	6	8	74.84%	67.23%	69.36%	58.77%
6002070	LAKEWOOD MIDDLE SCHOOL	1,141	61.17%	6	8	85.10%	75.08%	68.34%	49.85%
6003140	NORTHWOOD MIDDLE SCHOOL	448	64.73%	6	8	73.72%	68.63%	66.88%	61.44%
6003120	FULLER MIDDLE SCHOOL	528	72.73%	6	8	64.41%	55.86%	54.08%	45.23%
6001007	DUNBAR MAGNET MIDDLE SCHOOL	735	81.36%	6	8	72.08%	68.57%	53.77%	47.78%
2903011	YERGER JUNIOR HIGH SCHOOL	376	82.45%	7	8	66.15%	63.86%	60.16%	57.01%
6001062	MABELVALE MIDDLE SCHOOL	652	83.74%	6	8	59.88%	57.32%	51.82%	50.26%
1803033	EAST JUNIOR HIGH SCHOOL	364	84.34%	7	9	65.11%	65.11%	52.77%	52.77%
7401003	AUGUSTA HIGH SCHOOL	214	84.58%	7	12	48.28%	47.37%	43.75%	43.75%
7207054	J. O. KELLY MIDDLE SCHOOL	657	84.93%	6	7	74.41%	71.12%	74.51%	71.62%
2903008	BERYL HENRY UPPER ELEM. SCHOOL	347	85.30%	5	6	62.13%	57.45%	56.68%	53.11%
3505041	SOUTHEAST MIDDLE SCHOOL	389	85.35%	6	7	57.43%	53.92%	56.57%	52.61%
6001009	FOREST HEIGHTS MIDDLE SCHOOL	523	85.47%	6	8	49.82%	47.49%	43.37%	41.42%
6001009	FOREST HEIGHTS MIDDLE SCHOOL	523	85.47%	5	8	49.82%	47.49%	43.37%	41.42%
6044702	COVENANT KEEPERS CHARTER	124	87.10%	6	8	63.64%	64.10%	38.46%	39.32%
1803035	WONDER JUNIOR HIGH SCHOOL	430	88.14%	7	9	70.46%	70.46%	47.33%	47.33%
3104006	MINERAL SPRINGS HIGH SCHOOL	210	89.05%	7	12	61.90%	59.46%	58.93%	53.06%
3505025	BELAIR MIDDLE SCHOOL	298	89.26%	6	7	55.29%	52.46%	49.71%	46.89%
6001013	HENDERSON MIDDLE SCHOOL	708	89.55%	6	8	53.97%	52.65%	41.07%	39.26%
6001702	CLOVERDALE AEROSPACE TECH CHAR	704	90.06%	6	8	44.24%	43.24%	39.94%	39.37%
6002702	RIDGEROAD MIDDLE SCHOOL	693	91.05%	6	8	65.85%	64.69%	53.64%	53.23%
3502009	ROBERT F MOREHEAD MIDDLE SCHOO	308	92.21%	6	8	59.64%	58.84%	56.93%	56.80%
6601022	DORA KIMMONS JR. HIGH SCHOOL	877	92.93%	7	9	66.55%	65.04%	56.08%	54.87%
6601021	WILLIAM O. DARBY JR. HIGH SCH.	587	94.04%	7	9	62.43%	61.71%	64.05%	63.43%
5404032	MARVELL-ELAINE HIGH SCHOOL	236	96.19%	6	12	48.86%	48.28%	45.31%	45.31%
6205031	PALESTINE-WHEATLEY MIDDLE SCH	228	99.56%	5	8	68.57%	68.57%	62.38%	62.38%
3904006	ANNA STRONG INTERMEDIATE SCH	269	100.00%	5	8	51.53%	51.71%	41.36%	41.44%

Percentages represent students scoring proficient or advanced on 2012 state assessments, combined across grade levels, for combined and economically-disadvantaged populations. Numbers less than 10 are redacted. Comparisons include schools (1) with comparable demographics; and (2) in the same district or vicinity. The geographically-closest school is highlighted in green. Data compiled by Arkansas Research Center.

Covenant Keepers High

LEA ID	Location Description	Oct. 2012 Enrollment	% FRL Eligible	Grade Levels		Lit	Lit EconDis	ALG	ALG EconDis	BIO	BIO EconDis	GEO	GEO EconDis
6003136	NORTH PULASKI HIGH SCH	776	42.14%	9	12	67.86%	64.94%	60.00%	54.41%	36.46%	30.43%	52.50%	42.68%
6001001	CENTRAL HIGH SCHOOL	2,438	42.17%	9	12	79.21%	63.59%	76.63%	71.05%	44.48%	20.98%	66.82%	50.47%
6003128	SYLVAN HILLS HIGH SCHOOL	829	44.87%	9	12	66.23%	53.73%	68.05%	62.79%	23.96%	17.39%	72.38%	63.33%
6003127	JOE T. ROBINSON HIGH SCH	481	45.53%	9	12	67.71%	48.72%	57.14%	51.85%	37.76%	31.58%	72.15%	71.15%
6001005	PARKVIEW MAGNET HIGH SCH	1,011	49.16%	9	12	82.40%	78.95%	77.85%	73.03%	39.57%	26.83%	64.34%	57.27%
6003125	WILBUR D. MILLS HIGH SCH	747	52.07%	9	12	52.91%	40.78%	39.77%	34.29%	25.27%	14.41%	53.29%	49.55%
6002075	NORTH LITTLE ROCK HIGH SCH	2456	58.96%	9	10			73.09%	65.04%	36.99%	18.50%	62.26%	48.62%
6002076	NORTH LITTLE ROCK HIGH SCH	2456	58.96%	11	12	67.86%	57.29%	23.53%	15.38%	21.05%	29.17%	18.75%	22.73%
6003123	JACKSONVILLE HIGH SCHOOL	810	60.86%	9	12	44.83%	37.72%	41.14%	37.07%	12.72%	7.50%	46.15%	37.50%
5106002	DEER HIGH SCHOOL	109	70.64%	7	12	59.52%	51.43%	78.57%	70.00%	23.53%	28.57%	66.67%	
5201002	BEARDEN HIGH SCHOOL	289	70.93%	7	12	71.90%	71.91%	78.57%	78.26%	19.67%	20.45%	76.79%	82.50%
4202008	J.D. LEFTWICH HIGH SCHOOL	268	71.27%	7	12	72.93%	69.15%	90.70%	89.29%	34.78%	34.78%	68.29%	63.89%
3810002	BLACK ROCK HIGH SCHOOL	129	71.32%	7	12	72.46%	71.70%	64.71%	57.14%	26.92%	21.05%	64.71%	57.14%
5803010	HECTOR HIGH SCHOOL	298	71.48%	7	12	93.75%	93.81%	64.10%	60.71%	50.00%	51.35%	67.35%	62.86%
5102006	JASPER HIGH SCHOOL	232	71.55%	7	12	81.20%	77.42%	83.33%	78.26%	43.75%	43.48%	85.71%	85.00%
1003018	GURDON HIGH SCHOOL	251	72.11%	9	12	66.67%	61.70%	43.75%	39.13%	19.57%	18.18%	63.79%	60.00%
0203018	HAMBURG HIGH SCHOOL	537	72.25%	9	12	56.07%	52.63%	40.91%	36.36%	31.36%	23.68%	73.91%	67.69%
5608037	EAST POINSETT CO. HIGH SCH	335	72.54%	7	12	66.27%	65.25%	80.85%	79.41%	28.00%	26.67%	56.86%	58.33%
6044703	COVENANT KEEPERS HIGH	99	72.73%	9	12	18.18%		19.23%	20.00%	0.00%	0.00%	10.00%	12.50%
5401003	BARTON HIGH SCHOOL	400	72.75%	7	12	65.24%	56.78%	48.48%	45.24%	29.51%	19.51%	81.94%	69.05%
0803012	GREEN FOREST HIGH SCHOOL	348	73.56%	9	12	62.50%	61.40%	64.71%	62.71%	37.66%	37.29%	88.66%	87.32%
3505042	PINE BLUFF HIGH SCHOOL	947	73.71%	10	12	38.58%	31.18%	15.38%		19.30%	15.87%	52.25%	50.32%
5008014	NEVADA HIGH SCHOOL	175	73.71%	7	12	64.37%	65.08%	70.37%	68.42%	30.00%	21.74%	73.53%	69.23%
5706011	ODEN HIGH SCHOOL	123	73.98%	7	12	85.48%	80.49%	94.44%	91.67%	30.00%	16.67%	71.43%	57.14%
4706066	RIVERCREST HIGH SCHOOL	600	74.00%	7	12	70.88%	65.90%	69.70%	68.00%	20.00%	17.11%	61.68%	55.84%
6505010	ST. JOE HIGH SCHOOL	85	74.12%	7	12	82.35%	80.00%	88.89%	84.62%				
3701002	BRADLEY HIGH SCHOOL	184	75.00%	7	12	59.52%	55.41%	70.37%	64.71%	20.59%	20.83%	48.15%	40.91%
2607047	MOUNTAIN PINE HIGH SCH	269	75.09%	7	12	71.43%	70.09%	85.71%	82.35%	33.33%	34.38%	76.47%	71.43%
6001002	HALL HIGH SCHOOL	1,116	76.61%	9	12	40.00%	36.81%	35.37%	31.21%	8.71%	7.73%	37.82%	35.54%
6001063	J.A. FAIR HIGH SCHOOL	820	78.54%	9	12	37.24%	35.14%	44.12%	45.58%	17.16%	16.33%	43.42%	43.41%
6001064	MCCLELLAN MAGNET HIGH SCH	903	81.17%	9	12	33.50%	29.30%	33.71%	32.48%	17.35%	15.51%	30.10%	31.32%

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COVENANT KEEPERS COLLEGE PREPARATORY CHARTER
RENEWAL SUMMARY
MARCH 2013

Sponsoring Entity	City of Fire Community Development, Inc.
Address	8300 Geyer Springs Road, Little Rock, Arkansas 72209
Grades Served	6-12
Enrollment	223 (2012-2013)
Maximum Enrollment	380
Number of Years Requested	7

From 2012 Arkansas School ESEA Accountability Reports

District	Achieving District
District Attendance Rate	94.86%
Grades 6-8	Needs Improvement Priority School Met Year 1 Exit Criteria
Grades 6-8 Attendance Rate	95.05%
Grades 9-12	Needs Improvement School (percent tested and math)
Grades 9-12 Attendance Rate	94.51%

Special Education Monitoring Letter

March 5, 2012 Letter – Commended for being in substantial compliance with state and federal special education regulations

2011-2012 Accreditation Statuses

LEA	Accredited
Grades 6-8	Accredited
Grades 9-12	Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

2012-2013 Budget Substantially Approved

Annual Equity Compliance Report

Submitted the 2012-2013 report

Financial documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds

Fiscal Year 2011 Actual Balance	$ 64,029.70
Fiscal Year 2012 Actual Balance	$ 86,965.65
Fiscal Year 2013 Projected Balance	$143,520.25

2011 Financial Audit

Material Weaknesses in Internal Controls

Petty Cash Reconciliation

Lack of Support for Accounting and Reporting Records

Improper Coding of Revenues

Related Party Note Payable

Waivers Requested

From Title 6 of the Arkansas Code Annotated (Education Code)

6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-42-101 et seq.	General Provisions (gifted and talented)

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

16.01	Guidance and Counseling

From Other Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Public School Student Services

Requested Amendment

To relocate from 8300 Geyer Springs Road, Little Rock, Arkansas 72209
to 5615 Geyer Springs Road, Little Rock, Arkansas 72209
To serve only students in Grades 6-8 beginning in 2013-2014

<u>Currently Approved Waivers from Title 6 of the Arkansas Code Annotated (Education Code)</u>

6-10-106	School year dates
6-13-108	Length of directors' terms
6-15-1004	Qualified teachers in every public school classroom (must meet federal definition of highly qualified in core subjects)
6-17-203	Committees on personnel policies—Members
6-17-302	Public school principals—Qualifications and responsibilities
6-17-401	Teacher licensure requirement (must meet federal definition of highly qualified in core subjects)
6-17-418	Teacher licensure—Arkansas history requirement

6-17-902	Definition of a teacher (must meet federal definition of highly qualified in core subjects)
6-17-919	Warrants void without valid certification and contract
6-17-980	Teacher's salary fund
6-17-1001	Minimum base salary
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-20-1401	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-1406	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-1407	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)

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

15.0	Personnel
15.03	Licensure and Renewal (must meet federal definition of highly qualified in core subjects)
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
16.03.1	School Nurse
18	Gifted and Talented Education

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

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS CHARTER**	Principal:	KASEY PORCHIA
LEA:	6044702	Grades:	06 - 08
Address:	8300 GEYER SPRINGS ROAD	Enrollment:	154
	LITTLE ROCK, AR 72209	Attendance Rate:	95.05% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	81.82%

Needs Improvement Priority School Met Year 1 Exit Criteria

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	146	YES	160	YES
Targeted Achievement Gap Group	120	YES	132	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	100	YES	110	YES
Hispanic	44	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	119	YES	131	YES
English Learners	41	YES	44	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	63.64	59.73	109	68.81	66.75
Targeted Achievement Gap Group	99	63.64	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	351	56.13	59.73	320	63.75	66.75
Targeted Achievement Gap Group	291	56.01	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	82	59.76	54.87	71	66.20	60.71
Hispanic	38	71.05	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	98	63.27	60.86	89	68.54	68.36
English Learners	37	72.97	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	135	38.52	37.64	109	36.70	36.19
Targeted Achievement Gap Group	111	37.84	37.99	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	411	34.55	37.64	322	32.92	36.19
Targeted Achievement Gap Group	333	33.33	37.99	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	33.70	34.71	71	28.17	34.52
Hispanic	41	51.22	42.71	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	110	38.18	38.58	89	38.20	36.70
English Learners	40	52.50	25.96	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

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

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS HIGH**	Principal:	KASEY PORCHIA
LEA:	6044703	Grades:	09 - 12
Address:	8300 GEYER SPRINGS RD	Enrollment:	84
	LITTLE ROCK, AR 72209	Attendance Rate:	94.51% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	77.38%

Needs Improvement School

Needs Improvement School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	12	NO(92%)	52	NO(89%)
Targeted Achievement Gap Group	n < 10	n < 10	45	NO(87%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	11	NO(91%)	39	NO(87%)
Hispanic	n < 10	n < 10	12	NO(92%)
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	42	NO(86%)
English Learners	n < 10	n < 10	12	NO(92%)
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Literacy Status: Not Applicable						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	11	18.18	59.26	39	17.95	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	33	18.18	24.27
	Three Year Literacy			Three Year Math		
All Students	11	18.18	59.26	83	19.28	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	67	19.40	24.27
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	10	20.00	54.17	29	17.24	17.06
Hispanic	n < 10	n < 10	n < 10	10	20.00	38.89
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	n < 10	31	19.35	24.27
English Learners	n < 10	n < 10	n < 10	10	20.00	38.89
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

All Funds

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
41,127.44	2,195,954.69	2,173,052.43	64,029.70

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
64,029.70	3,774,057.80	3,751,121.85	86,965.65

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
86,965.65	4,105,597.00	4,049,042.40	143,520.25

FY13 as of January 23, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
86,965.65	1,640,443.46	1,711,806.35	15,602.76

Arkansas Department of Education
Covenant Keepers Charter
Review Revenue

All Funds								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11 Actual	Actual As of 01/22/2013	Annual Budget 2012-13	2013-12 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	0.00	16,662.98	16,662.98	0.00	0.00	0.00	0.00%
16110	School Lunch Program	2,976.16	0.00	(2,976.16)	0.00	0.00	0.00	0.00%
17210	Sch Spnsrd Sales	17,895.58	0.00	(17,895.58)	4,168.00	0.00	(4,168.00)	0.00%
17900	Other Stdnt Activity Rev	26.00	0.00	(26.00)	0.00	0.00	0.00	0.00%
19200	Private Contributions	3,000.00	0.00	(3,000.00)	0.00	0.00	0.00	0.00%
19550	Transits-Flow Thru Money	631.31	0.00	(631.31)	0.00	0.00	0.00	0.00%
19800	Refunds of Prior Year Expen	3,744.31	0.00	(3,744.31)	862.73	0.00	(862.73)	0.00%
19900	Misc Rev Fr Local Sources	145.25	5,112.25	4,967.00	1,099.47	0.00	(1,099.47)	0.00%
31460	Declining Enrollment	0.00	7,987.00	7,987.00	0.00	0.00	0.00	0.00%
31700	Charter School Funding	1,036,378.00	1,375,949.00	339,571.00	772,722.00	1,504,080.00	731,358.00	51.38%
3225	Pathwise Mentoring Grant	0.00	0.00	0.00	4,200.00	0.00	(4,200.00)	0.00%
32256	Professional Dev. ACT 59	7,224.00	9,959.00	2,735.00	11,238.00	11,238.00	0.00	100.00%
32310	Hand Child-Supv/Extend YR	920.41	1,001.00	80.59	0.00	0.00	0.00	0.00%
32371	Limited English Proficien	7,032.00	20,930.00	13,898.00	18,605.00	20,930.00	2,325.00	88.89%
32381	NSLA ACT 59	164,672.00	193,292.00	28,620.00	0.00	193,292.00	193,292.00	0.00%
32520	Matching (State)	205.41	571.30	365.89	740.96	0.00	(740.96)	0.00%
45110	ESEA CH1 Comp(R) 100-297	114,970.95	63,799.45	(51,171.50)	22,383.36	145,877.00	123,493.64	15.34%
45119	ARRA Title I	45,882.00	0.00	(45,882.00)	0.00	0.00	0.00	0.00%
45124	ARRA Stabilization	29,764.97	506.85	(29,258.12)	0.00	0.00	0.00	0.00%
45129	ARRA Jobs Fund	39,562.00	(5,185.00)	(44,747.00)	0.00	0.00	0.00	0.00%
45510	SL 4 Lunches-\Type A	42,405.26	74,525.52	32,120.26	26,840.90	78,000.00	51,159.10	34.41%
45520	SL 11 Lunch-Free/Reduced	5,363.52	3,384.93	(1,978.59)	748.76	0.00	(748.76)	0.00%
45613	IDEA VIB Pass Through	29,646.12	13,838.97	(15,807.15)	8,917.30	26,800.00	17,882.70	33.27%
45621	VIB ARRA	20,418.84	(2,610.28)	(23,029.12)	0.00	0.00	0.00	0.00%
45910	Medicare Catastrophic	669.42	853.18	183.76	0.00	0.00	0.00	0.00%
45913	ARMAC Medicaid ADM claim	14,765.14	14,526.51	(238.63)	10,857.01	0.00	(10,857.01)	0.00%
45925	Improving Teach Quality	6,078.00	0.00	(6,078.00)	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	590,219.20	603,004.14	12,784.94	242,513.00	621,300.00	378,787.00	39.03%
52201	Trans from Operating Fund	0.00	1,375,949.00	1,375,949.00	514,546.97	1,504,080.00	989,533.03	34.21%
52600	Trans From Federal Grants	10,958.77	0.00	0.00	0.00	0.00	0.00	0.00%
52700	Transfer fro Student Actvty	400.07	0.00	(400.07)	0.00	0.00	0.00	0.00%
52800	Trans From Food Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	Total Revenue	2,195,954.69	3,774,057.80	1,578,103.11	1,640,443.46	4,105,597.00	2,465,153.54	39.96%

Charter added a grade for the 2011-12 school year. Enrollment Cap from 280 to 330

Data Source: APSCN documents

Arkansas Department of Education
Covenant Keepers Charter
Review of Expenditures

ALL FUNDS								
		Actual 2010-11	Actual 2011-12	2011-12 Actual compared to	Actual as of	2012-13 Annual	2012-13 Budget	2012-13 % of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/22/13	Budget	Balance	Expended
61000-52999	**Salaries & Benefits**	**1,010,057.80**	**1,114,346.83**	**104,289.03**	**590,759.07**	**1,280,673.11**	**689,914.04**	46.13%
Other:								
63130	Board of Ed Services	750.00	270.00	(480.00)	150.00	250.00	**100.00**	60.00%
63210	Instructional	150.00	13,876.37	13,726.37	6,839.98	6,114.87	**(725.11)**	111.86%
63220	Substitutes	0.00	0.00	0.00	1,820.00	0.00	**(1,820.00)**	0.00%
63230	Consulting Educational	10,947.00	4,072.52	(6,874.48)	0.00	45,000.00	**45,000.00**	0.00%
63240	Assessment	1,556.00	2,390.00	834.00	4,428.50	3,000.00	**(1,428.50)**	147.62%
63310	Pupil Services	3,450.01	988.59	(2,461.42)	23,901.61	73,365.04	**49,463.43**	32.58%
63320	Prof Development Classified	1,285.00	1,773.28	488.28	150.00	2,713.28	**2,563.28**	5.53%
63430	PS Prof Accounting	0.00	8,046.00	8,046.00	1,072.50	15,000.00	**13,927.50**	7.15%
63431	Audits	6,595.46	12,000.00	5,404.54	5,000.00	0.00	**(5,000.00)**	0.00%
63438	Accounting	59,994.20	40,202.00	(19,792.20)	3,367.50	10,000.00	**6,632.50**	33.68%
63445	Legal	0.00	0.00	0.00	0.00	5,000.00	**5,000.00**	0.00%
63450	PS Prof Medical	13,816.95	1,023.92	(12,793.03)	126.25	233.75	**107.50**	54.01%
63460	PS Prof IT	6,115.25	437.50	(5,677.75)	0.00	1,500.00	**1,500.00**	0.00%
63470	PS Prof Architect	7,885.98	4,377.48	(3,508.50)	0.00	0.00	**0.00**	0.00%
63490	PS Prof Other	125.00	0.00	(125.00)	300.00	0.00	**(300.00)**	0.00%
63510	PS Tech DP/Coding	0.00	0.00	0.00	6,448.75	0.00	**(6,448.75)**	0.00%
63590	PS Tech Other	0.00	239.60	239.60	289.60	250.00	**(39.60)**	115.84%
63900	Prof Services	0.00	211.59	211.59	6,400.97	0.00	**(6,400.97)**	0.00%
64110	Water/Sewer	1,418.31	1,599.59	181.28	912.37	1,700.00	**787.63**	53.67%
64210	Disposal/Sanitation	1,389.73	3,244.78	1,855.05	2,242.13	4,500.00	**2,257.87**	49.83%
64230	Custodial	9,354.44	13,585.64	4,231.20	7,232.23	13,185.00	**5,952.77**	54.85%
64240	Lawn Care	2,204.89	2,075.00	(129.89)	1,050.00	1,300.00	**250.00**	80.77%
64310	Repairs	9,944.85	17,334.19	7,389.34	5,062.16	16,000.00	**10,937.84**	31.64%
64320	Equipment & Vehicles	0.00	1,572.44	1,572.44	0.00	0.00	**0.00**	0.00%
64410	Land & Buildings	135,107.41	203,426.58	68,319.17	80,039.48	170,000.00	**89,960.52**	47.08%
64420	Equipment & Vehicles	0.00	0.00	0.00	386.01	0.00	**(386.01)**	0.00%
63430	PS Prof Rental Comp	6,449.25	1,036.18	(5,413.07)	3,933.31	5,000.00	**1,066.69**	78.67%
64900	PPS Other	3,842.25	2,726.32	(1,115.93)	749.82	0.00	**(749.82)**	0.00%
65190	From Other Sources	232.00	0.00	(232.00)	0.00	0.00	**0.00**	0.00%
65210	Property Insurance	6,367.22	6,706.17	338.95	144.74	12,200.00	**12,055.26**	1.19%
65220	Liability Insurance	2,399.00	4,013.50	1,614.50	1,606.00	2,500.00	**894.00**	64.24%
65240	Fleet Insurance	193.42	159.74	(33.68)	558.74	200.00	**(358.74)**	279.37%
65250	Accident Ins for Students	1,136.00	0.00	(1,136.00)	0.00	0.00	**0.00**	0.00%
65310	Telephone	11,776.05	27,749.56	15,973.51	5,142.56	16,000.00	**10,857.44**	32.14%
65320	Postage	1,148.41	1,864.48	716.07	825.83	2,000.00	**1,174.17**	41.29%
65330	Internet	0.00	4,934.96	4,934.96	5,047.21	5,000.00	**(47.21)**	100.94%
65400	Advertising	33,777.64	28,864.77	(4,912.87)	12,873.79	16,400.00	**3,526.21**	78.50%
65500	Printing & Binding	0.00	0.00	0.00	442.68	0.00	**(442.68)**	0.00%
65610	To LEAs Within State	0.00	0.00	0.00	4,062.50	9,000.00	**4,937.50**	45.14%
65700	Food Svs management	62,815.54	82,458.80	19,643.26	32,699.20	44,627.20	**11,928.00**	73.27%
65810	Trvl-cert-In District	0.00	3,340.77	3,340.77	527.98	0.00	**(527.98)**	0.00%
65870	PS Travel Non Employee	0.00	0.00	0.00	222.76	0.00	**(222.76)**	0.00%
66100	General Supplies	60,764.19	112,036.86	51,272.67	56,386.00	106,541.86	**50,155.86**	52.92%
66210	Natural Gas	0.00	1,435.26	1,435.26	235.68	1,400.00	**1,164.32**	16.83%
66220	Electricity	12,492.66	16,591.14	4,098.48	11,449.26	24,000.00	**12,550.74**	47.71%
66260	Gasoline/Diesel	208.10	0.00	(208.10)	1,166.91	0.00	**(1,166.91)**	0.00%
66410	Textbooks	7,357.15	0.00	(7,357.15)	9,290.74	10,000.00	**709.26**	92.91%
66500	Techn Supplies	4,245.19	8,921.08	4,675.89	21,965.29	0.00	**(21,965.29)**	0.00%
66510	Software	570.00	0.00	(570.00)	0.00	0.00	**0.00**	0.00%
66527	Tech Sup < $1000.00	24,483.85	0.00	(24,483.85)	0.00	0.00	**0.00**	0.00%
67320	Vehicles	1,500.00	0.00	(1,500.00)	0.00	0.00	**0.00**	0.00%
67350	Equip Tech Software	1,785.33	508.29	(1,277.04)	4,981.08	5,508.29	**527.21**	90.43%
68100	Dues and Fees	2,906.62	11,565.00	8,658.38	23,158.59	13,500.00	**(9,658.59)**	171.55%
68300	Interest	3,715.73	0.00	(3,715.73)	0.00	0.00	**0.00**	0.00%
68830	Property Tax	0.00	0.00	0.00	7,781.79	0.00	**(7,781.79)**	0.00%
68900	Misc Expenditures	39,160.51	4,976.93	(34,183.58)	1,514.81	0.00	**(1,514.81)**	0.00%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	**0.00**	0.00%
69310	To Salary Fund	513,181.08	603,004.14	89,823.06	242,513.00	621,300.00	**378,787.00**	39.03%
69320	To Operating Fund	18,258.04	0.00	(18,258.04)	0.00	0.00	**0.00**	0.00%
69321	Transfer to 2200	0.00	1,375,949.00	1,375,949.00	514,546.97	1,504,080.00	**989,533.03**	34.21%
69360	To Federal Grants Fund	10,958.77	0.00	(10,958.77)	0.00	0.00	**0.00**	0.00%
69370	To Student Activity Fund	400.07	0.00	(400.07)	0.00	0.00	**0.00**	0.00%
69380	To Food Service Fund	58,780.08	0.00	(58,780.08)	0.00	0.00	**0.00**	0.00%
69400	Program Funding Return	0.00	5,185.00	5,185.00	0.00	0.00	**0.00**	0.00%
Total Other Exp.		**1,162,994.63**	**2,636,775.02**	**1,473,780.39**	**1,121,047.28**	**2,768,369.29**	**1,647,322.01**	40.49%
	Total Expenditures	**2,173,052.43**	**3,751,121.85**	**1,578,069.42**	**1,711,806.35**	**4,049,042.40**	**2,337,236.05**	42.28%

Data Sources: APSCN documents

Funds 1, 2, 4

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
12,714.19	1,754,055.09	1,724,968.67	41,800.61

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
41,800.61	3,593,183.39	3,569,644.43	65,339.57

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
65,339.57	3,854,920.00	3,804,411.09	115,848.48

FY13 as of January 23, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
65,339.57	1,565,787.17	1,575,323.36	55,803.38

Arkansas Department of Education
Covenant Keepers Charter
Review Revenue

Funds 1,2,4								
		Actual	Actual	2011-12 Actual		Annual		2012-13
		2010-11	2011-12	compared to	Actual	Budget	2013-12 Budget	% of Budget
		as of 06/30/11	as of 06/30/12	2010-11 Actual	As of 01/22/2013	2012-13	Balance	Expended
Revenue:								
15100	Interest on Investments	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
19200	Private Contributions	2,500.00	0.00	(2,500.00)	0.00	0.00	0.00	0.00%
19550	Transits-Flow Thru Money	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
19800	Refunds of Prior Year Expen	3,744.31	0.00	(3,744.31)	862.73	0.00	(862.73)	0.00%
19900	Misc Rev Fr Local Sources	145.25	5,112.25	4,967.00	1,099.47	0.00	(1,099.47)	0.00%
31460	Declining Enrollment	0.00	7,987.00	7,987.00	0.00	0.00	0.00	0.00%
31700	Charter School Funding	1,036,378.00	1,375,949.00	339,571.00	772,722.00	1,504,080.00	731,358.00	51.38%
3225	Pathwise Mentoring Grant	0.00	0.00	0.00	4,200.00	0.00	(4,200.00)	0.00%
32256	Professional Dev. ACT 59	7,224.00	9,959.00	2,735.00	11,238.00	11,238.00	0.00	100.00%
32310	Hand Child-Supv/Extend YR	920.41	1,001.00	80.59	0.00	0.00	0.00	0.00%
32371	Limited English Proficien	7,032.00	20,930.00	13,898.00	18,605.00	20,930.00	2,325.00	88.89%
32381	NSLA ACT 59	164,672.00	193,292.00	28,620.00	0.00	193,292.00	193,292.00	0.00%
52200	Trans from Operating Fund	531,439.12	603,004.14	71,565.02	242,513.00	621,300.00	378,787.00	39.03%
52201	Trans from Operating Fund	0.00	1,375,949.00	1,375,949.00	514,546.97	1,504,080.00	989,533.03	34.21%
52800	Trans From Food Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	Total Revenue	1,754,055.09	3,593,183.39	1,839,128.30	1,565,787.17	3,854,920.00	2,289,132.83	40.62%
Charter added a grade for the 2011-12 school year. Enrollment Cap from 280 to 330								

Arkansas Department of Education
Covenant Keepers Charter
Review of Expenditures

FUNDS 1,2,4								
		Actual	Actual	2011-12 Actual		2012-13	2012-13	2012-13
		2010-11	2011-12	compared to	Actual as of	Annual	Budget	% of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/22/13	Budget	Balance	Expended
61000-52999	**Salaries & Benefits**	**744,394.38**	**1,027,853.99**	**283,459.61**	**535,305.39**	**1,150,846.09**	**615,540.70**	46.51%
Other:								
63130	Board of Ed Services	750.00	270.00	(480.00)	150.00	250.00	**100.00**	60.00%
63210	Instructional	0.00	2,750.00	2,750.00	2,479.20	0.00	**(2,479.20)**	0.00%
63220	Substitutes	0.00	0.00	0.00	1,820.00	0.00	**(1,820.00)**	0.00%
63230	Consulting Educational	750.00	0.00	(750.00)	0.00	45,000.00	**45,000.00**	0.00%
63240	Assessment	0.00	630.00	630.00	0.00	0.00	**0.00**	0.00%
63310	Pupil Services	335.00	833.00	498.00	6,058.19	15,000.00	**8,941.81**	40.39%
63320	Prof Development Classified	115.00	1,060.00	945.00	150.00	2,000.00	**1,850.00**	7.50%
63430	PS Prof Accounting	0.00	8,046.00	8,046.00	1,072.50	15,000.00	**13,927.50**	7.15%
63431	Audits	6,595.46	12,000.00	5,404.54	5,000.00	0.00	**(5,000.00)**	0.00%
63438	Accounting	59,994.20	40,202.00	(19,792.20)	3,367.50	10,000.00	**6,632.50**	33.68%
63445	Legal	0.00	0.00	0.00	0.00	5,000.00	**5,000.00**	0.00%
63450	PS Prof Medical	672.26	790.17	117.91	126.25	0.00	**(126.25)**	0.00%
63460	PS Prof IT	5,094.00	437.50	(4,656.50)	0.00	1,500.00	**1,500.00**	0.00%
63470	PS Prof Architect	0.00	4,377.48	4,377.48	0.00	0.00	**0.00**	0.00%
63490	PS Prof Other	0.00	0.00	0.00	300.00	0.00	**(300.00)**	0.00%
63510	PS Tech DP/Coding	0.00	0.00	0.00	6,448.75	0.00	**(6,448.75)**	0.00%
63590	PS Tech Other	0.00	239.60	239.60	289.60	250.00	**(39.60)**	115.84%
63900	Prof Services	0.00	211.59	211.59	6,400.97	0.00	**(6,400.97)**	0.00%
64110	Water/Sewer	1,418.31	1,599.59	181.28	912.37	1,700.00	**787.63**	53.67%
64210	Disposal/Sanitation	1,389.73	3,244.78	1,855.05	2,242.13	4,500.00	**2,257.87**	49.83%
64230	Custodial	9,354.44	13,585.64	4,231.20	7,232.23	13,185.00	**5,952.77**	54.85%
64240	Lawn Care	2,204.89	2,075.00	(129.89)	1,050.00	1,300.00	**250.00**	80.77%
64310	Repairs	9,944.85	17,334.19	7,389.34	5,062.16	16,000.00	**10,937.84**	31.64%
64320	Equipment & Vehicles	0.00	1,572.44	1,572.44	0.00	0.00	**0.00**	0.00%
64410	Land & Buildings	135,107.41	203,426.58	68,319.17	80,039.48	170,000.00	**89,960.52**	47.08%
64420	Equipment & Vehicles	0.00	0.00	0.00	386.01	0.00	**(386.01)**	0.00%
63430	PS Prof Rental Comp	6,449.25	1,036.18	(5,413.07)	3,933.31	5,000.00	**1,066.69**	78.67%
64900	PPS Other	3,842.25	2,726.32	(1,115.93)	749.82	0.00	**(749.82)**	0.00%
65190	From Other Sources	232.00	0.00	(232.00)	0.00	0.00	**0.00**	0.00%
65210	Property Insurance	6,367.22	6,706.17	338.95	144.74	12,200.00	**12,055.26**	1.19%
65220	Liability Insurance	2,399.00	4,013.50	1,614.50	1,606.00	2,500.00	**894.00**	64.24%
65240	Fleet Insurance	193.42	159.74	(33.68)	558.74	200.00	**(358.74)**	279.37%
65250	Accident Ins for Students	1,136.00	0.00	(1,136.00)	0.00	0.00	**0.00**	0.00%
65310	Telephone	11,776.05	27,749.56	15,973.51	5,142.56	16,000.00	**10,857.44**	32.14%
65320	Postage	1,148.41	1,864.48	716.07	825.83	2,000.00	**1,174.17**	41.29%
65330	Internet	0.00	4,934.96	4,934.96	5,047.21	5,000.00	**(47.21)**	100.94%
65400	Advertising	33,777.64	28,864.77	(4,912.87)	12,873.79	16,400.00	**3,526.21**	78.50%
65500	Printing & Binding	0.00	0.00	0.00	442.68	0.00	**(442.68)**	0.00%
65610	To LEAs Within State	0.00	0.00	0.00	4,062.50	9,000.00	**4,937.50**	45.14%
65700	Food Svs management	0.00	38,492.45	38,492.45	0.00	0.00	**0.00**	0.00%
65810	Trvl-cert-In District	0.00	3,340.77	3,340.77	527.98	0.00	**(527.98)**	0.00%
65870	PS Travel Non Employee	0.00	0.00	0.00	222.76	0.00	**(222.76)**	0.00%
66100	General Supplies	29,950.69	91,809.51	61,858.82	45,401.11	105,800.00	**60,398.89**	42.91%
66210	Natural Gas	0.00	1,435.26	1,435.26	235.68	1,400.00	**1,164.32**	16.83%
66220	Electricity	12,492.66	16,591.14	4,098.48	11,449.26	24,000.00	**12,550.74**	47.71%
66260	Gasoline/Diesel	208.10	0.00	(208.10)	1,166.91	0.00	**(1,166.91)**	0.00%
66410	Textbooks	0.00	0.00	0.00	9,290.74	10,000.00	**709.26**	92.91%
66500	Techn Supplies	19.99	0.00	(19.99)	19,282.76	0.00	**(19,282.76)**	0.00%
66510	Software	570.00	0.00	(570.00)	0.00	0.00	**0.00**	0.00%
67320	Vehicles	1,500.00	0.00	(1,500.00)	0.00	0.00	**0.00**	0.00%
67350	Equip Tech Software	0.00	0.00	0.00	4,981.08	5,000.00	**18.92**	99.62%
68100	Dues and Fees	1,690.62	8,265.00	6,574.38	15,128.60	13,000.00	**(2,128.60)**	116.37%
68300	Interest	3,715.73	0.00	(3,715.73)	0.00	0.00	**0.00**	0.00%
68830	Property Tax	0.00	0.00	0.00	7,781.79	0.00	**(7,781.79)**	0.00%
68900	Misc Expenditures	39,160.51	4,976.93	(34,183.58)	1,514.81	0.00	**(1,514.81)**	0.00%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	**0.00**	0.00%
69310	To Salary Fund	513,181.08	603,004.14	89,823.06	242,513.00	621,300.00	**378,787.00**	39.03%
69320	To Operating Fund	18,258.04	0.00	(18,258.04)	0.00	0.00	**0.00**	0.00%
69321	Transfer to 2200	0.00	1,375,949.00	1,375,949.00	514,546.97	1,504,080.00	**989,533.03**	34.21%
69380	To Food Service Fund	58,780.08	0.00	(58,780.08)	0.00	0.00	**0.00**	0.00%
69400	Program Funding Return	0.00	5,185.00	5,185.00	0.00	0.00	**0.00**	0.00%
Total Other Exp.		**980,574.29**	**2,541,790.44**	**1,561,216.15**	**1,040,017.97**	**2,653,565.00**	**1,613,547.03**	39.19%
	Total Expenditures	**1,724,968.67**	**3,569,644.43**	**1,844,675.76**	**1,575,323.36**	**3,804,411.09**	**2,229,087.73**	41.41%

Data Sources: APSCN documents

2012-2013 Renewal Cycle

ADE Review and Applicant Responses

Covenant Keepers College Preparatory Charter School
Little Rock, Arkansas

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

Name of School: **COVENANT KEEPERS**

DOCUMENTATION FROM THE GOVERNING BOARD OF THE SPONSORING ENTITY

Applicant provides documentation that the governing board has voted to approve this application for renewal.

Evaluation Criteria:
A response that is fully responsive will include:

- Minutes (may be draft minutes) of the public meeting where the vote was taken by the governing board of the sponsoring entity to seek renewal; and
- A resolution signed and dated by all board members who voted in favor of submitting the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Provide a board resolution signed and dated by all board members who voted in favor of submitting the renewal application.	

RESPONSE: SEE ATTACHMENT 1

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:
A response that is fully responsive will include **Attachment 1- Contact Information Form** with the following:

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

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION I: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes the successes of the charter school during the current contractual period.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Provide the Office of Educational Progress at the University of Arkansas matched twin comparison for Math if available.	

Response:

Matched Twin Student-to-Student Comparison

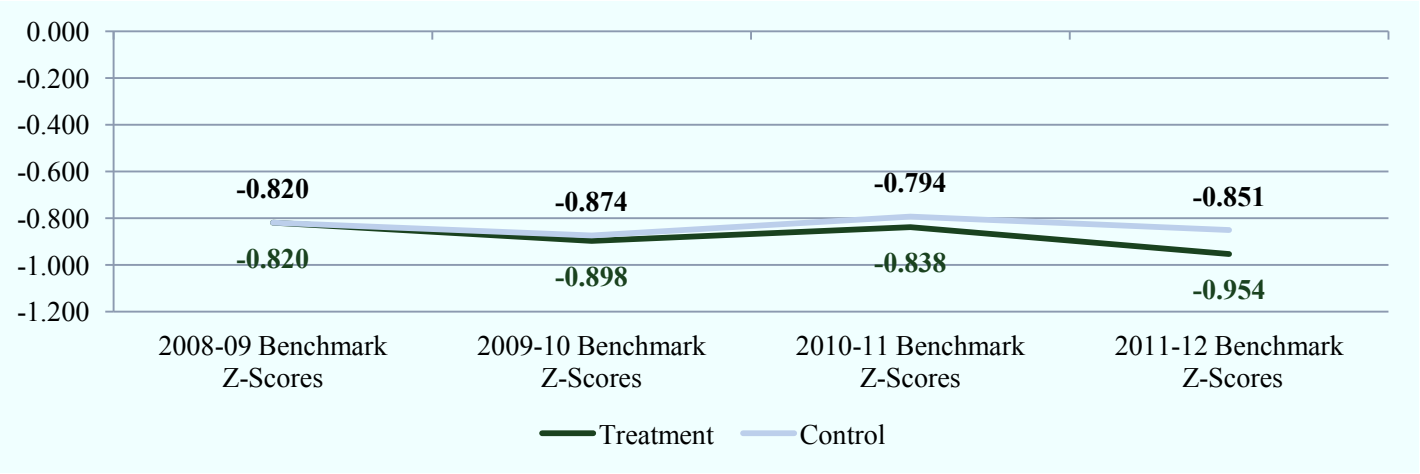
The cohorts of Covenant Keepers students (treatment groups) are nearly identical to the comparison students demographically and academically in the baseline school years. Therefore, if we observe any substantial differences in 2011-12, we can view these differences as being related to the influence of Covenant Keepers.

We now present the changes in test scores over time up through the most recent available testing administration (spring 2012). The tables below present the data in z-score values for math and literacy respectively.

*Covenant Keepers (Treatment) and Comparison, **Math** Benchmark, 2008-09 to 2011-12*

Math	Number of Students	2008-09 Benchmark Z-Scores	2009-10 Benchmark Z-Scores	2010-11 Benchmark Z-Scores	2011-12 Benchmark Z-Scores	Change over Time
Treatment	34	-0.820	-0.898	-0.838	-0.954	-0.135
Comparison	34	-0.820	-0.874	-0.794	-0.851	-0.031
Difference		**0.000**	**-0.023**	**-0.045**	**-0.103**	**-0.103**

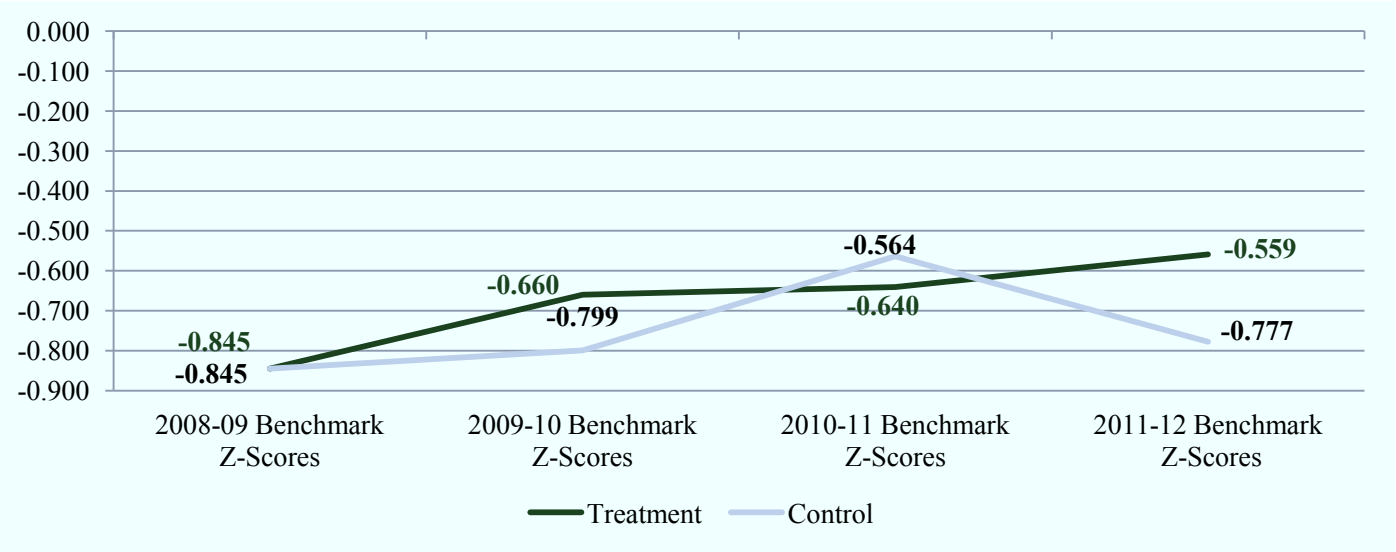
*Covenant Keepers (Treatment) and Comparison, **Math** Benchmark, 2008-09 to 2011-2012*



*Covenant Keepers (Treatment) and Comparison, **Literacy** Benchmark, 2008-09 to 2011-12*

Literacy	Number of Students	2008-09 Benchmark Z-Scores	2009-10 Benchmark Z-Scores	2010-11 Benchmark Z-Scores	2011-12 Benchmark Z-Scores	Change over Time
Treatment	34	-0.845	-0.660	-0.640	-0.559	+0.286
Comparison	34	-0.845	-0.799	-0.564	-0.777	+0.067
Difference		**0.000**	**+0.139**	**-0.077**	**+0.218**	**+0.218**

*Covenant Keepers (Treatment) and Comparison, **Literacy** Benchmark, 2008-09 to 2011-12*



As can be seen in the tables above, Covenant Keepers charter school students showed improvement over their "matched twin" counterparts in **literacy** and losses in **math**.

In **math**, Covenant Keepers students, along with their matched peers, entered the sixth grade school year with relatively low math scores near the 20th percentile in the state (z=-.81). After the end of the study period, Covenant Keepers students actually lost ground and were scoring at the 17th percentile while the matched twins were at the 19th percentile.

In **literacy**, Covenant Keepers students also entered grade 6 with very low scores (z=-.85) below the 20th percentile. However, after 2 or 3 years in the school, the students in Covenant Keepers experienced a score growth to the 29th percentile (z=-.56). Comparison students, on the other hand, grew only a small amount to the 22nd percentile (z=-.78). This represents a **7 percentile point gain in literacy in favor of the students at Covenant Keepers**. This positive difference is educationally meaningful and shows significant improvement that can be attributed to the Covenant Keepers system.

With these results in mind, in our next analysis, we examined the data by running two regression analyses. One is a simple model and the other includes extended demographic data (full model).

In **math**, in the year-to-year "matched twin" analysis, Covenant Keepers did not perform as well as their "matched twins" over time; and in the two regression analyses, we find negative effects as well. These effects, described in Table 16 below, reveal that in **math**, Covenant Keepers students experience a **2 to 4 percentile point loss** (z= -.06 in the full model and z=-.10 in the simple model) compared to the matched comparison group.

In **literacy**, in the year-to-year "matched twin" analysis, Covenant Keepers outperformed their "matched twins" over time; and, in our regression analysis, we found positive effects as well. These effects, described in Table 16 below, reveal that in **literacy**, Covenant Keepers students experience a **8 to 9 percentile point gain** (z=.23 in the full model and z=.21 on the simple model) compared to the comparison group. This positive difference is educationally meaningful and shows significant improvement that can be attributed to the Covenant Keepers system.

SECTION II, PART A: COMPOSITION OF GOVERNING BOARD

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

Evaluation Criteria:
A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Provide the name of the current board member with the authority to appoint other board members. **Provide the names of the sponsoring entity board members and the duties of the board.** **Provide the Charter Board members and the duties of the board.**	

Provide the name of the current board member with the authority to appoint other board members.

The local board members with authority to appoint other boards members – President Cynthia Townsend and Vice President Vice President Noland Buckley.

Provide the names of the sponsoring entity board members and the duties of the board.

The sponsoring entity board members and the duties of the board are as follows: Executive Director, Tyron Tatum, President Diane Jackson, Vice President Jewel Turner, Treasurer Noland Buckley, Carla Lee, Secretary, Gregory Jackson and Paris Tatum

The following sponsoring entity board members are able to appoint other board members to participate on the board - President Diane Jackson and Vice President, Jewel Turner.

The role of the President:

Execute the will of the board Provide leadership to the board Develop a vision for the board
Be the communicator or spokesperson for the board
Manage the effective use of meetings (regular and committee meetings)
Provide a liaison with the system as needed

The role of the Vice President:

- Establish overall long and short term goals, objectives and priorities for meeting the needs of the community
- Fulfill Chair position in the absence of the Chairperson, monthly Board meetings
- A signing authority on behalf of the Board for financial and legal purposes
- A signing authority on behalf of the Board for financial and legal purpose.

The role of the Secretary:

- Responsible for monitoring procedural requirements for meetings and minutes.

Provide the Charter Board members and the duties of the board.

The role of the local board President:

- Preside over board meetings.
- Be a primary spokesperson for the organization.
- Lead the board in the performance of its responsibilities.
- Be the officer to whom the executive director reports and who coordinates the performance evaluation of the executive director.
- Perform such duties as directed by the bylaws and the board.

The role of the local board Vice President:

- Work with the President to divide executive duties as needed
- Help perform or delegate job duties of other board members in the case of premature termination until position is filled
- Work with the President to replace outgoing or resigned board members with their suggested or nominated replacements.
- Serve and/or lead chapter initiative project-based task teams, as needed
- Act as a sounding board and provide feedback/advice as needed to the President
- Work with the President to facilitate and lead annual chapter board retreat
- Work with the President to set the agenda for and facilitate monthly board meetings

The role of the Secretary:

- Responsible for monitoring procedural requirements for meetings and minutes.

SECTION II, PARTS B AND C: DISCLOSURES

Applicants are requested to disclose any potential conflicts of interest affecting administrators and members of the charter school's governing board.

Evaluation Criteria:
A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- **Attachment 2 – Relationship Disclosure Form** which includes an itemization of each family relationship between any member of the charter school's governing board and the employees of the charter school.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION III, PART A: CURRENT PERFORMANCE GOALS

Applicants are requested to list each of the charter's current student academic performance goals and provide supporting documentation, including relevant assessment data, with a narrative description of the charter's progress in achieving each goal.

Evaluation Criteria:
A response that is fully responsive will include:

- An itemization of each and every current student academic performance goal;
- Supporting data that documents the charter's progress in achieving each goal; and
- A narrative description of the charter's progress in achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Discuss the progress toward meeting each part of the following performance goal, labeled a, b, and c from the charter application, and provide supporting documentation: **Student academic growth will be accelerated, as measured by the SAT-10, Arkansas Benchmark and/or the NWEA.** **a. Using a value-added model, individual student achievement will exceed the gain expectancy score from previous SAT-10 testing.** **b. On the AR benchmark test, the movement of scores from below basic to basic, and from basic to proficient will be at least 20% each year.** **c. Students at all grade levels taking the AR benchmark, NWEA, and the SAT-10 will earn scores at least 20% above their counterparts.**	

Include data to show that at least 30% of all returning 8th grade students completed a full credit Algebra I course, passed the EOC Algebra I exam, and gained high school credit for the course. **Confirm that all students participate in regular fitness activities, in either 90 minutes a week of physical education class or participation on an athletic team.**	

on an athletic team.	

A. Using a value-added model, individual student achievement will exceed the gain expectancy score from previous SAT-10 testing.

Response:

As indicated by an analysis by the Office of Educational Progress, due to the high mobility rate of our student population, the data for this particular model is unavailable. See below.

*Regression Analysis, Value-Added **Math and Literacy**, Covenant Keepers, 2011-12*

	Math Model Z-Scores 2011-12	**Literacy Model Z-Scores 2011-12**
Covenant Keepers	**-0.08**	**-0.03**
Enrollment	**(0.16)**	**(0.12)**
CRT Math	-0.04	-
	(0.19)	-
CRT Literacy	-	0.69***
	-	(0.10)
FRL Eligible	-0.34*	-0.44***
	(0.18)	(0.15)
Constant	0.33*	0.49***
	(0.17)	(0.14)
Adjusted R-squared	0.017	0.501
Overall N	102	102

Notes: *p < .15, **p < .05, *** p < .01. Standard Error in parentheses.

While both tests show slightly negative results, it should be emphasized that both results are highly insignificant. For this reason, these results should be interpreted as having no effect on student outputs, and thus students were made no worse off or no better off for this specific test. Other metrics should be used for decision making processes.

B. On the AR benchmark test, the movement of scores from below basic to basic, and from basic to proficient will be at least 20% each year.

Response:

Our efforts to meet this goal every year is summarized here with details on the charts that follow. In the three year analysis, CK was able to outperform the comparison district (LRSD) the majority of the years in Literacy but not in mathematics.

Movement from **Below Basic to Basic in Literacy** (or above; otherwise, a decrease in Below Basic scores)

✓2009—2010: 14.7 to 10.6 (**28%** movement of Below Basic toward Proficiency)

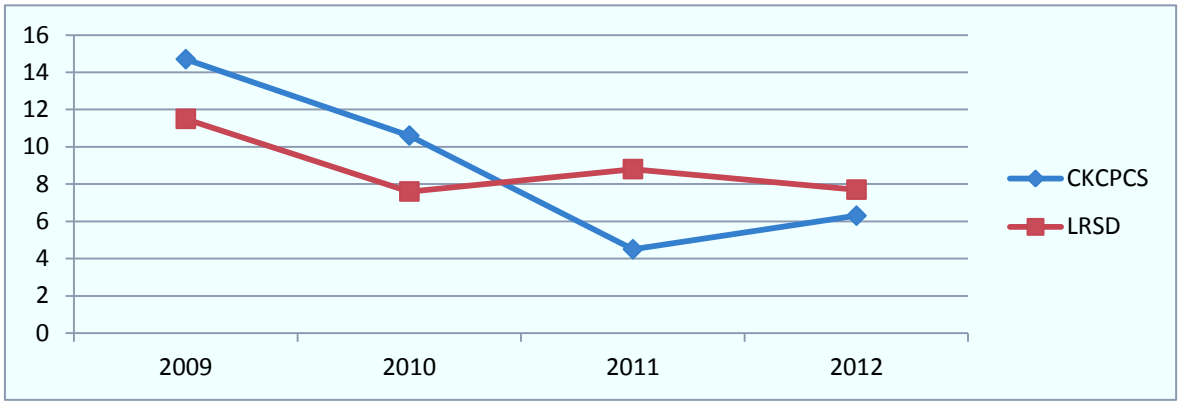
✓2010—2011: 10.6 to 4.5 (**58%** movement of Below Basic toward Proficiency)

2011—2012: 4.5 to 6.3 (**-40%** movement of Below Basic toward Proficiency)

This component of the goal was met two out of the three years across which we are able to make comparisons. Our 2011/2012 scores showed a slight shift from Basic back to Below Basic although there was dramatic increase in Proficient/Advanced scores that same year.

Percent **Below Basic** 2009—2012—CKCPCS and LRSD

Literacy—Combined Population



Below Basic scores moved from 14.7% in 2009 to 6.3% in 2012 representing an overall 57.5% drop in Below Basic scores across all years. In other words, *this was a dramatic 57.5% movement toward proficiency*.

For comparison, LRSD's Below Basic scores moved from 11.5% to 7.7% representing an overall drop of 33% in Below Basic scores.

Movement from **Below Basic to Basic in Math** (or above; otherwise, a decrease in Below Basic scores)

2009—2010: 36.3 to 42.3 (-16.5% movement of Below Basic toward Proficiency)

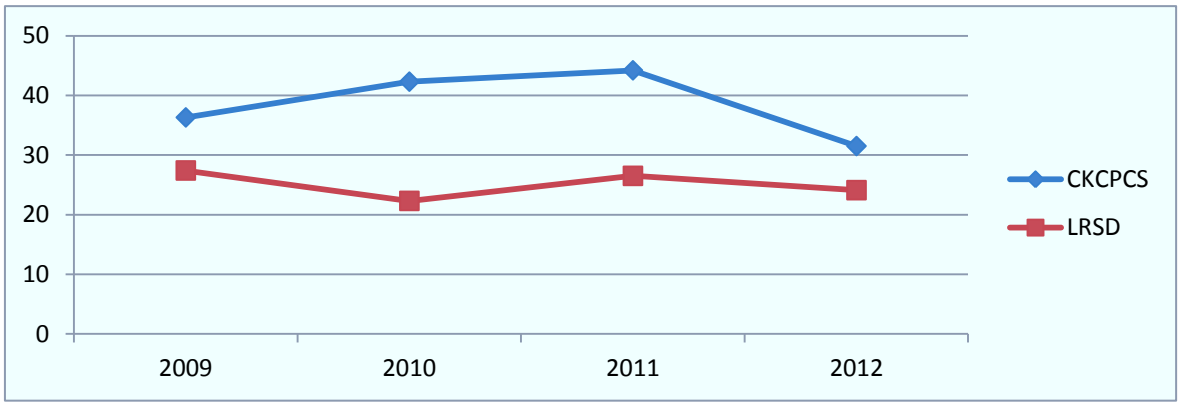
2010—2011: 42.3 to 44.2 (-4.4% movement of Below Basic toward Proficiency)

✓2011—2012: 44.2 to 31.5 (27.3% movement of Below Basic toward Proficiency)

This component of the goal has only been met one out of the three years we are able to compare. The decrease in Below Basic and Basic scores demonstrates our slow but steady recovery from our second year in existence when we had a dramatic dip in 6th grade math.

Percent **Below Basic** 2009—2012—CKCPCS and LRSD

Math—Combined Population

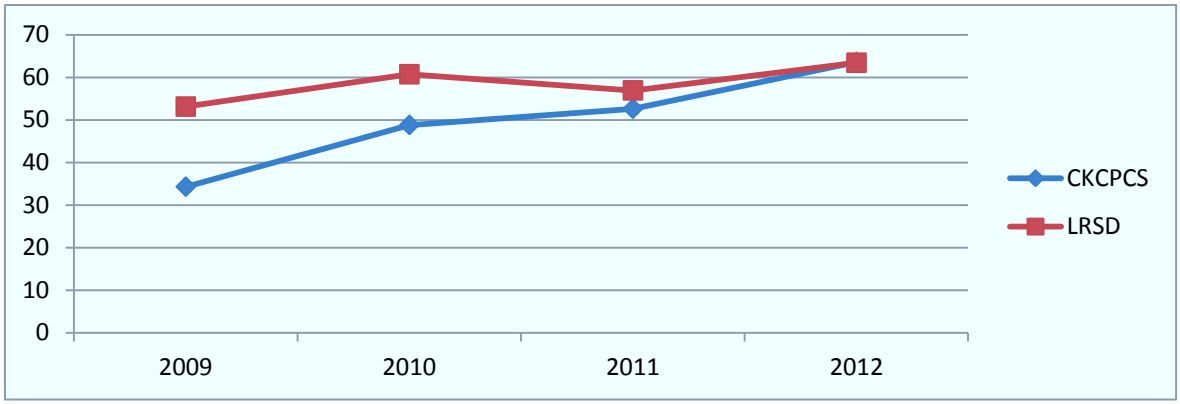


Below Basic scores moved from 36.3% in 2009 to 31.5% in 2012 representing an overall 4.8% drop in Below Basic scores across all years.

For comparison, LRSD's Below Basic scores moved from 27.4% to 24.1% representing an overall drop of 12% in Below Basic scores.

Movement from **Basic to Proficient in Literacy** (otherwise, a decrease in Below Basic/Basic scores)
✓2009—2010: 34.3 to 48.8 (**42.5%** growth in Proficient/Advanced scores)
2010—2011: 48.8 to 52.6 (**7.8%** growth in Proficient/Advanced scores)
✓2011—2012: 52.6 to 63.6 (**21%** growth in Proficient/Advanced scores)
For this comparison, we actually looked at scores moving from Basic OR Below Basic into Proficient OR Advanced since it is impossible to track movement of a single category without examining each student's records.
Once again, this component of the goal was met two out of the three years we are able to compare.

Percent growth from **Below Basic/Basic** to **Proficient/Advanced** 2009—2012—CKCPCS and LRSD
Literacy—Combined Population

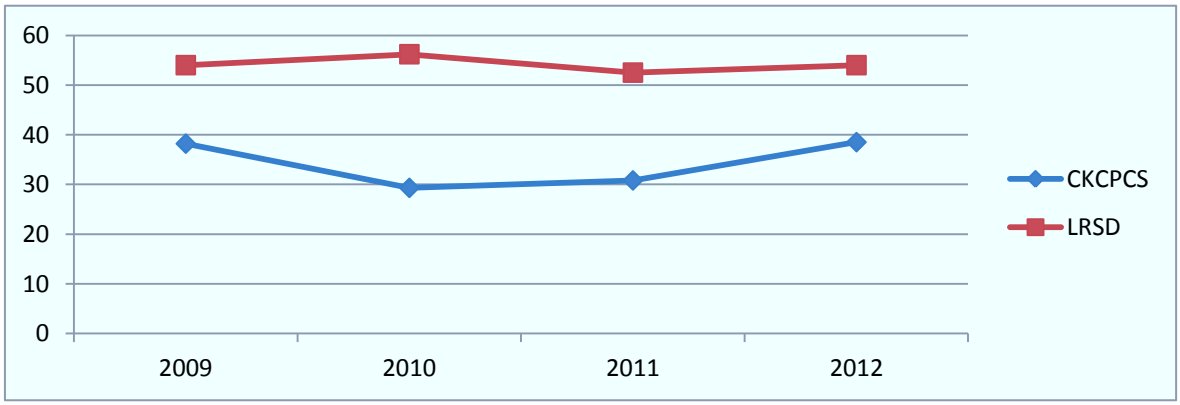


Proficient/Advanced scores grew from 34.3% in 2009 to 63.5% in 2012 representing an overall 29.3% growth across all years.

For comparison, LRSD's scores moved from 53.1% to 63.4% Proficient/Advanced representing an overall growth of 10.3% across 4 years.

Movement from **Basic to Proficient in Math** (otherwise, a decrease in Below Basic/Basic scores)
2009—2010: 38.2 to 29.3 (-23% decrease in Proficient/Advanced scores)
2010—2011: 29.3 to 30.8 (5% growth in Proficient/Advanced scores)
✓2011—2012: 30.8 to 38.5 (25% growth in Proficient/Advanced scores)
This component of the goal has only been met one out of the three years we are able to compare.

Percent growth from **Below Basic/Basic** to **Proficient/Advanced** 2009—2012—CKCPCS and LRSD
Math—Combined Population



Proficient/Advanced scores grew from 38.2% in 2009 to 38.5% in 2012 representing an overall .08% growth across all years.

For comparison, LRSD's scores moved from 54% to 54% Proficient/Advanced representing flat progress across 4 years.

C. Students at all grade levels taking the AR benchmark, NWEA, and the SAT-10 will earn scores at least 20% above their counterparts.

Response:

The goal of 20% has not yet been met. Covenant Keepers students performed less well in math than their peers in Little Rock and central Arkansas; however, in literacy, Covenant Keepers students outperformed the Little Rock average by more than 10 percentage points (65% proficient/advanced at Covenant Keepers vs. 54% in Little Rock SD).

As reported by the Office of Education Policy, students at Covenant Keepers are **far more economically disadvantaged** than are their peers in the district or region as a whole. Thus, we compare students at Covenant Keepers to their counterparts at similarly poor schools in Central Arkansas and beyond. In math, Covenant Keepers students performed *slightly* less well than did their peers at similar schools. In literacy however, Covenant Keepers students outperformed students at similar schools by 10 percentage points. In any event, the "matched twin" comparison is the most rigorous. In this analysis, we find:

- In **math**, Covenant Keepers students, who along with their matched peers entered the sixth grade school year with relatively low math scores near the 20th percentile in the state (z=-.81). After the end of the study period, Covenant Keepers students actually lost ground and were scoring at the 17th percentile while the matched twins were at the 19th percentile.
- In **literacy**, Covenant Keepers students also entered grade 6 with very low scores (z=-.85) below the 20th percentile. However, after 2 or 3 years in the school, the students in Covenant Keepers experienced a score growth to the 29th percentile (z=-.56). Comparison students, on the other hand, grew only a small amount to the 22nd percentile (z=-.78). This represents a **6 percentile point gain in literacy in favor of the students at Covenant Keepers**.

A comparison of **math and literacy** performance between Covenant Keepers charter schools and similar schools is shown below.

*School-level Gains on the **Math** Benchmark Exam, Covenant Keepers and Similar Schools, 2008-09 – 2011-12*

	% FRL	Minority	2008-09 Math % P/A	2009-10 Math % P/A	2010-11 Math % P/A	2011-12 Math % P/A	Growth
Covenant Keepers	**82%**	**98%**	**38%**	**32%**	**31%**	**39%**	**+1%**
Comparison Schools	88%	91%	37%	41%	41%	43%	**+6%**
Little Rock SD	71%	83%	52%	53%	52%	54%	**+2%**
Pulaski Co. Avg.	64%	71%	55%	56%	56%	58%	**+3%**
Region	***58%***	***42%***	***71%***	***73%***	***74%***	***76%***	***+5%***
Arkansas	***62%***	***35%***	***73%***	***75%***	***77%***	***78%***	***+5%***

*School-level Gains on the **Literacy** Benchmark Exam, Covenant Keepers and Similar Schools, 2008-09 – 2011-12*

	% FRL	% Minority	2008-09 Literacy % P/A	2009-10 Literacy % P/A	2010-11 Literacy % P/A	2011-12 Literacy % P/A	Growth
Covenant Keepers	82%	98%	37%	48%	53%	65%	**+28%**
Comparison Schools	88%	91%	38%	47%	45%	55%	**+17%**
Little Rock SD	71%	83%	52%	53%	52%	54%	**+2%**
Pulaski Co. Avg.	64%	71%	55%	56%	56%	58%	**+3%**
Region	***58%***	***42%***	***66%***	***71%***	***73%***	***80%***	***+14%***
Arkansas	***62%***	***35%***	***68%***	***73%***	***75%***	***82%***	***+14%***

We are working aggressively to not only meet this goal going forward, but to exceed it in the future. Some of the components we have in place include:

- Morning and afternoon tutoring/remediation for high school students based on individual need and AIP requirements. Algebra and geometry are the focus of many of the tutoring groups.
- Utilization of ACTAAP and NWEA data to group students according to need.
- External providers, Academic School Turnaround, on site to provide input and guidance in math. The strategies they are implementing are designed to be easily maintained when they leave. We are already in negotiations to have them return in 2013/2014.
- Mandatory afternoon tutoring for middle school students in math and literacy. Groups are strategically developed based on needs.
- We require the use of additional resources such as Buckle Down Arkansas and released items from ADE to assist with Benchmark practice in math, reading, and writing.
- Club 13 is an after school program held twice weekly. Groups of 5-6 students are grouped with teachers in an informal setting to focus on skills they are struggling with.
- Saturday Academy is held twice a month for students who are struggling with math and literacy. Students engage with teachers in fun, hands-on activities in real-world settings. The exciting nature of this program makes this a fun way to help students grasp concepts they find difficult to understand in the classroom.
- To support quality instruction and cross-curricular teaching, we hold weekly faculty meetings in which we analyze data, collaborate in planning lessons, and collectively analyze student work.
- Every week we have "Super Math Tuesday" where every teacher focuses on a particular math skill and embeds it into his or her content area. The focus skills are dictated by NWEA data and the guidance of the grade-level math teachers.
- Saxon Math was adopted for middle school and high school during the 2012/2013 school year.
- Professional development is offered both on-site and off. Our administration team seeks out relevant programs to send teachers to. We also have frequent workshops on campus delivered by professionals from APSRC, area universities, ASTA, and other respected organizations. Teachers are encouraged to seek out and request professional development in their areas of interest.
- Teachers have access to iPads for student use with powerful, engaging apps created for math and literacy instruction and skills practice.

Include data to show that at least 30% of all returning 8th grade students completed a full credit Algebra I course, passed the EOC Algebra I exam, and gained high school credit for the course.

Response:

The data below shows each year we have had at least 30% of our 7th/8th graders enrolled in Algebra I or Geometry. With the exception of 2011/2012, each of those students received high school credit for those courses.

In 2011/2012, the group of students who were signed up to take Algebra I had not performed as well as others in previous years. We decided to have that Algebra I class taught through Distance Learning. Our experience was that the D-L system always provided us with master teachers, and we generally had good experiences with them. Unfortunately, our students did not perform well under those circumstances, and while most of them passed the EOC, several of them did not pass the course or receive the credit.

2012/2013

Total Number of 8th Graders: 39
Total Number of 8th Graders Taking Algebra I: 19
% of 8th Graders Taking Algebra I: 51%
% of 8th Graders Receiving High School Credit for Algebra I: to be determined pending spring test results

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2011/2012

Total Number of 8th Graders: 44
Total Number of 8th Graders Taking Algebra I: 14
% of 8th Graders Taking Algebra I: 32%
% of 8th Graders Receiving High School Credit for Algebra I: 16%

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2010/2011

Total Number of 8th Graders: 44
Total Number of 8th Graders Taking Algebra I/Geometry: 17
% of 8th Graders Taking Algebra I/Geometry: 32%
% of 8th Graders Receiving High School Credit for Algebra I (or Geometry) 32%

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2009/2010

Total Number of 8th Graders: 31
Total Number of 8th Graders Taking Algebra I/Geometry: 21
% of 8th Graders Taking Algebra I/Geometry: 68%
% of 8th Graders Receiving High School Credit for Algebra I (or Geometry) 65%

1. [redacted]	[redacted]	[redacted]	[redacted]	[redacted]
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[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

2008/2009

Total Number of 8th Graders: 19
Total Number of 8th Graders Taking Algebra I/Geometry: 12

% of 8th Graders Taking Algebra I/Geometry:	63%
% of 8th Graders Receiving High School Credit for Algebra I (or Geometry)	63%

1.

Please note: There is a discrepancy in the percentages noted above for 2008/2009 and 2009/2010 versus the percentages noted in our original application because while the original application included 7th and 8th graders taking Algebra I/Geometry, this charts reflects only 8th graders.

Confirm that all students participate in regular fitness activities, in either 90 minutes a week of physical education class or participation on an athletic team.

Response:

This goal has been met. See master schedule attachment 2.

We make physical activity a priority. All middle school students have a semester of health and a semester of Physical Education each year that is one of their 9 classes daily (45 minutes daily). Arkansas Health and PE frameworks are observed and met as students learn about mental and physical health topics and participate in physical activities that require whole-class participation.

All of our middle school students have a built in (30) minute physical activity break before tutoring daily where they all participate in organized physical activities. All high school students are given (20) minutes of physical activity time during their lunch period in which they participate in organized physical activities as well. All 9th grade students are in enrolled in Health and Physical Education classes that are a part of their 9-period day as well where they are taught the importance of physical activity and of living an overall healthy lifestyle.

We have approximately (30) students who participate in our middle and high school basketball teams where they practice for (90) minutes three times weekly and play their games once a week.

We have approximately (25) students-boys and girls who participate on our soccer teams where they practice twice weekly for (60) minutes and play their games once a week.

There are approximately (35) students-boys and girls who participate on our track and field teams where they train three times weekly for approx. (60) minutes and compete once a week.

Additionally, middle school and high school students participate in "Fuel up to Play 60". This program empowers students to create and implement activities that reward them for making healthy choices, and inspire change in their school. Students participate in challenges, track their own healthy eating and physical activity, work collaboratively with adults to implement and complete plays from the Playbook, and earn fun online rewards.

As you can see, we place great emphasis on ensuring that our students know and understand the importance of getting and maintaining the proper amounts of physical activity daily/weekly.

SECTION III, PART B: NEW PERFORMANCE GOALS

Applicants are requested to list new student academic achievement performance goals that the charter wishes to add during the renewal contract period and to document the ways in which the charter will measure its progress toward achieving each goal.

Evaluation Criteria:
A response that is fully responsive will include:

- Measureable student academic performance goals;
- The specific tool that will be used to measure academic performance for each goal;
- The level of performance that will demonstrate success; and
- The timeframe for achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Clarify Literacy #4 goal, it appears to contradict the required annual AMO's. **Provide the ESEA Flexibility AMO document from ADE.**	

Response:

Upon reflecting on New Performance Goal #4, we request an amendment to the verbiage of this goal to read:
"Establish and monitor Writing Portfolios for every student to support the meeting of school AMOs for Literacy at grades 6-8 and 11."

See ESEA Flexibility AMO document below.

2012 ESEA AMOs
COVENANT KEEPERS CHARTER

6044702
Literacy Performance

Group	Total Number Attempting Literacy, Year 2011	Percent Proficient in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	107	56.07	59.73	63.39	67.05	70.71	74.37	78.04
Targeted Achievement Gap Group	91	57.14	60.71	64.28	67.86	71.43	75.00	78.57
African American	65	50.77	54.87	58.98	63.08	67.18	71.28	75.39
Hispanic	41	63.41	66.46	69.51	72.56	75.61	78.66	81.71
Caucasian	1	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Economically Disadvantaged	89	57.30	60.86	64.42	67.98	71.53	75.09	78.65
English Learners	23	56.52	60.14	63.77	67.39	71.01	74.64	78.26
Students with Disabilities	7	0.00	8.33	16.67	25.00	33.33	41.67	50.00

2012 ESEA AMOs
COVENANT KEEPERS CHARTER

6044702
Literacy Growth

Group	Total Number with a Growth Trajectory in Lit, Year 2011	Percent Making Growth in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	102	63.73	66.75	69.78	72.80	75.82	78.84	81.87
Targeted Achievement Gap Group	86	65.12	68.03	70.93	73.84	76.75	79.65	82.56
African American	63	57.14	60.71	64.28	67.86	71.43	75.00	78.57
Hispanic	38	73.68	75.87	78.07	80.26	82.45	84.65	86.84
Caucasian	1	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Economically Disadvantaged	84	65.48	68.36	71.23	74.11	76.99	79.86	82.74
English Learners	23	69.57	72.11	74.64	77.18	79.71	82.25	84.79
Students with Disabilities	6	0.00	8.33	16.67	25.00	33.33	41.67	50.00

2012 ESEA AMOs
COVENANT KEEPERS CHARTER

6044702

Math Performance

Group	Total Number Attempting Math, Year 2011	Percent Proficient in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	122	31.97	37.64	43.31	48.98	54.65	60.32	65.99
Targeted Achievement Gap Group	102	32.35	37.99	43.63	49.26	54.90	60.54	66.18
African American	73	28.77	34.71	40.64	46.58	52.51	58.45	64.39
Hispanic	48	37.50	42.71	47.92	53.13	58.33	63.54	68.75
Caucasian	1	0.00	8.33	16.67	25.00	33.33	41.67	50.00
Economically Disadvantaged	100	33.00	38.58	44.17	49.75	55.33	60.92	66.50
English Learners	26	19.23	25.96	32.69	39.42	46.15	52.88	59.62
Students with Disabilities	7	0.00	8.33	16.67	25.00	33.33	41.67	50.00

2012 ESEA AMOs
COVENANT KEEPERS CHARTER

6044702
Math Growth

Group	Total Number with a Growth Trajectory in Math, Year 2011	Percent Making Growth in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	102	30.39	36.19	41.99	47.79	53.59	59.39	65.20
Targeted Achievement Gap Group	86	30.23	36.04	41.86	47.67	53.49	59.30	65.12
African American	63	28.57	34.52	40.48	46.43	52.38	58.33	64.29
Hispanic	38	34.21	39.69	45.18	50.66	56.14	61.62	67.11
Caucasian	1	0.00	8.33	16.67	25.00	33.33	41.67	50.00
Economically Disadvantaged	84	30.95	36.70	42.46	48.21	53.97	59.72	65.48
English Learners	23	21.74	28.26	34.78	41.31	47.83	54.35	60.87
Students with Disabilities	6	0.00	8.33	16.67	25.00	33.33	41.67	50.00

SECTION IV, PART A: NARRATIVE ON ACADEMIC PERFORMANCE TEST DATA

Applicants are requested to review the testing data summary furnished by the ADE and describe the ways in which the data support the charter's current academic goals.

Evaluation Criteria:
A response that is fully responsive will include:

- **Attachment 3 - 2008-2012 testing data summary** provided by ADE staff; and
- A narrative describing the ways in which the testing data support the charter's current academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Review the test data comparison, furnished by the ADE, and describe the ways in which the data support the charter's current academic goals (see the Test Data Comparison 2009-2012).	

Here we will attempt to restate the information initially supplied in Section IV, Part A when appropriate, while making correlations to our current performance goals.

While several of our current goals were written and approved with no data indicators tied to them, we do believe that these goals are all critical to the success we have seen. Although there may be no direct correlations that appear in the test data summary, we are confident that the process of meeting and/or working toward these goals have had a powerful, positive impact on educating the "whole student" and therefore surely have an indirect correlation to the growth in our students' test scores.

1. **Each student's entry level performance will be determined through NWEA and other criterion and norm reference test scores made available at the beginning of each year using a combination of standardized tests. At the beginning and end of each school year, each student's progress will be carefully measured and analyzed to determine accurate placement for the following school year.**

Initial response: This goal has been met. NWEA and ACTAAP scores are the primary means that we use to determine placement of students each year. Adjustments are made as scores show that a change in placement is warranted.

Correlation to test data: The test data is the instrument we use to meet this goal. NWEA RIT scores and ACTAAP School Profiles are disaggregated each summer to determine proper placement of individual students. In turn, proper placement of students supports subsequent goals related to performance. These periodic assessments are used to track and monitor student academic growth throughout the school year. Of course, the data is also used to make curricular decisions. The more frequently obtained NWEA data is used to make adjustments and drive instructional decisions throughout the year.

2. Student academic growth will be accelerated, as measured by the SAT-10, Arkansas Benchmark, and/or the NWEA.

Initial response: This goal has been met, and the data that supports it includes:

- The 2012 Arkansas District ESEA Accountability Report shows us as an **"Achieving District in Literacy"** in our 6-12 school. Over the past four years we have gained 29.3% growth in literacy.
- Our 2012 growth in literacy for the TAGG population was met 68.89, and 2012 growth standards were projected at 68.03. We made growth (0.86).
- The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 60.38. Our performance standard was 60.71.We missed our standard growth by (.33).
- 2012 Arkansas District ESEA Accountability Report shows us as an **"Achieving District in Math"** in our 6-12 school.
- The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 33.33.
- Our performance standard was 35.26.We missed our standard growth by (1.93).

In regard to our "Needs Improvement Priority School District (6-8)" status, we **Met Year 1 Exit Criteria** this school year.

- The ESEA report shows the expected percentage tested in literacy and math met standards.
- The 2012 performance in literacy for our TAGG (Targeted Achievement Gap Group) was 63.64. We met standard performance (2.93).
- The TAGG population growth standard in literacy was 68.89 and growth standards were met (0.86).
- The TAGG performance growth in math was 37.84 and the performance standard was 37.99, which was not met by 0.15. The TAGG growth standard in math was 37.78.
- We met growth standard in math 37.78. The growth standard was 36.04. The growth standard shows (1.74).

Correlation to test data: The testing data supports the level of growth indicated above.

3. At least 30% of all returning 8th grade student will complete a full credit Algebra I course and will be eligible to gain high school credit.

Correlation to test data: The Testing Data Summary provided by the State does not indicate the *percentage* of 8th graders who are taking Algebra I and receiving credit for the course as it only shows the number tested and their proficiency levels. It shows neither the number of 8th graders enrolled nor the number of students who passed the EOC and the course. Therefore, this document cannot show a correlation to the goal above.

However, this information is clearly detailed as part of Section III, A above, and we have repeated it here for your convenience. The information shared here is directly correlated to the goal stated above.

The data below shows that each year we have had at least 30% of our 7th/8th graders enrolled in Algebra I or Geometry. With the exception of 2011/2012, each of those students received high school credit for those classes.

In 2011/2012, the group of students who were signed up to take Algebra I had not performed as well as others in previous years. We decided to have that Algebra I class taught through Distance Learning. Our experience was that the D-L system always provided us with master teachers, and we generally had good experiences with them. Unfortunately, our students did not perform well under those circumstances, and while most of them passed the EOC, several of them did not pass the course or receive the credit.

2012/2013

Total Number of 8th Graders:	39
Total Number of 8th Graders Taking Algebra I:	19
% of 8th Graders Taking Algebra I:	51%
% of 8th Graders Receiving High School Credit for Algebra I:	to be determined pending spring test results

Student	EOC Pass/Did Not Pass	Class Grade 1st Semester	Class Grade 2nd Semester	High School Algebra I Credit Received?
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

2011/2012

Total Number of 8th Graders: 44
Total Number of 8th Graders Taking Algebra I: 14
% of 8th Graders Taking Algebra I: 32%
% of 8th Graders Receiving High School Credit for Algebra I: 16%

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

2010/2011

Total Number of 8th Graders: 44
Total Number of 8th Graders Taking Algebra I/Geometry: 17
% of 8th Graders Taking Algebra I/Geometry: 32%
% of 8th Graders Receiving High School Credit for Algebra I (or Geometry) 32%

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

34. P R	n/a--Geometry	88	98	yes

2009/2010

Total Number of 8th Graders: 31
Total Number of 8th Graders Taking Algebra I/Geometry: 21
% of 8th Graders Taking Algebra I/Geometry: 68%
% of 8th Graders Receiving High School Credit for Algebra I (or Geometry) 68%

2008/2009

Total Number of 8th Graders: 19
Total Number of 8th Graders Taking Algebra I/Geometry: 12
% of 8th Graders Taking Algebra I/Geometry: 63%
% of 8th Graders Receiving High School Credit for Algebra I (or Geometry) 63%

Please note: There is a discrepancy in the percentages noted above for 2008/2009 and 2009/2010 versus the percentages noted in our original application because while the original application included 7th and 8th graders taking Algebra I/Geometry, this charts reflects only 8th graders.

4. At least 30% of all returning 8th grade students will complete a full credit foreign language course and will be eligible to gain high school credit.

There is no data regarding the completion of a credit for foreign language courses by 8th graders due to the fact that during our first year of operation, we were unable to receive permission from standards to give credit to our 8th grade Spanish students due to issues with the credentials of the teacher. Distance Learning was not an option for this particular course as seats were not available. Due to the inability to find certified and qualified staff members this goal has not been addressed.

5. Teachers will identify moral themes and threads that run through curriculum topics and works of literature and will weave this element of character education into the existing curriculum.

This intervention supports our goal of providing character education within the current curricular design of classroom lessons. Our staff have incorporated a weekly character education word into our weekly lesson plans and related the character education content into whatever subject matter was being taught by having mini character education lessons, games, and/or demonstrations concerning the designated word of the week.

The Literacy Specialist and Principal are held accountable for tracking the character education themes with the use of classroom observation and the monthly analysis of the inclusion of the character education topics within lesson plans and classroom activities. Data analysis of the lesson plans are reviewed quarterly and if there were any problems identified with the planning and implementation of the character education theme, it would be discussed with the leadership team.

This goal has been met.

6. All students will participate in at least one community service project each semester.

Within the scope of our community partnerships and services, all students participate in some capacity at least once per semester. The service is documented by the students and placed in a portfolio which is cumulative. This data will be utilized by our seniors as they apply for college admissions. We plan, in the future, to recognize community service with a special certificate for graduating seniors based on a documented minimum set of community service hours.

We currently have a committee working on defining that proposal which will be shared with our parents and students next year. Covenant has developed partnerships with several organizations in our area to provide our students an opportunity to serve the community in which they reside.

This goal has been met

SECTION IV, PART B: ADDITIONAL ASSESSMENTS (IF APPLICABLE)

Applicants are requested to provide other data used by the charter to measure academic performance and to describe the ways in which the data supports the charter's current academic goals.

Evaluation Criteria:
A response that is fully responsive will include the following:

- **Attachment 3-A** which includes the specific data, other than data on file at the ADE, used by the charter to measure student academic performance during the current contractual period **or a statement that no additional data were used**; and
- A narrative description of the ways in which the data support the charter's academic goals that were approved by the State Board.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION V: FINANCE

Applicants are requested to list and discuss corrective actions for any findings in the financial audit reports prepared during the current contractual period.

Evaluation Criteria:
A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION VI, PARTS A AND B: WAIVERS

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

Evaluation Criteria:
A response that is fully responsive will include:

- **Attachment 4** which is a list of current waivers approved for the charter by the State Board and provided by ADE staff;
- A list of each new waiver requested with a rationale for each or **a statement saying that no new waivers are requested**; and
- An itemized list of each current waiver the charter would like to have rescinded with a rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers**.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference
Legal Comments **These comments are supplemental to prior legal comments given for past renewals or approvals.** **1. Waivers Not Requested:** **a. The Charter School currently holds a waiver of the Teacher Fair Dismissal Act. In order to effectuate this waiver, it is recommended that the Charter School Request a waiver of Ark. Code Ann. § 6-17-1701 et seq.** **b. The Charter School currently holds a waiver for gifted and talented education. In order to effectuate this waiver, it is recommended that the Charter School request a waiver of the ADE Rules Governing Gifted and Talented Program Approval Standards.** **c. The Charter School currently holds a waiver for library media services. In order to effectuate this waiver, it is recommended that the Charter School request a waiver of Ark. Code Ann. §§ 6-25-103, 104.** **d. The Charter School currently holds a waiver for guidance counseling and school nurses. In order to effectuate these waivers, it is recommended that the Charter School request waivers of Ark. Code Ann. §§ 6-18-706, 6-18-1001 et seq., and the ADE Rules Governing Public School Student Services.**	

Response to Legal Comments – "1. Waivers Not Requested"

1. Waivers Not Requested:

   a. In clarification of the waiver Covenant Keepers holds of the Teacher Fair Dismissal Act (Ark. Code Ann.§ 6-17-1501 et seq.), and to fully effectuate the waiver, Covenant Keepers requests a waiver of the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq.

   b. In clarification of the waiver Covenant Keepers holds for Gifted and Talented Education, and to fully effectuate the waiver, Covenant Keepers requests a waiver of the ADE Rules Governing Gifted and Talented Program Approval Standards.

   c. In clarification of the waiver Covenant Keepers holds concerning Library Media Services, and to fully effectuate the waiver, Covenant Keepers requests a waiver of Ark. Code Ann. § 6-25-103, 104.

   d. In clarification of the waiver Covenant Keepers holds concerning Guidance Counseling and School Nurses, and to fully effectuate the waiver, Covenant Keepers requests waivers of Ark. Code Ann. § 6-18-706, 6-18-1001 et seq., and the ADE Rules Governing Public School Student Services.

SECTION VII: REQUESTED AMENDMENTS

Applicants are requested to identify amendment requests.

Evaluation Criteria:
A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested**; and
- A rationale for each amendment requested.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

Attachment 1

School Board Resolution

DATE: December 11, 2012

FROM: City of Fire Community Development, Inc.

2013 – Charter School Renewal Resolution

I. Covenant Keepers College Preparatory Charter School Renewal 2013

Resolution 2012/7-0 in approval to renew the charter school for seven (7) years.

II. Board Action

Dr. Tatum presented the board with a plan to renew the charter school for seven years that discussed performance goals, successes, location change and other waivers. Dr. Tatum stated she would keep the board abreast of any future fiscal impacts, but to approve the renewal at the time would not cause any fiscal impact.

III. Recommended Motion

Diane Jackson, President of City of Fire Community Development, Inc. motion for the charter school to be renewed for seven years and Jewel Turner second the motion and it was approved with no opposing members. The board also voted and approved the movement of charter school to another location to make it more economical for the school and expansion.

IV. Background Information

The charter school is current located at 8300 Geyer Springs Road, Little Rock, Arkansas in the 72209 zip code. The school has been located in the SWLR area for 4.5 years and the student population is changing each year.

V. Resolution

This resolution has been approved and signed by the Sponsoring Entity President Diane Jackson and Board Chair Approval Tyron Tatum along with other members: Gregory Jackson, Carla Lee, Mary Buckley, Paris Tatum, and Noland Buckley, Jewel Turner

VI. Timeline

Resolution will be given to the local school board President Cynthia Townsend to communicate with other local board members.

Diane Jackson

Carla Lee

Noland Buckley

Tyron

Gregory Jackson

Jewel Turner

Mary Buckley

Attachment 2—NOTE PE CLASSES HIGHLIGHTED

High School	1ST period 7:15-7:55	2nd period 8:00-8:45	3rd period 8:50-9:35	4th period 9:40-10:25	5th period 10:30-11:15	6th period 11:20-12:05	HS Lunch/Break 12:05-12:45	7th period 12:50-1:35	8th period 1:40-2:25	9th period 2:30-3:15	Tutoring/Rem 3:15-4:00	Planning 4:15-5:00
Middle School	**1st period 7:15-8:05**	**2nd period 8:10-8:55**	**3rd period 9:00-9:45**	**4th period 9:50-10:35**	**MS Lunch 10:35-11:20**	**5th period 11:25-12:10**	**6th period 12:15-1:00**	**7th period 1:05-1:50**	**8th period 1:55-2:40**	**MS Break 2:40-3:00**	**9th period 3:00-4:00**	**Planning 4:15-5:00**
Bryant 6 Eng/Math	Eng 6B	Eng 6B	Math 6B	Math 6B	Break	Eng 6A	Eng 6A	Math 6A	Math 6A	Duty	Tutor	Planning
Whipps 8 Eng					Lunch Duty	Eng 8B	Eng 8B	Eng 8A	Eng 8A			
Clancy 7 Eng	Eng 7A	Eng 7A	Eng 7B	Eng 7B								
V. Tatum 7 Math	Math 7B	Math 7B	Math 7A	Math 7A	Lunch 6A S. Tatum							
Liddell 6-8 Science	Parent Involvement	Science 6A	Science 8B	Science 8A	Lunch 7A	Science 7A	Science 7B	Science 6B	Break	Duty	Tutor	Planning
Riley 6-8 Soc Stud	SS 6A	Planning	SS 8A	SS 8B	Lunch 7B	AR Hist 7B	AR Hist 7A	Break	SS 6B	Duty	Tutor	Planning
Bunting 6-8 PE/Health	PE 8B	PE 8A	PE 6A	Break	Lunch 6B	PE 6B	HS Lunch duty	PE 7A	PE 7B	Duty	Tutor	Planning
Jones Music/Art	Tools Lrng 8A	Voc Mus HS	Instr Music HS	Art 6A	Break	Voc Mus HS	Art 6B	Vocal Music HS	Tools Lrng 7A	Vocal Music	Tutor	Planning
Harrell Comp	Remed HS	Kybrd 8B	Planning	Digital Comm	Digital Comm	CBA 1 HS	Break	Intro Comp 7B	Multimedia HS	CBA 2 HS	Kybrd 8A	Planning
Munguia Span	Rem	Spanish 2	ESL	Spanish 1	Span 1 Span Speakers	Spanish 1	Lunch w/class from Johnson	Break	ESL	Spanish 2	ESL MS	Planning
Harrison HS Eng	Remed	Eng 12	Eng 11B	Eng 10B	Commun Serv Lrng	Break	Lunch with Eng 9	Eng 9	Eng 10 9A	Eng 9 PAP	Tutor	Planning
Warren HS Math, 8 Math	Remed	Alg 2	Geometry PAP	Break	PreCal/Trig w/Ms. Yi	Alg 1 8A	Alg 1 8A	Math 8B	Math 8B	Alg 1	Tutor	Planning
Ms. Yi (Liu) HS Math					PreCal/Trig	Remed	Remed	Geometry	Alg 1	Tutoring		
Ms. Porchia HS SS			W. History		Us History			Econ PAP	Econ			
Johnson HS Sci	Remed	Phy Sci PAP	Phy Science	Chem	Biology	Biology PAP	Break	Physics 11A	AP Chem 11A	Envir Science	Remed	Planning
Robison HS SS	Remed	World Geo	Comm Svc Learning	World Geo		World Geo	Lunch Duty			Break	Remed	Planning
Coach PE; Oral Com	Remed	Oral Comm	Comm Svc Learning	HS PE	Oral Comm	HS PE	Lunch Duty		CommSvc Learning		Remed	Planning
Hill Dist. Lrng		Intro Law 11A	AP Lang & Comp 11A	PAP Eng 10	AP Calculus			AP W.History 10A	AVHS	AP US Hist 11A		

2012-2013 Renewal Cycle

Revised Application Received on March 13, 2013

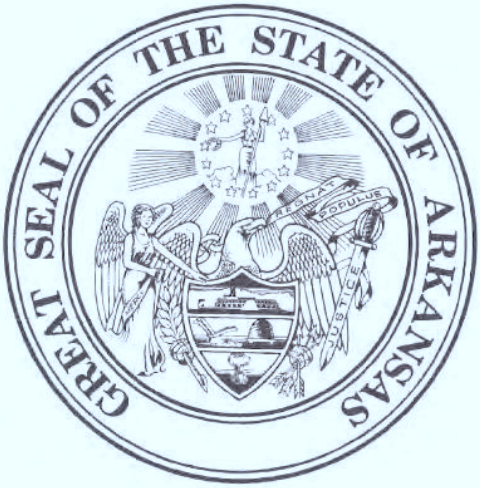
Covenant Keepers College Preparatory Charter School
Little Rock, Arkansas

Revised Application Received on March 13, 2013

ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School
Renewal Application

Deadline for Submission: January 18, 2013



Charter School: Covenant Keepers CP Charter School

Date Submitted: Friday, January 18, 2013

Date Approved: _____

Arkansas Department of Education

Charter School Office

Four Capitol Mall, Room 304-B
Little Rock, AR 72201
501.683.5313

Documentation that our Governing Board has voted to approve this application for renewal:

I. CALL TO ORDER

II. WELCOME AND INSTRUCTIONS

III. COMMITTEE LEADER'S COMMENTS

IV. AGENDA ITEMS- SUB ITEMS

- 2013 Vision of 501C3 CF Community Development Inc.
- Charter School Renewal in Spring 2013
- Directors Report (Valerie Tatum)

V. ATTENDEES REMARKS

VI. APPROVAL OF PAST MINUTES

VII. EXCUTIVE DIRECTOR'S REPORT

VIII. VOTING/ REPORTS

IX. MEETING POLICIES

X. OTHER BUSINESS

XI. BOARD ADJOURMENT

XII. CONVENE TO CLOSED SESSION

Tyron Tatum 12-11-12

Board Chair Approval

Signature, date

Diane Jackson

Board Sub-Chair Approval

Signature, date

Mr. Tyron Tatum call the meeting to order about 5:32 p.m. December 11, 2012. He welcomed everyone as well as the other attendees in the board room.

Mr. Tatum, Mr. Buckley and Mr. Jackson were able to attend meetings at the Willie Hinton Center on 12th & Pine. Mr. Tatum stated the classes were very enlightening will also assist with the Credit Union and other business developments he has for SWLR Community.

Mr. Buckley was able to attend the Arkansas School Board Association in December 5-7, 2012. He stated the training was quite informative and other board members should be prepared to attend next year. He attended several meetings on finances and the charter schools ESEA Accountability Reports.

Mr. Jackson is volunteering with other neighborhood alert centers and volunteering in local middle and high schools in the SWLR area. He plans to attend the SWUPS meeting on the 2nd Mondays of each Monday to visit with city directors who attend for the SWLR zone areas.

Dr. Tatum was present to speak about the Charter School Five Year Renewal that's coming up in the Spring 2013. In her director's report, she was pleased with the progress of the school and the direction it has been taking over the past two years.

The outsourcing companies will fully be eliminated at the end of the school term, because APSCR has been a tremendous help in working through many of the school's financial issues. Mrs. Hill as the bookkeeper has eliminated a lot of waiting time and excuses for "I don't know". She has really taken Covenant Keepers to another level and her professionalism is astounding for the organization. APSRC gives her many accolades for her work this year.

Dr. Tatum mentioned she is asking for a seven year renewal. The school will remain a "College Prep" school, but will ask to work with students from other alternative learning environments. The face of the school has changed over the past five years 97% African American to now approximately almost 50% Hispanics with 27% Limited English Proficient (LEP).

The school is getting more students from Juvenile, DYS, other alternative settings, which makes it difficult to educate because students are so far behind academically. The APEX Credit Recovery will allow students to work at their individual pace, as well as get caught up on credits as needed. It will also provide another alternative setting for students who don't performance well in a Least Restrictive Environment.

Dr. Tatum mentioned several letters of support from community leaders in SWLR and looking for more to come. We are also planning to move next school year as the school has outgrown the building. The cafeteria and board room are used daily to accommodate enrollment.

The school is working with APSRC on finalizing the Charter School Application and Testing data is being examined and the scores for literacy are going very well for our students and the local conversion charter school in our area. We need to continue looking for math teachers that will remain on board to assist with mathematics and it success. The math is still improving at a slower pace.

Dr. Tatum will be presenting the charter application to board in January with the ADE approved State-Mandated Assessment from 2009-2012.

Dr. Tatum will forward the final copy of the application to all board members to have in possessions and invited them to show up on March 11, 2013 for the State Board Hearing.

Mr. Buckley mentioned Dr. Tatum will be providing the SBE with a financial report due to funding adjustments and expects the school will be fine. They have been talking with APSRC about adjustments since October 2012 to come up with a plan.

All administrators teach at least ½ time each day to support learning in the areas of English, Social Studies and Mathematics.

Mr. Buckley noted that the school hasn't been receiving any NSLA, Title I, or Title 2A funds. The school has been managing on state foundation. Dr. Tatum has called along with Dr. Davis and funds/revenue should be available January 2013.

According to Dr. Davis, it usually doesn't take this long, but don't really know what happen this year.

Mr. Buckley said he would keep the board abreast of the finances and the report remarks from the SBE in January.

Motion set for approval for the charter school renewal by Diane Jackson, President and second by Jewel Turner. No one opposed.

Motion set for seven year approval of the charter school renewal by Mary Buckley and second by Greg Jackson with no one opposing.

No other business discussed

Next meeting set for January 22nd at 5:30 p.m.

Meeting adjournment 6:57 p.m.

Board Chair Approval

Board Sub-Chair Approval

City of Fire Community Development, Inc.

December 11, 2012

Sign In Sheet

1. Mrs Deane JACKSON
2. Mr. GREGORY Jackson
3. Carla Lee
4. Mrs. Mary Buckley
5. Jewell Turner
6. Paris Tal
7. Roland Buckley

Covenant Keepers Charter School January 17, 2013

The meeting was called to order at 5:35 p.m.

Board members present were Mr. Noland Buckley, Mrs. Barbara Dalu, and Mr. James Jones

Members absent were Ms. Cynthia Townsend

Mrs. Dalu moved to make a motion that the minutes from December be approved as read. All members were in favor of the vote.

Old Business

The local Charter School Board has discussed the Charter Renewal for 7 years to be submitted to the State Board.

Mr. Buckley moved to make a motion to approve the Covenant Keepers Charter School renewal packet to be submitted requesting a renewal for a 7 years. Mrs. Dalu seconded the motion, and all members voted unanimously in favor of the renewal submission.

Dr. Tatum

- June Haney was here on Jan. 11th to review the Scholastic Audit with the administration team.
- State Board meeting was on Jan. 14th. The salary cuts and declining enrollment were discussed.
- Club 13 started on Monday, January 14th with about 30 students. They are really excited about the afterschool learning time.
- Covenant Keepers made the paper for year one testing exit requirements.
- Mr. Warren has returned as our High School math teacher. Board previously approved.
- Long term Spanish Substitute will be starting on next Monday. She holds a degree in Spanish and English.
- Renewal will be submitted on Jan. 18th to ADE.
- Information was approved to transition to Dreamland for the next school year.
- We did receive the ACT scores back. Two seniors did receive a score of 18-19. Two of the seniors received conditional approval for college. One of the Juniors received a 22. Some of the ESL students will be taking the ACT on February 9th, 2013.
- Seniors are planning a prom, trip, and graduation. They have decided against going to the Inauguration.

Ms. Porchia

- Met with ADE regarding School Improvement. Meeting went very well. Planning to meet year two exit criteria for next year.

Mr. Hamilton

- Dr. Tatum did go back and meet with Thomas and Thomas. One of the findings was removed from the report. The report should only include two findings.
- Mr. Buckley asked about things being put in place for findings to be removed from for the next year. The auditors have acknowledged that the school has put things in place for these items to be removed next year.

- Total revenue for December was $140,289.84. Additional funds will begin to come in January. The funds from 2281, 1281 and 6501 will begin to clear out the negatives.
- There were about $150,000 in expenditures. Which resulted in an approximate $10,000 decrease.

Additional Discussion

Superintendent evaluation is ready to be reviewed.

Renewal actually takes place in March. A Charter Review Committee will meet with the administration team sometime in February.

The next meeting is scheduled for February 28th at 5:30 p.m.

With there being no further business the meeting was adjourned at 6:09.

Respectfully Submitted By:_____ Date:_____

Contact Information Form – ATTACHMENT 1

Sponsoring Entity:	**City of Fire Community Development, Inc.** **10504 Interstate I-30** **Little Rock, Arkansas 72209**
Name of Charter School:	**Covenant Keepers College Preparatory Charter School** **8300 Geyer Springs Road** **Little Rock, Arkansas 72209**
School LEA #	**6044700**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Valerie Lashell Tatum, Superintendent** **PO Box 13762 Maumelle, Arkansas 72113** **501.682.7550** **501.682.7577** **valerie.tatum@arkansas.gov**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Cynthia Townsend, President** **6004 Baseline Road** **501.562.3586** **501.562.2758** **CYNTHIA.R.TOWNSEND@usbank.com**

Board Chairman's Signature Cynthia R. Townsend

Date 01. 15. 13 **Requested Number of Years for Renewal (1-20)** _____7 years___

Renewal Application Approval Date by the School/Entity Board(s) December 13, 2012 (School) December 11, 2012 (Entity)

Relationship Disclosure Form – ATTACHMENT 2

Charter School Board Member's Name and Contact Information	Related to Employee(s)? ("No" or describe.)	Employee Job Title
Cynthia Townsend	No relationship to any school employees	Board President
Noland Buckley	No relationship to any school employees	Vice President
Barbara Dalu	No relationship to any school employees	Treasurer
James Jones	No relationship to any school employees	Secretary
Guillermo Hernandez	No relationship to any school employees	Resigned

Section I – General Description of the Charter School's Progress

2013 Charter Application Addendum

After reflecting upon our Charter Renewal Council meeting and clearly understanding the issues focused around our high school, we are requesting that an addendum to our charter be granted.

In looking at the middle school since the inception of Covenant Keepers, we have noted favorable trends in all areas including enrollment, teacher retention, fiscal operations, and overall success. To date, we have not been as successful in regard to teacher retention or achievement in our high school. Because we realize that our strength lies in reaching and advancing our middle school students, we wish to shift our focus exclusively to the middle school and remove the high school (grades 9-12) from our charter at this time. We are confident that with an exclusive focus on our middle school students, our program will quickly grow to become a model for teaching and learning excellence in central Arkansas.

The data for our middle school literacy program has been moving robustly in the right direction as measured by ADE state mandated assessments. We attribute that to our middle school teacher retention and the hard work these dedicated professionals provide for students daily. We also attribute that same success to our Literacy Initiative that was designed to support the specific needs of our students.

We have come to realize that we know the needs of our students better than any textbook or packaged curriculum. Therefore, this year we have created a math curriculum incorporating tools that allow us to pinpoint our students' weaknesses in mathematics and attend to the associated strands through a strategically developed pacing guide. Through our data analysis, we discovered that "measurement" is our students' weakest strand, so that became the first area we attacked. Other areas of concern brought to light by looking carefully at our classroom-level assessments and corresponding data charts were "data analysis and probability" and "algebra". We are seeing tremendous progress with this methodical approach to determining and addressing our students' specific needs.

In regard to recruiting quality teachers, we are currently in a great position as we anticipate all but one of our middle school teachers will be returning next year. We have been working for five years to develop our "dream team" faculty, and we feel like we are finally there. We are fortunate in that the middle school faculty we currently have is not afraid of the hard work or the long hours. They have all shown a genuine commitment to our students and, of course, exceptional content knowledge and pedagogical skills. We anticipate that each of our middle school teachers will be offered a contract renewal next year, and save for one teacher, we are encouraged by conversations with each that indicate their eagerness to return. After years of refining, the dream team we envisioned is finally coming to fruition!

We have been successful in recruiting a Master's level mathematics teacher from the Philadelphia area. His remarkable content knowledge and his grasp of how to effectively motivate and manage our students make him a great fit for CK. We are also fortunate to have remarkably talented individuals supporting our students' literacy development—both within the English classroom and across the curriculum. We are looking forward to our ***best year ever*** as we survey our current teacher pool and define the characteristics we desire in our new teacher candidates.

Next year we are looking to employ 13 teachers in the middle school—nine of these being returning teachers, one being a replacement for a resigning teacher, and three being newly created positions and therefore new hires.

Introduction

Covenant Keepers' progress and successes are noteworthy. We have been serving this area for approximately 4.75 years. We have built a great support system for our school through the Southwest Coalition, Southwest Ups Neighborhood Associations, and our local Hispanic businesses that recognize the need for our school in the SWLR area. Since we've chosen to remain in the 72209 ZIP code we have found our biggest joys to be our parent support and our solid reputation spreading by "word-of-mouth" through different neighborhoods, organizations, churches and alert centers. Upon each new enrollment and our asking the parent how they heard about us, we are delighted to hear that someone in the community (or another CK parent) has made a recommendation regarding our support to help students in the area.

Our unique brand of educating students is designed to meet the needs of students who come to us after years of struggling in traditional school settings and languishing in the achievement gap. While our success is not always measurable by standard means, it is evidenced daily in the lives of our children as they demonstrate growth socially, emotionally, and academically. Our Covenant with the students, parents, families, and community here in southwest Little Rock is to offer an opportunity for students who have been underserved to rise above their circumstances, gain a fresh start to their academic careers, and realize their potential. Our goal is to shatter the commonly held low expectations of students in southwest Little Rock.

An examination of the success of our school and the achievement of our students must begin with a look at who our students are and how our school has evolved through its initial charter period. We are proud of the growth of our students academically and especially socially and emotionally, but we do acknowledge that our school is still in its infancy and much work remains to be done. We, as a community of educators and young scholars, have developed a momentum toward academic achievement and personal growth that most of our students have never experienced. We strive to continue building upon our successes and accelerating that momentum as we change the trajectory of these students' lives and maintain the Covenant we have made with the families in the 72209 ZIP code.

We have been recognized among the 35 school districts, and 6 charter school systems, as an "**achieving**" district in **literacy and math**. According to the 2012 ESEA School Accountability Report, the 2012 performance goals of our TAGG group for literacy exceeded the 2012 AMO as the goal was 60.71, and our performance was 63.64 surpassing growth by 2.93. The 2012 performance goals of our TAGG group for math missed the AMO goal by only .15. The AMO was 37.99, and the performance was 37.84. *See attachment 5*

We are now requesting an addendum to return to serving grades 6-8 solely. The impact we have on students at the critical middle school years is significant—as evidenced by the Office of Education Policy reports below. We wish to continue developing our program and creating a model for educational success.

As we move through the renewal process, we find ourselves reflecting on the things we have done exceedingly well and also the mistakes we have made and learned from. In a school where we do not wait for poverty and indifference to disappear; where we do not count the children as inadequate while they work toward the proficiency levels of their counterparts in other areas of town; where the ever-present sense of urgency intensifies every decision we make; and, at a school where we do not make excuses for our kids, our team works tirelessly to transform the paths of our students and give them the tools they need to pull themselves up and excel. We hope that this renewal application will provide the ADE and the State Board of Education with a snapshot of our progress and offer a comprehensive, evidence-based case for the school's achievement and an overview of the plans we have to further advance our students academically

We assert that the elements contained in this renewal application demonstrate that Covenant Keepers is:

- exhibiting significant growth;
- likely to meet and exceed accountability goals as evidenced by our status as an Achieving District
- fiscally sound; and
- developing an exceptional program in terms of ADE standards, school culture, and parent satisfaction.

Our Background

Covenant Keepers College Preparatory Charter School opened in Little Rock during the 2008-09 school year serving grades 6-8. The school added one grade per year, and with the 2012-13 school year, Covenant Keepers serves grades 6-12. Enrollment numbers by school from Covenant Keeper's inaugural year through the 2011-12 academic year are presented in Table 1 below. Middle school enrollment figures are presented in Table 2, and high school enrollment figures are presented in Table 3.

Table 1: Enrollment by School 2008-09 to 2012-13, Covenant Keepers Charter School

	2008-09	2009-10	2010-11	2011-12	2012-13
Middle School	121	172	128	154	124
High School	0	21	36	84	99
Total Enrollment	121	193	164	238	223

Table 2: Enrollment by Grade 2008-09 to 2012-13, Covenant Keepers Charter Middle School

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
6	64	59	37	57	30
7	35	63	39	42	50
8	22	50	52	55	44
Enrollment	121	172	128	154	124

Table 3: Enrollment by Grade 2009-10 to 2012-13, Covenant Keepers Charter High School

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
9	0	21	22	41	39
10	0	0	14	30	31
11	0	0	0	13	21
12	0	0	0	0	8
Enrollment	0	21	36	84	99

Covenant Keepers' student body is composed of almost entirely minority students; however, throughout the years, demographics of the school have slightly shifted. Notably, the percentage of Hispanic students has increased. In its first year, the student body was comprised of 12% Hispanic students, but by the 2012-13 school year, 34% of the student body was Hispanic students. The number of students eligible for Free and Reduced Lunch (FRL) has remained relatively steady and above the state average each year. Table 4 below highlights Covenant Keepers' student body throughout the school's existence.

Table 4: Enrollment by Race and Free and Reduced Lunch Counts, 2008-2013

	Enrollment	% Black	% Hispanic	% White	% FRL
2008-09	121	79%	12%	2%	79%
2009-10	193	84%	13%	1%	86%
2010-11	164	70%	29%	1%	84%
2011-12	238	68%	30%	1%	80%
2012-13	223	65%	34%	1%	81%
Average		73%	24%	1%	82%

Table 5 provides a quick glimpse of students in Covenant Keepers compared to Little Rock, North Little Rock, and Pulaski County School Districts and the state.

Table 5: Race and Free and Reduced Lunch Counts, 2011-12 school year

	% FRL	% Minority
Covenant Keepers	80%	99%
Little Rock SD	71%	80%
Pulaski Co. 3-District	64%	68%
State	60%	35%

In Tables 6-8 below, Covenant Keepers' student performance in grades 6-8 on the Literacy and Math Benchmark Exam and on the Algebra End-of-Course Exam is compared to the performance of students in the Little Rock, North Little Rock, and Pulaski County School Districts. Data from the 2011-12 school year is used here, as the most recent test score data is from 2011-12 school year. Covenant Keepers has more minority students than the surrounding districts and the state's average; and Covenant Keepers has a larger percentage of socio-economic disadvantaged students than the surrounding districts and the state.

Snapshot of Academic Performance

Table 6: Grades 6 - 8 Literacy Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	37%	48%	53%	65%	+28%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. 3-District	64%	68%	55%	56%	56%	58%	+3%
State	60%	35%	68%	73%	75%	82%	+14%

Table 7: Grades 6 - 8 Math Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	38%	32%	31%	39%	+1%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. Avg.	64%	68%	55%	56%	56%	58%	+3%
State	60%	35%	73%	75%	77%	78%	+5%

Table 8: Algebra End-of-Course Exam Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	18%	46%	32%	23%	+5%
Little Rock SD	71%	80%	51%	56%	61%	66%	+15%
Pulaski Co. 3-District	64%	68%	53%	62%	63%	68%	+15%
State	60%	35%	71%	76%	78%	81%	+10%

Moving Forward as a Middle School 2013-2014

Our Curriculum 2013-2014

Each summer we request a meeting with the ADE Standards Assurance Unit to ensure that we are following guidelines and that we have all courses in place as required. We have worked diligently to build the foundation for the Common Core State Standards and have fully implemented these in our middle school grades 6-8. Again, we have fine tuned our Literacy Initiative over the years and have recently developed our Math Initiative. These will continue to develop as we grow.

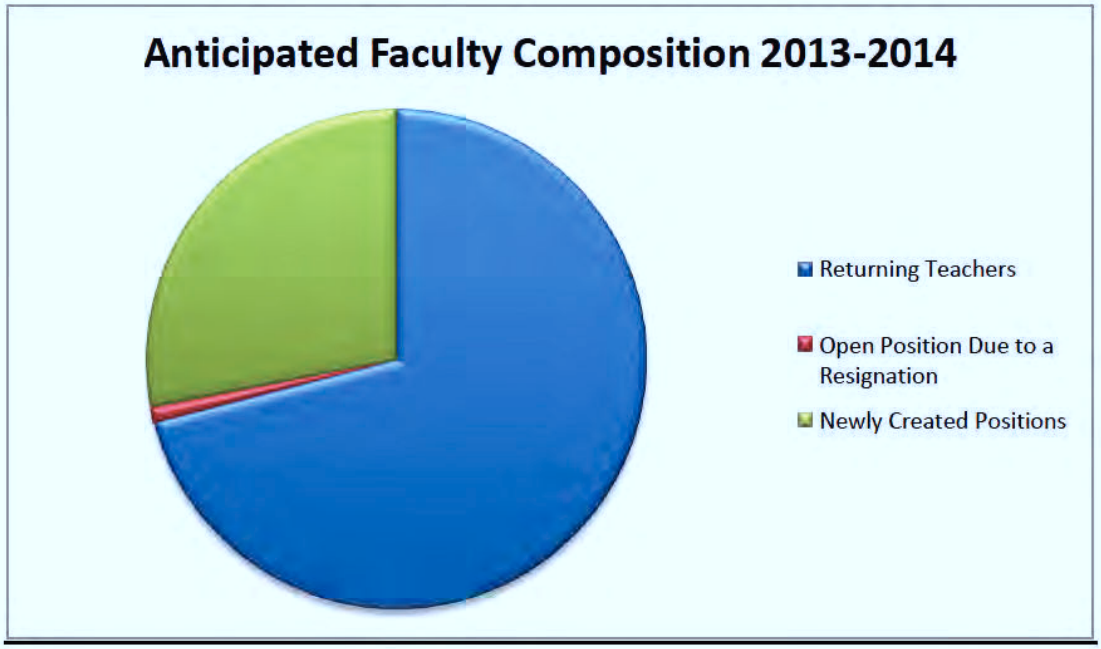
We are proud of the overall growth in math scores, but ***moving forward*** into next year with our middle school grades, we hope to see gains in mathematics similar to literacy gains. We have begun to create a mathematics initiative that will mirror the impact of our literacy initiative. The math initiative program is currently being developed with the help of our external provider "Academic School Turnaround" and will be fully implemented through our summer 2013-2014 "Boot Camp" institute for teachers to utilize in our middle school (6-8).

This newly developing Math Initiative, "C.O.O.L", supports developing pacing guides that target weaknesses according to benchmark data and teaching through strands within unit studies and testing those weekly to determine growth. This initiative allows us to track student weaknesses to strategically plan tutoring groups and after school tutoring. Each year we will continue to track students through target growth measures to ensure that all of our students are being challenged to gain knowledge of the material needed to exceed or to provide small group instruction to students who need more focused learning.

We believe that our math scores are not as strong as our literacy scores because of the inconsistency in retaining an HQT math teacher, and therefore an inability to fully develop an effective program. Again, we have been fortunate to recruit a teacher from Philadelphia to teach math this year and will definitely keep him on board to impact student achievement at the middle school level.

In ***moving forward***, double-blocking, mandatory tutoring at the end of the each day, Saturday Academy, Club 13, and Extended Learning Opportunity (ELO) after school will be additional methods used to increase student exposure to instruction and practice.

Our Faculty 2013-2014



As the 2012-2013 school year draws to an end, and we begin the process of teacher contract renewals, we are thrilled to find ourselves in the position to extend contract renewals to each of our middle school teachers. Additionally, we have one high school teacher to whom we will offer a middle school contract. Informal conversations with each teacher indicate to us now that all but one teacher is eager to return next year. The one teacher who has said that she cannot return is in a situation that requires her to shift her work hours due to family obligations.

As we begin to develop our master schedule for 2013-2014, we expect to have 13 full-time teaching positions. With the 10 teachers mentioned in the preceding paragraph in place, we find that we will have three newly created positions and therefore three new hires. For the first time, we will have one math teacher per grade level. This will allow us to construct a master schedule that offers both double-blocking for students and additional prep time for math teachers to work collaboratively with both vertical and horizontal teams. We feel like the positions are well-justified given that we are working to accelerate student achievement and teacher excellence.

Covenant Keepers' 2013-2014 Faculty and Staff Needs

TEACHER	2013-2014 ASSIGNMENT
1. Bryant	6th Science/Social Studies
2. Liddell	7th/8th Science
3. Riley	7th/8th Social Studies
4. Whipps	7th English
5. Jones	6th-8th Art; Music; ESL
6. Harrison	8th English
7. New English 6 Teacher*	6th English
8. New Math 6 Teacher*	6th Math
9. New Math 7 Teacher*	7th Math
10. Warren	8th math
11. Rynders	6th-8th SpEd
12. Watson	6th-8th PE/Health; Dean
13. New Computer Teacher**	7th-8th Computer
240 students/13 teachers= 18 STUDENTS PER TEACHER compared to 14 students per teacher 2012-2013	

*Newly created position
**Replacement

We will begin the applicant search immediately after our renewal process concludes. Our revised and renewed charter will aid us in attracting quality applicants as educators see our progress and innovative plans for the future.

Our rigorous interview process is being redesigned to reflect the intensity with which we are committed to finding the ideal teachers for our students. Not only will we conduct traditional interviews, but we will also conduct student led interviews with teachers who advance beyond the initial interview. This stage of the interview may include students posing questions from their unique perspective, teachers demonstrating sample lessons or technology use, or students inquiring about the candidate's content knowledge.

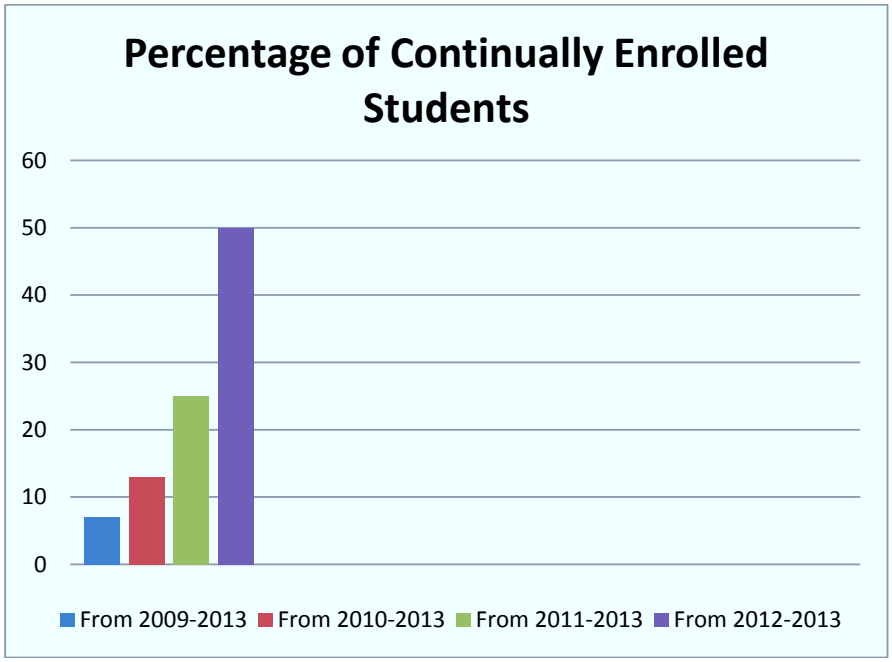
Our Students 2013-2014

Our chief concern is and always will be reaching students who have been underserved in the past—primarily those in southwest Little Rock. We are exploring options, however, that will allow us to reach 6th-8th grade students in other areas of Pulaski County including Dark Hollow, Rose City, Camp Robinson, and Otter Creek.

Our current plan is to accommodate approximately 240 students. Our proposed new building will give us the opportunity to meet these students' needs and offer extended services and conveniences that have not been available to us before.

We hope to develop a partnership with Premier High School (Responsive Ed) to transition our exiting high school students into their school. We will provide complete transition services to all of our exiting high school students to ensure that their transition to their new schools is as easy on the students and their families as possible.

Through our initial five year charter period, our student retention rate has increased annually. We anticipate that with the renewal of our charter, we will have an influx of new students, and we will retain a larger number of students than ever before. Additionally, we will begin aggressively recruiting new enrollees upon renewal.



Our New Home 2013-2014

Based on feedback from our families as well as exit interviews conducted over the years, we believe that the new building we propose will afford us the opportunity to enroll students whose parents had reservations about us before based on our facilities and its limitations. A full gym, increased classroom size, additional classrooms, multi-purpose space, and a more inviting atmosphere will be a draw for many families.

In ***moving forward*** to the Greater Second Baptist Church school building, the relationship between the church and school will be totally sectarian in nature. There will be no religious symbols, ceremonies, etc. present on the property of the school, and the church will have no control over the management and the daily operations.

The location of the building will be advantageous to us as it will allow us to continue to serve the student population we have desired to serve for five years. It is 1.7miles from our current location, 8300 Geyer Springs Road.

The property is zoned for use as a school; there are no establishments that sell alcohol located within 1,000 feet of the property; and the property meets the requirements for accessibility under the Americans with Disabilities Act and the Individuals with Disabilities Education Act.

In moving forward, the new building will allow many extracurricular activities that we have not been capable of offering in the past. First, the building will allow cafeteria space for students to have lunch in open forum. Our growth has not allowed us to use our cafeteria for the last two years because it is used as a classroom during most of the day.

Our new home will allow us to utilize a gymnasium for PE classes and other school activities such as teacher job fairs, school assemblies, athletics, extracurricular activities, science fairs, practices, etc. We have desired to enter the AAA basketball league, but our facility has placed a hamper on that and the cost for renting another area for practice was not economical.

Above all, the cost of the new facility would be advantageous for our school. The annual savings we have estimated is approximately **$32,000**. The lease on our current building expires this year, and the building's owner has explained that he plans to do extensive work on the building, and the cost to lease will increase significantly.

Our Counseling Services 2013-2014

Through the years we have always ensured that our students' needs are met through therapeutic counseling so that they are mentally and emotionally healthy. We have found that therapeutic counseling for many of our students has been quite beneficial here at Covenant. Each year we are able to make referrals to assist with behaviors and emotional issues that hinder students' abilities in the classroom.

Life Strategies is on campus daily to work with students and parents and conduct conferences to bridge an understanding in the classroom. This year we are working with Arkansas Professional Counseling, Inc. to help address some of the behaviors that hinder our students in the classroom. We have found each agency to be quite professional and knowledgeable in supporting additional areas of need such as anger management, social and emotional detachment, etc.

Moving forward, we have set aside an expanded workspace for our therapeutic counselors to work with our students and their families in our proposed new building. We are excited that our new building will accommodate such a space and are excited to offer this to our counselors.

Continuation of Original Charter Renewal Application:

Our Students
The initial design of the CK program of instruction was intended for southwest Little Rock students that may have been slightly behind their peers within the surrounding district but would become proficient with additional support and attention to their specific needs. In reality, the student population of Covenant Keepers includes a number of students who are many years behind academically or have been identified as being at risk based on many of the categories identified within NCLB regulations.

At the conclusion of the 2009-2010 school year, CK leadership saw that the slow progress toward achieving academic goals would not meet the urgent needs of the school's existing student population and certainly not the newly developing demographic that brought with it achievement records that trended toward the bottom quartile of achievement. The leadership team conducted a root cause analysis of academic performance in an effort to better understand the nature of our unique student population and its needs. Based on this analysis, a number of issues were identified that were impacting student outcomes (such as teacher effectiveness, significant knowledge gaps among enrolling students, and student behavior). However, the leadership team identified three primary areas that appeared to have the greatest impact on student performance: (1) a quickly growing number of ELL students; (2) the highly mobile nature of the families we serve; and (3) student indifference toward academic success. Based on this information, the leadership team vigorously began the school transformation process and developed new goals for student achievement that are outcome-driven and aligned to the mission of CK. To that end, an extended leadership team was installed and was charged with transforming CK to meet its mission and set new goals that would achieve that mission. This effort continues to evolve as the school recognizes the talents of individuals committed to the program and adds these people to the leadership team.

Our Challenges
Because CK is a school of choice and attracts new students throughout the year, it draws a number of enrollees who are in crisis, as well as a highly transient and high-needs population that often has a great number of issues which impact academic performance. Although this steady stream of new students brings with it inherent issues both academically and socially, it fulfills the school's mission to provide area students the opportunity to improve academically. Our school has demonstrated time and time again a unique ability to reach students in need and impact them in a way that triggers fundamental change, personal growth, and eventually academic achievement.

Many of our students have personal circumstances that lead to difficulty finding time for academics, including but not limited to: teen parenting, caring for younger siblings, mental health issues, physical health issues, court mandates that require community service and other obligations, work schedules that are necessary to supplement household income, and significant time allocated to therapy and counseling. With little history of family support or belief that improved outcomes are possible, many CK students come to us with tremendous gaps in their education due to poor attendance and a loss of faith in the education system.

These realities have contributed to the low achievement history of many of our students. By design, our school has several interventions and opportunities in place to help these students rise above their obstacles and eventually experience academic success. Both inside and outside the classroom, students find that they have access to caring teachers and administrators who make no excuses for them or allowances for their circumstances and instead show them what commitment and high expectations look like on a daily basis. Our team pushes our students to push themselves.

Often we see a quick turnaround when students with the desire to do better for themselves take advantage of our support and set about charting a new course for themselves. Sometimes, however,

this takes years and academic growth is slow and steady. There are, of course, students who cannot quite shake loose of the powerful, negative influences in their lives. These students are our greatest challenges and often our greatest successes. Despite the life-altering personal progress that we see in these students, sometimes, it simply doesn't translate into growth in test scores. Even when we see improvement in the quality of their class work, their attendance, and their attitudes toward school in general, there is often a lag in the growth of their test scores. To address this, we have begun actively and aggressively working to change their mentality about testing and challenging them to shine on those tests. We are seeing results, and we anticipate this trend will continue.

Our Successes

Covenant Keepers serves as a light in the dark for many of our students. Our school's culture serves not only to provide the tools needed to grow academically, but also the means to establish and reach higher goals than once imagined. Our goal since inception has been to offer a chance at a better life. In some cases, that means a higher G.P.A. or achievement scores. In some cases, that means an environment free from bullying. In some cases, that means a student gains the strength and confidence to remove himself from gangs or other criminal influences. In some cases, it means a student has an alternative to behavioral facilities. Occasionally our high expectations and our structured environment are too much for a student or parent who are not used to such standards. Our unwavering standards cause some to withdraw and return to the less demanding environments from which they came; but often, parents realize that our school really is what their child needs and re-enrolls the student. We count these students among our chief successes.

CK recognizes that above all else the needs of students must drive decisions related to academic achievement. We have consistently been recognized by students and parents as being supportive and sensitive to the needs of students, as evidenced by the high percentage of students attending the school who bring with them special circumstances and/or backgrounds that label them as at-risk. In order to support these students, many of whom are considered academically delayed, the leadership team began creating a system of interventions (both academic and social/behavioral) that is unique to the needs of our students and draws upon the passion and commitment of our faculty and staff. While the ultimate goal is to help individual students work toward proficiency, a more general goal of improving the likelihood that the student remains in school and on the right path is equally as important to the families that we serve.

Our Evolution

Having laid the groundwork for a strong school culture, our plan going into 2010/2011 was to shift our attention to developing a stronger academic focus. While never losing sight of the fact that we had to continue to foster the structured environment we were developing, we knew that we needed to intensify our efforts in transforming the curriculum, pedagogy, and rigor found in our classrooms. While we were experiencing progress in terms of achievement and overall student success at the middle school level, it was not enough, and it did not fit the urgent needs of our students at the high school level.

The Leadership Team worked to analyze what exactly our students needed and began to make adjustments. The result is an evolving system in which we:

- work closely with teachers through curriculum development;
- improve by continuously strengthening our literacy program;
- work to improve our math program through research-based strategies and materials;
- focus attention on our ELL students;
- identify and acquire additional resources;
- change schedule and class configurations as warranted;
- provide targeted professional development;
- promote more leadership responsibilities throughout the school;

- foster genuine student motivation; and
- examine overall teacher quality.

Over the past two years we have restructured our administration to teach 3-4 class periods per day within their specialty areas (i.e. literacy, mathematics, social studies, etc.). We felt, as administrators, we wanted to take our expertise back into the classroom to improve the number of students meeting state standards. Our return to the classroom has allowed the opportunity for us to improve on collaboration with our teachers through "One-to-One" and "Grade Level" meetings. Being on this level with the teachers, we are able to see first-hand the improvements in both teacher instruction and student learning as we share and model best practices. Also, since we are hands-on and in the classrooms with other teachers, we are better equipped to critically analyze needs, interpret assessments and data and to meet with parents to discuss next steps to closing the achievement gap. Our administrators work hard to ensure that, even with their teaching duties, there is sufficient time and energy to put into their administrative responsibilities in order for those to be successfully completed.

Analysis of test data showed that mathematics is the weakest area for our school, but literacy continues to meet standards annually. To demonstrate growth annually and to meet math growth targets, we realized we had to redouble our efforts and make significant changes that would improve student academic performance.

Additional components we have put in place this year and will continue to utilize to ensure growth in math include:

- Club 13, an afterschool program for intense, focused, small group instruction;
- "Super Wednesdays" where math is the focus across the curriculum;
- Disaggregating NWEA RIT scores and cross-referencing with DesCartes to help drive instruction
- Weekly monitoring of lesson plans to ensure accountability;
- External provider visits twice a week to assist teachers, work closely with students, and offer professional development;
- Grade-level meetings weekly to guide curriculum and instruction;
- Interns from local universities; and
- Working with our School Improvement Specialist.

In 2012-2013 we implemented the Saxon math program at CK and will continue to use the Saxon math program in the middle school grades. After hearing of other charter schools' success with this program, we chose it because of its effective, researched-based pedagogy which helps students develop a deeper understanding of concepts and how to apply them. The program provides levels of instruction, practice, and assessment that support students with a systematic approach across each grade level. The distributive approach ensures that students gain and retain critical thinking concepts and use them in real-world situations.

Another critical element in our progress has been realigning our schedules to better meet the needs of our students. The primary component in the design of our schedule is double-blocking for both math and literacy for all middle school students. We find that the increased time devoted to math and literacy is well-justified and clearly beneficial when teachers have a plan of action.

During the 2010-2011 school term, our Literacy Coaches established a "Literacy Initiative" that has proven to be successful and the proof is demonstrated in our scores. This Literacy Initiative is used across the curriculum and across grade levels to help our students become better readers and writers as demonstrated by daily work as well as standardized tests. The Literacy Initiative has also been

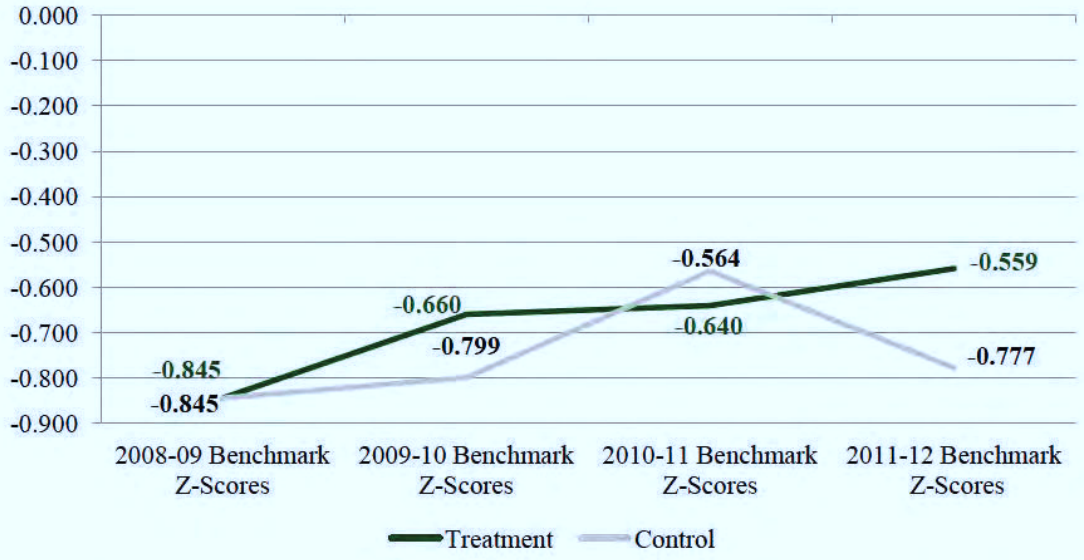
instrumental in advancing our Hispanic population through our ESL program and our class-level instruction.

The CK Literacy Initiative continually evolves with the changes in our students. Our initiative was designed based on teacher/student interaction and observations, it is research based, and it is a mandatory component in every classroom. Based on data analysis we were able to create a plan, an initiative, to help close the achievement gap in literacy. Some components of this initiative include:

- Classroom Workshop Model;
- lesson plan template (literacy components);
- reading strategies (according to CCSS);
- reading response strategies (according to CCSS);
- essay writing (according to CCSS);
- writing template;
- three tiers of vocabulary (domain specific, everyday speech, general academic words);
- word walls;
- differentiation models; and
- critical thinking strategies.

The Office of Educational Progress at the University of Arkansas provided an analysis of our assessment results including a matched twin comparison in literacy. As can be seen in table 9, Covenant Keepers charter school students showed improvement over their "matched twin" counterparts in literacy.

Table 9: Covenant Keepers & "Matched Twin" Comparison, Literacy Benchmark, 2008-09 to 2011-12



Covenant Keepers students, along with their matched peers, entered the sixth grade school year with very low scores (z=-.85) below the 20th percentile. However, after 2 or 3 years in the school, the students in Covenant Keepers experienced a score growth to the 29th percentile (z=-.56). Comparison students, on the other hand, grew only a small amount to the 22nd percentile (z=-.78). This represents a 7 percentile point gain in literacy in favor of the students at Covenant Keepers. **This positive difference is educationally meaningful and shows significant improvement that can be attributed to the Covenant Keepers system.**

The 2012-2013 school year has seen a new commitment to the utilization of our local assessment, NWEA, resulting in a more deliberate, intense differentiation of instruction. We are finding that this data-driven instructional planning helps teachers zone in on what individual students need whether that be remediation or enrichment.

Covenant Keepers began using the NWEA testing system in the fall of 2009. This test is a formal way of assessing our students multiple times each year to help document student growth and content retention. The data is used to make decisions regarding curriculum, student placement in classes, and differentiation in lesson planning.

A good educator realizes that not all students learn the same concepts in the same way or at the same rate. The data from NWEA testing allows teachers to differentiate for their students using Descartes. Descartes is a tool developed by NWEA to show what frameworks students have grasped based on their RIT scores.

Teachers are trained to ensure that they know how to access the test data, how to use it to group students, and how to differentiate a lesson, project or activity for a class of students with different levels and abilities. The school's NWEA coordinator also meets one on one with each teacher, recommending improvements to their lesson plans and suggesting teaching strategies for differentiating in their classroom. This differentiation is a mandatory component of every lesson plan. *See attachment # 6*

Our Faculty

It is abundantly clear that not every teacher has what it takes to be successful in the charter environment and, unfortunately, our school has suffered lost time and opportunities with faculty members who were not a good fit. Over the years, we have refined our teacher recruitment and retention plan to find the highly effective teachers that are willing to commit to our kids. Our staff retention has grown over the last two years and the commitment of our teachers is astounding. We have discovered that our most successful teachers have a unique combination of optimism tempered with a hard, realistic awareness of what the world holds for our students. They make a deliberate effort to predict and work through daily issues or setbacks. Above all, they do not give up on our kids. Our most successful teachers are fully invested in our students and willing to do whatever it takes to get these kids to the next level.

100% of our faculty is HQT. These teachers have progressed through the use of many additional resources we've made available and by developing individual Professional Growth Plans. The PGPs include reviewing professional journals and utilizing valuable sources such as AR IDEAS, UCA Continual Education Resource Center, Arkansas School Board Association (ASBA), Arkansas Public School Resource Center (APSRC), Arkansas Department of Education (ADE), Arkansas State Teacher Association (ASTA), and weekly staff meetings. The job-embedded professional development activities have been focused on coaching and team meetings, classroom management, Common Core State Standards, data analysis, and examining student work through vertical and horizontal meetings. Other areas of focus have been Teacher Evaluations (TESS), School Improvement, and Self-Reflections.

Our small school size fosters close working relationships, which has allowed us to keep promising educators on board to assist us with developing promising students. We have been able to mentor teachers through corrective action plans and providing feedback on all aspects of their pedagogy, curriculum, and their classrooms. Frequent contact with teachers in regard to state test data has helped to identify the most important action steps to support improvement.

Our administrators serve dual roles as teacher-leaders in modeling best practices by demonstrating:

- classroom management skills;
- communicating with parents through collaborative conferences;

- differentiating instruction;
- effective teaching strategies;
- effective planning;
- authentic assessments; and
- active learning opportunities.

M*oving forward in 2013-2014*, our goal is to utilize Arkansas TESS (Teacher Excellence and Support System) Frameworks and Components to provide evaluations, feedback, and support systems that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning. We want to ensure that all of our teachers are prepared for curricular standards, are provided necessary professional development, and are given the support needed to become increasingly effective teachers in the classroom.

Our Leadership Team
CK administration decided to expand the leadership team in 2010-2011 to assist with daily operations. Again, we operate under a plurality of leadership at CK, which simply means that we allow everyone to use their skills and talents for the good of the school to get the best results for our small district. Upon calling on the strengths and input of newly appointed leadership, we noticed positive changes and immediate progress.

Significant changes include:

- adjustments to the bell schedule meant that the hallways were more orderly during classroom changes because high school and middle school transitions were offset;
- parental involvement improved because of our insistence on communicating early and often through informal parent conferences regarding academic and behavioral progress;
- strategic planning and interventions resulting in notable growth in testing performance;
- Saturday Academies have been developed to motivate students and fill knowledge gaps;
- Club 13, an afterschool program, has been implemented to assist students that need more one-to-one support with teachers and support staff;
- monitoring to ensure greater accountability in regard to lesson planning and specifically the usage of data;
- CK Literacy Initiative is closely monitored in every classroom;
- “Super Tuesdays” where literacy is the focus across the curriculum;
- “Super Wednesdays” where math is the focus across the curriculum;
- disaggregating NWEA RIT scores and cross-referencing with DesCartes to help drive instruction; and
- implementation of Saxon math

Our School Culture
To maintain an environment conducive to learning and support the academic changes undertaken, we really lean on our parent support to assist us with struggling students in the classroom. We also continue to implement proactive behavioral process that allows us to identify and assist struggling students before classroom disruptions transpire. The behavioral process results in far fewer classroom outbursts, office referrals, and disciplinary actions. A referral results in immediate parent contact. After two referrals, parents are scheduled to attend an intervention meeting the same afternoon to discuss next step actions. The intervention team includes the parent/guardian, teachers, administrators, and counselor when possible. This process has allowed us to build a genuine rapport with parents to improve our school culture.

Additionally, we have been successful in lowering our suspension rates through referring students to local counseling agencies and building successful partnerships with Life Strategies Counseling, Inc., and Arkansas Counseling Associates. Counselors are on site daily for private counseling sessions. This has been most beneficial in keeping our students from missing days out of school to attend counseling appointments. We have also built a strong partnership with Ministry of Intercession, Inc.’s “We Care

Community Project" with Douglas Ponce. This Youth Initiative Project (YIP) supports Hispanic males and females in middle/upper level school. The afterschool program focuses on college preparation, promoting social skills, and violence prevention.

In ***moving forward*** 2013-2014, our goal is to continue lowering our suspension rates and working closely with parents to ensure that students remain in school to be successful at the middle school.

Our Changing Demographics

The face of our school has changed noticeably over the past five years. Our population of Hispanic students has grown significantly from 4% in 2009 to approximately 37% in 2012 with LEPs at 27%. We have seen significant retention among our Hispanic population despite the high mobility of many of our Hispanic families. We have found that most of our Hispanic students come to us at the recommendation of previous and current students as they share their successes within their communities. This demographic has had huge academic gains with us. In 2012, our LEP students scored well on their literacy Benchmarks with 6th graders at 66%, 7th graders at 63% and 8th graders at 84%.

We have a highly mobile African American population, and our retention rates have not been as favorable. We see patterns of many of our African American students moving out of the area and returning to our school later. Unfortunately, we also have several African American students who withdraw and return to traditional schools when they refuse to meet behavioral standards we have in place.

When students and their families commit to CK and our program we do see dramatic personal progress. Our success has been noted in educating highly mobile and high poverty students who bring with them many challenges from other environments and alternative learning settings.

It is worth noting that many of our students have chosen to enroll with us rather than returning to their locally appointed school after attending their assigned Alternative Learning Centers. These students and their families choose to come to CK rather than return to the environment where they experienced difficulties. Not only do we embrace these students, but more often than not, we see tremendous growth personally and academically as they remain with us.

Another notable segment of our population is our Special Education population. Our success with these students has been with early detection as we get our students tested and provide the necessary support needed through pull-outs or inclusion. Through the APSRC consortium, our Special Education director has trained the staff on methods to detect struggling learners. We are fortunate to have a very knowledgeable Special Education teacher who has been trained to co-teach with our classroom teachers to closely monitor progress and intervene as needed. She works closely with teachers in providing ways to accommodate and modify lessons before and after students are referred.

Having a positive effect on the lives of so many students each year is rewarding. We know that our impact on student learning and personal growth are creating impressive long-term benefits. As previously stated, we have had many students leave and return to the "traditional" public schools for various reasons; but often, parents re-enroll their students with us when they realize that the end results are greater than the inconvenience of a long drive to reach us, or a student's difficulty in conforming to our high expectations and structured environment.

We wanted to look at information regarding our population over a 3-5 year period to discover how much the population has grown, and how much growth has been made with the population we serve. Our students were given a survey through "Survey Monkey". We asked 10 questions related to education, retention, attrition, Free and Reduced Lunch, plans for college and ethnicity. Each question has provided important information that will help us to continue to align planning and professional development for teachers. Findings include:

- 29.8% of our population has been here for three (3) years, so 70.2% of our population is highly mobile.
- Over the past three years 33.2% of our population has left and returned to our school because of their inability to thrive in other traditional settings. We have found the number of students returning to the school each year is growing steadily.
- In asking students if they plan to attend college, 93.5% stated they would attend college; of those 22.0% had not planned to attend college before coming to our school.
- The survey asked where the student would attend if CKCPCS was not a school choice in SWLR. 21.7% stated they would have to go to Cloverdale, 15.8% Mabelvale, and McClellan 9.8%.
  55.4% stated they would have chosen a different option.
- The survey showed that 10.6% of our population attended alternative facilities/settings such as Juvenile Justice System, Division of Youth Services (DYS), Day Treatment Centers, and Hospital/Residential Centers.
- 20.9% of our students have children or have siblings living in the same household with a child(ren).
- The ethnicity of our schools is quite unique according to the survey. Our African American population shows 62.0%, Hispanic 37.0% with LEPs 27%, 1% other.

In the past 4.5 years, the school population has included:

- 2011-12 Average Daily Membership (ADM) (Qtrs 1-3) of 223.95.
- 97.5% FRL students (middle school) and 88.5% (high school) which averages, 93% (as of 11/2012).
- 8 % special education students, all with different and unique barriers to their education.

Our Accomplishments

- Recognized as having Level 2 AP status;
- In 2008 and 2009 we won First Place in World Fest, Little Rock's Racial and Cultural Diversity Commission's annual World Cultural Fair contest. The competition aimed at promoting diversity/international education among students. The World Cultural Fair Contest functions like a science fair in which participating students research and showcase a country during the World Fest event.
- Partnership with AT&T's "*Community Life, Job Shadowing Readiness Programs*" helps students make critical connections between school success and their ability to succeed in the global workplace. The program has statistically proven that the dropout rate negatively affects the economy, contributing to increased unemployment, poverty, public assistance and crime. It is more important than ever to support this program and for students such as ours as participate. Our high school students have had the privilege of volunteering in the program since 2010.
- Partnership with the New Futures for Youth organization which provides volunteers from area business to deliver their unique curriculum to prepare students for an area of career interest. They provide training and technical assistance and facilitate joint planning in regard to strategies for addressing youth issues and implementing youth services. This organization values cultural strengths, racial equity, community involvement, youth leadership development, and healthy development of young people.
- We've also worked with Junior Achievement of Arkansas (JA), a program that empowers students to make a connection between what they learn in school and how it can be applied in the real world - enhancing the relevance of their classroom learning and increasing their understanding of the value of staying in school.
- Honor Society, which promotes appropriate recognition for students who demonstrate outstanding accomplishments in the areas of character, leadership, citizenship, and service.

- G.R.O.W (*Girls Realizing Opportunity Within*) This project is designed to reach adolescent girls at a time when their self-esteem and self-image is most vulnerable. Approximately 65 girls from 6 Little Rock School District and Charter School Middle Schools are targeted to participate in the program. GROW girls attend monthly Saturday meetings and two retreats throughout the school year. At the meetings the Junior League of Little Rock volunteers help each girl to develop an inner confidence to make better choices in her life and develop leadership skills through educational and enrichment activities. Program topics include goal-setting and communication skills, career orientation, manners and etiquette, voluntarism, money management, and health and nutrition. This program has empowered our girls to believe in themselves and provides the ability to be community leaders as they mature.
- We received three grants from "Fuel Up to Play," a program founded by the National Dairy Council and the NFL, in collaboration with USDA. This program empowers students to take charge in making small, everyday changes at school. Students can win cool prizes, like an NFL player visit or Super Bowl tickets, for choosing good-for-you foods and getting active for at least 60 minutes every day. We want kids to make a difference not only in their lives, but also their community. We ask our parents to participant in the whole school healthy eating.
- Our students compete locally in the Spelling Bee.
- Several of our teachers have successfully written proposals and received approval and fulfillment of requests through donorschoose.org. Items received include novels sets, supplemental teaching materials, lab equipment, and PE equipment.
- About 20 of our high school students have volunteered approximately 18-20 hours with Little Rock Compassion Center, an inner-city mission focused on homeless, transient, displaced and disadvantaged people in Little Rock.
- *Girls of Promise* which introduces 8th grade girls across Arkansas to information about careers in areas related to economics, sciences, technology, engineering & math (ESTEM) while giving them the opportunity to meet with women professionals for greater understanding of their own potential and power. Girls of Promise aims to encourage girls at a time in their life when they tend to lose interest in ESTEM education. Eighth grade is a pivotal age when girls begin to internalize negative stereotypes that discourage academic achievement and denigrate those who do not conform to peer expectations and social pressures.
- Two of our students were chosen to participate in the "Bridge the Gap" program at UAMS. The aim of the program is to provide instruction, concepts and skills necessary in the health care field. This is a summer-long program; the kids earned $3000 each.
- Juniors and seniors are visiting universities around the state to investigate options and meet with admission advisors to gain conditional acceptance in their fields of interest.
- 2012 boys basketball post-season champions;
- 2011 girls post-season champions as well as league champions;
- 2008 Southwest Little Rock Hometown Health Coalition 6th and 8th grade class first place Alcohol Free pledge; and
- 2012/2013 addition of soccer and track and field teams.

Our Supporters

The success of Covenant Keepers' ideology and methods is most obvious to the parents of our students who see their children's progress over time.

From: [redacted]
Sent: Tuesday, September 18, 2012 10:35 AM
To: Champ Watson
Cc: Kasey Porchia
Subject: [redacted]

Mr. Watson,

Thank u so much for getting the phone situation worked out. I have been talking with some of [redacted]'s teachers and they are saying that he is doing good but, he is getting a little slacked. Will u talk to him and let him know that, yes he is doing good but he still has to stay on Task and keep up with the good work because this is just the beginning of a great school year. Since he has been attending Covenant Keepers I have seen great changes in him. His attitude and everything has change and I'm so grateful to you all at Covenant keepers. I know that I can't do this by myself, it takes a village to raise a child. So as his **mentor** will u pull him to the side and give him a few words of encouragement. I've noticed that when corrective criticism comes from you he seems to listen to you a lot more than if it comes from me. I'm really excited about the changes he's made in his life and the Man he is now becoming. I just wanted to take this time to thanks you and your staff for the wonderful job that you're doing to not only help [redacted], but our family as a whole. I'm so gratefully that he is attending a school with such caring staff. Again thanks a lot.

From: Yamonda <yausbie@yahoo.com>
Date: January 17, 2013, 10:24:26 PM CST
To: "kasey.porchia@arkansas.gov" <kasey.porchia@arkansas.gov>
Subject: RE:Covenant Keepers College Prepartory School

My family and I have been very fortunate to have our children attend Covenant Keepers College Prepartory School. We have been impressed with the dedication of the teachers, staff and administration. They work long days and offer special classes on weekends to challenge the students. The atmosphere in the school is great and the additional programs that they offer make the students fill special when they are selected. The teachers and staff care about the well being of the students. The teachers, staff and administration have always been available to address any concerns or issues whether it's education or self esteem. Also, the school offers a safe environment with discipline that is enforced. We are very glad that we selected Coventant Keepers College Prepartory School.

Sincerely,

Yamonda Ausbie Harris and Stephen Harris

Sent from my iPad

January 16, 2013

To whom it may concern:

I'm the mother of [redacted] a 10th grade student at Covenant Keepers. In 2009 I decide to take [redacted] out of public school system and put her into Covenant Keepers, and it was a great decision. There are many reasons why I pulled her out of public school, teachers not being available, grades and fighting.

I also have a 7th grader at Covenant Keepers. [redacted] was also in public school until he graduate from 5th grade. I then put him in Covenant Keepers doing his 6th grade and his attitude and grades improve evening exempt from taking his final exams that year. CK does not have a football program so at the being of his 7th year I put him back in public school so that he could play football and then had to remove him because of grades dropping.

CK Teachers greet you in the morning and afternoon. I like how the teachers interact with both the students and parents. They communicate with me at all times whether it's about my kid's grades or if they are not following school rules.

Covenant Keepers staff is the best!

[redacted]

01-17-2013

To whom may concern:

I am a proud parent of a student at CK. My daughter is [redacted] and she is doing really great at school thanks to all the support of all the teachers at school she has great counseling. My daughter is new to USA and I strongly feel that she is doing outstanding at Covenant Keepers. I always refer the school to friends of my to take their kids there so that way they can have a better education.

Sincerely:

[redacted]

To Whom It May Concern:

CKCPS has made a huge impact on our child's education. The leadership, guidance, & structure this program has made my son a wonderful young man. He started attending CKCPS in the seventh grade and it has been a wonderful journey and transition from public school, he is now in the eleventh grade, if this program did not work with us as parents to ensure the highest expectations from us and the students my child would not have been attending this program for those many years. I have never been so proud of my son's accomplishments since attending CKCPS, and all the praise goes to the staff at CKCPS.

Sincerely,

[redacted]

1/17/2013

1/17/2013

A quien le concierne está carta saludos cordialmente.

El motivo por el cual yo como madre soltera me impulso a inscribir a mis hijas a la escuela de Covenant Keepers fue por el esfuerzo que todos los que en ellos Trabajan por el mejoramiento de los Jovenes estudiantes tanto en sus estudios como en su comportamiento por que hoy en dia los Jovenes estan tomando malas decisiones de caer en drogas ó cosas parecidas a esas; y siento que ahi tambien le hacen consciencia tambien nosotros los padres de familia que trabajando juntos podemos mejorar el futuro de nuestras nuevas generaciones.

Sinceramente,

[redacted]

Through the eyes of our 73 year-old retired nurse from UAMS…

"I have been asked many times, 'Why do you work when you don't have to?' I work because I love my job, I love the students, and I love the people I work for and with.

I have initiated several positive things at Covenant keepers since I started working there. We've hosted luncheons for the senior citizens of the Southwest Community Center. Each year we have a food drive for the Community Center to help replenish their pantry since they prepare lunch for the seniors at the center. We have many guest speakers to help inform our students. We have a flu shot clinic, T-dap clinic, vision and hearing screenings, BMI and scoliosis screenings. Dr. Nelda New, Assistant Professor and Graduate Program Director and some of her students and other faculty members come to CK each year to give sports physicals to our students. This ensures that all students have access to a physical exam.

Why do I work when I don't have to? Because I feel that I am providing a very much needed service to this community, this school, and these students. Not a single day goes by that I don't have students come to see me just for a hug. Some of them may not get too many hugs at home.
I could go to work at another school, but my heart is at Covenant Keepers where I feel that I make a difference. The administration allows me the autonomy to do my job and the means to do it well."

December 6, 2012

To Whom It May Concern,

As one of the largest youth serving organizations in Central Arkansas, it gives me great pleasure in supporting organizations and individuals whom have a heart and willingness to help our young people and their families. The work at Covenant Keepers Academy is in step to the high standards we at L.O.V.E. and 'iBelieve" hold to. We hope you as one of the supports for this great Academy will continue your efforts to keep Covenant Keepers as one of the best educational institutions for youth in our community.

Sincerely,

Robert H. Holt
Director of L.O.V.E. "Let Our Violence End"
Co-Founder of "iBelieve" Community Coalition

P.O. Box 30550
Little Rock, AR 72260
501-516-1602
www.the-solution.org

Pulaski County

Youth Services
Juvenile Detention Center

3001 West Roosevelt
Little Rock, AR 72204
501-340-6697 Phone
501-340-6888 Fax

CITIES

ALEXANDER

CAMMACK VILLAGE

JACKSONVILLE

LITTLE ROCK

MAUMELLE

NORTH LITTLE ROCK

SHERWOOD

WRIGHTSVILLE

UNINCORPORATED AREA

600 SQUARE MILES

MILITARY BASES

LRAFB

CAMP ROBINSON

January 14, 2013

To whom it may concern:

It is a pleasure to write this letter in support of Covenant Keepers College Preparatory Charter School, and Dr. Valerie L. Tatum, Superintendent, in her endeavor to provide quality education that allows students the opportunity to go to college or enroll in a career rediness program. After a recent professional exchange with Dr. Tatum, I was impressed with her professionalism and remarkable commitment to students and their families, the community in which they live, and affecting positive social change through education. It is without reservation I write this letter of support of the school continuing at its current location where it can positively and immediately impact a demographic and drive students to accomplishments that begin only with an enriched education path.

I believe the school's mission is one that addresses the needs of the student and community as a whole as it prepares the youth for a better future. The location of Covenant Keepers Charter School and its mission are indivisible and perfectly suited to make the 72209 zip code area of the city one where students have an opportunity to receive an excellent education, choices, and experiences that are not common in other schools in this part of the city.

I appreciate the opportunity to provide this letter of support. Feel free to contact me if you desire further details.

Respectfully submitted,

Carma Gardner, Director

Pulaski County Juvenile Detention Center

La Pantera 1440 AM
8211 Geyer Springs Rd. Suite P6
Little Rock, AR, 72209
(501) 562-2661

Attn: To whom this may concern
Covenant Keepers College Prep Charter School

Little Rock, AR. December 21, 2012

Covenant Keepers College Prep Charter School has been doing advertising with KTUV La Pantera 1440 AM Spanish Media. As we know the Hispanic community grows everyday Covenant Keepers has been such a big and great impact to the Hispanic community.

Covenant Keepers College Prep Charter School is located at 8300 Geyer Springs Road in Southwest Little Rock, they have the best teaching personnel to provide the students better learning skills that will help them to be prepare for college as early as 8th grade.

Covenant Keepers College Prep Charter School is the best option for students who are in traditional public schools and not doing well or not getting sufficient credits to graduate, go to college or beyond. It is a pleasure for KTUV to work with a school that worries about any community.

KTUV will be always grateful to work with Covenant Keepers College Prep Charter School as Covenant keepers will continue helping the Hispanic community.

Thank you for your interest,

Oscar Reyes
General Manager
La Pantera 1440 AM

Hometown Health Improvement

Helping Communities Plan for a Healthy Tomorrow

SOUTHWEST LITTLE ROCK HOMETOWN HEALTH COALITION
3915 West 8th Street
Little Rock, AR 72204

December 3, 2012

Dear Sir or Madam:

Please consider this letter of support for Covenant Keepers Charter School in Southwest Little Rock.

The Southwest Little Rock Hometown Health Improvement Coalition has been active in the Covenant Keepers' 72209 zip code area since 2004. The Hometown Health Improvement coalitions were developed by the Arkansas Department of Health to address the health needs of citizens in the communities where they live. The Southwest Little Rock coalition is a community-driven group created to improve the health and quality of life in southwest Little Rock. Covenant Keepers CP Charter School has been an active coalition member for the last few years and has been a good neighbor in the community. The school maintains an open-door policy on campus, welcoming community volunteers and residents who take an interest in the students and their educational activities at the school. Our coalition has presented lessons regarding nutrition and physical activity, internet safety, and substance abuse programs at the school during the last several years.

The school emphasizes academics, but Covenant Keepers also promotes basic values to help the students become well-rounded students. The school promotes a spirit of service and has focused on serving the senior citizens in Southwest Little Rock during the holiday season.

Dr. Tatum is constantly seeking ways to make the most of her existing resources by obtaining grants to enrich the students' learning experiences and by utilizing joint use agreements to enhance their access to facilities.

We are happy to have Covenant Keepers in our community and hope to see the school grow and continue to improve.

Respectfully,

Joan Brush

Joan Brush, Secretary
Southwest Little Rock Hometown Health Improvement Coalition

In His Image Youth Development Center
5705 West 65th Street
Little Rock, Arkansas 72209
(501) 562-3910
Fax: (501) 562-4208
ihiydc@aol.com

December 13, 2012

Covenant keepers Academy for College Bound Students
Dr. Valerie L. Tatum, Founder
8300 Geyer Spring Road
Little Rock, Arkansas 72209

Dear Dr. Tatum,

We are writing to verify that In His Image Youth Development Center agrees to engage in an active partnership with the Covenant Keepers Academy Charter School. As a partner, In His Image will contribute the follow support services:

- Refer families, students and volunteers to the charter school
- Collaborate on planned family activities and special events
- Serve on the charter school advisory board
- Participate in collaborative meetings
- Assist in connecting Covenant Keepers Academy with additional partners
- Promote awareness of the charter school
- Assist in encouraging parental involvement

We agree to abide by the Covenant Keepers Academy guidelines to educated students in the Southwest, Little Rock area. As a collaborative partner we recognize our commitments and pledge our active involvement and support to ensure the successful implementation of the charter school.

In His Image is excited about this partnership with Covenant Keepers Academy for College Bound Students, because we understand that Middle School youth are at a critical age where intervention is needed to ensure students will continue their academic career. We are prepared to support the charter school in helping students recognize the opportunities available to them through education.

Sincerely,

Charlesetta Harville
Administrator

Section II – Composition of the Charter School's Governing Board and Relationships to School Employees

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.
(see attachments)

Part A: Composition of Governing Board

The sponsoring entity, City of Fire Community Development, Inc. is a non-profit 501(c)(3). The governing board includes 7 people from varied backgrounds and areas of expertise such as fundraising, entrepreneurs, finance, management, and marketing. One of the sponsoring entity members serves as a member with the authority to nominate new board members. He/she is also able to nominate and appoint according to its bylaws.

> Each board director shall be nominated and confirmed by the majority of the board. Each director shall hold office until the expiration of the term for which he/she was elected and until his successor has been nominated and shall have qualified, or until his prior resignation or removal by the executive director.

The governing local school board has the following duties:

- final authority to adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property;
- final authority to adopt policies governing charter school operations;
- final authority to approve audit reports;
- initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for chief executive officer;
- final authority to direct the disposition or safekeeping of public records; except that the governing body may delegate this function to any person; and
- final authority to hear or decide employee grievances, citizen complaints, or parental concerns

The CEO will keep the governing local school board informed on board training, academic policies, personnel issues, community relations, finance, facilities and equipment, and other items for review.

Part B: Disclosure Information

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

There are no contracts in which the charter board or family member have a financial interest.

Part C: Relationship Disclosure

On the Relationship Disclosure Form – Attachment 2, on page 6, provide the name of each board member and indicate if his/she is related to any school employee(s). Describe the relationship (e.g., spouse, parent, sibling) and employees' job titles, where applicable.

See attachment #2

Section III – Performance Goals

Part A: Current Performance Goals

List each of the charter's current student academic performance goals as approved by the State Board and provide supporting documentation, including relevant assessment data, with a narrative description of the charter's progress in achieving each goal.

Academic goals and measurable school performance objectives from the school's charter.

Goals are in bold; narrative response is in italics.

- **Each student's entry level performance will be determined through NWEA and other criterion and norm reference test scores made available at the beginning of each year using a combination of standardized tests. At the beginning and end of each school year, each student's progress will be carefully measured and analyzed to determine accurate placement for the following school year.**
  This goal has been met. NWEA and ACTAAP scores are the primary means that we use to determine placement of students each year. Adjustments are made as scores show that a change in placement is warranted. See attachment 3A.

- **Student academic growth will be accelerated, as measured by the SAT-10, Arkansas Benchmark, and/or the NWEA.**

  This goal has been met.

  The 2012 Arkansas District ESEA Accountability Report shows us as an "Achieving District in Literacy" in our 6-12 school. Over the past four years we have gained 29.3% growth in literacy.

  Our 2012 growth in literacy for the TAGG population was met 68.89, and 2012 growth standards were projected at 68.03. We made growth (0.86).

  The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 60.38. Our performance standard was 60.71.We missed our standard growth by (.33).

  2012 Arkansas District ESEA Accountability Report shows us as an "Achieving District in Math" in our 6-12 school.

  The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 33.33.

  Our performance standard was 35.26.We missed our standard growth by (1.93).

  In regard to our "Needs Improvement Priority School District (6-8)" status, we ***Met Year 1 Exit Criteria*** *this school year.*
  - *The ESEA report shows the expected percentage tested in literacy and math met standards.*
  - *The 2012 performance in literacy for our TAGG (Targeted Achievement Gap Group) was 63.64. We met standard performance (2.93).*
  - *The TAGG population growth standard in literacy was 68.89 and growth standards were met (0.86).*
  - *The TAGG performance growth in math was 37.84 and the performance standard was 37.99, which was not met by 0.15. The TAGG growth standard in math was 37.78.*
  - *We met growth standard in math 37.78. The growth standard was 36.04. The growth standard shows (1.74).*

    Analyses from the Office of Educational Progress assessment report

Table 10: Grades 6 - 8 Math Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	38%	32%	31%	39%	+1%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. Avg.	64%	68%	55%	56%	56%	58%	+3%
State	60%	35%	73%	75%	77%	78%	+5%

Table 11: Grades 6 - 8 Literacy Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	37%	48%	53%	65%	+28%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. 3-District	64%	68%	55%	56%	56%	58%	+3%
State	60%	35%	68%	73%	75%	82%	+14%

Table 12: Algebra End-of-Course Exam Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	18%	46%	32%	23%	+5%
Little Rock SD	71%	80%	51%	56%	61%	66%	+15%
Pulaski Co. 3-District	64%	68%	53%	62%	63%	68%	+15%
State	60%	35%	71%	76%	78%	81%	+10%

Table 13: Geometry End-of-Course Exam Results 2010-11 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	30%	10%	-20%
Little Rock SD	71%	80%	53%	54%	+1%
Pulaski Co. 3-District	64%	68%	55%	58%	+3%
State	60%	35%	73%	75%	+2%

Table 14: Grade 11 Literacy End-of-Course Exam Results 2010-11 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2011-12
Covenant Keepers	80%	99%	18%
Little Rock SD	71%	80%	60%
Pulaski Co. 3-District	64%	68%	61%
State	60%	35%	68%

- **At least 30% of all returning 8th grade student will complete a full credit Algebra I course and will be eligible to gain high school credit.**

  This goal was met.

  Below is the breakdown showing the percentage of 8th graders taking Algebra I each year.
  2012/2013—51% of 8th graders are taking Algebra I
  2011/2012—32% of 8th graders took Algebra I
  2010/2011—32% of 8th graders took either Algebra I or Geometry
  2009/2010—32% of 7th and 8th graders took either Algebra I or Geometry
  2008/2009—38% of 7th and 8th graders took Algebra I

- **At least 30% of all returning 8th grade students will complete a full credit foreign language course and will be eligible to gain high school credit.**

  This goal has not been met. During our first year of operation, we were unable to receive permission from the ADE Standards Assurance Unit to give credit to our 8th grade Spanish students due to issues with the credentials of the teacher. Distance Learning was not an option for this particular course as seats were not available. In the following years, 8th graders were not offered Spanish.

- **Teachers will identify moral themes and threads that run through curriculum topics and works of literature and will weave this element of character education into the existing curriculum.**

  This goal has been met.

  Character Education is very important in the overall success of a student. Here at Covenant, we teach our students to be all around whole students-i.e. physically, mentally, socially, emotionally, and so on. It is great to be fundamentally sound book wise, but we have to also teach our students to be able to adapt in society in a healthy way. Education goes beyond teaching math, science, literacy, and such. We have to also teach our young people how to tie it all together. If you are disciplined and know how to conduct yourself, the rest will fall into place. It takes discipline to do your homework when you would rather be playing with your friends. It takes a profound sense of discipline to combat what our young people face today and to be able to put in perspective all of their needs and challenges that they face throughout today's society and to be able to cope with and carry that effort into the classroom.

  To that end, we began incorporating a weekly character education word into our weekly lesson plans and related the character education piece into whatever subject matter was being taught by having mini character education lessons, games, and/or demonstrations concerning the designated word of the week.

  Our teachers and our students really buy in to the lessons, and we notice a vast improvement behavior-wise throughout our school. Students are more respectful, more conscious of their words and actions, and are more sensitive to the needs of others.

  One huge thing that really stands out is that we have had several parents to come in and say throughout the years that they have really seen a remarkable turnaround in their children's behavior at home and how that also transfers into the classroom. To hear parents say, "Wow, what growth I have seen in my child and I attribute that to what you all are doing here at Covenant" makes all the difference in the world. Just knowing that we are truly making a difference in our students' lives through character support and seeing it evident in the

classroom is why we feel that character education is a critical component to what we do here at Covenant. See sample lesson plan in attachment 6.

- **All students will participate in at least one community service project each semester.**

  This goal has been met.

  Within the scope of our community partnerships and services, all students participate in some capacity at least once per semester.

  Covenant has developed partnerships with several organizations in our area to give our students an opportunity to serve the community in which they reside. This has been a rewarding experience both for our students and those we have reached out to.

  Southwest Hometown Health Coalition is committed to serving area senior citizens to keep them active and engaged in the community. Covenant Keepers has partnered with this organization each year and has built a solid relationship them. Our students have made several visits to their center to entertain its seniors on various occasions. We have held canned food drives to benefit the center, and we've even hosted holiday dinners here at Covenant for these very special guests.

  The Little Rock Compassion Center is an inner-city mission focused the homeless, transient, displaced and disadvantaged people in the Little Rock area. The mission provides food and clothing, as well as counseling, and guidance. Last year they served 142,000 meals. They also provided beds for 40 women and 200 men nightly.

  Each year Covenant takes about 20 high school boys to volunteer 6 hours per day for 3 days. Without fail, our students come away from the experience affected and enlightened. We feel like this is a mutually beneficial partnership that we hope to continue for years to come.

  Madison Health and Rehab Center is another organization in Southwest that our kids have embraced. We've taken students to visit and deliver gifts of crafts and songs to the senior residents there.

  Perhaps our largest measure of success with this goal is the Community Service Learning class that we offer to high school students. This class is designed to help students develop civic responsibility within an organized program of study and activity. Students participate in service activities both on the school campus and out in the community.

- **All students will participate in regular fitness activities by enrolling in either 90 minutes a week of PE or participation on an athletic team**.

  This goal has been met.

  All middle school students have a semester of health and a semester of Physical Education each year. Arkansas Health and PE frameworks are observed and met as students learn about mental and physical health topics and participate in physical activities that require whole-class participation.

  Additionally, middle school and high school students participate in "Fuel up to Play 60". This program empowers students to create and implement activities that reward them for making healthy choices, and inspire change in their school. Students participate in challenges, track

their own healthy eating and physical activity, work collaboratively with adults to implement and complete plays from the Playbook, and earn fun online rewards.

Students also have the opportunity to be a part of the Student Ambassador Program where they serve as leaders alongside fellow students, to give Fuel up to Play a voice in the community. Being a part of the Student Ambassador program gives the students a platform to implement positive changes in their school's nutrition and physical activity programs. Through it all, students are helping each other build habits to move toward a healthier future for themselves and their school.

Dedicated adults in the school act as Program Advisors and receive educational tools and resources from Fuel up to Play 60 to help implement the program in their schools.

In 2010, Covenant Keepers was awarded a $1,000 Fuel up to Play grant. Our program advisor chose (10) students to serve as our student ambassadors and as leaders for our school. The ambassadors and our program advisors met on a weekly basis to ensure that the program was running smoothly and that all components of the program were being met.

In 2011, Covenant Keepers was awarded a $500 Fuel up to Play grant and a $2,500 breakfast grant where we served breakfast on the go in the classrooms during 1st period.

The main focus of Fuel up to Play 60 is to make healthy eating choices and to ensure that everyone gets at least 60 minutes of physical activity daily. Covenant Keepers, through our built in allotted activity period, our health and physical education classes, along with our carefully monitored Fuel up to Play activities and the programs that were put into place to promote healthy eating choices made our Fuel up to Play a huge success. Covenant Keepers finished #9 in the state of Arkansas in the tracking of our activities and the programs that we had in place. A total of 140 lbs. were lost between the students and the program advisor lost 60 lbs. during this program.

Fuel Up to Play 60 is a huge success in our school. We still incorporate periodic Fuel up to Play activities and are conscious of our eating choices. Physical activity and healthy eating choices correlates with having success in the classroom. Research shows that students perform better with eating breakfast daily and getting at least 60 minutes of activity on all or most days of the week. We look forward to continuing to make these healthy choices and physical activity a priority.

Part B: New Performance Goals

List student academic performance goals that the school would like to add to its charter for use during the renewal contract period.

Literacy - Achieve measurable growth, based on tracking the AMO for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

1. Meet the growth targets of AMO in literacy annually at the school level
2. Covenant Keepers will track Literacy growth at each grade level and compare our outcomes to similar schools in the Little Rock School District, such as Cloverdale, Mablevale, Pulaski Heights, based on AMO in literacy
3. NWEA growth data will be tracked in literacy with a goal of increasing the number of students meeting their growth target annually.
4. Establish and monitor "*Student Learning Profile Logs*" for students demonstrating proficiency and borderline students.

Math - Achieve measurable growth based on tracking the AMO for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

1. Develop a Math Initiative "C.O.O.L" to meet AMO targets annually at the school level;
2. Track the Math growth at each grade level and compare our AMOs to similar schools in the Little Rock School District, such as Cloverdale, Mablevale, Pulaski Heights, etc.;
3. Track improvements in mathematics so that in 3 years Covenant Keepers students will be performing at 60% (advanced and proficient) in (grades 6-8) on ACTAAP;
4. Establish and monitor "*Student Learning Profile Logs*" for students demonstrating proficiency and borderline students.

Community Services
Goal: To build partnerships with various community service agencies to provide support services to the student population at Covenant Keepers.

1. To contact and initiate partnerships with Health Service Agencies during year one
2. To contact and initiate partnerships with Juvenile Justice System agencies who have responsibilities for services for CK students.
3. To develop a community service component for the middle school students to participate in during each school year.

Staff Growth and Improvement:
Goal: To develop a strategic plan that addresses the Scholastic Audit Summary by addressing the identified instructional and assessment strategies that are specific to and appropriate for our Targeted Achievement Gap Group (TAGG) and establish the expectation that all teachers will use these strategies with their students.

Goal: To establish a comprehensive professional development plan annually. Teachers will attend appropriate professional development activities, and school leadership conferences that will continually provide effective coaching, follow-up support to ensure that research-based instructional practices are implemented regularly and consistently in classrooms. TESS will also be used to align professional development and school leadership conferences to support staff growth and retention.

Section IV – Test Data

Review the testing data summary, 2009-2012, as furnished by Arkansas Department of Education (ADE) and include it as Attachment 3.

Part A: Narrative on Academic Performance Test Data
Describe the ways in which the testing data support the charter's current academic goals that were approved by the State Board as part of the charter.

ESEA Accountability Data
2012 Arkansas District ESEA Accountability Report shows us as an ***"Achieving District in Literacy"*** *in our 6-12 school.* ***Over the past four years we have gained 29.3% growth in literacy****.*

Our 2012 growth in literacy for the TAGG population was met 68.89, and 2012 growth standards were projected at 68.03. We made growth (0.86).

The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 60.38. Our performance standard was 60.71.We missed our standard growth by (.33).

2012 Arkansas District ESEA Accountability Report shows us as an ***"Achieving District in Math"*** *in our 6-12 school.*
The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 33.33.

Our performance standard was 35.26.We missed our standard growth by (1.93).

- *In regard to our "Needs Improvement Priority School District (6-8)" status, we* ***Met Year 1 Exit Criteria*** *this school year. See attachment 5*
- *The ESEA report shows the expected percentage tested in literacy and math met standards.*
- *The 2012 performance in literacy for our TAGG (Targeted Achievement Gap Group) was 63.64. We met standard performance (2.93).*
- *The TAGG population growth standard in literacy was 68.89 and growth standards were met (0.86).*
- *The TAGG performance growth in math was 37.84 and the performance standard was 37.99, which was not met by 0.15. The TAGG growth standard in math was 37.78.*
- *We met growth standard in math 37.78. The growth standard was 36.04. The growth standard shows (1.74).*

Literacy

According to the 2012 Growth Report for Covenant Keepers Charter School "District by School and Grade Level", Literacy scores are going in the right direction. The 2011 school year demonstrates measureable growth with our combined population in sixth grade. As we looked at the data more closely we discovered that our Hispanic population is growing considerably more rapidly than our African American population. In literacy, our Hispanic percent meeting growth was 61% and our African American population percent growth was 56%.

The report demonstrated the same measurable growth with our combined population, but again demonstrated our African American population is growing, but not as quickly as our Hispanic population. In literacy seventh grade, the combined population was 75% proficient/advanced. The sub populations such as Hispanics were 80% proficient/advanced and African American 72% proficient/advanced.
In eighth grade literacy, the combined population showed 76% meeting growth, which our Hispanic population 83% and the African American population 67%.

The 2012 Growth Report in Literacy "District by School" demonstrates growth in our combined population at 69%; Hispanic 73% and African American 67%.

Mathematics

According to the 2012 Growth Report for Covenant Keepers Charter School "District by School and Grade Level", the math data is still demonstrating growth, but not in significant measures. In sixth grade math, percentage meeting growth in our combined population was 33%, African American 22% and Hispanic 50%. Again, the 2011 school year demonstrates measureable growth with our Hispanic population in the area of mathematics. As we looked at the data more closely in math, we've discovered that our Hispanic population is growing considerably more rapidly than our African American population. The seventh grade percentage growth in math combined population is 43%, African American 38% and Hispanic 60%. The eighth grade combined population percentage growth in math is 31%, African American 28% and Hispanics at 42%.

The 2012 Growth Report in Math "District by School" demonstrates growth in our combined population at 35%, Hispanic 50% and African American 29%.

Testing Rate

During 2011-2012, we had five junior students that negatively impacted our percent tested. The 2012 Arkansas School ESEA Accountability Report shows 92% were tested which did not meet required percentage of 95%. The ESEA Report for high school math shows 89% out of the 95% that should have been tested. Our records show that three students were out on medical leave (2 of those were for

maternity leave), one student was in residential treatment, one in juvenile detention, one student was unaccounted for (runaway).

In science, Covenant Keepers performed less well than the state and district on the benchmark and ITBS. On the Biology EOC, Covenant Keepers and SIA Tech both have 0% of students at the proficient or advanced level.

Demographic data
Demographically, three schools have Free or Reduced Lunch (FRL) that are above the average for the Little Rock area: Covenant Keepers, LR Prep Academy and Dreamland (now closed; and SIA Tech does not report FRL numbers). Overall, these schools have lower performance than the Little Rock School District and the state.

In 2009, according to the ADE our economically disadvantaged population scored 65.9% proficient/advanced in literacy.

Scores shows that 36.4% remains below basic and basic in literacy while the LRSD is 36.6% basic and below basic in literacy.

In 2009, according to the ADE our economically disadvantaged population scored 58.2% below basic and basic in mathematics. 2012 economically disadvantaged population according to ADE State-Mandated Assessment Scores shows our population 60.7% below basic and basic.

Part B: Additional Assessments
Provide/attach other data, if any, used to measure student academic performance at the charter as **Attachment 3-A** and describe the ways in which the data provided in Part B support the charter's current academic goals that were approved by the State Board.

Covenant Keepers began using the NWEA testing system in the fall of 2009. This norm-referenced test is a formal way of assessing our students multiple times a year to help document student growth and content retention. The data is used to make decisions regarding curriculum, student placement in classes, and differentiation in lesson planning. These formative assessments are aligned to state standards at the goal strand levels. NWEA will be Common Core aligned beginning with the 2013-2014 school year.

What are the NWEA Assessments?
The Northwest Evaluation Association is a not-for-profit organization that has developed an assessment system through a great amount of research. They offer a variety of computer-based tests for schools to use to measure student achievement.

What We Test
Using the NWEA assessments for mathematics, reading, and language, we test every middle school and high school student in the fall, winter, and spring of each year. Seventh grade students are also assessed in the area of science. The computerized test is crafted in the moment for each specific student. If a student answers a question correctly, the test will present a higher-level question. If a student answers a question incorrectly, the test will present a lower-level question. The tests have no time limit, but the duration of the test is recorded. These test results are beneficial to the students and their teachers.

Preparing to Test
At the beginning of the year, the NWEA coordinator gives a presentation during open house, explaining to parents the importance of NWEA testing. The week before fall testing begins, a letter is sent home to the parents, informing them of their child's goal and reminding them to get adequate sleep each night during test week. Parents are also encouraged to bring their child to school on time

and to make sure their child eats something in the morning, whether it is breakfast at school or at home. Teachers are instructed to start encouraging students to do well on their NWEA test. Some teachers use practice NWEA questions in their classroom, or use computer games on certain RIT levels to help the students get into the right frame of mind for the tests.

<u>After the Tests:</u>
Teachers are informed when all scores have been uploaded to the NWEA website. As soon as this occurs, teachers can begin using the most current data to make lesson planning decisions for their classroom. They put the students into groups according to their RIT scores and differentiate using Descartes. A few students do not always push themselves to succeed on the NWEA tests, so teachers should also look at student work to make differentiation decisions for grouping in the classroom. Every Tuesday, each teacher is required to teach a lesson that includes writing or reading comprehension to all groups of students, and on Wednesdays, math is taught in every classroom. Teachers use Descartes to plan for writing and math days, as it gives them information to help them to decide which concepts are the most critical for their students to understand.

The 2012-2013 school year has seen a new commitment to the utilization of this assessment tool, resulting in a more deliberate, intense differentiation of instruction. We are finding that this data-driven instructional planning helps teachers zone in on what individual students need whether that be remediation or enrichment.

Teachers are trained to ensure that they know how to access the test data, how to use it to group students, and how to differentiate a lesson, project or activity for a class of students with different levels and abilities. The school's NWEA coordinator also meets one on one with each teacher, recommending improvements to their lesson plans and suggesting teaching strategies for differentiating in their classroom. This differentiation is a mandatory component of every lesson plan. For sample lesson plan, see attachment #7

<u>Student Growth</u>
Over the long term, we can view a student's test scores from 6th grade and watch the changes over each test cycle as they move from middle school to high school. Ideally, the test will show growth each year. As Covenant Keepers serves a highly-mobile population, we have a high turnover rate of students from year to year. This makes it difficult to show long-term student growth, as students leave and might not return to Covenant Keepers and new students enter. Many of our students come to us with large learning gaps from their previous schools. See attachment 3A

Section V – Finance

Review the charter's annual financial audit reports prepared during the current contractual period. List each finding by year, and for each finding, address the following:

Since June 30, 2009 Lisa Stephens & Company, PLC, Certified Public Accountant noted in her report of "Compliance and Other Matters" the Charter School" is free of any misstatement, when performing tests of compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. The results of the tests disclosed no instances of non compliance that were required to be reported under "Government Auditing Standards".

There were no findings for 2009. There were no corrective actions taken to rectify any issues.

As reported in our filing of June 30, 2010, Lisa Stephens & Company, PLC, Certified Public Accountant performed tests of non-compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of

financial statement amounts. The results of the test disclosed an instance of noncompliance with the Arkansas Department of Education Rules and Regulations Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members and other Parties, Section 10.9/ This regulation states "Excluding any renewal of a contract under Ark. Code Ann. 6-17-1506, any change in the terms or conditions of an employment contract, a promotion, or a change in employment status for a family member of a school board member employed by a public educational entity that will result in an increase in compensation of more than $2,500 must be approved in writing by the Commissioner of the Department of Education before any change in the terms or conditions of the employment contract or promotion or changes in employment status are effective, valid or enforceable.

The Legislative Audit report response supports the local board's resolution of Mr. Tatum Sr., as the board member, leaving the board meetings upon all employees being hired and rehired for each contractual school term. Mr. Tatum's vote was not counted each year. Before the board meeting on July 14, 2011 at 5:30 p.m. Mr. Tyron Tatum presented his resignation to the board to resolute any future potential findings. The board voted and continued the board meeting. In addition the board adopted a policy of full disclosure. Approval by the board is sought annually regarding any transactions pertaining to family members or related party transactions.

The findings for 2010 had not been noted. The corrective actions have been stated and rectified as of July 14, 2011 and disclosures of board members and employees are done annually.

In June 30, 2011 Thomas & Thomas LLP, Certified Public Accountants performed tests of non-compliance with certain provisions of laws, regulations, contract and grants, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. The audit determined deficiencies or material weaknesses. However, deficiencies were considered in 2011-1, 2011-2, 2011-3. Findings and Recommendations to be material weaknesses in internal control over financial reporting in 2011-1 Petty Cash Reconciliation, 2011-2 Lack of Support Accounting and Reporting Records, 2011-3 Improper Coding of Revenues, 2011-4 Related party Note Payable.

The Legislative Audit reported response to 2011-1 Petty Cash Reconciliation show the Charter School has adopted the recommendation to discontinue maintaining a petty cash account with the school. The corrective actions plan according to school states petty cash will no longer be used to conduct business on behalf of the school for any reasons. The school will develop a credit card program that will allow designated personnel the ability to make small purchases that would traditionally fall under petty cash transactions.

The Legislative Audit response to 2011-2 Lack of Support for Accounting and Reporting Records did not agree that the amount of requests without documentation was not substantial.

The corrective action plan was to develop a records management system that will ensure all audit documentation is separated and clearly identified with all necessary support information. Documentation is maintained in locked file cabinets where there is limited access. In addition, an on-site bookkeeper will ensure documents are filed in a timely manner once the Accounts Payable process is completed.

The Legislative Audit reported response to 2011-3 Improper Coding of Revenues shows we agree with finding. The corrective action plan was to commit the business to receiving detailed training instruction from APSCN and APSRC organizations to ensure we are properly coding all revenue and expenditures. Management staff and administrators will attend Tier 1 and Tier 2 finance training. We have developed a quarterly transaction review program with APSRC to ensure revenues and expenditures are properly coded.

The Legislative Audit reported responses to 2011-4 Related Party Note Payable shows that all loans made by the Executive Director were properly approved and were paid back in a timely manner in less than a year.

The corrective action plan is to completely discontinue the process of borrowing funds from the Executive Director. We have established controls to routinely evaluate the cash flow position before issuing expenditures payments to better ensure there are no cash flow issues. We have also developed a credit card program to assist with expenditures in the event a cash flow issue arises.

We will start our financial audit early this year to ensure that information is reported in a timely manner, by March 31, 2013.

We have attached Memorandum of understanding (MOU) that set forth an agreement between Covenant Keepers College Preparatory Charter School and the Arkansas Public School Resource Center (APRSC), as submitted and approved by the Arkansas Department of Education (ADE). *See attachment 8*

The contract compensates APSRC for the bookkeeping and coding technical assistance and training provided by Ms. Kathy King to assist Covenant Keepers staff on site as required for the time period of June 2012-June 2013. Compensation will be provided to APSRC for the accounting training, coding assistance, reporting assistance and oversight provided by Mr. Doug Brown to assist Covenant Keepers staff on site as required in agreement.

Section VI – Waivers

Review the charter's approved waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation, as furnished by Arkansas Department of Education (ADE) and include it as Attachment 4 to the renewal application.

Part A: Original/New Waivers

List each additional waiver from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation that the charter would like to add for the approved renewal contract. Provide the rationale for each new waiver request.

Covenant Keepers Charter School will make every effort to abide by the Arkansas Education Codes. CKCPCS understands ADE rules and regulations including the Standards of Accreditation and may not be released from statues or rules and regulations regarding health, safety, civil rights, special education, core graduation requirements, criminal background checks for employees, or monitoring and assessment. However, being a small school district may limit capacity of the Charter School to implement its program. Thus, the Charter School would like to be exempt from the following provisions of the Title 6 of the Arkansas Education Code. Many of the requests for exemption pertain to the hiring of "highly qualified" not necessarily "certified" teachers and administrators.

Covenant Keepers Waiver Requests

1. a. Waivers Already in Existence

NOTE: Waiver requests already have been granted by the State Board of Education concerning Ark. Code Ann. §§ 6-10-106; 6-13-608; 6-17-302; 6-15-1004; 6-17-401; 6-17-902; 6-17-1501 through 6-17-1510; 6-17-418; 6-17-919; 6-17-920; 6-17-1001; 6-20-1402 through 6-20-1407; and ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, Sections 15.0 and 15.03 (Teacher License/Certification).

b. New Waivers to be Requested

- Ark. Code Ann. § 6-17-309 ; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher.

  Covenant Keepers already possesses waivers from the State Board of Education concerning teacher licensure, but requests to add the above statute and ADE Rules sections to its already granted waivers to come in line with the recent Legal Comments from the ADE concerning what is required for full effectuation of the teacher licensure waiver.

- Ark. Code Ann. § 6-17-1701 et seq. (Public Employee Fair Hearing Act).

  Covenant Keepers already holds a waiver from the State Board of Education from the provisions of Ark. Code Ann. § 6-17-1501 et seq. (Teacher Fair Dismissal Act), and now is requesting the complimentary waiver from the Public Employee Fair Hearing Act so that it may employ all of its personnel on an at-will basis, and establish and follow such personnel policies which are uniquely applicable to Covenant Keepers.

- Ark. Code Ann. §§ 6-17-201 et seq. (Personnel Policies (Teachers) and 6-17-2301 et seq. (Personnel Policies (Classified Employees)).

  Covenant Keepers currently holds a waiver from the State Board of Education concerning the requirements of Ark. Code Ann. § 6-17-203 (Personnel Policies Committee), but wishes to expand the waiver to include the statutes requiring personnel policies committees for both teachers and classified (non-teacher) personnel.

  This expanded waiver request is complimentary to the waiver from the State Board of Education currently held by Covenant Keepers concerning the Teacher Fair Dismissal Act (Ark. Code Ann. § 6-17-1501 et seq.), and the waiver it is seeking in this application from the Public School Employee Fair Hearing Act (Ark. Code Ann. § 6-17-1701 et seq.).

- Ark Code Ann. §§ 6-17-2201 et seq. and 6-17-2401 et seq. (concerning classified school employee minimum salary act and teacher compensation schedule).

  Covenant Keepers possesses a waiver from the State Board of Education pursuant to Ark. Code Ann. § 6-17-1001 concerning minimum teacher's salaries, but that statute has been repealed. To ensure flexibility to set salaries at appropriate and unique levels for all of its personnel, Covenant Keepers requests this waiver from the provisions of the Education Code statutes cited above.

- Ark. Code Ann. § 6-20-2208(e)6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted & Talented Children – General Prohibitions) and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs).

  Covenant Keepers already possesses a waiver from the State Board of Education from Section 18 of the ADE Standards Rules, but requests to add the above Education Code sections and ADE Standards Rules provisions to come in line

with the recent Legal Comments from the ADE concerning what is required for full effectuation of the Gifted and Talented Children waiver.

Covenant Keepers uses, and will continue to use, this waiver to be able to handle the needs of its Gifted and Talented students within its usual curriculum delivery system.

- Ark. Code Ann. § 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services (concerning guidance and counseling services).

  Covenant Keepers possesses a waiver from the provisions of Section 16.01 of the ADE Standards Rules, but requests to add the above Education Code sections and ADE Rules to come in line with the recent Legal Comments from the ADE concerning what is required for full effectuation of the Guidance and Counseling Services waiver.

  Covenant Keepers has provided, and will continue to provide, appropriate Guidance and Counseling Services to its students, but wishes to have the flexibility to provide those services by other than full-time staff, if necessary.

Part B: Waivers to Be Rescinded

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

The charter wishes to maintain all currently approved waivers.

Section VII – Requested Amendments

The Charter School is requesting to change its location to Greater Second Baptist Church, the former "Dreamland Open-Enrollment Charter School located in Southwest Little Rock. The new facility is approximately 29,500 sq ft as we are asking to occupy 25,300 to support our day-to-day operations and to better accommodate the needs of high school courses.

In the 2008-2009 school term, we ended the year with approximately 108 students. Now our 2011-12 ADM (Qtrs 1-3) are 232.95. We have utilized every space in our 17,500 building and can no longer accommodate the educational needs of our population if additional space is not obtained. We have a five (5) year lease with Talon Management Property, and the lease expires this year June 2013. Mr. Mahoumah has respectfully requested that we vacate the property at the end of the lease as the structure needs much work.

Since 2010 we have had issues with the HVAC units. Our building has eleven (11) units and all but 2 have been replaced. The circulation of the heating and the air during different seasonal changes has caused us to make adjustments to the schedule to accommodate comfort and safety.

The parking lot on the (south) side of the building belongs to Second Baptist Church and was purchased for additional parking space in 2010. The church allows our student extracurricular activities. The space in the back (north) of the building is 12 x15 which belongs to the school and limited space can accommodate other activities to support the student population.

The church also has a private school and daycare facility and has asked us not to utilize a greater portion of the parking lot to accommodate their parents' entrance and exit.

In 2010 our cafeteria had to turn into a classroom part-time to support a related arts elective. During lunch time the electives are moved to another classroom to serve lunch. We resorted to having students eating in the classroom in 2011. In 2011, we started the Preferred Meals Programs to ensure our students were receiving healthy meals, and we've seen the child nutrition numbers boost each year. But to continue to provide the quality child nutrition program, we will need space/storage to maintain the quantity and shipments received on a weekly basis.

On July 26, 2012 the Arkansas State Fire Marshal (Mr. Dennis Free) conducted a re-inspection on our location. He noted all of the violations and concerns that were listed in the May 16, 2012 inspection letter have been corrected and no other violations were noted during this inspection.

The Arkansas State Fire Marshal concluded our request for an occupant load before the school year ended. Mr. Free took the square footage of each class room and divided by 20 square feet as set by Table 1004.1.1 (safety code) to set the occupant load for each space: He concluded:

First Floor

Classroom 1 Total 15 Occupants
Classroom 2 Office space
Classroom 3 Total 15 Occupants
Classroom 4 Total 17 Occupants
Classroom 5 Total 29 Occupants
Media Center Total 16 Occupants
Board Room Total 28 Occupants - (First Floor Total – 120 students)

Second Floor

Classroom 1 Total 23 Occupants
Classroom 2 Total 20 Occupants
Classroom 3 Total 22 Occupants
Classroom 4 Total 23 Occupants
Classroom 5 Total 25 Occupants
Classroom 6 Total 16 Occupants
Classroom 7 Total 20 Occupants
Classroom 8 Total 20 Occupants
Classroom 9 Total 20 Occupants
Classroom 10 Total 26 Occupants - (Second Floor 215). A total of the first and second floors give a maximum occupant load of 335. Classrooms cannot exceed their occupant load.

The building design will not accommodate the space/classrooms for more teachers to teach more course offerings. Moving to the former Dreamland building will afford us much greater flexibility and allow us to better accommodate our growing student body.

Finally, over the past two years we have declined in enrollment in our high school because we have not been able to provide the flexibility in course offerings nor do we have the space to provide other electives/choices for students, so our high school parents seek other schools of choice. These areas usually turn parents away at the upper level and they seek out other schools for best fit. The majority of our middle school parents maintain enrollment as they are more interested in the quality of the education and the safety and security offered here

The movement of the charter school next year will be more economical for our school. Our current rent cost is $13,125, per month which does include taxes of $9,444 annually. We also pay a portion of the lessor's insurance for $10,020 to cover any structural damage.

The new facility would cost $11,880 monthly ($142,560 annually) with taxes and insurance paid. Over a five year period the monthly rent would increase to $13,362.19 with taxes and insurance paid ($160,346). See attachment #9

MARCH 13, 2013
NEW AMENDMENTS

Covenant Keepers Charter School Board Minutes 02.28.13

Meeting called to order at 5:36

Members present were Ms. Cynthia Townsend, Mr. James Jones, and Mr. Noland Buckley. Absent member was Ms. Barbara Dalu. Others present Dr. Valerie Tatum, Lori Clancy, Kasey Porchia, Deron Hamilton, Marquita Hill, and Chanslor Watson, and Ms. [redacted].

Mrs. Dalu arrived at 6:05 p.m.

Minutes from previous meeting were accepted as read.

Parent Complaint

- Ms. [redacted] attended the board meeting with a complaint against members of the CK Administration team.
- Stated that she had [redacted] that previously attended Covenant Keepers. Ms. Porchia assured her that the students that her children had problems with outside of school would not be able to have contact with her [redacted] Ms. [redacted] was not satisfied with the fact that her [redacted] was suspended for 5 days and [redacted] was jumped on by two high school students. Ms. [redacted] felt like since she complained about heating and bathroom stalls that she and her children had been treated unfairly. Ms. [redacted] also state that she had requested information from administration and has not received any of the information.
- Dr. Tatum responded saying that [redacted] were here and that the team tried to meet with them regarding their behavior issues. The administration staff met with Ms. [redacted] and the SPED director Mrs. Donna Broyles to try and find the best way to try and get the [redacted] behavior under control. These meeting were of no success when it came to a change in their behavior. Dr. Tatum felt as if it was best for the [redacted] to move on to another school. With the progressive discipline problems that took place the administrative team felt that it would be best if the [redacted] child be dismissed from our school.

Ms. [redacted] left the meeting at 5:58 p.m.

Director's Report

- Administrators attended training on how to evaluate teachers. It is based on four different domains for the administration team to evaluate the teachers. The administrators will be given a test to ensure that they understand the information that is included in the manual. If they do not pass they will not be able to effectively

evaluate teachers. The information will be uploaded into a data system and some of the teachers will be selected for random review.

- Charter renewal will be on April 8th instead of March 11th.
- Another hearing with the Charter Review Committee will take place on March 21st.
- Dr. Toney is helping with the school improvement plan. The plan helps look at certain indicators to help the school come out of the priority state. Academic School Turnaround is already here assisting with this.
- All but one of the seniors has taken the ACT. One has been conditionally accepted to UALR and another has been conditionally accepted to UCA.
- Dr. Tatum discussed various issues surrounding the High School students including testing and attendance. She ask the board to please consider making an amendment to the original charter which would include removing grades nine through twelve and focusing on middle school grades six through eight only.

Principals Report

- Academic School Turnaround has really worked with the team in helping to access the data for the middle school and high school test scores.
- Mr. Buckley asked Ms. Porchia what are her expectations for the upcoming testing? Ms. Porchia stated that CK expects to hit the AMO which is the mark set by the state for the test scores.

Clancy's Report

- The literacy and math pieces have been really worked on and put into place this year to help bring all students up to a higher level during the benchmark testing.
- Renewal process has also been a very important process.

Financial Report

- There are some outstanding checks that are being reconciled on the reconciliation report.
- The cash balance is $54,000 we are in balance with no variables.
- NSLA and Title One have begun to come in.
- Revenue is coming in at about 180,000 per month.
- Food service cost has been down. Dr. Tatum is considering going back to a caterer instead of using Preferred Meals.

Action Items

A motion was made by Mrs. Dalu to uphold the decision regarding the dismissal of [redacted] from Covenant Keepers Charter School. The motion was seconded by Mr. Buckley. The Board voted unanimously to approve the school administration decision and a letter will be sent to the parent regarding our decision.

Ms. Townsend stated that the Board needs to vote on adding an addendum to the school charter renewal. It was moved by Mrs. Dalu to amend our charter school application to exclude high school and target on middle school levels. The motion was seconded by Mr. Jones and the Board voted unanimously to approve the addendum.

Next meeting is scheduled for March 14th at 5:30 p.m.

With there being no further business the meeting was adjourned at 6:26

Sign In Sheet

CKCS Board Meeting

February 28th, 2013

1.)
2.) Deon Hamilton
3.) Cynthia Towner
4.) James E. Jones
5.) Barbara Dalu
6.) Melanie Buckley
7.)
8.)
9.) Kasey Pohl
10.) Watson

Documentation that our Governing Board has voted to approve this amended application for renewal:

Diane Jackson called the meeting to order about 5:34 p.m. on Tuesday, March 05, 2013. She welcomed everyone and other members at the meeting.

Diane Jackson spoke about her board training and how much she has learned and encouraged the others to make sure that they are getting the necessary training to be effective in the capacity as a board member. Mrs. Buckley went to a class at the Willie Hinton Center on 12th & Pine.

Mr. Jackson visited the Covenant Keepers College Prep Charter School. He will start visiting on a monthly basis and volunteering more regularly in the school.

Dr. Tatum presented the charter renewal application with addendums requesting the charter school is allowed to operate as a middle school with only 6-8 grades. Dr. Tatum gave each member a copy of the ADE letter dated February 27, 2013 with original scheduled hearing for Monday, March 11, 2013, but it has been reschedule for the Monday, April 8, 2013 at 9:00 a.m.

The CK Charter School has been scheduled for another Charter Review Council for Thursday, March 21, 2013 at 2:00 p.m.

All board members attended the SW Ups meeting at the SW Community Center with Dr. Tatum to discussion the renewal of the application and solicit the community's support.

The student enrollment is currently 226 students and budget cuts will remain the same through the school year. Mr. Buckley mentioned that the school has started receiving revenue from other federal funds which has helped the budget. The school has cut back on spending so each month has been favorable for the school.

Mr. Jackson motioned to approve the charter school application addendums for middle schools (6-8). Jewel Turner second the motion and no one opposed. Approval carried

Mr. Buckley motioned to approve the charter school and budget cuts for the upcoming school year. Carla Lee seconds the motion and no one opposed. Approval carried

No other business discussed

Executive session was not held

Next meeting scheduled for Tuesday, April 23, 2013

Meeting adjournment 7:09 p.m.

City of Fire Community Development, Inc.
March 05, 2013
Sign-in

1. Jewel Turner
2. Mary Buckley
3. Carla Lee
4. [illegible]
5. Diane Jackson
6. [illegible]
7. Gregory Jackson
8. Naland Buckley.

LEASE AGREEMENT

THIS LEASE AGREEMENT (the **"Lease"**) is made and entered into effective as of the ____ day of March, 2013, between Greater 2nd Baptist Church, Inc., an Arkansas Corporation (**"Landlord"**) and City of Fire Community Development, Inc. d/b/a Covenant Keepers College Preparatory Charter School, an Arkansas Corporation (**"Tenant"**).

WITNESSETH:

1. LEASED PREMISES: In consideration of the rents, terms, provisions and covenants of this Lease, Landlord hereby leases, lets and demises to Tenant approximately 25,300 gross square feet of space (the **"Leased Premises"** or the **"Premises"**) in Greater 2nd Baptist Church located at 5615 Geyer Springs Road, Little Rock, Arkansas (sometimes referred to as the **"Building"** or the **"Project"**), as said Premises are outlined on the attached **Exhibit A** entitled "Leased Premises" and **Exhibit E** entitled "Site Plan". The approximation of square footage in the Premises is made for reference purposes only and is not a representation on the part of Landlord or otherwise a material term of this Lease. Tenant acknowledges that it is not relying on any Landlord representations relating to square foot measurements and hereby represents that it has made any measurements of the Premises which it deems advisable.

2. TERM: Subject to and upon the conditions set forth below, the term of this Lease shall commence on March 15, 2013 (the **"Commencement Date"**) and shall terminate at midnight on June 30, 2016. Rental expenses shall begin on July 1, 2013. In addition, Tenant shall have an option to renew the Lease for an additional two (2) year period following the initial term and a second renewal term of five (5) years. Each option term shall have three percent (3%) annual rental escalations. Each option term shall be exercised in writing no later than a one hundred and eighty (180) day period prior to expiration of the then current term.

3. RENT: (a) Tenant agrees to pay, as monthly rental during the term of this Lease, the sum of eleven thousand eight hundred and eighty and 00/100 dollars ($11,880.00) per month, gross. Upon formal award of the Tenant's charter by the Arkansas State Board of Education estimated to be April 8th of 2013, Tenant will pay to Landlord (within three (3) business days of said award an installment of five thousand dollars ($5,000.00) to be credited toward first month's rent.

(b) The monthly rental installments provided hereinabove shall be increased annually, effective on the 1st anniversary of the Commencement Date and thereafter on each subsequent anniversary (including options, if exercised), by an amount equal to three percent (3%) of the rental in effect for the immediately preceding Lease year. The monthly rental in any Lease year may be determined as follows: preceding Lease year's monthly rental multiplied by 1.03 and rounded to the nearest dollar. Notwithstanding the foregoing, if the Commencement Date of this Lease shall be on a date other than the 1st day of a month, the first rental increase shall be effective on the first day of the month following the first anniversary of the Commencement Date and thereafter on each subsequent anniversary of that effective increase date.

(d) If any increase in the property and casualty/public liability insurance premiums paid by Landlord for the Building and/or the Project is caused by Tenant's use and occupancy of the Leased Premises, or if Tenant vacates the Leased Premises and thereby causes an increase in such premiums, then Tenant shall pay as additional rental the amount of such increase to Landlord.

(e) Without waiving any other remedies for nonpayment of rent, if the monthly payment of rent is not received by Landlord on or before the tenth (10th) day of the month for which it is due, or if any payment other than rent is not received by Landlord within ten (10) days after Landlord makes a written

request therefor, Landlord will incur unanticipated costs, the exact amount of which are impractical or extremely difficult to ascertain, and a late fee equal to five percent (5%) of the rent or other legitmate charge shall become due and payable by Tenant to Landlord with respect to each such late payment in addition to the rent and other amounts becoming due under this Lease. 4. SIGNS: Tenant shall have the right to erect one double sided sign in good taste only on the front yard of the Premises (or such other location as may be agreed upon by Landlord) subject to all applicable laws, restrictions of record and regulations and Landlord's prior written approval thereof for the purposes of maintaining architectural continuity, consistent sign standards and quality of design. Within fifteen (15) days after this Lease is executed by Tenant, Tenant shall provide to Landlord a computer-generated sign mock-up prepared by a bona fide sign contractor which clearly indicates all sign specifications, including but not limited to size, design (including graphics and fonts), color(s), composition of material(s), and method of attachment to the Building. Tenant shall cause such signage to be erected within forty-five (45) days after Landlord gives its written approval of the same. The composition and location of such sign shall be in compliance with all municipal, county, and state ordinances, codes and laws, and installed by a licensed contractor who maintains adequate bonding and/or insurance. No signs or other objects shall be erected which are attached to the roof of the Building and no signs shall be attached to the Building or canopy at right angles suspended by guy wires, but shall be attached flush in a safe and secure manner. All such signs erected shall advertise Tenant's business only and no revenue-producing advertising shall be erected on the Leased Premises without specific written permission of Landlord. Tenant shall not paint any signs directly on the walls of the Building or otherwise deface, damage or overload the Building. Tenant shall have the right to place lettering upon the entrance door(s) or upon the plate glass windows contiguous to the entrance door(s) of the Leased Premises; provided, however, that the lettering shall not exceed six inches in height and shall be subject to the prior written approval of Landlord. No other sign (mobile or stationary) shall be displayed on the Leased Premises without the prior written consent of Landlord. Immediately upon the expiration or termination of this Lease Tenant shall remove all signs at Tenant's sole risk and expense and shall in a workmanlike manner properly repair any damage and close any holes caused by the installation and/or removal of Tenant's signs. If Tenant fails to so remove its signs and all indicia thereof and fully repair any damage to the Premises caused thereby within fifteen (15) days after the expiration or termination of this Lease Landlord may proceed to do so and charge Tenant therefor, whether by offset against appropriate payments by the Tenant or otherwise.

5. USAGE; NO NUISANCE OR WASTE: Tenant warrants and represents to Landlord that the Leased Premises shall be used and occupied only for the purpose of <u>an approved and licensed charter school</u> and no other purpose. Tenant shall occupy the Leased Premises, conduct its business and control its agents, employees, invitees and visitors in such a way as is lawful and reputable and will not create any nuisance or otherwise interfere with, annoy or disturb any other tenant in its normal business operations or Landlord in its management of the Building. Tenant shall not commit, or suffer to be committed, any waste on the Leased Premises.

6. TENANT'S INSURANCE OBLIGATIONS: Tenant shall not permit the Leased Premises to be used in any way which would, in the opinion of Landlord, be extra hazardous on account of fire or explosion or otherwise which would in any way increase or render void the fire insurance on leasehold improvements or contents in the Building belonging to other tenants in the Building. If at any time during the term of this Lease the State Board of Insurance or other insurance authority disallows any of Landlord's sprinkler credits or imposes an additional penalty or surcharge in Landlord's insurance premiums because of Tenant's original or subsequent placement or use of storage racks or bins, method of storage or nature of Tenant's inventory or any other act of Tenant, Tenant agrees to pay as additional rent the increase (between fire walls) in Landlord's insurance premiums. Tenant shall, during the entire term hereof, keep in full force and effect a "per occurrence" policy of public liability and property damage insurance with respect to the Leased Premises, and the business operated by Tenant (and any assignees or subtenants of Tenant) in the Premises in which the limits of public liability for personal and bodily injury shall be not less than One Million Dollars ($1,000,000) single limit and in which the property damage liability shall be not less than One Hundred Thousand Dollars ($100,000). The policy shall name Tenant as

the primary insured and Landlord as an additional insured under a "blanket" coverage policy. The insurance shall be carried with companies reasonably satisfactory to Landlord (including a Best rating or other rating as required by Landlord or its Lender from time to time) and a copy of the policy or a certificate of insurance, evidencing that Landlord is named as an additional insured, shall be delivered to Landlord simultaneously with Tenant's execution of this Lease, with a replacement policy or certificate of insurance thereafter delivered to Landlord at least ten (10) days before the then existing policy expires, lapses or is effectively canceled. In the event Tenant fails to provide Landlord at all times with a copy of a then current and valid policy or a certificate of insurance as herein required Landlord may obtain such insurance and Tenant agrees to reimburse Landlord, as appropriate, promptly for the cost thereof, including if Tenant had such insurance in place but failed to timely provide Landlord satisfactory evidence thereof. Notwithstanding the foregoing, Landlord shall be under any obligation to obtain or maintain any insurance on Tenant's behalf. Tenant acknowledges that it is solely responsible for maintaining public liability and property damage insurance for its benefit, as well as insurance on its personal property, fixtures, improvements and alterations, now or hereafter made to the Leased Premises or the Building. Tenant further acknowledges that Tenant is solely responsible to keep its personal property insured, whether furniture, machinery, equipment, goods, inventory, supplies, decorations, books or records or otherwise, and to look solely to such insurance in the event Tenant's personal property is damaged while in or on the Leased Premises, including if such damage results from a leaky roof, faulty sprinkler system or other condition which Landlord is herein obligated to maintain and repair so long as Landlord takes appropriate action to initiate and diligently pursue repairs as herein required after receipt of proper notice from Tenant. Tenant represents and warrants to Landlord that Tenant is in compliance with Section 16 hereof with respect to its waiver of subrogation.

7. UTILITY SERVICE: Landlord shall provide the normal utility service connections into the Leased Premises. Tenant shall pay the cost of its prorated utility services, including, but not limited to, initial connection charges, all charges for gas, water and electricity used in or on the Leased Premises, and for all electric light lamps or tubes. However, in a multi-occupancy Building, Landlord may provide water or other utilities to the Leased Premises which are not separately metered, in which case Tenant agrees to pay to Landlord Tenant's Share of the cost of such water and other utilities unless Tenant's usage of the Leased Premises exceeds normal domestic water or other utility consumption, in which event the cost shall be estimated as appropriate for such excess consumption. Tenant shall pay all costs caused by Tenant introducing excessive pollutants or solids other than ordinary human waste into the sanitary sewer system, including permits, fees and charges levied by any governmental agency or subdivision for any such pollutants or solids. Tenant shall be responsible for the installation and maintenance of any dilution tanks, holding tanks, settling tanks, sewer sampling devices, sand traps, grease traps or similar devices as may be required by any governmental agency or subdivision for Tenant's use of the sanitary sewer system. If the Leased Premises are in a multi-occupancy Building, Tenant shall pay all surcharges levied due to Tenant's use of sanitary sewer or waste removal services insofar as such surcharges affect Landlord or other tenants in the Building. Landlord shall not be required to pay for any utility services, supplies or upkeep in connection with the Leased Premises.

~~8. RELOCATION: In the event Landlord determines to utilize the Leased Premises for other purposes during the term of this Lease, Landlord shall give Tenant written notice thereof setting forth the date on which Landlord needs to relocate Tenant (the **"Relocation Date"**) and a description of the space in the Building and/or the Project to which Landlord proposes to relocate Tenant, and Tenant agrees to relocate to such other space on or before the Relocation Date provided that such other space is of equal or larger size than the Leased Premises. Landlord shall pay all out-of-pocket expenses of any such relocation, including the expenses of moving and reconstruction of all Tenant-furnished and Landlord-furnished improvements. In the event of such relocation, this Lease shall continue in full force and effect without any change in the terms or other conditions, but with the new location substituted for the old location set forth in Section 1 of this Lease.~~

9. REPAIRS AND MAINTENANCE:

(a) Unless otherwise expressly provided in this subsection, or elsewhere in the Lease (see Exhibit D) Landlord shall not be required to perform any maintenance on the Building or the Leased Premises, or make any improvement, replacement or repair of any kind or character to the Building or the Leased Premises, during the term of this Lease. Landlord shall maintain in good repair and condition, except for acts of God, other casualties and reasonable wear and tear, and repair and replace as necessary: (i) the parking areas of the Project, including lighting, patching and striping (and resurfacing, repaving or replacing if necessary in Landlord's sole discretion), and sweeping of debris, litter and leaves thereon, and the curbs and sidewalks (to the extent such are not the responsibility of a city or other governmental agency); (ii) the lawn, any gardening and other landscaping, including fencing; (iii) outdoor areas and containers for trash, rubbish and garbage (and Landlord shall contract for refuse removal from such containers); (iv) exterior pest control (without being responsible or liable for any damages sustained by Tenant due to termites or infestation, whether due to Tenant's acts or omissions or otherwise); (v) any Building-wide fire sprinkler system which Landlord may elect to install in the Building, including an annual inspection thereof; (vi) the structural soundness of the foundation and the exterior walls of the Building (excluding all windows, window glass, plate glass, window moldings, window seals, window frames, awnings and exterior doors (whether pedestrian, delivery, loading, dock or other doors)); (vii) the exterior painting on the Building; and (viii) the roof of the Building; provided, however, that Tenant shall repair, replace and pay for any damage caused by the intentional acts, negligence or default of Tenant or Tenant's agents, contractors, visitors, invitees, guests, customers and employees occasioned to any of the foregoing. Landlord's cost of maintaining, repairing and replacing the items set forth in this subsection shall be included in the rental amount; provided, however, that if Landlord treats any portion of such cost as a capital improvement then those costs shall be accounted for appropriately according to generally accepted accounting principles. Tenant shall immediately give written notice to Landlord of the need for repairs or maintenance, which repairs shall be made by Landlord beginning not more than fifteen (15) days after Landlord's receipt of written notice by Tenant and thereafter pursued with diligence. All requests for repairs or maintenance that are the responsibility of Landlord pursuant to any provision of this Lease must be made in writing to Landlord at the address set forth below for notices. Tenant acknowledges that Tenant is solely responsible to keep its personal property in a neat and orderly condition, properly stored and off of the floor of the Leased Premises, and insured, and that, notwithstanding Landlord's obligation to maintain and repair the foregoing items, Landlord shall not be responsible or liable for any damages sustained by Tenant due to any leaky roof, faulty sprinkler system or other condition which Landlord is herein obligated to maintain and repair so long as Landlord takes appropriate action to initiate and diligently pursue the repairs herein required of it after receipt of proper notice from Tenant. Tenant's sole remedy in such situation shall be a claim against Tenant's insurance on its personal property.

(b) Except as expressly undertaken by Landlord in subsection 9(a), Tenant shall, at its own cost and expense, maintain the Leased Premises in good order, condition and repair (including all necessary replacements) subject only to the reasonable wear and tear anticipated from ordinary use and any damage caused by Landlord, and perform all necessary repairs and replacements. Without limiting the generality of the foregoing, Tenant agrees to at all times, at Tenant's expense, perform the maintenance, repairs and replacements as necessary to keep the Leased Premises in good order, condition and repair, including: (i) all windows, window glass, plate glass, window moldings, window seals, window frames, awnings and exterior doors (whether pedestrian, delivery, loading, dock or other doors), including replacing promptly at Tenant's expense with glass of like kind and quality any plate glass or window glass of the Leased Premises which may become cracked or broken, and any door or window moldings, glass, seals and frames as needed); (ii) all interior partitions, walls and doors; (iii) all fixtures and equipment located in or which serve the Leased Premises (including lighting, electrical, plumbing fixtures, equipment and systems (including any fire sprinkler system installed by Tenant or as part of Tenant's improvements to the Leased Premises which is not part of a Building-wide fire sprinkler); (iv) reasonable periodic interior painting; (v) cleaning the inside and outside of all glass in doors and windows of the Leased Premises; (vi) not permitting accumulations of garbage, trash, rubbish, litter or other refuse on or in the Leased Premises and to place same strictly within the area(s) and containers designated by Landlord for removal, and to keep such refuse

in proper containers until removed; (vii) keeping all mechanical apparatus in or serving the Leased Premises free of vibration and noise which may be transmitted beyond the confines of the Leased Premises; (viii) not causing or permitting objectionable odors to emanate or to be dispelled from the Leased Premises; (ix) operating, maintaining, repairing and replacing any signage for the Leased Premises; (x) removing snow and ice as needed by Tenant and its employees, customers, guests and invitees; and (xi) performing preventive Building maintenance and equipment inspections within the Premises. Tenant shall at all times take good care of the Leased Premises and all property located thereon or therein and conduct any business within the Leased Premises in all respects in a dignified manner in accordance with high standards of operation. Should Tenant neglect to keep, maintain and repair the Leased Premises in good condition and repair (including all necessary replacements), then Landlord shall have the right, but not the obligation, to enter upon and into the Leased Premises, directly or through Landlord's agents, employees or contractors, and have the work done and the cost therefor, plus an administrative charge equal to twenty percent (20%) of said cost, shall be charged to Tenant as additional rent which shall become payable by Tenant within ten (10) days after Landlord gives Tenant notice of the amount thereof or any part thereof.

(c) Tenant shall not allow its employees, agents, invitees, guests, customers, contractors or visitors to litter or commit any damage on or in the Leased Premises or any portion of the Building or the Project. The cost and expense of any cleaning and/or repairs necessary to restore the condition of the Leased Premises or any portion of the Building or the Project due to acts of Tenant, its employees, agents, invitees, guests, contractors or visitors, shall be borne by Tenant. If Tenant fails to promptly initiate and diligently complete such cleaning and/or restoration Landlord may undertake to clean and restore the Leased Premises, the Building and the Project and, in that event, Landlord shall have a right of reimbursement against Tenant for the cost thereof within ten (10) days after Landlord gives Tenant notice of the amount thereof or any part thereof, plus an administrative charge equal to twenty percent (20%) of said cost.

(d) Landlord shall not be liable to Tenant, except as expressly provided in this Lease, for any damage, interruption of Tenant's business or inconvenience, and Tenant shall not be entitled to any abatement or reduction of rent by reason of any maintenance, repairs, replacements, alterations or additions made by Landlord under this Lease.

(e) Tenant shall not allow any damage to be committed on any portion of the Leased Premises and, at the expiration or termination of this Lease, Tenant shall deliver the Leased Premises to Landlord in a similar condition as existed at the Commencement Date or, if Landlord Improvements were made, as of the completion date, ordinary wear and tear excepted. If Tenant made any alterations or physical additions in or to the Leased Premises the same shall be surrendered to Landlord upon the expiration or termination of this Lease in the condition they were in when completed, ordinary wear and tear excepted.

(f) Tenant shall also make and pay for all maintenance, repairs and replacements necessitated by (i) Tenant's failure to maintain the Leased Premises or to make any repairs or replacements required of it hereunder, or (ii) defective workmanship or materials in any maintenance, repairs, replacements or improvements to the Leased Premises performed or erected by Tenant.

(g) Tenant, its agents, employees, licensees or contractors, shall not enter upon the roof of the Building without Landlord's prior written consent; provided, however, that in the event Tenant requires emergency access to the roof to accomplish any repair or replacement of HVAC equipments and systems, Tenant may notify Landlord via telephone or email and consent of Landlord thereby given will suffice in an emergency. Any damage caused to the roof arising out of the entry by or on behalf of Tenant, even if such entry shall be made with Landlord's consent, shall be the responsibility of Tenant, including any damage occasioned by leaving a door open and allowing rain inside, leaving nails or other material on the roof, or otherwise.

10. COMPLIANCE WITH LAWS, RULES AND REGULATIONS: Tenant, at Tenant's expense, shall comply with all laws, ordinances, orders, rules and regulations of state, federal, county, municipal or other agencies or bodies having jurisdiction relating to the use, condition and occupancy of the Leased Premises, the Building and/or the Project. Tenant will comply with the rules of the Building and/or the Project adopted by Landlord which are set forth on **Exhibit B** attached hereto and entitled **"Rules and Regulations"**, as amended or replaced by Landlord from time to time. Landlord shall have the right at all times to change the rules and regulations of the Building and/or the Project or to amend them in any reasonable manner as may be deemed advisable for the health, safety, care, cleanliness and appearance, the successful operation or the preservation of good order, of the Leased Premises and/or the Building, the Project and/or the occupants thereof and visitors thereto. All changes and amendments in the Rules and Regulations of the Building and/or the Project will be sent by Landlord to Tenant in writing and shall thereafter be carried out and observed by Tenant, its employees, agents, representatives, contractors, customers, clients, visitors, guests and attendees. Tenant hereby agrees to indemnify, hold harmless and defend Landlord from and against any claim against Landlord which is based on a claim that Tenant, or its employees, agents, representatives, contractors, customers, clients, visitors, guests, attendees or others in the vicinity of the Building due to Tenant's presence there, was not in full compliance with any law, ordinance, order, rule or regulation, including the Rules and Regulations.

11. LANDLORD IMPROVEMENTS: If construction or repairs to the Leased Premises are to be performed by Landlord prior to Tenant's occupancy, Landlord will, at its expense, complete the construction or repair of the improvements constituting the Leased Premises, including partitions, in accordance with plans and specifications agreed to by the parties (such improvements being described on **Exhibit D** attached hereto and hereinafter referred to as the **"Landlord Improvements"**). The plans and specifications, if not attached hereto as part of **Exhibit D**, shall be approved and signed by the parties prior to the commencement of construction and in all events within ten (10) days after the effective date of this Lease. Any changes or modifications to the approved plans and specifications shall be made and accepted by written change order signed by Landlord and Tenant and shall constitute an amendment to this Lease; any increase in cost occasioned by such change order(s) shall be at the expense of Tenant. Upon completion of the Landlord Improvements, and so much of the Building as is necessary to give Tenant and its guests safe and beneficial use of and passage to the Leased Premises, all in accordance with the plans and specifications, Tenant agrees to execute and deliver promptly to Landlord an "Addendum to Lease Agreement" in the form of ~~**Exhibit E**~~ attached hereto, to evidence Landlord's completed delivery and Tenant's acceptance of the Landlord Improvements and the Leased Premises, and the Commencement Date of this Lease. If no construction or repairs to the Leased Premises are to be performed by Landlord prior to Tenant's occupancy, Landlord shall deliver and Tenant shall accept the condition of the Premises in its present **"AS IS"** condition as of the Commencement Date set forth in Section 2 of this Lease. **In such case, Tenant acknowledges that it has been provided access and ample opportunity to inspect the Premises and its existing condition, improvements and systems and is not relying upon any warranty or representation of Landlord or its agents regarding the condition, adequacy or suitability of the same for Tenant's intended purpose, LANDLORD HEREBY EXPRESSLY DISCLAIMING ANY SUCH WARRANTY.**

12. ALTERATIONS AND IMPROVEMENTS: Tenant will have access to the Premises as of June 1, 2013 to make improvements and repairs at its own expense. All improvements will be in accordance with local and state building codes. Tenant shall not make or allow to be made any alteration or physical addition in or to the Leased Premises, the Building or the Project without first obtaining the written consent of Landlord. Any alteration, physical addition or improvement to the Leased Premises made by Tenant shall at once become the property of Landlord and shall be surrendered to Landlord upon the expiration or termination of this Lease. Notwithstanding the foregoing, if Tenant is not in default at the end of the term of this Lease, Tenant may then remove any trade fixtures, equipment and furniture which is not then subject to any other rights, liens and interests of Landlord, provided that Tenant makes all repairs necessary in order to restore the Leased Premises to the condition existing at the time Tenant installed same, all costs of removal, repair and/or alteration to be borne by Tenant. Tenant further agrees to construct any

and all alterations and physical additions in strict compliance with all applicable laws, rules, regulations, codes, and ordinances now or hereafter in effect, including without limitation, the Americans with Disabilities Act and lead-based paint requirements. If Tenant makes or removes any alteration, physical addition or improvement to the Leased Premises without Landlord's written consent, or if Tenant fails to remove same and restore the Leased Premises if so directed by Landlord, or fails to repair and restore after removal of any trade fixture, equipment or furniture, or makes any alteration, physical addition or improvement to the Leased Premises which was not in strict compliance with all applicable laws, rules, regulations, codes, and ordinances then in effect, then Landlord may perform such work, directly or through agents, employees or contractors, and Tenant shall be liable to Landlord for the cost thereof, plus an administrative charge equal to twenty percent (20%) of said cost.

13. CONDEMNATION: (a) If, during the term (or any extension or renewal) of this Lease, all or a substantial part of the Leased Premises or the Project is taken for any public or quasi-public use under any governmental law, ordinance or regulation, or by right of eminent domain or by purchase in lieu thereof, and the taking would prevent or materially interfere with the use of the Leased Premises for the purpose permitted in Section 5 hereof, this Lease shall terminate and the rent shall be abated during the unexpired portion of this Lease effective on the date physical possession is taken by the condemning authority. Tenant shall have no claim to the condemnation award, less and except any separate award asserted by Tenant against the taking authority and made directly to Tenant as compensation for Tenant's leasehold interest.

(b) In the event a portion of the Leased Premises or the Project shall be taken for any public or quasi-public use under any governmental law, ordinance or regulation, or by right of eminent domain or by purchase in lieu thereof, and this Lease is not terminated as provided in subsection (a) above, Landlord may, at Landlord's sole risk and expense, restore and reconstruct the Premises and/or the Project and other Landlord Improvements on the Premises to the extent necessary to make it reasonably tenantable, in which event this Lease shall continue in effect but with the rent payable under this Lease during the unexpired portion of the term adjusted to such an extent as may be fair and reasonable under the circumstances. Tenant shall have no claim to the condemnation award, less and except any separate award asserted by Tenant against the taking authority and made directly to Tenant as compensation for the Tenant's leasehold interest.

14. FIRE AND CASUALTY: (a) If the Leased Premises should be totally destroyed by fire or other casualty, or if the Leased Premises should be so damaged such that rebuilding cannot reasonably be completed within one hundred eighty (180) Business Days after the date of written notification by Tenant to Landlord of the destruction or damage, this Lease shall terminate and the rent shall be abated for the unexpired portion of the Lease, effective as of the date set forth in the written notification.

(b) Provided the Landlord's Lender does not elect to apply any proceeds from insurance claims to any indebtedness secured by the Building and/or the Project, if the Leased Premises should be partially damaged by fire or other casualty, and rebuilding or repairs are reasonably estimated to be completed within one hundred eighty (180) Business Days from the date of written notification by Tenant to Landlord of the destruction or damage, this Lease shall not terminate, but Landlord may at its sole risk and expense proceed with reasonable diligence to rebuild or repair the Building and any Landlord Improvements in the Premises to substantially the same condition in which they existed prior to the damage. If the Leased Premises are to be rebuilt or repaired and are untenantable in whole or in part following the damage, and the damage or destruction was not caused or contributed to by any act, omission or negligence of Tenant, its agents, employees, invitees, contractors, guests, visitors or those for whom Tenant is otherwise responsible, the rent payable under this Lease during the period for which the Leased Premises are untenantable shall be adjusted to such an extent as may be fair and reasonable under the circumstances. In the event that Landlord fails to substantially complete the necessary repairs or rebuilding within one hundred eighty (180) Business Days from the date of written notification by Tenant to Landlord of the destruction or damage, Tenant may at its option terminate this Lease by promptly thereafter delivering

written notice of termination to Landlord, whereupon all rights and obligations under this Lease shall cease to exist as of the effective date of such termination.

15. LANDLORD'S INSURANCE OBLIGATIONS: Landlord shall at all times during the term of this Lease maintain a policy or policies of insurance with the premiums paid in advance, issued by and binding upon some solvent insurance company, insuring the Building against all risk of direct physical loss in an amount equal to at least ninety percent (90%) of the full replacement cost of the Building structure and its improvements constructed and owned by Landlord as of the date of the loss; provided, that Landlord shall not be obligated in any way or manner to insure any personal property (including, but not limited to, any furniture, machinery, equipment, goods, inventory, supplies, decorations, books or records) of Tenant or which Tenant may have upon or within the Leased Premises or any fixtures installed by or paid for by Tenant upon or within the Leased Premises or any additional improvements or alterations which Tenant may construct on or in the Leased Premises. The cost of Landlord's insurance on the Building shall be appropriately expensed according to generally accepted accounting principles. Tenant acknowledges that Tenant is solely responsible to keep its personal property insured, whether furniture, machinery, equipment, goods, inventory, supplies, decorations, books or records or otherwise, and to look solely to such insurance in the event Tenant's personal property is damaged while in or on the Leased Premises.

16. WAIVER OF SUBROGATION: Anything in this Lease to the contrary notwithstanding, Landlord and Tenant hereby waive and release each other from any and all rights of recovery, claim, action or cause of action, against each other, their agents, officers and employees, for any loss or damage that may occur to the Leased Premises, improvements to the Building, or personal property within the Building (Building contents), by reason of fire, other hazard or the elements, to the extent covered by hazard insurance, regardless of cause or origin, including negligence of Landlord or Tenant and their agents, officers and employees. In addition, Landlord and Tenant hereby waive and release each other from any and all rights of recovery, claim, action or cause of action, against each other, their agents, officers and employees, for any loss or damage that may occur in or upon the Leased Premises, the Building or the Project to the extent covered by public liability insurance, regardless of cause, including negligence of Landlord or Tenant and their agents, officers and employees.

17. HOLD HARMLESS: Landlord, and Landlord's agents, employees and representatives, shall not be liable to Tenant or Tenant's agents, employees, representatives, licensees, contractors, customers, clients, invitees, guests or visitors, or to any other person, for any injury to person or damage to property on or about the Leased Premises, the Building or the Project, caused by any other tenant of Landlord, caused by the Building and/or the Project or any improvements located thereon or on the Leased Premises, or by any member of the public or any other reason whatsoever, less and except any such injury or damage primarily caused by Landlord's gross negligence or willful misconduct, or that of Landlord's agents or employees. Tenant agrees to indemnify and hold harmless Landlord, and Landlord's agents, employees and representatives, of and from any accident, loss, damage, claim, attorneys' fees, court costs, expenses and claims arising out of any damage or injury which arises, in whole or in part, from Tenant's use or occupancy of the Premises, unless such injury or damage is primarily caused by Landlord's gross negligence or willful misconduct, or that of Landlord's agents or employees.

18. QUIET ENJOYMENT: Landlord warrants that it has full right to execute and to perform this Lease and to grant the estate demised and that Tenant, upon payment of the required rents, Tenant's Share and other sums and performing the other terms, conditions, covenants and agreements contained in this Lease, shall peaceably and quietly have, hold and enjoy the Leased Premises during the full term of this Lease as well as any extension or renewal thereof. Landlord shall not be responsible for the acts or omissions of any other tenant or third party that may interfere with Tenant's use and enjoyment of the Leased Premises, nor shall Landlord have any responsibility for the personal security, including without limitation against criminal acts, of any persons on or about the Premises, the Building and/or the Project.

19. LANDLORD'S RIGHT OF ENTRY: Landlord shall have the right to enter the Leased Premises for the following reasons: inspection; cleaning, maintenance or making repairs; making alterations or additions as Landlord may deem necessary or desirable; determining Tenant's use of the Leased Premises; investigating a possible violation of this Lease or of the Rules or Regulations or otherwise determining if an event of default under this Lease has occurred; to show the Premises to a prospective purchaser, lender or contractor or, during the final six (6) months of the Lease term, to a prospective new tenant; or determining whether Tenant has ceased to occupy the Premises or otherwise Abandoned same. Such entry shall be during Tenant's normal business hours and after reasonable attempts to advise Tenant by telephone or electronic mail; provided, however, that in the event of an emergency which threatens harm or damage to the Building or the Project, or to the health, safety or welfare of occupants of the Building or the Project or to the general public, if Landlord first attempts to contact Tenant via telephone or electronic mail and is not immediately able to do so Landlord may enter the Leased Premises at any time without prior notice to Tenant, including in circumstances where repair, remediation or cure of the condition causing the emergency is the responsibility of Tenant, all without waiving Tenant's obligation to make the repair or otherwise remediate the condition and without Landlord assuming responsibility for the condition. In such event, if Tenant is obligated under the terms of this Lease to make the repair or otherwise remediate the condition Tenant agrees to reimburse Landlord for the costs of all reasonable actions taken with respect to the emergency, including repairs and replacements and any fee paid to a locksmith to gain entry into the Premises and/or to change or replace any doors, windows and locks which are broken to gain such entry.

20. ASSIGNMENT OR SUBLEASE: Landlord shall have the right to transfer and assign, in whole or in part, its rights and obligations under this Lease and in the Leased Premises, the Building and/or the Project. Without Landlord's prior written consent, Tenant will neither assign this Lease in whole or in part nor sublease all or any part of the Premises. If Tenant requests Landlord to consent to a specific assignment or sublease, Tenant will give Landlord with such request: (i) the name and address of the proposed assignee or subtenant; (ii) a copy of the proposed assignment or sublease; (iii) reasonably satisfactory information about the nature, business and business history of the proposed assignee or subtenant and its proposed use of the Premises; and (iv) banking, financial or other credit information, and references, about the proposed assignee or subtenant sufficient to enable the Landlord to determine the financial responsibility and character of the proposed assignee or subtenant. Unless Tenant states a lesser amount by percentage or square footage Landlord will assume that Tenant proposes to sublease or assign the entirety of the Leased Premises. Landlord's consent to an assignment or sublease will not be effective until: a fully executed copy of the instrument of assignment or sublease has been delivered to Landlord; in the case of an assignment, Landlord has received a written instrument in which assignee has assumed and agreed to perform all of Tenant's obligations in this Lease; and a Five Hundred Dollar ($500) transfer fee. Landlord's consent to an assignment or sublease will not release Tenant from its payment and performance obligations under this Lease, but rather, Tenant and its assignee will be jointly and severally primarily liable for such payment and performance.

The following transactions, among other forms of assignment, will constitute an assignment of this Lease which shall require Landlord's prior written consent:

(a) Assignment by operation of law;
(b) An imposition (whether or not consensual) of a lien, mortgage or encumbrance upon Tenant's interest in this Lease or in the Leased Premises;
(c) Any arrangement (including without limitation any management agreement, concession, or license) that allows the use and occupancy of all or part of the Leased Premises by anyone other than Tenant;
(d) A transfer of voting control of Tenant, if Tenant is a corporation;
(e) A transfer of more than 33 1/3% of the interest in Tenant, if Tenant is a general partnership or a limited liability company;
(f) A change in the identity or control of one or more general partners, if Tenant is a limited partnership (including a transfer of voting control of any general partner if such general

partner is a corporation, or a transfer of more than 33 1/3% of the interest any general partner if such general partner is a general partnership or a limited liability company);

(g) A change in the identity or control of one or more managers or managing members, if Tenant is a limited liability company (including a transfer of voting control of any manager or managing member if such manager or managing member is a corporation, or a transfer of more than 33 1/3% of the interest any manager or managing member if such manager or managing member is a general partnership or a limited liability company); and

(h) Any other transfer of voting control or change in the identity of the party having the ability to exercise control over or direction of Tenant.

An assignment or sublease without Landlord's prior written consent will, as Landlord elects: (A) be void, (B) constitute an event of default under this Lease, (C) cause a ten percent (10%) increase in the rental rates set forth in Section 3 of this Lease, and/or (D) subject Tenant and its assignee or subtenant to joint and several liability under this Lease, or any combination thereof as Landlord elects at any time and from time to time during the remaining term hereof. Landlord's consent to an assignment or sublease will not waive the requirement of its consent to any subsequent assignment or sublease. Any collection of rent or other sums by Landlord directly from the assignee or subtenant shall not be construed to constitute an acceptance of or consent to such assignee or subtenant or a novation or release of Tenant from the further performance of its obligations under this Lease. In addition to the transfer fee, Tenant agrees to reimburse Landlord for Landlord's reasonable attorneys' fees and costs incurred in connection with the processing and documentation of any request made pursuant to this Section. Notwithstanding the giving by Landlord of its consent to any assignment or sublease with respect to the Premises, no such assignee or subtenant may exercise any expansion option, right of first refusal option, purchase option, or extension or renewal option under this Lease except in accordance with a separate written agreement entered into directly between such assignee or subtenant and Landlord, and, absent Landlord's written agreement to the contrary, all option rights of Tenant (and Tenant's assignee or subtenant), and all lease rights of Tenant created pursuant to the exercise of any such option or right, with respect to any space so assigned or subleased, shall be extinguished by such assignment or sublease. Tenant acknowledges that the Leased Premises, the Building and/or the Project may be subject to the lien of one or more mortgages or deeds of trust given by Landlord to one or more lenders (a **"Lender"**) to secure one or more loan(s) to Landlord and, in such event, the consent of the Lender may be required with respect to any assignment of this Lease or sublease of the Leased Premises by Tenant, in addition to Landlord's consent, and Tenant agrees to cooperate with Landlord in the submission of all information requested by Lender in connection with a requested consent and to pay all fees and expenses of both Landlord and Lender, and their counsel, associated with Landlord's attempts to obtain that Lender's consent.

21. LANDLORD'S LIEN: As security for Tenant's obligation to pay rent and all other payments required to be made by this Lease, including any damages to Landlord resulting hereunder, Tenant hereby grants to Landlord a lien upon and security interest in all tangible personal property of Tenant now or subsequently located in or upon the Leased Premises.

22. UNIFORM COMMERCIAL CODE: This Lease is intended as and constitutes a security agreement within the meaning of the Uniform Commercial Code of the state in which the Leased Premises are situated and Tenant, as debtor, hereby grants to Landlord, as secured party, a security interest in all of Tenant's right, title and interest in and to Tenant's tangible personal property now or hereafter located in or upon the Leased Premises to secure the payment to Landlord of all rent, Tenant's Share and other amounts provided in this Lease, together with all physical, electronic or other records pertaining thereto, including certificates of title, receipts, inventory lists and other evidence of same. The terms "debtor" and "secured party", as used herein, have the meanings assigned to them under the Uniform Commercial Code of the state in which the Leased Premises are situated. This security interest shall attach to all goods, whether equipment or inventory, and whether attached to the Leased Premises so as to become fixtures, and to all furniture, supplies, and other tangible personal property owned by Tenant and kept in or upon the Leased Premises, and to all records thereof, and this security interest is in addition to the lien rights granted to

Landlord in this Lease. Tenant hereby authorizes Landlord to file appropriate financing statements to evidence and perfect Landlord's security interest granted by this Lease or Landlord may file as a financing statement this Lease or a photocopy of this Lease certified by Landlord to be a true, correct and complete copy thereof. The security interest herein granted to Landlord shall be junior and inferior to any perfected purchase money security interest in Tenant's inventory and other personal property if granted to a third party lender which is not related to or affiliated with Tenant.

23. DEFAULT BY TENANT: Each of the following shall be deemed to be an event of default by Tenant under this Lease:

(a) Tenant shall fail to pay when due any installment of rent or any other payment required by the terms of this Lease;

(b) Tenant shall vacate any substantial portion of the Leased Premises during the term hereof;

(c) Tenant shall fail to comply with any term, provision or covenant of this Lease (other than the timely payment of rent, Tenant's Share or other sum that becomes due under this Lease) and such failure is not cured within thirty (30) days after written notice to Tenant;

(d) Tenant shall repeatedly fail to comply with any term, provision or covenant of this Lease or any Rule or Regulation, even if cured within thirty (30) days after written notice, if Tenant thereby, in Landlord's reasonable judgment, becomes a nuisance to Landlord or to other tenants in the Building or the Project or a detriment to the Building or the Project;

(e) Tenant shall file a voluntary petition in bankruptcy, shall fail to have dismissed within sixty (60) days any involuntary petition in bankruptcy filed against it, or Tenant shall be adjudged bankrupt or insolvent under the federal Bankruptcy Code, as amended, or any similar law or statute of the United States or any state; or a receiver or trustee shall be appointed for all or substantially all of the assets of Tenant; or Tenant shall make a transfer in fraud of creditors or shall make an assignment for the benefit of creditors; or

(f) Tenant shall do or permit to be done any act which results in, or Tenant shall fail to take any action which it is obligated to take to avoid, a lien being filed against the Leased Premises or the Building and/or the Project, or any part thereof.

24. REMEDIES FOR TENANT'S DEFAULT: Upon the occurrence of any event of default set forth in this Lease, Landlord shall have the option, in addition to any other remedy available at law, to pursue any one or more of the following remedies:

(a) Terminate this Lease by giving Tenant written notice thereof, in which event Tenant shall immediately vacate and surrender to Landlord possession of the Leased Premises, including all keys thereto, combinations for combination locks and other means of entry, and pay all arrearages in rent, Tenant's Share and other sums. Tenant shall remain liable to Landlord for all loss, costs and damage which Landlord may suffer by reason of Tenant's possession or occupancy of the Leased Premises or the termination of the Lease under this subparagraph, including for any damage done by Tenant or its subtenants, assignees, agents, employees, contractors, guests, invitees, clients, customers or others on or in the Leased Premises, the Building and the Project, or any failure of Tenant to maintain, repair and restore the Leased Premises and surrender same to Landlord in the condition required by the terms of this Lease.

(b) Give Tenant written notice of default and/or notice to quit and thereafter institute an action for unlawful detainer in the appropriate court in the county in which the Leased Premises are situated, seeking to have a writ of possession issued directing the local sheriff to remove Tenant and those claiming under it from the Leased Premises and deliver possession of the Leased Premises to Landlord, relet the Leased Premises for the account of Tenant in an effort to mitigate the damages to be suffered by Landlord as a result of Tenant's default (including making any remodel, repairs, replacements or alterations of or to the Leased Premises, and placing on or within the Leased Premises any signs, as Landlord may believe to be beneficial to such reletting), and receive directly all rent and other sums payable by that new tenant by reason of the reletting. Tenant agrees to pay Landlord on demand any deficiency that may arise

by reason of any reletting of the Leased Premises on terms less favorable to Landlord than those in this Lease or due to any new tenant's failure to pay. Further, Tenant agrees to reimburse Landlord for any and all expenditures made by or on behalf of Landlord for remodeling, repairing and/or altering the Leased Premises (including any replacements of fixtures, equipment, surfaces or other improvements) in order to relet same and for the costs incurred in reletting the same, including marketing costs and leasing commissions. Tenant further agrees to pay Landlord on demand the amount of any loss, cost and damage which Landlord may suffer by reason of the removal of Tenant from possession under this subparagraph, whether through inability to relet the Leased Premises on terms satisfactory to Landlord or otherwise, and Tenant agrees that Landlord shall not be liable for any damages resulting to Tenant from effecting compliance with Tenant's obligations under this subsection unless caused by the gross negligence or willful misconduct of Landlord.

(c) Pursuant to the lien granted by Tenant to Landlord in and on any and all tangible personal property of Tenant now or subsequently located in or upon the Leased Premises, whether pursuant to the terms of this Lease or by law, if any personal property remains on or in the Leased Premises more than five (5) days after either (i) the expiration or termination of this Lease, or (ii) Tenant vacates any substantial portion of the Leased Premises when Tenant is in default in the payment of any rent, Tenant's Share or other payment required to be made under this Lease, then such property shall be deemed to be Abandoned by Tenant, and Landlord may, if it so elects, rather than pursuing its remedies under the unlawful detainer statutes pursuant to subsection (b) above, enter upon the Leased Premises, by picking or changing locks if necessary, and take possession of the Leased Premises and all personal property therein without resorting to the courts or other legal process, and proceed to repair, remodel and alter the Leased Premises as Landlord believes best in its efforts to relet same for the account of Tenant in order to mitigate damages, and remove all or any part of the personal property and dispose of it as Landlord sees fit without recourse to Tenant. Landlord may have the personal property picked up and hauled off as junk, in which event Tenant will not receive any deduction or set-off against sums owed by Tenant to Landlord, or have the personal property moved to any location convenient to Landlord for storage. If Landlord elects to move and store the personal property and wants to be reimbursed by Tenant for the costs thereof Landlord shall give written notice to Tenant at Tenant's last known address (pursuant to Section 35 hereof) and Tenant may, within ten (10) days after the date of such notice, pay all sums then owed by Tenant to Landlord in cash or cashier's check, including such moving and storage costs, and take possession of the personal property (removing same from any space owned or leased by Landlord or for which Landlord could otherwise be liable for the occupancy thereof). Landlord will not, by relinquishing possession of the personal property, waive any liability of Tenant to Landlord. If Tenant fails to so pay Landlord and remove the personal property from storage Landlord may either donate the property as it sees fit or sell such personal property at a public or private sale, in one or successive sales, to the highest bidder or purchaser for cash and, on behalf of Tenant, convey to such purchaser without warranty or recourse all or any part of the personal property, delivering to the purchaser all of Tenant's right, title and interest in the personal property sold to him. The proceeds of any sale of the personal property shall be applied by Landlord toward the reasonable costs and expenses of the sale, including attorney's fees, seller's commission, advertising of the sale, moving and storage expenses and other expenses, and then toward payment of all other sums then owed by Tenant to Landlord under the terms of this Lease, including legal fees and costs and other expenses of collection; any excess remaining shall be paid to Tenant or any other person entitled thereto by law, or any deficiency owed by Tenant to Landlord shall be immediately due and payable by Tenant.

(d) In addition to the personal property liquidation and disposal methods set forth above, Landlord may, if it elects, pursue any and all remedies with respect to the personal property available to a secured party under the Uniform Commercial Code as adopted in the state where the Leased Premises are located. If Landlord pursues remedies under the Uniform Commercial Code Tenant agrees that any notice to Tenant served at least ten (10) days prior to any action by Landlord, to the address stated in Section 35 hereof or such other address as Tenant has delivered to Landlord pursuant to Section 35, shall be deemed to be commercially reasonable notice.

(e) Landlord may recover from Tenant, and Tenant agrees to pay to Landlord immediately upon demand, any unamortized leasing fee paid by Landlord to any broker in connection with this Lease and the cost of any unamortized Landlord Improvements, based on the assumption that said leasing fee and Landlord Improvements were being amortized over the entire then current term of this Lease.

Landlord may pursue and achieve any one or more of the remedies set forth above, or any remedy otherwise available to it at law or in equity, without being liable for any claim by Tenant for damages, including consequential damages, and without waiving any liability of Tenant to Landlord for any rent, Tenant's Share or other sums then accrued or yet to accrue under this Lease or for any loss, costs or damage which Landlord may thereafter suffer by reason of Tenant's default, including for any damage done by Tenant or its subtenants, assignees, agents, employees, guests, invitees, clients, contractors, customers or others on or in the Leased Premises, the Building or the Project. If Landlord takes action hereunder and disposes of any personal property in or on the Leased Premises, whether by gift, donation, private or public sale or otherwise, Tenant shall be solely liable to any third party in the event it is later determined that Tenant was not the rightful owner of such personal property or that such personal property was subject to a lien or security interest in favor of a third party, and Tenant agrees to indemnify and hold harmless Landlord, its employees, agents, attorneys and representatives, from and against any and all such liability.

25. NO WAIVER OF DEFAULT OR REMEDY: Neither any failure of Landlord to declare an event of default immediately upon its occurrence, nor any delay by Landlord in pursuing any remedy for an event of default, shall constitute a waiver of the default or the provision violated or a waiver of any remedy which Landlord may have available therefor; Landlord shall have the right at any time to declare the default and take such action as is lawful or authorized under this Lease. Pursuit of any one or more of the remedies set forth in Section 24 above or elsewhere in this Lease, or otherwise available in law or equity, shall not constitute an election of remedies or otherwise preclude pursuit of any one or more of the other remedies provided elsewhere in this Lease or provided by law or equity, nor shall pursuit of any remedy provided constitute forfeiture or waiver of any rent, Tenant's Share, damages or other sums or rights accruing to Landlord by reason of the terms, provisions or covenants of this Lease or Tenant's violation thereof.

26. ACTS OF GOD; FORCE MAJEURE: Landlord shall not be required to perform any covenant or obligation in this Lease, or be liable in damages to Tenant for any failure to perform, so long as the reasonable and efficient performance or non-performance of the covenant or obligation is delayed, caused by or prevented by an act of God or force majeure.

27. ATTORNEYS' FEES: In the event Landlord or Tenant defaults in the performance of any of the terms, covenants, agreements or conditions contained in this Lease and Tenant or Landlord places in the hands of an attorney the enforcement of all or any part of this Lease, the collection of any rent, Tenant's Share or other sums due or to become due, or the recovery of possession of the Leased Premises, or any of Landlord's obligations under this Lease, then each party agrees to pay their own legal fees and costs invoiced to each party for such services, whether for attorneys, paralegals or others, whether or not suit is actually filed.

28. HOLDING OVER: In the event of holding over by Tenant after the expiration or termination of this Lease, the hold over shall be as a tenant at will on a month-to-month basis and all of the terms and provisions of this Lease shall be applicable during that period except that Tenant shall pay Landlord as rental for the period of such hold over, until Tenant is deemed guilty of an unlawful detainer, an amount equal to one and one-fifth (1.2) times the rent which would have been payable by Tenant had the hold over period been a part of the contractual term of this Lease. Tenant agrees to vacate and deliver the Leased Premises to Landlord promptly after Landlord gives Tenant written notice to vacate. The rent, Tenant's Share and other sums payable during the hold over period, and during any period when Tenant is unlawfully detaining the Premises, shall be payable to Landlord on the same day of each month as during the contractual term hereof and also upon Landlord's demand. No holding over by Tenant, whether with or

without consent by Landlord, shall operate to extend this Lease except as otherwise expressly provided in a document signed by Landlord. Nothing in this Section shall limit Landlord's rights or Tenant's liability under Arkansas unlawful detainer statutes in the event Tenant willfully and without right holds over possession of the Leased Premises after Landlord makes written demand therefor after expiration of this Lease or a default by Tenant, including failure to pay rent, Tenant's Share or any other sum.

29. SUBORDINATION OF RIGHTS: Tenant accepts this Lease subject and subordinate to any recorded mortgage or deed of trust lien in favor of any Lender to Landlord, its successors or assigns, presently existing or hereafter created upon the Leased Premises or the Building and/or the Project. Landlord is hereby irrevocably vested with full power and authority to subordinate Tenant's interest under this Lease to any mortgage or deed of trust lien hereafter placed on the Leased Premises, and Tenant agrees upon demand to execute additional instruments subordinating this Lease as Landlord or its Lender may require. If the interests of Landlord under this Lease shall be transferred by reason of foreclosure or other proceedings for enforcement of any mortgage or deed of trust on the Leased Premises, or by deed in lieu of foreclosure, Tenant shall be bound to the transferee (sometimes called the **"Purchaser"**), at the option of the Purchaser, under the terms, covenants and conditions of this Lease for the balance of the term remaining, and any extensions or renewals, with the same force and effect as if the Purchaser were Landlord under this Lease and, if requested by the Purchaser, Tenant agrees to attorn to the Purchaser, including the Lender under any such mortgage if it be the Purchaser, as its Landlord.

30. ESTOPPEL CERTIFICATES: Tenant agrees to furnish promptly, from time to time, upon request of Landlord or Landlord's Lender, a statement certifying, if applicable, a description (by square feet and location) of the Leased Premises; the commencement and expiration dates of this Lease, including any renewal or extension terms; the financial terms of this Lease (including basic rent, any percentage rent, and all pass-through of taxes, insurance, maintenance and repair expenses, utilities, and other items); that the Lease contains all understandings and agreements between Landlord and Tenant and is in existence and in full force and effect without modification, addition, extension or renewal (or specifically describing any such modification to the Lease); that there are no options to or rights of purchase, first refusal, termination, renewal or extension, rights to contract Tenant's space, exclusive business rights, or other rights to modify the Lease or Tenant's rights or obligations thereunder (or specifically describing any such options or rights under the Lease); that Tenant is not in default under the Lease and no event exists which with the passage of time would constitute an event of default by Tenant; that Tenant is current in the payment of rent and other sums due hereunder; that Tenant has not assigned the Lease or sublet any portion of the Leased Premises; that Tenant has accepted and is in possession of the Leased Premises, and any painting, maintenance, repairs, alterations and other Landlord Improvements required to be furnished by Landlord pursuant to the Lease have been fully completed and delivered by Landlord and accepted by Tenant without exception; that Tenant's obligation to pay rent has commenced and no rents have been paid by Tenant in advance except for the monthly rent that became due for the current month, and Tenant will not prepay rent for more than one month in advance during the term of the Lease; that Tenant has no defense, set-off, claim or counterclaim against, or basis for withholding rent or other payments from Landlord for any failure of performance of any of the terms of the Lease, and to the best of Tenant's knowledge there are no defaults or breaches by Landlord under the Lease and no event exists which with the passage of time would constitute an event of default by Landlord (or specifically describing any such defaults); that Tenant has no actual knowledge of any claims by others against Landlord relating to the Leased Premises, the Building or the Project; that Tenant has not at any time since the commencement of the Lease, and does not presently, use the Leased Premises for the generation, manufacture, refining, transportation, treatment, storage, or disposal of any hazardous substance or waste or for any purpose that poses a substantial risk of imminent damage to public health or safety or to the environment; that Tenant's leasehold interest is subordinate to any mortgage granted by Landlord whether before or after the date of this Lease; that Tenant agrees to provide Landlord's Lender with at least thirty (30) days notice of any default by Landlord and to give such Lender an opportunity to cure such default prior to Tenant claiming a breach by Landlord; that the consent of Landlord's Lender to any assignment or sublease by Tenant of all or any portion of the Leased Premises is required under the terms of this Lease, in addition to the consent of

Landlord, in order for any subsequent assignment or sublease to be effective; and such other matters as may be reasonably required by Landlord or Landlord's Lender.

31. SUCCESSORS AND ASSIGNS: This Lease shall be binding upon and inure to the benefit of Landlord and Tenant and their respective heirs, personal representatives, successors and assigns, including any Purchaser; provided, however, that no assignment by Tenant shall be enforceable against Landlord except as otherwise herein set forth. It is hereby covenanted and agreed that should Landlord's interest in the Leased Premises cease to exist for any reason during the term of this Lease, then notwithstanding the happening of such event this Lease nevertheless shall remain unimpaired and in full force and effect and Tenant hereunder agrees to attorn to the then owner of the Leased Premises.

32. RENT TAX: If the jurisdiction where the Leased Premises are situated shall levy and/or impose rental, privilege, business, sales and/or use taxes or other similar taxes on the rent or any other payments due hereunder, Tenant shall pay such taxes in addition to all other payments required to be paid by Tenant to Landlord under the terms of this Lease. Any such payment shall be paid to Landlord concurrently with the payment of the rent, and other sums upon which the tax is based as set forth above. Nothing in this Section shall obligate Tenant to pay Landlord's income tax.

33. DEFINITIONS: The following definitions apply to the terms set forth below as used in this Lease:

(a) "Abandoned" means (1) with respect to the Leased Premises, that at some time after the Commencement Date Tenant has ceased to operate an active business in the Leased Premises for a period of at least thirty (30) days as demonstrated by Tenant's failure during that time to (A) keep regular business hours in the Leased Premises, (B) maintain working telephone, internet and other utility services in the Leased Premises, or (C) maintain adequate serviceable furniture, fixtures, computers and other equipment, supplies, inventory and/or personnel in the Leased Premises, in each case as is appropriate to the business activity of Tenant described in Section 5 of this Lease, and (2) with respect to personal property kept within the Leased Premises, any furniture, fixtures, equipment, supplies, inventory, books and records and/or other personal property which remains in the Leased Premises more than five (5) business days after Tenant is deemed to have Abandoned the Leased Premises under (1) immediately above.

(b) An "act of God" or "force majeure" means any strike, lockout, sit-down, material or labor restriction by any governmental authority, unusual transportation delay, riot, flood, washout, explosion, earthquake, fire, storm, weather (including wet or frozen grounds, blizzard or heavy snow, or other inclement weather which reasonably prevents or delays construction), act of the public enemy, war, insurrection, military conflict and any other cause not reasonably within the control of Landlord and which by the exercise of due diligence Landlord is unable, wholly or in part, to prevent or overcome.

(c) "Business Day" means any day other than (i) a Saturday, Sunday or legal holiday observed in the State of Arkansas, or (ii) the Friday immediately following Thanksgiving Day.

(d) "HVAC equipment and systems" means the heating, ventilation and air conditioning equipment and systems, including all heating and cooling units, compressors, chillers, boilers, coils, pumps, fans, blowers, starters, switches, switchgear, ductwork, insulation and thermostats, and all associated items (including any piping to and from such equipment and all related fuse panels and circuit breakers and other electrical apparatus) and component parts thereof.

(e) "Real property tax" means all city, state and county taxes and assessments on land and improvements including special improvement district taxes or assessments, whether general or for school, library, jail, special improvement or other purposes.

34. MISCELLANEOUS: The captions appearing in this Lease are inserted only for convenience of quick reference and in no way define, limit, expand, construe or describe the scope or intent of such Section or of the overall interpretation of this Lease. The intentional omission of any standard provision, or the reserving of any section number, shall be interpreted neutrally and as an indication that no agreement was reached on a subject, rather than negatively against Landlord as an indication that such omission or reservation is an expression of an agreement which is contradictory of any standard provision which normally or frequently appears in its place. Stated otherwise, silence on a subject means no agreement was reached on that subject. No provision of this Lease will be interpreted in favor of, or against, either of the parties by reason of the extent to which either such party or its counsel participated in the drafting thereof or by reason of the extent to which any such provision is inconsistent with any prior draft hereof or thereof. The final draft of this Lease shall be attributed to Landlord and Tenant equally as co-authors. If any provision of this Lease shall ever be held to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of this Lease, and such other provisions shall continue in full force and effect.

35. NOTICE: (a) All rent, Tenant's Share and other payments required to be made by Tenant shall be payable to Landlord at the U.S. Mail address set forth below for Landlord, or at any other address within the United States as Landlord may specify from time to time by written notice.

(b) All payments required to be made by Landlord to Tenant shall be payable to Tenant at the address set forth below for Tenant, at the Leased Premises, or at any other address within the United States as Tenant may specify from time to time by written notice.

(c) Any notice or document required or permitted to be given by this Lease shall be deemed to be given, delivered and served (i) two (2) Business Days after being deposited in the United States Mail, postage prepaid, certified mail, return receipt requested, or (ii) one (1) Business Day after being sent by reputable overnight courier service for which a signed receipt is required, and in either event properly addressed to the addressee party at the respective address(es) set out below:

If to LANDLORD:	If to TENANT:
Fred Harvey Greater 2nd Baptist Church 5615 Geyer Springs Road Little Rock, AR 72209	Dr. Valerie Tatum Covenant Keepers College Preparatory Charter School 5615 Geyer Springs Road Little Rock, AR 72209

As an alternative, Landlord may deliver or serve any payment, notice or document to or on Tenant by hand delivery at the address of the Leased Premises until such time as Tenant has completely vacated same and delivered the keys thereto to Landlord with written notice that Tenant has completely vacated, which notice shall include a forwarding address for Tenant. If Tenant has received notice that any notice to Landlord must be copied to a Lender or other party, with the name and address of such Lender or other party, then any notice thereafter given by Tenant to Landlord shall not be effective unless and until a copy is in fact given to such Lender or other party.

36. HAZARDOUS MATERIALS: Tenant shall not cause or permit any hazardous material (defined as any hazardous or toxic substance, material or waste, including, but not limited to, those substances, materials, and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 CFR 172.101) or by the Environmental Protection Agency as hazardous substances (40 CFR Part 302) and amendments thereto, or such substances, materials and wastes that are or become regulated under any applicable local, state or federal law) to be brought upon, kept or used in or about the Leased Premises, the Building or the Project by Tenant, its agents, employees, contractors, visitors, customers, guests or invitees. Tenant shall indemnify and hold harmless Landlord from and against any

loss, damage, claim, fine or other expense (including attorney's fees and expenses) incurred as a result of Tenant's breach of the covenants and restrictions contained in this Section.

37. BROKER: Landlord and Tenant hereby acknowledge and agree that Colliers International, and all of its associates, represent the Landlord and only the Landlord in negotiating this Lease. Landlord and Tenant hereby acknowledge and agree that Coldwell Banker Commercial Hathaway Group, and all of its associates, represent the Tenant and only the Tenant in negotiating this Lease. Landlord and Tenant acknowledge that such representation was disclosed upon initial contact with Tenant. Landlord shall be responsible for all brokerage fees payable to Colliers International in connection with this Lease and to any co-broker of which Landlord or Colliers International has received written notice prior to the execution of this Lease, and Landlord shall indemnify Tenant against any claims for such; provided, however, that this provision shall not limit Landlord's right to recover from Tenant the portion of any leasing fee which is unamortized as of an event of default as provided for in subsection 24(e). Landlord agrees to pay Colliers International a fee equal to four percent (4%) of the gross aggregate rent for the primary term of this Lease and shall be split 50/50 with Coldwell Banker Commercial Hathaway Group. A payment of 4% of each year's annual rent will be paid on or before the Commencement Date of each new year, for up to three years based on the year and rental amounts found below. The Gross Rental amount for the primary three year term shall be $440,442.00 and the gross commission shall be $17,617.68

Rental Year	**Amount of Rent Per Year**	**Commission Per Rental Year**
2013-2014	$142,560.00	$5,702.40
2014-2015	$146,740.00	$5,869.60
2015-2016	$151,142.00	$6,045.68

38. ENTIRE AGREEMENT AND **LIMITATION OF WARRANTIES**: It is expressly agreed by Tenant, as a material consideration for the execution of this Lease, that this Lease, with the specific references to the exhibits hereto, is the entire agreement of the parties; and that there are, and were, no verbal representations, warranties, understandings, stipulations, agreements or promises pertaining to the Leased Premises or this Lease or the expressly mentioned written exhibits other than the terms incorporated in writing in this Lease. Landlord and Tenant expressly agree that there are and shall be **NO IMPLIED WARRANTIES OF MERCHANTABILITY, HABITABILITY, FITNESS FOR A PARTICULAR PURPOSE** or of any other kind arising out of this Lease and **THERE ARE NO WARRANTIES WHICH EXTEND BEYOND THOSE EXPRESSLY SET FORTH IN THIS LEASE**. It is likewise agreed that this Lease may not be altered, waived, amended, modified or extended except by an instrument in writing signed by both Landlord and Tenant.

39. TENANT RECOURSE: Tenant's sole recourse against Landlord and any successor to the interest of Landlord in the Leased Premises is limited to the interest of Landlord, and of any successor, in the Leased Premises and the Building and/or Project of which the Leased Premises is a part. Tenant will not have any right to satisfy any judgment it may have against Landlord personally, or any successor, or from any other asset of Landlord or any successor. In this Section only the terms "Landlord" and "successor" include the constituent parties who comprise Landlord (if more than one) and all shareholders, members, managers, venturers and/or partners in Landlord and any successor(s), and the agents, officers, directors and employees of Landlord and its successor(s). The provisions of this Section are not intended to limit Tenant's right to seek injunctive relief or specific performance, or Tenant's right to claim in the proceeds of insurance, if any, specifically maintained by Landlord for Tenant's benefit.

40. SALE OF PREMISES: If Landlord or any subsequent owner of the Leased Premises sells the Leased Premises, any liability or responsibility it may have for the performance of its agreements in this Lease will end on the date of the sale of the Leased Premises, and Tenant will look solely to the purchaser

for the performance of these agreements, as the new owner of the Building of which the Leased Premises is a part. For the purposes of this Section, any Lender or other holder of a mortgage or deed of trust that affects the Leased Premises at any time, and any landlord in any lease to which this Lease is subordinate at any time, will be a subsequent owner of the Leased Premises. Tenant will attorn to any subsequent owner(s) of the Leased Premises. The provisions of this Section are made in addition to, and not in lieu of, all of the provisions contained in this Lease, specifically including Sections 29-31 and Section 39.

41. MEMORANDUM OF LEASE: This Lease shall not be recorded by either party but, at the request of either Landlord or Tenant, the other party will sign a short form Memorandum of Lease to evidence that such Lease is in existence, the parties hereto, a description of the Leased Premises, the term hereof, any purchase, renewal, extension, contraction or other option and any right of first refusal or exclusive business rights, the notice addresses for the parties hereto, and such other provisions as may be necessary (without disclosing the financial terms hereof).

42. ANTI-TERRORISM: Tenant hereby represents and warrants to Landlord that neither Tenant nor any of its partners, members, managers, officers or directors is: (1) in violation of any Anti-terrorism Law; (2) conducting any business with, engaging in any transaction with, providing financial, material or technological support for or services to, or otherwise dealing with, any Prohibited Person, including the making or receiving or any contribution of funds, goods or services to or for the benefit of any Prohibited Person; (3) dealing in, or otherwise engaging in any transaction relating to, any property or interest in property blocked pursuant to Executive Order No. 13224; (4) engaging in or conspiring to engage in any transaction that evades or avoids, or had the purpose of evading or avoiding, or attempts to violate any of the prohibitions set forth in any Anti-terrorism Law; or (5) a Prohibited Person. As used herein, **"Anti-terrorism Law"** is defined as any statute, law, rule, regulation or order relating to terrorism, anti-terrorism, money laundering or anti-money laundering activities, including Executive Order No. 13224 and the USA PATRIOT Act. As used herein **"Executive Order No. 13224"** is defined as Executive Order No. 13224 of September 23, 2001, entitled "Executive Order on Terrorist Financing: Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten to Commit, or Support Terrorism". As used herein **"USA PATRIOT Act"** is defined as the "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001" (Public Law 107-56), as amended and reauthorized from time to time. **"Prohibited Person"** is defined as a person or entity (i) listed in the Annex to Executive Order 13224; (ii) with whom Tenant or Landlord is prohibited from dealing or otherwise engaging in any transaction by any Anti-terrorism Law, or (iii) included on the most current list of Specially Designated Nationals and Blocked Persons published by the Office Of Foreign Assets Control ("OFAC") of the United States Department of the Treasury at its official website, http://www.ustreas.gov/offices/enforcement/ofac/sdn/index/shtml, or at any replacement website or other official publication of such list.

43. LEGAL AUTHORITY TO SIGN: Each of the parties signing below as Tenant, and each of the individuals signing below on behalf of a Tenant that is a corporation, limited liability company, partnership, trust or other entity, hereby warrants, covenants, and represents to Landlord that s/he has all requisite authority to execute this Lease on behalf of Tenant, and that by placing his/her signature below, Tenant shall be legally bound to this Lease. Furthermore, to the extent any party signing below on behalf of Tenant does not have the legal authority to bind Tenant to this Lease, the party signing shall individually be fully and directly liable for all obligations of Tenant and shall fully indemnify and hold harmless Landlord and Landlord's employees, agents and representatives, from and against any and all losses and damages occasioned by such misrepresentation.

~~44. GUARANTORS: The following individuals shall act as guarantors of Tenant's obligations to Landlord under this Lease pursuant to the terms of a separate lease guaranty:~~

~~Dr. Valerie Tatum~~

45. COVENANT OF CONTINUOUS OPERATION: Tenant hereby agrees to continually operate a business in the Leased Premises during the entire term hereof consistent with the use provisions set forth in Section 5 of this Lease and the business plan it proposed to Landlord at the time of negotiating this Lease, and Tenant acknowledges that any failure to so operate its business in the Leased Premises for more than thirty (30) consecutive days or for more than forty-five (45) days (excluding Sundays) in any year shall constitute an event of default hereunder.

46. COUNTERPARTS: This Lease may be executed and delivered in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. It shall not be necessary in making proof of this Lease to produce or account for more than one counterpart which, taken together with other counterparts, is fully executed.

47. NOT BINDING UNTILL FULLY EXECUTED: Notwithstanding the fact that the final draft of this Lease may be delivered by a representative or agent of Landlord to Tenant, this Lease is not an offer by Landlord to lease the Premises to Tenant; rather, by executing this Lease, Tenant is making an offer to Landlord to lease the Premises on the terms herein stated, which offer may be accepted or rejected by Landlord. Landlord's acceptance of Tenant's offer may be evidenced only by Landlord signing this Lease and only then will this Lease constitute a binding contract between Landlord and Tenant.

48. **WAIVER OF JURY TRIAL. LANDLORD AND TENANT HEREBY UNCONDITIONALLY AND IRREVOCABLY WAIVE ANY RIGHT TO TRIAL BY JURY IN ANY LITIGATION BETWEEN LANDLORD AND TENANT ARISING IN CONNECTION WITH, OUT OF, OR OTHERWISE RELATING TO THIS LEASE.**

49. OTHER PROVISIONS:

A. Any improvements will be approved in advance in writing by Landlord. Tenant will not be required to restore the Premises to their original condition. At lease termination the permanent improvements will revert to the Landlord.

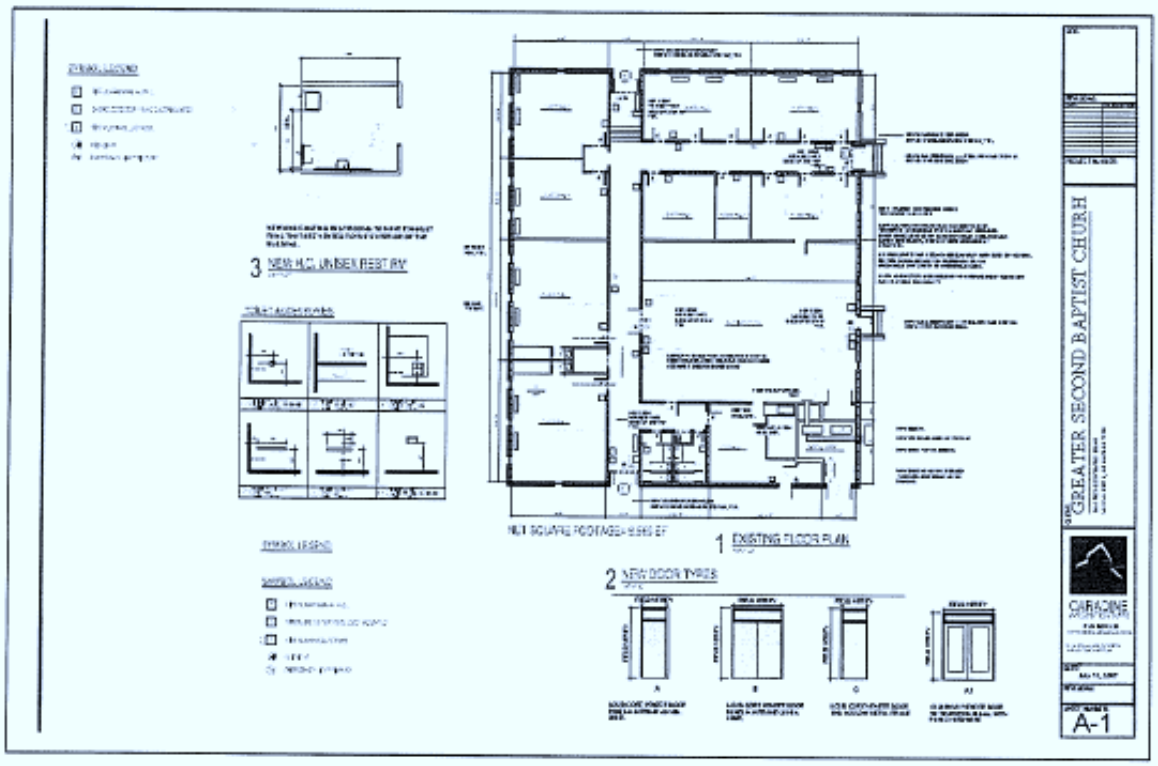
B. This Lease is fully conditioned only upon Tenant's ability to gain the necessary approvals from the Arkansas State Board of Education (see also Section 3.A), which is expected to be obtained on or about April 8, 2013. Tenant shall remove this condition in writing no later than April 30, 2013, and in so doing will put this Lease in full force in effect.

Agreed upon by the parties as evidenced by signatures below:

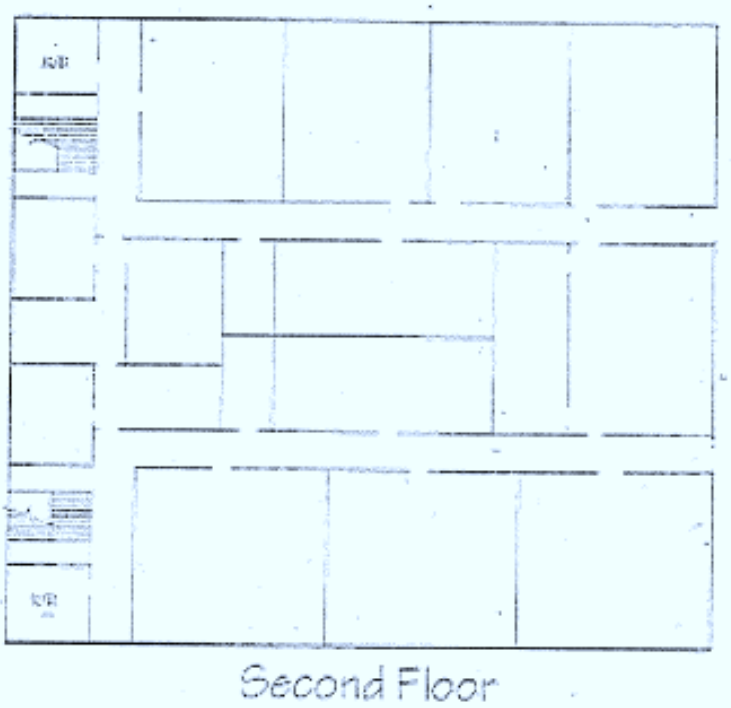
LANDLORD:	TENANT:
Greater 2nd Baptist Church, Inc., an Arkansas Corporation	City of Fire Community Development, Inc. d/b/a Covenant Keepers College Preparatory Charter School, an Arkansas Corporation
Email: _____	Email: Valerie.tatum@arkansas.gov
By: _____	By: Valerie L Tatum
Its: _____ (Type Name and Title)	Its: Valerie L. Tatum, Director (Type Name and Title)
Telephone: _____	Telephone: 501.682.7550

EXHIBIT A
OUTLINE/DRAWING
OF
"LEASED PREMISES"

YOUTH BUILDING



EDUCATION BUILDING



RECREATION BUILDING (GYM)

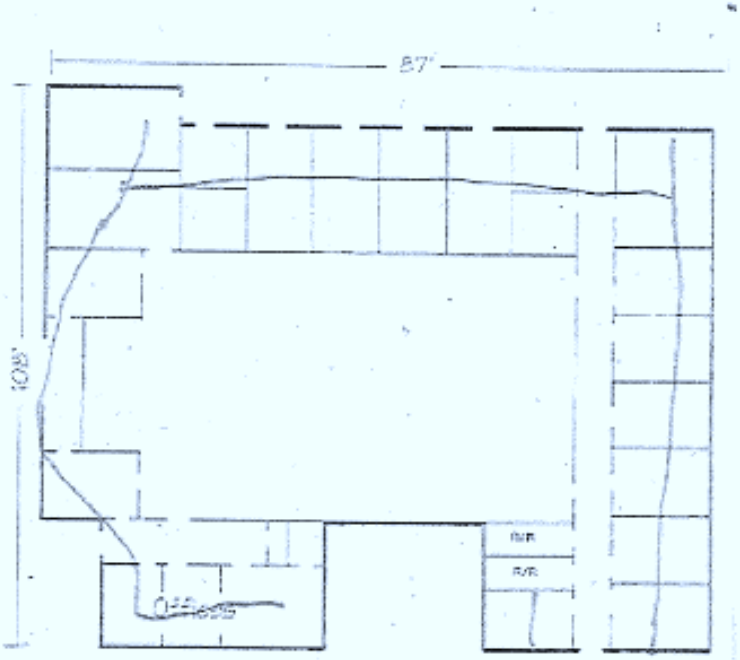


EXHIBIT B
"RULES AND REGULATIONS"

1. Landlord agrees to furnish Tenant at least one key to the Leased Premises without charge; Landlord will not retain any keys to the Leased Premises. If Tenant requires additional keys Tenant shall obtain same at Tenant's expense. Tenant is free to change or add locks to the Leased Premises (but not the Building if the Leased Premises require entry through a door which is shared by other tenants in the Building or if such door provides access to any common area in the Building which Landlord is obligated to operate, repair or maintain). Tenant will promptly deliver to Landlord upon the expiration or earlier termination of this Lease all keys, combinations and other means of access to the Premises.

2. Before Tenant has any contractual service performed on or to the Leased Premises Tenant will refer all proposed contractors, contractor's representatives and installation technicians to Landlord for Landlord's approval and supervision. This provision shall apply to all work performed on or about the Leased Premises, the Building and/or the Project, including installation of telephones, computer equipment, electrical devices and attachments and installations of any nature affecting floors, walls, doors, woodwork, trim, windows, roof, ceiling, HVAC equipment and systems or any other physical portion of the Leased Premises, the Building and/or the Project. All contractors and installation technicians rendering any service on or to the Leased Premises for Tenant shall be licensed and properly insured and/or bonded if required by applicable law or by Landlord.

3. Tenant shall not at any time, permanently or temporarily, occupy any part of the Leased Premises, the Building or the Project as sleeping or lodging quarters.

4. Tenant shall not place, install or operate in the Leased Premises or in any part of the Building or the Project, any engine, stove, hotplate, grill or machinery, or conduct mechanical operations or cook thereon or therein, or place or use in or about the Leased Premises, the Building or the Project any explosives, gasoline, kerosene, oil, acids, caustics, or any flammable, explosive or hazardous material without first obtaining the written consent of Landlord.

5. No dog, cat, fowl or other animal shall be brought into or kept in or about the Leased Premises, the Building or the Project.

6. Tenant shall not direct to Landlord any message, package or other communication intended for Tenant. Employees of Landlord shall not receive or carry messages to or for Tenant or any other person or contract with or render free or paid services to Tenant or any of Tenant's agents, employees or invitees.

7. The toilet rooms, toilets, urinals, wash bowls, lavatories, other water fixtures, diaper changing stations and other amenities, if any, in the toilet rooms, shall not be used for any purpose other than those for which they were constructed, and no foreign substance of any kind whatsoever will be thrown in them. The expense to repair any breakage, stoppage or damage resulting from the violation of this rule or otherwise from any misuse, or by the defacing or injury of any part of the Building, shall be borne by the person who shall occasion it and by Tenant if such person was an employee, licensee, invitee, guest, customer, client or contractor of Tenant or was otherwise on the Leased Premises due to a contact with Tenant. No person shall waste water by interfering with any faucet, toilet, sink, sprinkler or other plumbing fixture or by failing to promptly repair or replace same as needed (or promptly report the need for repair to Landlord if the repair of same is the obligation of Landlord (such as a landscape sprinkler head).

8. No person shall disturb occupants of the Building or the Project by the use of any radio, record player, tape recorder, CD or DVD player, stereo, iPod with docking station, cellular telephone or other electronic device or any musical instrument, or the making of any loud or unseemly noise or vibration, or any other activity.

9. Nothing shall be thrown out of any window or door of the Building or down any stairway or other passageway or otherwise be left on or within the Project except by disposal in a proper receptacle.

10. Tenant and its employees, agents and invitees shall park their vehicles only in those parking areas designated by Landlord. Tenant shall not leave any vehicle in a state of disrepair (including, without limitation, a flat or missing tire, dead battery, or out of date license plate) on the Leased Premises or the Project. If Tenant or any of its employees, agents or contractors park their vehicles in areas other than the designated parking areas, or in spaces or areas designated for visitors, guests, clients, customers, patients or such, or leave any vehicle within the Project in a state of disrepair, Landlord, after giving written notice to Tenant of such violation, shall have the right to remove and store such vehicle(s) at Tenant's expense; provided, however, that once Landlord has given Tenant notice with respect to a vehicle no further notice shall be required with respect to a future violation by the same vehicle.

11. The alleys, sidewalks, halls, passages, exits, entrances, stairways, and elevators (if any) of the Building will not be obstructed by Tenant or used by Tenant for any purpose other than ingress to and egress from the Leased Premises. The alleys, halls, passages, exits, entrances, elevators and stairways are not for the general public, and Landlord will in all cases retain the right to control and prevent access to them by all persons whose presence, in the judgment of Landlord, would be prejudicial to the safety, character, reputation and interests of the Building and/or the Project and its tenants; however, such access will be permitted to persons with whom any tenant normally deals in the ordinary course of its business, unless such persons are conducting illegal activities or activities which are inconsistent with the authorized use of that tenant's leased premises or the Building. Neither Tenant, nor any employee, contractor, agent or invitee of Tenant, will go upon the roof of the Building without the express written consent of Landlord.

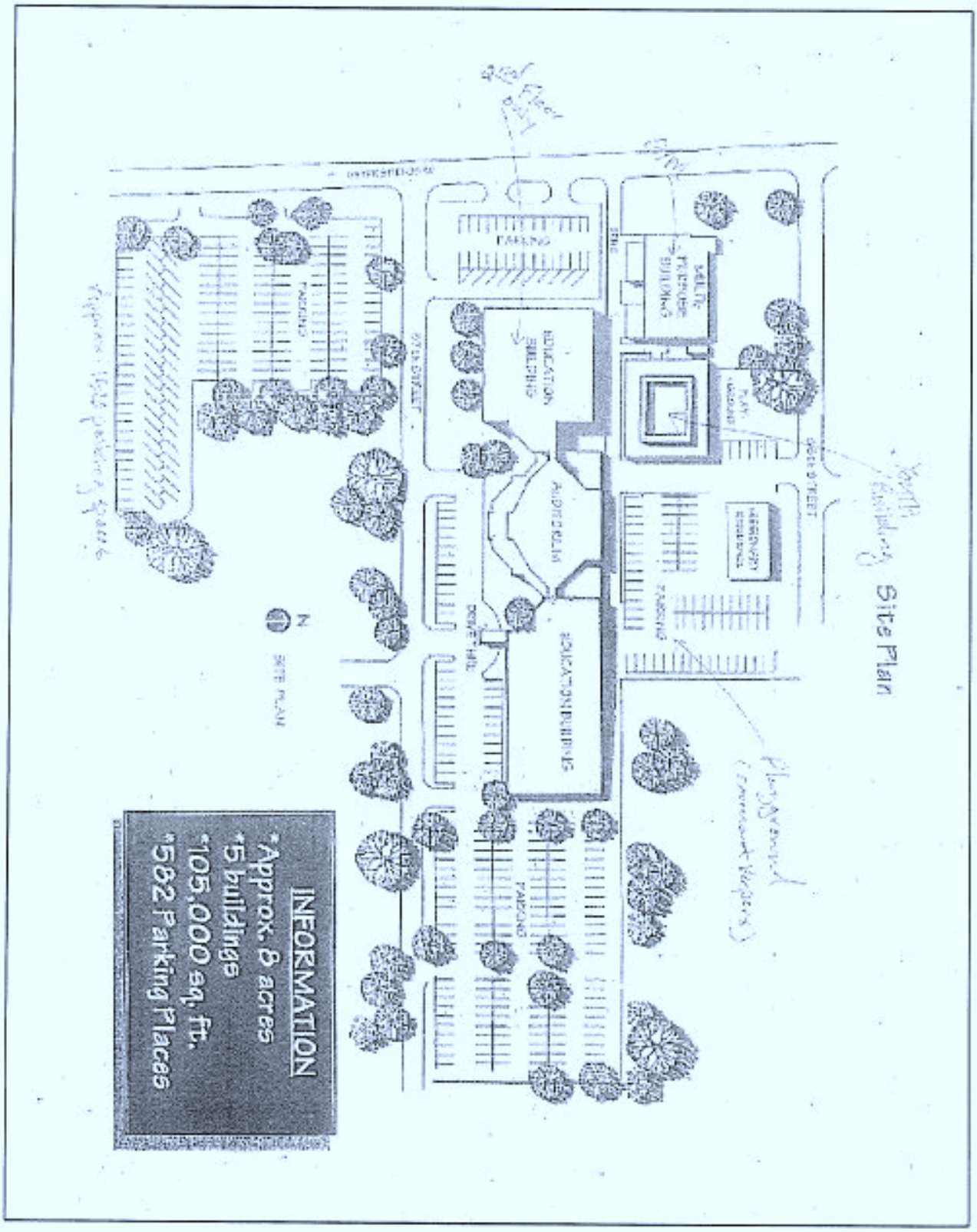
12. In the case of invasion, mob, riot, public excitement, or other circumstances rendering such actions advisable in Landlord's opinion, Landlord may prevent access to the Building or the Project by such action as Landlord may deem appropriate, including closing entrances to the Building or the Project.

13. Neither Tenant, nor any employee, agent, representative, contractor, invitee, customer, client, visitor, attendee or guest of Tenant, shall smoke within the Leased Premises or within the Building or within twenty (20) feet of any entrance thereto. If Landlord designates a smoking area then Tenant shall permit smoking by its employees, agents, representatives, contractors, invitees, customers, clients, visitors, attendees and guests only within that designated area, with no exceptions. For purposes of this rule "smoke" means inhaling, exhaling, burning, or carrying any lighted tobacco product, including cigarettes, cigars, pipe tobacco or other combustible plant material. Tenant will use its best efforts to insure that no cigarette butts are left on the ground of the Project or anywhere within the Building but will instead be completely extinguished and disposed of in an appropriate receptacle outdoors, within the designated smoking area if there is one and otherwise in an area where smoking is permitted under this Rule. Tenant will inform any person who violates this rule, either by smoking in an area where smoking is not permitted or by littering or otherwise failing to properly dispose of any smoking material, that a violation is punishable by a fine of not less than one hundred dollars ($100) nor more than five hundred dollars ($500), with each offense being cause for an additional fine.

14. Tenant will not use any advertising media within the Building that may be heard outside of the Leased Premises and Tenant will not place or permit the placement of any radio or television antenna, loudspeaker, sound amplifier, phonograph, searchlight, flashing light or other device of any nature on the roof of the Building or otherwise outside of the boundaries of the Leased Premises (except for

EXHIBIT E

Site Plan (Yellow outline designates parking and buildings for Covenant Keepers Charter School)



Attachment 3– Testing Data Summary

Covenant Keepers (Grades 6-8)

State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2009	Covenant Keepers	102	14.7%	51.0%	26.5%	7.8%	34.3%
	Little Rock School District	4,610	11.5%	35.4%	37.0%	16.1%	53.1%
2010	Covenant Keepers	123	10.6%	40.7%	36.6%	12.2%	48.8%
	Little Rock School District	4,579	7.6%	31.7%	39.0%	21.7%	60.7%
2011	Covenant Keepers	156	4.5%	42.9%	39.1%	13.5%	52.6%
	Little Rock School District	5,081	8.8%	34.3%	36.5%	20.4%	56.9%
2012	Covenant Keepers	143	6.3%	30.1%	50.3%	13.3%	63.6%
	Little Rock School District	4,984	7.7%	28.9%	38.5%	24.9%	63.4%
Benchmark/Literacy - Econ. Disadvantaged							
2009	Covenant Keepers	79	16.5%	49.4%	26.6%	7.6%	34.2%
	Little Rock School District	3,169	14.9%	42.7%	35.3%	7.2%	42.5%
2010	Covenant Keepers	100	13.0%	39.0%	38.0%	10.0%	48.0%
	Little Rock School District	3,267	9.5%	38.6%	40.1%	11.8%	51.9%
2011	Covenant Keepers	131	5.3%	40.5%	41.2%	13.0%	54.2%
	Little Rock School District	3,747	11.1%	41.2%	36.1%	11.6%	47.7%
2012	Covenant Keepers	117	6.8%	29.1%	50.4%	13.7%	64.1%

	Little Rock School District	3,779	9.4%	34.0%	40.1%	16.5%	56.5%

Benchmark/Math - Combined Population

2009	Covenant Keepers	102	36.3%	25.5%	31.4%	6.9%	38.2%
	Little Rock School District	4,616	27.4%	18.7%	31.5%	22.5%	54.0%
2010	Covenant Keepers	123	42.3%	28.5%	21.1%	8.1%	29.3%
	Little Rock School District	4,583	22.3%	21.5%	33.6%	22.6%	56.2%
2011	Covenant Keepers	156	44.2%	25.0%	20.5%	10.3%	30.8%
	Little Rock School District	5,081	26.5%	21.0%	30.7%	21.7%	52.5%
2012	Covenant Keepers	143	31.5%	30.1%	28.7%	9.8%	38.5%
	Little Rock School District	4,986	24.1%	21.9%	32.6%	21.4%	54.0%

Benchmark/Math - Econ. Disadvantaged

2009	Covenant Keepers	79	35.4%	22.8%	36.7%	5.1%	41.8%
	Little Rock School District	3,173	34.3%	22.0%	31.0%	12.7%	43.7%
2010	Covenant Keepers	100	47.0%	27.0%	20.0%	6.0%	26.0%
	Little Rock School District	3,269	27.7%	25.2%	34.0%	13.1%	47.1%
2011	Covenant Keepers	131	43.5%	23.7%	20.6%	12.2%	32.8%
	Little Rock School District	3,747	32.6%	24.0%	30.6%	12.8%	43.4%
2012	Covenant Keepers	117	31.6%	29.1%	27.4%	12.0%	39.3%
	Little Rock School District	3,781	29.1%	25.0%	32.3%	13.5%	45.8%

Covenant Keepers High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Algebra - Combined Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	976	21.1%	41.3%	29.4%	8.2%	37.6%
2010	Covenant Keepers	10	20.0%	60.0%	20.0%	0.0%	20.0%
	Little Rock School District	991	19.8%	36.2%	37.7%	6.3%	44.0%
2011	Covenant Keepers	19	21.4%	57.1%	21.4%	0.0%	21.4%
	Little Rock School District	1,135	16.6%	32.7%	39.8%	10.9%	50.7%
2012	Covenant Keepers	26	30.8%	50.0%	19.2%	0.0%	19.2%
	Little Rock School District	990	11.1%	34.5%	41.4%	12.9%	54.3%
EOC Algebra - Econ. Disadvantaged Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	680	25.0%	43.1%	25.6%	6.3%	31.9%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	732	22.0%	38.9%	34.0%	5.1%	39.1%
2011	Covenant Keepers	19	21.4%	57.1%	21.4%	0.0%	21.4%
	Little Rock School District	848	20.2%	35.6%	37.6%	6.6%	44.2%
2012	Covenant Keepers	20	25.0%	55.0%	20.0%	0.0%	20.0%
	Little Rock School District	751	13.0%	38.7%	39.4%	8.8%	48.2%

EOC Geometry - Combined Population

2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,525	12.3%	42.9%	37.2%	7.5%	44.8%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,357	16.4%	37.0%	32.0%	14.7%	46.6%
2011	Covenant Keepers	16	30.8%	61.5%	7.7%	0.0%	7.7%
	Little Rock School District	1,395	14.1%	35.8%	36.4%	13.7%	50.1%
2012	Covenant Keepers	20	40.0%	50.0%	10.0%	0.0%	10.0%
	Little Rock School District	1,238	13.0%	34.9%	35.8%	16.3%	52.1%

EOC Geometry - Econ. Disadvantaged Population

2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	801	17.4%	51.6%	29.8%	1.2%	31.1%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	817	22.5%	45.2%	27.2%	5.1%	32.3%
2011	Covenant Keepers	12	41.7%	41.7%	16.7%	0.0%	16.7%
	Little Rock School District	875	17.5%	42.3%	34.4%	5.8%	40.2%
2012	Covenant Keepers	16	37.5%	50.0%	12.5%	0.0%	12.5%
	Little Rock School District	808	17.1%	40.7%	34.2%	8.0%	42.2%

Covenant Keepers High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Grade 11	Literacy - Combined Population						
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,403	11.6%	38.8%	47.3%	2.3%	49.6%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,426	10.9%	34.3%	52.4%	2.4%	54.8%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,516	9.0%	37.0%	37.1%	16.9%	54.0%
2012	Covenant Keepers	11	9.1%	72.7%	18.2%	0.0%	18.2%
	Little Rock School District	1,383	9.6%	30.9%	41.8%	17.6%	59.4%
Grade 11 Literacy - Econ. Disadvantaged Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	678	17.6%	52.2%	29.9%	0.3%	30.2%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	722	15.7%	43.9%	40.4%	0.0%	40.4%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	881	12.9%	49.0%	33.4%	4.7%	38.0%
2012	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	763	13.2%	40.6%	37.9%	8.3%	46.1%
EOC Biology - Combined Population							
2011	Covenant Keepers	12	66.7%	25.0%	8.3%	0.0%	8.3%
	Little Rock School District	1,530	37.1%	34.0%	17.7%	11.2%	28.9%

2012	Covenant Keepers	27	77.8%	22.2%	0.0%	0.0%	0.0%
	Little Rock School District	1,499	35.3%	35.4%	18.3%	11.0%	29.3%

EOC Biology - Econ. Disadvantaged

2011	Covenant Keepers	12	58.3%	33.3%	8.3%	0.0%	8.3%
	Little Rock School District	954	49.1%	34.3%	10.3%	6.4%	16.7%
2012	Covenant Keepers	19	78.9%	21.1%	0.0%	0.0%	0.0%
	Little Rock School District	940	47.0%	38.2%	11.1%	3.7%	14.8%

Covenant Keepers (Grades 6-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Science (Grade 7 Only) - Combined Population							
2011	Covenant Keepers	57	62.9%	31.4%	5.7%	0.0%	5.7%
	Little Rock School District	1,751	46.6%	31.1%	16.0%	6.2%	22.3%
2012	Covenant Keepers	46	69.6%	26.1%	4.3%	0.0%	4.3%
	Little Rock School District	1,674	44.5%	34.8%	15.4%	5.4%	20.7%
Benchmark/Science (Grade 7 Only) - Econ. Disadvantaged							
2011	Covenant Keepers	49	60.0%	33.3%	6.7%	0.0%	6.7%
	Little Rock School District	1,294	56.2%	31.8%	10.4%	1.7%	12.1%
2012	Covenant Keepers	41	70.7%	24.4%	4.9%	0.0%	4.9%
	Little Rock School District	1,248	54.1%	36.3%	8.6%	1.0%	9.6%
EOC Algebra - Combined Population							
2009	Covenant Keepers	21	23.8%	61.9%	14.3%	0.0%	14.3%
	Little Rock School District	471	0.0%	8.3%	45.2%	46.5%	91.7%
2010	Covenant Keepers	21	4.8%	42.9%	52.4%	0.0%	52.4%
	Little Rock School District	495	0.4%	9.5%	41.6%	48.5%	90.1%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	385	0.0%	7.0%	41.8%	51.2%	93.0%
2012	Covenant Keepers	14	21.4%	50.0%	14.3%	14.3%	28.6%
	Little Rock School District	462	0.2%	6.9%	40.0%	52.8%	92.9%

EOC Algebra - Econ. Disadvantaged Population

2009	Covenant Keepers	13	23.1%	61.5%	15.4%	0.0%	15.4%
	Little Rock School District	204	0.0%	12.3%	61.3%	26.5%	87.7%
2010	Covenant Keepers	13	0.0%	46.2%	53.8%	0.0%	53.8%
	Little Rock School District	266	0.8%	14.7%	55.3%	29.3%	84.6%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	189	0.0%	12.2%	53.4%	34.4%	87.8%
2012	Covenant Keepers	12	25.0%	50.0%	8.3%	16.7%	25.0%
	Little Rock School District	236	0.4%	10.2%	54.2%	35.2%	89.4%

Covenant Keepers (Grades 6-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Geometry - Combined Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	70	0.0%	4.3%	60.0%	35.7%	95.7%
2010	Covenant Keepers	10	0.0%	60.0%	30.0%	10.0%	40.0%
	Little Rock School District	80	0.0%	8.8%	41.3%	50.0%	91.3%
2011	Covenant Keepers	14	14.3%	35.7%	50.0%	0.0%	50.0%
	Little Rock School District	113	0.0%	4.4%	49.6%	46.0%	95.6%
2012	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	59	0.0%	3.4%	37.3%	59.3%	96.6%
EOC Geometry - Econ. Disadvantaged Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	24	0.0%	4.2%	79.2%	16.7%	95.8%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	37	0.0%	16.2%	62.2%	21.6%	83.8%
2011	Covenant Keepers	10	10.0%	40.0%	50.0%	0.0%	50.0%
	Little Rock School District	67	0.0%	6.0%	61.2%	32.8%	94.0%
2012	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	35	0.0%	2.9%	45.7%	51.4%	97.1%

ATTACHMENT 3A: Additional Assessment-NWEA documentation

6th GRADE	MATH 2012	MATH 2011	LITERACY 2012	LITERACY 2011	NWEA –R FALL 2012	NWEA –L FALL 2012	NWEA-M FALL 2012	NWEA -R WINTER 2013	NWEA—L WINTER 2013	NWEA-M WINTER 2013	ELDA 2012
F[redacted]	?				X	205	215	198	211	223	
Ja In	B	?	P	?	208	213	207	190	205	206	
O	P	B	B	B	189	210	205	193		197	INTERMEDIATE
E	B	P	P	P	212	206	209	202	196	207	
K y	P	P	A	A	216	216	210		222	199	
Jo	B	P	B	B	193	202	207	206	197	206	INTERMEDIATE
D	?				203	211	213	207	211	216	
C	BB	BB	P	B	X	X	X				
R	BB	?	P	?	193	187	189	204	188	183	
Te R	BB	BB	B	BB	x	X	X			212	
M H	B	B	P	P	201	203	202		204	200	
R	?		?		212	217	205	201	216		
B y	?		?		177	173	187		~~197~~		
B	?		?		195	197	200		191	199	
Te	BB	BB	B	P	190	191	200		193	205	
Ki M	P	P	P	P	X	X	X		204	212	INTERMEDIATE
El	?		?		X	X	X		179		
Ja	B	B	P	B	199	204	197	204	194	202	
M in	BB	P	P	P	216	219	218	215	216	220	FEP
Is	P	P	P	B	196	194	192	207	206	205	INTERMEDIATE
D s	?				x	210	X	182	211		
Ta R	A		A		215	212	223	210	220	231	
Ca Q	P		P		216	215	208		203	215	
N	N/A				160	163	178	159	158	178	
Jo	?				201	205	222	190	208	223	
Ra Ja	BB	?	B	?	188	180	183		192	189	
De St	B	P	P	P	202	209	202		207	207	

7TH GRADE	MATH 2012	2011	LITERACY 2012 2011		NWEA –R FALL 2012	NWEA –L FALL 2012	NWEA-M FALL 2012	NWEA -R WINTER 2013	NWEA—L WINTER 2013	NWEA-M WINTER 2013	ELDA
N[redacted]	BB		B		183	201	190	190	193	197	BEGINNER
N[redacted]s	?				174	186	185		178		
T K[redacted]	BB	BB	B	BB	x	210	228				
D M[redacted]	BB	BB	B	B	171	x	173	182		180	
C[redacted]	B	BB	BB	B	193	188	212	204	203	212	BEGINNER
R[redacted]tt	B	B	P	B	207	198	208	221	203	217	
A[redacted]r	P	P	A	P	210	218	210	223	216	212	
Jo E[redacted]	?		?		217	208	213	210	216	205	
E[redacted]a	B	?	B	?	185	200	204	202	212	217	BEGINNER
A R[redacted]	A	?	P	?	210	216	219	216	207	236	INTERMEDIATE
M[redacted]ard	P	P	B	P	203	203	204	212			
K F[redacted]	P	?	P	?	203	197	220	213	216	210	
A R[redacted]	B	P	P	P	215	x	X				FEP
D C[redacted]	BB	B	B	B	138	196	164	215	206	210	
Z[redacted]rt	BB	B	B	B	x	x	x	206	181	213	
L H[redacted]	A	?	P	?	199	212	213	216	218		ADVANCED
D[redacted]en	BB	?	B	?	199	198	x	202	212	198	
Jo[redacted]ez	A	A	A	A	237	224	243	229	228	250	ADVANCED
Li[redacted]	?		?		215	216	209			221	
C[redacted]te	B	?	P	?	X	x	x	211	214		
E T[redacted]	A	?	P	?	203	214	225	212	210	224	INTERMEDIATE
M[redacted]	A	?	P	?	218	227	230			225	ADVANCED

[redacted]											
J	?		?		X	x	x				
M	A	A	P	P	X	x	x	221			ADVANCED
K	BB	B	B	B	194	202	198	197		200	BEGINNER
A V	B	B	P	P	210	207	211	202	219		
K	BB	BB	BB	BB	X	x	x	188	200	198	
R	B	B	B	B	X	x	x	195	178	209	
E	P	P	B	P	X	x	x	204	197	221	INTERMEDIATE
J	B	?	P	?	199	200	216	204	207	218	BEGINNER
C	?		?		145	194	176		191	201	?
J	P	P	P	P	210	205	214		216	223	
L	B	P	B	P	198	209	205	201	205	207	
G	BB	BB	B	B	200	x	X	215	189	188	
B a	?	P	?	B	191	217	208	214		222	
D	BB	BB	P	P	X	207	x	308		208	
N o	N/A				166	174	173		159	167	
K S	P	?	P	?	214	215	204	224		210	ADVANCED
D z	B	B	B	B	169	196	204	166		211	BEGINNER
M v	B	?	B	?	202	212	211	212	207	215	BEGINNER
M	A	?	A	?	216	197	211	221		230	
H	BB	BB	B	B	188	181	199	190		196	BEGINNER

8TH GRADE	MATH 2012	2011	LITERACY 2012	2011	NWEA –R FALL 2012	NWEA –L FALL 2012	NWEA-M FALL 2012	NWEA -R WINTER 2013	NWEA—L WINTER 2013	NWEA-M WINTER 2013	ELDA
T s	P	A	P	P	220	223	234	230	231	234	
C z	?		?		224	222	231	194 ✓	216	233	
R z	B	?	B	?	170	200	216	198 ✓	198 ✓	212 ✓	BEGINNER
C P	BB	?	B	?	166	175	176	158	158 ✓	181 ✓	
C	BB	?	P	?	215	218	215		213	21 ✓	
[redacted]						[illegible]		220	225		

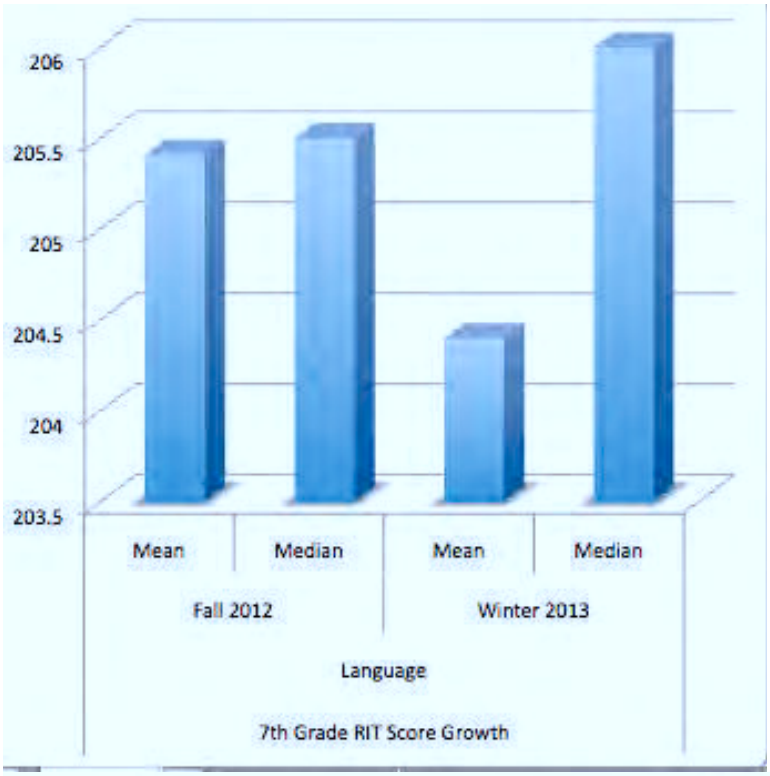
[redacted]	BB	B	B	B	184	194	204	210	197	219	
[redacted]	A	A	P	A	218	225	232	223	225	223	
[redacted]	P	A	P	B	X	X	x	213	222	222	
[redacted]	B	BB	B	B	211	211	204	198		201	
[redacted]	BB	BB	B	BB	185	204	203	202	204	203	
[redacted]	P		P		197	223	224	208	217	227	BEGINNER
[redacted]	BB	N/A	BB	N/A	163	164	194	177	170	183	PRE-FUNCTIONAL
[redacted]	P	?	P	?	208	214	215	211	188	225	
[redacted]	BB	BB	B	B	167	189	189	194	189	205	
[redacted]	BB	BB	B	B	205	202	223	198	201	213	
[redacted]	?		?		204	205	205				
[redacted]	?		?		225	216	228	229	222	239	
[redacted]	BB	P	P	B	208	213	194	212	214	202	
[redacted]	BB	B	B	B	192	190	192	191	191	182	BEGINNER
[redacted]	P	P	P	P	203	212	237		218	229	ADVANCED
[redacted]	P	BB	B	B	184	193	213	197	182	221	
[redacted]	P	P	P	P	154	227	182	230		216	
[redacted]	BB	BB	B	B	141	166	191	203	205	207	
[redacted]	P	B	P	B	210	217	223	211	230	209	
[redacted]	BB	BB	P	BB	214	214	194	211	189	215	
[redacted]	P	B	P	P	209	227	222	210	223	225	
[redacted]	P	P	BB	BB	183	171	177		163	205	BEGINNER
[redacted]	P	B	A	P	X	X	X				
[redacted]	B	B	P	BB	X	X	X				
[redacted]	?		?		X	X	X				
[redacted]	B	B	P	P	232	227	X		232	230	
[redacted]	BB	N/A	BB	N/A	171	165	193	180	188	186	PREFUNCTIONAL
[redacted]								207	207	226	

S[redacted]	B	BB	B	B	198	194	195	203 ✓	199 ✓	199 ✓	BEGINNER
[redacted]	BB	BB	B	B	196	198	187	206 ✓	199 ✓	193 ✓	
[redacted]	A	?	A	?	237	234	238	227	238	233	
[redacted]	P	A	A	P	214	230	216	229	228	240	
[redacted]	BB	BB	P	B	174	197	200	209		203 ✓	INTERMEDIATE
[redacted]								220	225		

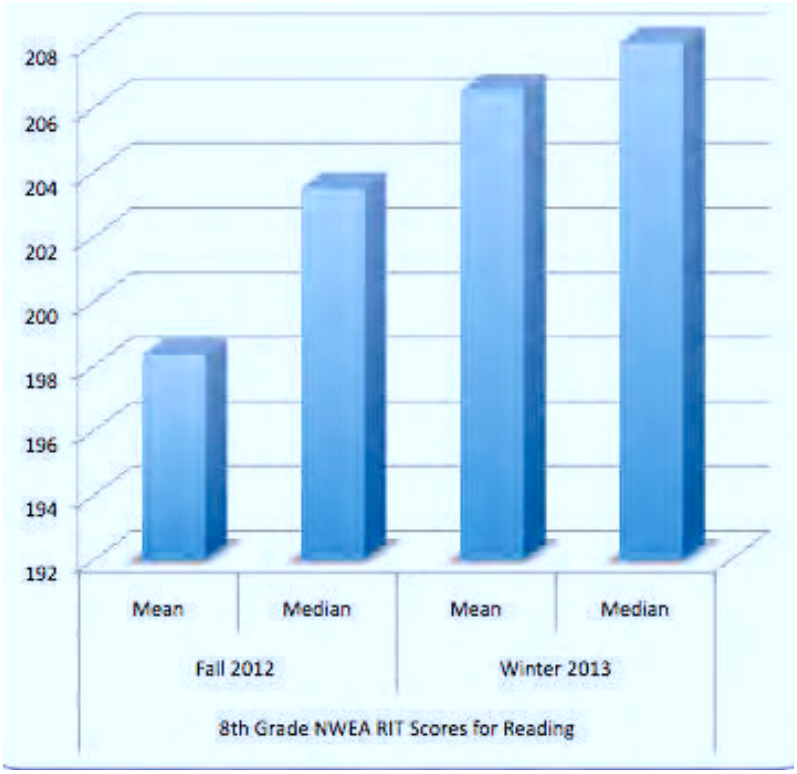
3A Continued

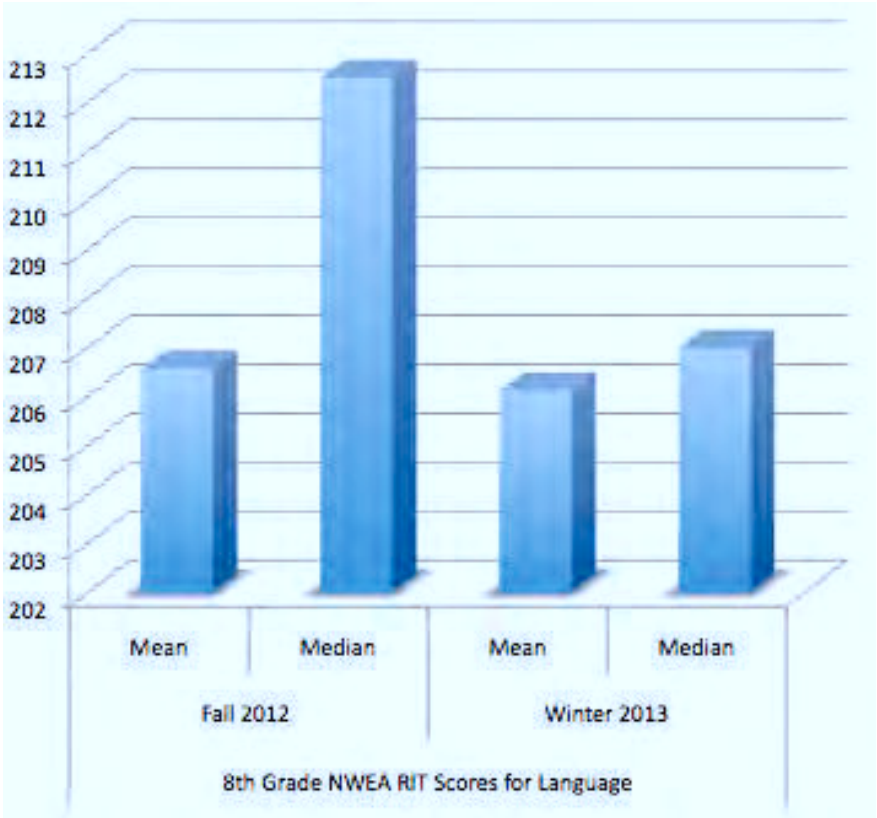
214
212
210
208
206
204
202
200
Mean
Median
Mean
Median
Fall 2012
Winter 2013
Mathematics
7th Grade RIT Score Growth

210
205
200
195
190
185
Mean
Median
Mean
Median
Fall 2012
Winter 2013
Reading
7th Grade RIT Score Growth


206
205.5
205
204.5
204
203.5
Mean
Median
Mean
Median
Fall 2012
Winter 2013
Language
7th Grade RIT Score Growth

215
214
213
212
211
210
209
208
207
206
Mean
Median
Mean
Median
Fall 2012
Winter 2013
8th Grade NWEA RIT Scores for Mathematics


208
206
204
202
200
198
196
194
192
Mean
Median
Mean
Median
Fall 2012
Winter 2013
8th Grade NWEA RIT Scores for Reading


213
212
211
210
209
208
207
206
205
204
203
202
Mean
Median
Mean
Median
Fall 2012
Winter 2013
8th Grade NWEA RIT Scores for Language

Attachment 4: Waiver Document

Covenant Keepers College Preparatory Charter School
Open-Enrollment Public Charter School

District LEA:	60-44-700	**Elementary School LEA:**	N/A
City:	Little Rock	**Middle School LEA:**	60-44-702
Opening Date:	Fall 2008	**High School LEA:**	N/A
Approval Date:	1/15/2008	**Expiration Date:**	6/30/2013
Grades Approved:	6-12	**Grades Served 2012-13:**	6-12
CAP:	380	**Enrollment 2011-12**	217

Waivers from Title 6 of A.C.A.

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

6-13-608 Length of Directors Terms

** **6-15-1004** Qualified teachers in every public school classroom

6-17-203 Committee for each school district. (Personnel Policy Committee)

6-17-302 Public school principals - Qualifications and responsibilities

** **6-17-401** Teacher's license requirement

6-17-418 Teacher certification - Arkansas history requirement

** **6-17-902** Definition of a Teacher

6-17-919 Warrants void without valid certificate and contract

** **6-17-920** Examination of Teacher's Contract

6-17-980 Teacher's Salary Fund

6-17-1001 Minimum Base Salary

6-17-1501 through **6-17-1510** Subchapter 15: Teacher Fair Dismissal Act

** **6-20-1401, 6-20-1406 and 6-20-1407`** Minimum School House – Construction Standards

Waivers from Standards for Accreditation

* 9.03.3.9	Career and Technical Education
15.0	PERSONNEL
** 15.03	Licensure and Renewal
	15.03.1 through 15.03.3
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
16.03.1	School Nurse
18.0	GIFTED AND TALENTED

Comments:

* Waiver cannot be granted

** Waiver granted with exceptions, please see attached legal comments for details

Open-Enrollment Charter Application
Covenant Keepers College Preparatory Charter School
Legal Comments

1.) p.9, Application: "A blended approach of traditional classroom instruction, compressed video course and web-based asynchronous training will be required to meet requirements and offer students the full breadth and scope of content they deserve."

Covenant Keepers Preparatory Charter School will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools.

House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

Additionally, Section 24 of Act 1420 of the 2007 Regular session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses the internet, long-distance, or virtual technology as the primary method of teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School

2.) p. 26: The application states that the school will admit students almost exclusively through a lottery system weighted to maintain a racial balance. The statement is also made that faculty, staff, founding and currently serving trustees' children will be exempted from the lottery. Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The application will have to show that the lottery is needed to "maintain a racial balance in line with the Little Rock School District's terms."

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306(14)(B)(ii) to only permit the following preferences:

(ii) However, an open-enrollment public charter school may allow a preference for:
(a)(1) Children of the founding members of the eligible entity.
(2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
(b) Siblings of students currently enrolled in the school.

3.) p. 16: "16. Describe facilities to be used."

The applicant's response to this question fails to indicate anything about the proposed facility except the following: "The school will house 6 classrooms in one building each with its own entry and air conditioning/heating unit. Also housed in this building will be a good service area and meeting space, and restrooms."

The address of the proposed facility is not given, nor is there a Facilities Utilization Agreement included with the application.

Any facility utilized by the applicant for the charter school will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

4.) Waivers:

a.) Ark. Code Ann. § 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 if the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>
- The ADE Rule Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

a.) Ark. Code Ann. § 6-20-1401, 6-20-1406 and 6-20-1407 (Concerning approval of building plans and standards for school construction)

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

b.) Waiver from Section 9.03.3.9 of the Rules Governing Standards for Accreditation—"Curriculum Grades 5-8: Career and Technical Education"

Such a waiver cannot be granted to the extent it affects public school accountability. <u>See</u> Ark. Code Ann. § 6-23-401 (b).

Attachment 5 ESEA Achievement Report

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
LEA:	6044700	Grades:	06 - 12
Address:	8300 GEYER SPRINGS ROAD	Enrollment:	238
	LITTLE ROCK, AR 72209	Attendance Rate:	94.86% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	80.25%

Achieving District

Achieving District Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	158	YES	212	YES
Targeted Achievement Gap Group	127	YES	177	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	111	YES	149	YES
Hispanic	45	YES	59	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	126	YES	173	YES
English Learners	42	YES	56	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving District in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	132	59.85	59.26	109	68.81	66.75
Targeted Achievement Gap Group	106	60.38	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	363	54.82	59.26	320	63.75	66.75
Targeted Achievement Gap Group	298	55.03	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	55.43	54.17	71	66.20	60.71
Hispanic	39	69.23	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	105	60.00	60.86	89	68.54	68.36
English Learners	38	71.05	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving District in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	174	33.91	34.44	109	36.70	36.19
Targeted Achievement Gap Group	144	33.33	35.26	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	497	31.79	34.44	322	32.92	36.19
Targeted Achievement Gap Group	402	30.85	35.26	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	121	29.75	30.30	71	28.17	34.52
Hispanic	51	45.10	42.29	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	141	34.04	35.69	89	38.20	36.70
English Learners	50	46.00	27.30	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS CHARTER**	Principal:	KASEY PORCHIA
LEA:	6044702	Grades:	06 - 08
Address:	8300 GEYER SPRINGS ROAD	Enrollment:	154
	LITTLE ROCK, AR 72209	Attendance Rate:	95.05% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	81.82%

Needs Improvement Priority School Met Year 1 Exit Criteria

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	146	YES	160	YES
Targeted Achievement Gap Group	120	YES	132	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	100	YES	110	YES
Hispanic	44	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	119	YES	131	YES
English Learners	41	YES	44	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	63.64	59.73	109	68.81	66.75
Targeted Achievement Gap Group	99	63.64	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	351	56.13	59.73	320	63.75	66.75
Targeted Achievement Gap Group	291	56.01	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	82	59.76	54.87	71	66.20	60.71
Hispanic	38	71.05	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	98	63.27	60.86	89	68.54	68.36
English Learners	37	72.97	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	135	38.52	37.64	109	36.70	36.19
Targeted Achievement Gap Group	111	37.84	37.99	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	411	34.55	37.64	322	32.92	36.19
Targeted Achievement Gap Group	333	33.33	37.99	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	33.70	34.71	71	28.17	34.52
Hispanic	41	51.22	42.71	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	110	38.18	38.58	89	38.20	36.70
English Learners	40	52.50	25.96	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS HIGH**	Principal:	KASEY PORCHIA
LEA:	6044703	Grades:	09 - 12
Address:	8300 GEYER SPRINGS RD	Enrollment:	84
	LITTLE ROCK, AR 72209	Attendance Rate:	94.51% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	77.38%

Needs Improvement School

Needs Improvement School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	12	NO(92%)	52	NO(89%)
Targeted Achievement Gap Group	n < 10	n < 10	45	NO(87%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	11	NO(91%)	39	NO(87%)
Hispanic	n < 10	n < 10	12	NO(92%)
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	42	NO(86%)
English Learners	n < 10	n < 10	12	NO(92%)
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Literacy Status: Not Applicable						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	11	18.18	59.26	39	17.95	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	33	18.18	24.27
	Three Year Literacy			Three Year Math		
All Students	11	18.18	59.26	83	19.28	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	67	19.40	24.27
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	10	20.00	54.17	29	17.24	17.06
Hispanic	n < 10	n < 10	n < 10	10	20.00	38.89
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	n < 10	31	19.35	24.27
English Learners	n < 10	n < 10	n < 10	10	20.00	38.89
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Attachment 6: Sample Character Ed Lesson Plan

Week Theme:
This week since students will only report to class for one day, we will work on reinforcing our writing for our new unit. Students will ensure they understand the writing process and are able to use the writing template that has been enforced by our literacy initiative. In unit 2 students will write arguments to support the point of view they choose to take.

Common Core/ AR Learning Standard(s) Addressed:

Common Core State Standards

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Arkansas State Standards

AR.8.W.4.5 (W.4.8.5) Drafting: Create a draft with emphasis on persuasive and expository organization
AR.8.W.5.1 (W.5.8.1) Purposes and Audiences: Develop multiple works in a variety of modes of discourse
AR.8.W.5.3 (W.5.8.3) Topics and Forms: Create expository, narrative, descriptive, and persuasive writings
AR.8.IR.12.7 (IR.12.8.7) Interpreting Information: Use notes to narrow a topic to develop a thesis statement
AR.8.IR.12.8 (IR.12.8.8) Interpreting Information: Create a formal topic outline of thesis, main topics, sub-topics, and details
AR.8.IR.12.9 (IR.12.8.9) Interpreting Information: Use research to create one or more oral, written, or visual presentations /products
AR.8.W.4.6 (W.4.8.6) Drafting: Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement
AR.8.W.4.13 (W.4.8.13) Publishing: Publish/share according to purpose and audience
AR.8.W.5.2 (W.5.8.2) Purposes and Audiences: Select the form of writing that addresses the intended audience
AR.8.W.5.4 (W.5.8.4) Topics and Forms: Write poems using a variety of techniques/devices, with emphasis on free verse
AR.8.W.5.5 (W.5.8.5) Topics and Forms: Write research reports that include a thesis and use a variety of sources
AR.8.W.5.6 (W.5.8.6) Topics and Forms: Write to reflect ideas/interpretations of multicultural and universal themes and concepts
AR.8.W.5.10 (W.5.8.10) Topics and Forms: Write across the curriculum

Learning Targets: SWBAT

1. **Write an essay that is clear and well developed**
2. **Write an essay that demonstrates a process**
3. **Strengthen writing using support from peers and adults**
4. **Implement character education in their daily lives: commitment, values**

Relevance/ Rationale:
This lesson gives students an opportunity to practice their writing skills. Students learn that writing, if clear, coherent, and supported, can convey ideas, concepts, and information through selection, organization and a analysis of relevant content.

Procedures/ Activities

Reading/Writing:
Students' literacy development is dependent on the interconnection between reading and writing. Since without one the other cannot exist and both are interdependent, reading and writing will be addressed daily.

Resources Needed:
Writing Prompt
Focused Holistic Score Scale
Student Evaluation
Writing Samples
Paper
Pencils
Writing Journals

Vocabulary:
Focused Holistic Score Scale

DO NOW:

Tuesday:
***(1st 60 minutes)* Journal: In your writing journals, list steps you have taken to complete a certain task.**
***(Last 30 minutes)* Character Ed: It's not always easy to be ourselves. Sometimes, when we're with other people, we make choices or act in ways that are different from when we're alone. What are some steps you can take to prevent this from happening?**

I DO:

Tuesday:
***(1st 60 minutes)* Distribute handouts on expository process essay.**
Review writing prompt: Think of a specific skill you have acquired in an activity that you do regularly. For example, your skill might be designing a Web page or grilling a hamburger. Be sure to select a specific activity that can be done in a series of steps. In an organized essay, lead the reader through every step needed in order to perform this activity successfully.
Discuss essay rubric
Pass out example essays for students to follow
Handouts can be found at
http://www.glencoe.com/sites/north_carolina/student/languageart/assets/binders/wp_sr_sr_g9_nc.pdf

(Last 30 minutes)* Character Ed: Discuss Do Now- Introduce today's Character Ed *(Commitment, Values,)

WE DO

Tuesday:

Process **Expository** **Holistic Scoring Criteria** **Rubric** **Evaluation** **Commitment** **Values** **Slogan** **Standards**	***(1st 60 minutes)*** **Discuss what it takes to receive a high score on this essay using the Focused Holistic Score Scale: Expository Process Essay and Expository Process Essay: Focused Holistic Scoring Criteria** **We will then look at essays written by other students and the score they received. Students will then be able to identify why these students received the scores they did based on their scoring rubrics.** **We will then look at a student evaluation sheet and fill one out together in reference to one of the example student writings we have viewed.** **Handouts can be found at** **http://www.glencoe.com/sites/north_carolina/student/languageart/assets/binders/wp_sr_sr_g9_nc.pdf** ***(Last 30 minutes)*** **Character Ed: COMMITMENT:** **Mirror, Mirror. (can be varied by creating team names such as Princeton/Harvard or other group names)** **Purpose of this activity: To help students clarify what they want to become known for, what they aspire to create and hold up as their slogan. To improve their commitment by clarifying what standards they must uphold in order to remain a valued member of the class.** **Explanation: Take the letters of your name and use words that properly describe you and how committed you are. For example:** **W = Willful** **H = Hard Working** **I = Intractable** **P =Persistent** **P = Punctilious** **S = Steadfast** **VALUES:** **http://www.goodcharacter.com/BCBC/Values.html** **Break the class into small groups. Have each group make a list of values to live by (no more than ten) in order of importance. Then, have a spokesperson from each group present the list to the class along with any needed commentary. Put all the lists up on the wall.** • **What values did all groups share?** • **Were there any serious differences between the groups?** • **Discuss the differences and see if it's possible to develop a list that everyone will buy into.** **YOU DO:** **Tuesday** ***(1st 60 minutes)*** **Students will now use the Focused Holistic Score Scale: Expository Process Essay and Expository Process Essay: Focused Holistic Scoring Criteria to write their own process essay. Students will fill out an evaluation sheet about their writing after they have finished to ensure they are turning in a quality essay.** **Handouts can be found at** **http://www.glencoe.com/sites/north_carolina/student/languageart/assets/binders/wp_sr_sr_g9_nc.pdf** ***(Last 30 minutes)*** **In two paragraphs, explain how commitment and values play a vital part in your school life and home life. Be sure to use details to support your response.** **HOMEWORK:** **Tuesday:** **Finish working on your essay from today: "Steps in a process". When you have finished, attach the evaluation sheet to the front. Due Monday, upon return from Fall Break.--- October 29 -----**

Access for All:
IEPs:

[redacted]

- **Reduce assignments/appropriate activities**
- **Extra time for completing assignments/appropriate activities**
- **Preferential seating**
- **Visual aids as needed**
- **Opportunity to repeat and explain instructions as needed**
- **Peer to read materials as needed**
- **Recorded instructional material as needed**
- **Model appropriate behavior**

[redacted]

- **Reminders to stay on task**
- **Assignment notebook**

- **Assignments in smaller chunks**
- **Student repeats or paraphrases instructions**

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- **extra time for completing assignments/appropriate activities**
- **Opportunity to respond orally**
- **Emphasis on major points**
- **Reduce assignments/appropriate activities as needed**
- **Preferential seating**
- **Short instruction**
- **Opportunity to repeat and explain instructions**
- **Assignments/appropriate activity notebooks**

- **chunked reading assignments**
- **Allow student to repeat instruction**

Below Level Learners:

Descartes:161-180:

• Distinguishes between main topic and supporting details (using a set of words)*
• Brainstorms supporting details for a given topic
• Brainstorms topics described by a given set of supporting details
• Recognizes that topic sentences often begin paragraphs*
• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
• Chooses the appropriate word choice to convey a particular mood or tone
• Revises word order for fluency*
• Arranges words into sentences
• Identifies ending sentences for paragraphs appropriate to topic
• Identifies beginning sentences for paragraphs appropriate to topic

Descartes:181-190:

• Distinguishes between main topic and supporting details (using a set of words)*
• Brainstorms supporting details for a given topic
• Uses webs as a prewriting strategy
• Evaluates notes used to plan a story*
• Recognizes that sentences in a paragraph all relate to one central idea
• Recognizes that topic sentences often begin paragraphs*
• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
• Determines which details will not support a given topic
• Identifies sentence order to form a paragraph*
• Orders sentences sequentially to form clear paragraphs
• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)
• Uses strong concluding sentences*
• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience*
• Identifies which sentence is appropriate for a given purpose*
• Evaluates writing samples for clarity and completeness of information
• Revises sentences to improve more word choice*
• Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)*
• Combines sentences to improve clarity by using

multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)*
• Combines sentences to improve clarity using a compound subject (term not used)
• Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)*
• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)
• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*
• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*
• Combines sentences to improve clarity using a compound predicate (term not used)
• Orders sentences in directions for clarity*
• Revises and combines sentences for clarity*
• Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)
Descartes:191-200:
• Recognizes that the writing process begins with the step of brainstorming
• Brainstorms supporting details for a given topic
• Brainstorms and evaluates topics described by a given set of supporting details*
• Uses webs as a prewriting strategy
• Records key thoughts as a prewriting strategy
• Uses note taking as a prewriting strategy
• Identifies the main topic for an outline
• Interprets outlines
• Identifies the topic sentence in a passage of content area writing*
• Identifies the topic sentence of a paragraph
• Identifies supporting details*
• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
• Determines which details will not support a given topic
• Evaluates the best way to develop a given topic with supporting details
• Orders sentences logically to form clear paragraphs
• Orders sentences sequentially to form clear paragraphs
• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)
• Uses strong concluding sentences*
• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience*
• Identifies writing sample that is most appropriate for a given purpose
• Identifies which sentence is appropriate for a given purpose*
• Uses appropriate word choice relative to purpose*
• Revises by adding detail*
• Revises by deleting information that does not relate to

topic*
• Evaluates writing samples for clarity and completeness of information
• Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)
• Combines sentences to improve clarity using a compound subject (term not used)
• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)
• Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)*
• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*
• Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)
• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*
• Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)
• Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)*
• Revises sentence for grammar*
• Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)
• Identifies run-on sentences that need revision*
• Changes word order of sentences from present to past

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*** Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.**
Blank cells indicate data are limited or unavailable for this range or document version.

tense*
• Arranges word order of a sentence into an alternate form by changing verb placement (term not used)*
• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)
• Arranges word order of sentences by altering the placement of adverb clauses (term not used)
• Arranges word order of sentences by reversing the subject and verb (terms not used)*
• Evaluates the syntax (term not used) of sentences (word order, form)

• Orders the steps of the writing process*
• Defines proofreading
• Describes editing process
• Describes the process of brainstorming*
• Recognizes that the writing process begins with the step of brainstorming
• Describes the process of brainstorming
• Brainstorms and evaluates topics described by a given set of supporting details*
• Evaluates which graphic organizer would be most useful for a given writing task*
• Uses note taking as a prewriting strategy
• Identifies the main topic in an outline
• Interprets outlines
Identifies the main idea for a given passage (not thesis statement)*
• Identifies the topic sentence in a passage of content area writing*
• Identifies the topic sentence of a paragraph
• Identifies supporting details*
• Determines which details do not support the topic after determining the topic of a paragraph
• Determines which details will not support a given topic
• Evaluates the best way to develop a given topic with supporting details
• Orders sentences logically to form clear paragraphs
• Orders sentences sequentially to form clear paragraphs
• Identifies how to develop a paragraph with a main idea and supporting details
• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)
• Describes the characteristics of paragraphs*
revising for audience understanding*
• Revises by adding detail*
• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*
• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*
• Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)*
• Explains how syntax (term not used) affects meaning of a sentence
• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)
• Arranges word order of sentences by rephrasing adjective clauses (term not used)*
• Arranges word order of sentences by altering the placement of adjective clauses (term not used)
• Arranges word order of sentences by changing the placement of a direct quote within a sentence*
• Arranges sentences into alternate forms with correct

syntax (term not used)*
• Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)
• Evaluates the syntax (term not used) of sentences (word order, form)
• Evaluates the syntax (word order, form) of sentences
• Determines the most appropriate thesis statement for a given scenario
• Uses multi-paragraph organization to develop ideas*
On Level Learners:
Descartes:211-240:
• Recognizes the steps of the writing process*
• Uses prewriting strategies to plan written work
• Uses organizing as a prewriting strategy
• Identifies suitable research questions
• Describes the writing tasks organized by a particular graphic organizer
• Identifies the appropriate style for a summary*
• Explains how and why outlines are used
• Describes the characteristics of effective multiple-paragraph compositions
• Writes an introductory paragraph to introduce the main topic*
• Selects the best topic sentence for a given paragraph
• Identifies how to make a topic sentence*
• Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph
• Identifies the topic sentence of a paragraph
• Determines which details do not support the topic after determining the topic of a paragraph
• Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph
• Recognizes transitional words and phrases
• Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing*
• Identifies the pattern of organization used in a writing sample (deductive)
• Identifies the process of revising*
• Describes process of revision
• Revises compositions for clarity in purpose*
• Evaluates writing samples for descriptive word choice*
• Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)*
• Identifies combining sentences as a revision technique*
• Combines sentences to improve clarity by using a compound sentence (term not used)*
• Rewrites sentences in question form*
• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*
• Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)
• Revises sentence to further character development (e.g., How could you revise the sentence to provide

clues about John's appearance?)*
• Changes word order of sentences from first person to third person point of view*
• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)*
• Evaluates the syntax (word order, form) of sentences
• Determines the most appropriate thesis statement for a given scenario
• Analyzes writing to revise multiple-paragraph compositions
• Evaluates which sentence will best serve as a topic sentence for a given subject
Advanced Learners:
Descartes:211-240:
• Recognizes the last step of the writing process within a given writing scenario*
• Uses clustering as a prewriting strategy*
• Identifies the thesis statement for a given passage*
• Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph
• Recognizes transitional words and phrases
• Uses clear transitional words and phrases in writing
• Understands that the process of revision includes revising for audience interest*
• Uses the writing process to align content with purpose
• Distinguishes examples of thesis statements from other written text*
Learning Styles:
Visual aids
Hands on activities
Peer activities
Individual activities

Formative Assessment:

Formative Assessments

- **Writing benchmark assessments**
- **group discussion**
- **journal responses**

CKCPCS TEACHER STATEMENT OF ASSURANCE

I certify that these lesson plans reflect current best practices and:
__x__ are student centered as opposed to teacher-centered
__x__are CCSS based
__x__are Arkansas standards based
__x__are differentiated for student needs (IEP, ESL, learning styles)
__x__require higher order thinking skills
__x__reflect my curriculum map
__x__include components designed to assess student learning in meaningful ways
__x__ offer students engaging activities to help students apply new knowledge
__x__include 3 learning targets per day

Checking components above and initialing below indicate that the lesson plans attached meet CKCPCS standards and expectations.

Teacher initials_LJW

Attachment 7: NWEA Differentiation

Unit Theme:

This eight-week unit of eighth grade continues student reflections on settings of stories and events – from poems and short stories to novels and nonfiction material. While the previous unit focused on the effect of an urban setting on characters and plot, this unit focuses on a rural setting on those narrative elements.

Common Core/ AR Learning Standard(s) Addressed:

Common Core State Standards

SL.8.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Arkansas State Standards

R.9.8.15 Determining Importance: Identify main ideas and supporting evidence in short stories and novels

R.9.8.20 Summarizing and Synthesizing: Synthesize information from multiple texts and provide evidence to support

W.6.8.6 Usage: Apply conventions of grammar with emphasis on the following:

• Parts of speech

W.5.8.3 Topics and Forms: Create expository, narrative, descriptive, and persuasive writings

Learning Targets: SWBAT

1. **Define and classify the eight parts of speech**

2. **Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

3. **Write arguments to support claims with clear reasons and relevant evidence.**

Relevance/ Rationale:

Though many texts do not rely heavily on setting for meaning, students need to be equipped with the knowledge and skills necessary to read for setting, especially as it relates to the construction of other

Procedures/ Activities

Reading/Writing:
Students' literacy development is dependent on the interconnection between reading and writing. Since without one the other cannot exist and both are interdependent, reading and writing will be addressed daily.

Resources Needed:
Parts of speech Scrapbooks
Plan Test surveys
Pictures of the country
Pictures of the city
Group Rubrics
Setting Worksheets

Vocabulary:
Plan Test
Noun
Pronoun
Verb
Adjective

DO NOW:

Monday:
Write an example for each of the following parts of speech:
For example: Conjunction: and

1. **Noun:**
2. **Pronoun:**
3. **Verb:**
4. **Adjective:**
5. **Adverb:**
6. **Preposition:**
7. **Conjunction:**
8. **Article:**

Tuesday:
Plan Testing for 8th Graders

Wednesday:
Turn your parts of speech scrapbook in to the front table. Get out your group rubrics and peer rubrics

Thursday:
Classify the following pictures as Country Setting and City Settings

Friday: Character Education: *Diligence*
Describe a diligent person. What characteristics do you think a diligent person might possess? Are you a diligent person? Why or Why not?------Take the survey from:
http://goodcharacter.com/ISOC/Diligence.html

I DO:

Monday:

- **Pass out Plan Test surveys for students**
- **Language: Pass out and discuss orally student Rubric for their parts of speech scrapbook (will be projected on board as well)**

Adverb **Preposition** **Conjunction** **Article** **Rural** **Urban** **Setting** **Comparing** **Contrasting** **Pros** **Cons** **Rubric** **Diligence**	**Tuesday:** • **Plan Testing for 8th Graders** **Wednesday:** • **Language:** **I. Take up students' grammar scrapbooks** **II. Display scrapbooks on the front table for students to view** **III. Review Rubrics for students' parts of speech scrapbook** **IV. Grade students on their parts of speech scrapbook using their rubrics** **Thursday:** • **Review last night's homework assignment: Worksheet on setting** • **Reading: Introduce Unit 2, Rural Settings in America by comparing and contrasting rural and urban settings in America** • **Writing: Introduce students to their first research project for Unit 2: Comparing and contrasting urban and rural settings in America** **Friday: Character Education: *Diligence*** **-Discussion:** • **Review Do Now** • **Have you ever felt that pressures from your peers prevented you from accomplishing something you wanted? Have you ever been affected by negative comments people have made about your abilities? What can you do about these kinds of external pressures when they get in the way of your success?** **WE DO** **Monday:** • **Plan Test Survey: Discuss the significance of the Plan Test and the survey the students are getting ready to fill out** • **Language:** **I. Students are able to ask questions about their parts of speech scrapbook or rubric.** **II. If students are having issues with a certain part of speech we can take the time to review these items** **III. The discussion must be prompted by students, forcing them to think about their questions and how they can go about coming up with a proper answer for the question.** **IV. Students can also switch scrapbooks with other groups for Editing/Revision purposes.** **Tuesday:** **Plan Testing for all 8th Graders** **Wednesday:** • **Language:** **I. Using the Grammar Scrapbook rubric, students will grade their peers on creativity and vote for their top pick scrapbook based on creativity.** **II. Students will then use their group participation survey to grade their teammates on their participation on their projects.** **Thursday:** • **Reading: Compare and contrast urban and rural settings** **I. Review the definition of urban settings.** **II. Define rural setting** **III. Using pictures, as a class we will compare and contrast urban settings and rural settings** **IV. Identify rural and urban settings you have visited in the past** **V. Create a "T" chart by Identifying elements of rural and urban settings you have seen when visiting these areas** • **Writing: Research urban and rural settings in America** **I. Pros of urban living** **II. Cons of urban living** **III. Pros of rural living** **IV. Cons of rural living** **Friday: Character Education: *Diligence***

Review Writing Prompt: Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

YOU DO:

Monday:

- **Plan Test Survey:**
  - **I. Students will complete their Plan Test Survey**
- **Language:**
  - **I. Students will continue to work collaboratively with their group members to finish up their parts of speech scrapbooks**

Tuesday:

- **Plan Testing for 8th Graders**

Wednesday:

- **Language:**
  - **I. Students will present their parts of speech scrapbooks to the class.**

Thursday:

- **Reading: Compare and contrast urban and rural settings**
  - **I. Read the short story "High Plains Childhood"**
  - **II. Answer the questions on setting**
- **Writing: Research urban and rural settings in America**
  - **I. Pros of urban living**
  - **II. Cons of urban living**
  - **III. Pros of rural living**
  - **IV. Cons of rural living**

Friday:
Web, Draft, Final Copy: Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

HOMEWORK:

Monday:
Complete a grammar worksheet on the 8 parts of speech

Tuesday:
Complete a grammar worksheet on the 8 parts of speech

Wednesday:
Reading worksheet identifying setting

Thursday:
Reading worksheet identifying setting
Pros and Cons of urban versus rural living essay: Introduction

Friday:
Finish your character ed essay about diligence: Web, Draft, Final Copy: Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

Access for All:
IEPs:

[redacted]

- **Reduce assignments/appropriate activities**
- **Extra time for completing assignments/appropriate activities**
- **Preferential seating**
- **Visual aids as needed**
- **Opportunity to repeat and explain instructions as needed**
- **Peer to read materials as needed**
- **Recorded instructional material as needed**
- **Model appropriate behavior**

[redacted].

- **Reminders to stay on task**
- **Assignment notebook**

- Assignments in smaller chunks
- Student repeats or paraphrases instructions

- extra time for completing assignments/appropriate activities
- Opportunity to respond orally
- Emphasis on major points
- Reduce assignments/appropriate activities as needed
- Preferential seating
- Short instruction
- Opportunity to repeat and explain instructions
- Assignments/appropriate activity notebooks

- chunked reading assignments
- Allow student to repeat instruction

Below Level Learners:
Descartes:161-180:
Identifies the setting in a literary passage
Recognizes the 8 parts of speech
Descartes:181-190:
Identifies the setting in a literary passage/Defines setting*
Recognizes and uses some of the 8 parts of speech
Descartes:191-200:
Infers the setting of a literary passage based on information in the passage
Identifies the 8 parts of speech
Descartes:201-210:
Analyzes a literary passage and defines setting
Identifies and classifies the 8 parts of speech
On Level Learners:
Descartes:211-240:
Analyzes setting in literary texts
Defines, Classifies, and uses the 8 parts of speech

NOTE: NWEA Differentiation

Advanced Learners:
Descartes:211-240:
Analyzes setting in literary texts
Defines, Classifies, and uses the 8 parts of speech

Learning Styles:
Visual aids
Hands on activities
Peer activities
Individual activities

Formative Assessment:

Formative Assessments

- **reading benchmark assessments**
- **group discussion**
- **journal responses**
- **grammar quizzes**

CKCPCS TEACHER STATEMENT OF ASSURANCE

I certify that these lesson plans reflect current best practices and:
__x__ are student centered as opposed to teacher-centered
__x__are CCSS based
__x__are Arkansas standards based
__x__are differentiated for student needs (IEP, ESL, learning styles)
__x__require higher order thinking skills
__x__reflect my curriculum map
__x__include components designed to assess student learning in meaningful ways
__x__ offer students engaging activities to help students apply new knowledge
__x__include 3 learning targets per day

Checking components above and initialing below indicate that the lesson plans attached meet CKCPCS standards and expectations.

Teacher initials_LJW

Attachment 8: APSRC Memorandum of Understanding

Memorandum of Understanding
Between
Covenant Keepers Preparatory Charter School
and
Arkansas Public School Resource Center
2012-2013 School Year

I. PURPOSE AND PARTIES

The purpose of this Memorandum of Understanding (MOU) is to set forth the nature and extent of this agreement between Covenant Keepers College Preparatory (Covenant Keepers) and the Arkansas Public School Resource Center (APSRC), as submitted and approved by the Arkansas Department of Education (ADE).

II. SCOPE OF AGREEMENT

As confirmed by its signature below, Covenant Keepers agrees to:

- Compensate APSRC no later than July 23, 2012, for fifty-three (53) hours of services rendered for the 2011-2012 school year at a rate of $125.00 per hour for a total of $6,625.00. An invoice detailing the hours of service by APSRC staff is hereby submitted to Covenant Keepers as Attachment A.
- Compensate APSRC at a rate of $50.00 per hour for the bookkeeping and coding technical assistance and training provided by Ms. Kathy King to assist Covenant Keepers staff on site as required for the time period of June 2012-June 2013. Compensate APSRC at a rate of $125.00 per hour for the accounting training, coding assistance, reporting assistance and oversight provided by Mr. Doug Brown to assist Covenant Keepers staff on site as required. Invoices for the 2012-2013 school year will be submitted by APSRC on a monthly basis and will be due and payable within fifteen (15) calendar days of receipt.
- All requests for technical assistance must be communicated to Scott Smith directly.
- The actual on-site technical assistance will be scheduled by Bobbie Davis after approval by Scott Smith.
- Cancellation of any scheduled on-site technical assistance must be received and acknowledged by APSRC twenty-four (24)hours in advance.
- Failure to notify APSRC twenty-four (24) hours in advance will result in Covenant Keepers being invoiced for both the time and the travel incurred in the attempted on-site assistance.
- Retain at all times during the effective dates of this MOU, a staff bookkeeper, to provide in-house day-to-day accounting, fiscal data entry and related financial services.
- Accurately input and report all financial activities and transactions in APSCN as required.
- Provide APSRC staff (Doug Brown and Kathy King) open, full, and continuous access to all financial records pertaining to Covenant Keepers.
- Make a full and complete report to APSRC monthly covering all business activity or reporting as requested during the 2012-2013 school year, commencing July 2012.
- Provide APSRC with a complete current list (updated as necessary) of all Covenant Keepers employees and a complete listing (with copies) of all purchased services contracts to which Covenant Keepers is a party for any time period requested.

- Provide APSRC a complete and accurate copy of all current lease agreements or other facility transactions or agreements involving Covenant Keepers Charter or its Board of Directors no later than June 27, 2012.
- Provide a complete and accurate coy of all current contracts and/or agreements that create a financial obligation for Covenant Keepers.
- The accounting and financial consulting role of Mr. Deron Hamilton shall be defined and limited to the following services: preparation of annual state/federal unemployment taxes 940 and 941, Form 1099s, annual W2 payroll, and AR Teacher Retirement monthly D-1 and quarterly reports; availability to speak to auditor as needed; monthly close-out; bank reconciliation; attendance at monthly board meetings; and all required financial activities for fiscal year 2011-2012 closeout.
- This Agreement between APSRC and Covenant Keepers is contingent upon the posting of all Covenant Keepers' financial transactions in APSCN for the previous month by the tenth (10th) day of the following month.

As confirmed by its signature below, the APSRC agrees to:

- Provide financial technical training assistance and reporting oversight to Covenant Keepers staff.
- Provide financial reports regarding Covenant Keepers to the ADE no less than on a quarterly basis.
- APSRC shall not be required to make any formal recommendation on the charter of Covenant Keepers.

III. ADDITIONAL CONSIDERATIONS

APSRC shall seek prior approval of this agreement from Dr. Tom Kimbrell, Commissioner of Education for the Arkansas Department of Education.

Covenant Keepers shall have the right to terminate this agreement upon provision of thirty (30) calendar days written notice to the ADE and APSRC. However, APSRC shall be allowed the opportunity to access all relevant finance and business records within the thirty (30) calendar days in order to allow APSRC to submit a final report to the ADE during the thirty (30) calendar day notice time period.

APSRC shall have the right to terminate this agreement upon the provision of thirty (30) calendar days written notice should Covenant Keepers fail to abide by the terms of this agreement or fail to comply with the laws of the State of Arkansas, Department of Education rules, or fail to comply with the terms of requests for assistance by APSRC.

This agreement shall be governed by and construed under the laws of the State of Arkansas.

IV. CONCLUSION AND SIGNATURES

In witness whereof, the principals hereto have caused this MOU to be signed by their duly authorized principals.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

Memorandum of Understanding
Covenant Keepers – APSRC

Dr. Valerie Tatum, Superintendent
Covenant Keepers College Preparatory Charter School

Scott Smith 7/26/12
Scott Smith, Executive Director
Arkansas Public School Resource Center

Cynthia R. Townsend 7-31-2012
(Name of Board President), Board President
Covenant Keepers College Preparatory Charter School

8-7-12
Dr. Tom Kimbrell
Commissioner of Education

Acknowledging Receipt

Attachment 9: Letter of Intent-Lease of New Building

Brokerage
Mason Lewis
mason.lewis@colliers.com

1 Allied Drive
Suite 1500 | Little Rock
AR 72203 | United States

MAIN +1 501 372 6161
FAX +1 501 372 0671

John C. Hathaway
Coldwell Banker Commercial Hathaway Group
www.hathawaygroup.com
2100 Riverdale, Suite 100
P.O.Box 3730
Little Rock, AR 72203-3730
jchathaway@hathawaygroup.com
Office 501.978.4972
Cell 501.529.4972

RE: Letter of Intent to lease premises of Greater 2nd Baptist Church located 5615 Geyer Springs Road Little Rock, Arkansas 72209

Dear Mr. John Hathaway:

On behalf of Greater 2nd Baptist Church, we are pleased to provide you with this Non-Binding Letter of Intent to lease approximately 25,300 SF +/- within the Greater 2nd Baptist Church subject to the following terms and conditions:

- **DISCLAIMER:**
  This Letter of Intent is not legally binding on either party, notwithstanding anything to the contrary elsewhere in this letter. It is, however, an indication of good faith between the parties to be detailed in a future lease contract.

- **TENANT:**
  City of Fire Community Development Inc., d/b/a Covenant Keepers College Prep Charter School

- **LEASE PREMISES:**
  The Landlord shall provide floor plans outlining the proposed premises for Tenant's use totaling approximately 25,300 SF +/-. If the actual square footage of the Premises is determined to be lower than 25,300 SF, then the rent schedule shown below will be reduced on a pro rata basis.

- **LEASE TERM**
  The initial lease term shall be for five (5) years, with three (3%) annual rental escalations

- **BASE RENT:**
  The gross Rental for the five years shall be **$756,464** paid as follows:

	Amount/YR
2013-2014	**$142,560**
2014-2015	**$146,740**
2015-2016	**$151,142**
2016-2017	**$155,676**
2017-2018	**$160,346**

***Tenant shall also be responsible for their prorated share of utilities costs for the premises.**

- **RENT COMMENCEMENT:**
  Rent will commence on July 1, 2013.

- **TENANT IMPROVEMENTS:**
  Tenant will have access to the Premises as of June 1, 2013 to make improvements and repairs at its own expense. All improvements will be in accordance with local and state building codes.

- **LANDLORD RESPONSIBILITES:**
  Landlord will be responsible for Real Estate Taxes, Property and Casualty insurance, maintenance of the roof and outside walls, parking lot and drives, grounds and landscaping, and HVAC repairs and maintenance.

- **RESTORATION:**
  Any improvements will be approved in advance in writing by Landlord, but Tenant will not be required to restore the Premises to their original condition. At lease termination the permanent improvements will revert to the Landlord.

- **OPTION TO RENEW:**
  Tenant shall have an option to to renew the lease for an additional term of two (2) years and a second renewal term of five (5) years each with three (3%) annual rental escalations.

- **CHARTER APPROVAL:**
  Upon formal award of the Tenant's charter by the Arkansas State Board of Education estimated to be March or April of 2013 and a binding lease agreement, Tenant will immediately pay $5,000 toward first month's rent.

- **COMMISSION:**
  Landlord and Tenant hereby acknowledge that Colliers International is the sole representative for the Landlord. Landlord and Tenant hereby acknowledge that Coldwell Banker Commercial Hathaway Group is the sole representative for the Tenant. Landlord agrees to pay four (4%) of the guaranteed gross aggregate rent for the initial lease term.

This letter expresses our intent to lease the Property and execute a Lease Agreement incorporating the basic terms set forth in this letter and such other terms and conditions as are acceptable to the parties. It is understood that no legal rights or obligations shall arise between the parties until the execution of such binding agreements.

Sincerely,

Carol Green

Carol Green
Greater 2nd Baptist Church

Agreed and Accepted:

By: _____ Date: 01. 15. 2013

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): Greater 2nd Baptist Church

Lessee (Tenant): City of Fire Community Development d/b/a Covenant Keepers College Prep Charter School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility: School (Open-Enrollment) Charter School 6-12 grades

Premises: 5615 Geyer Springs Road
address

25,300
square footage

Terms of Lease: 5 yrs

Rental Amount: 2013 - 2014 $142,560

Contingency: The terms of this agreement are contingent upon CFCD, Inc 501-c) (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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.

Lessee:

By Supt.

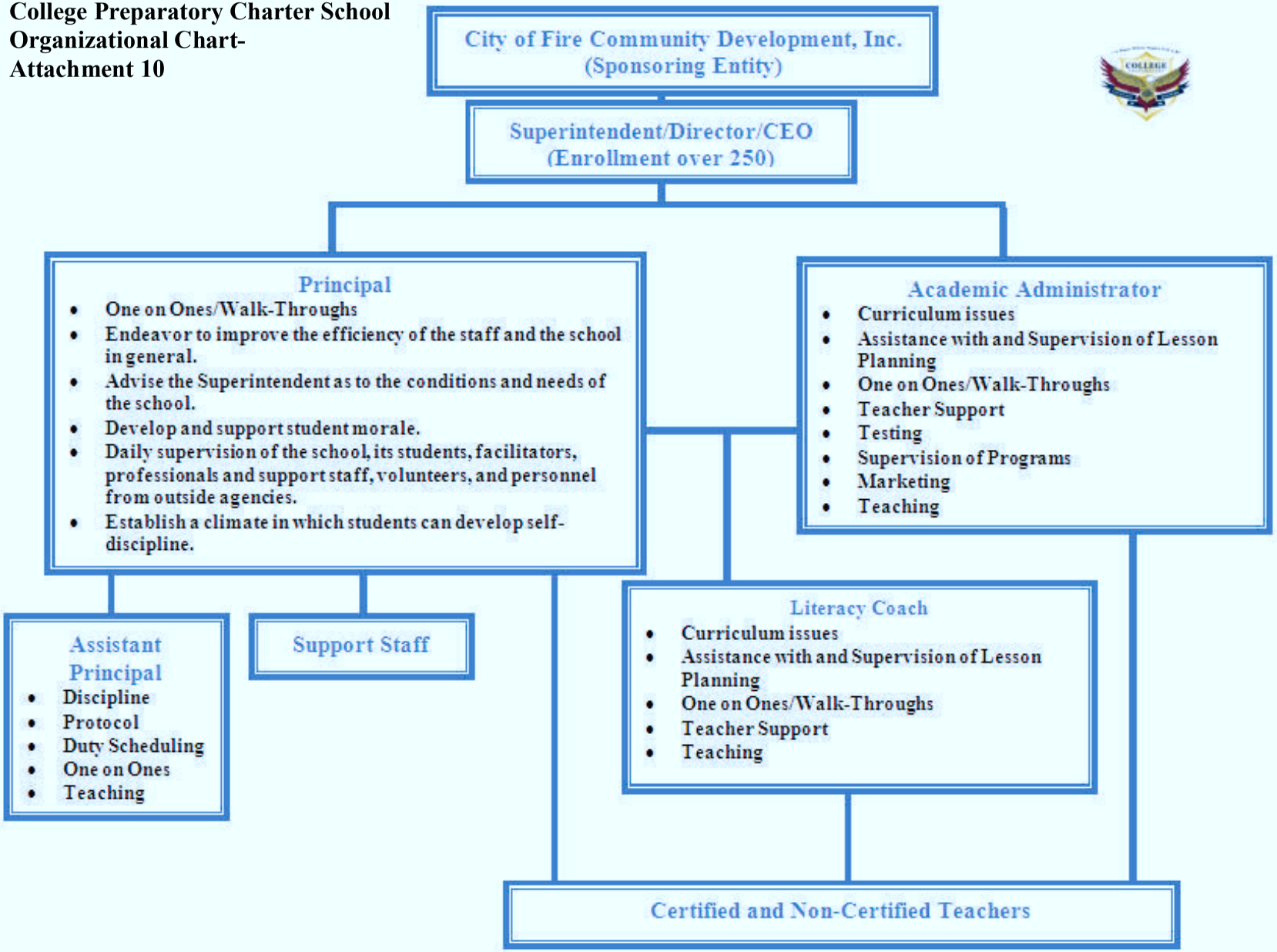
Date 01. 15. 2013

Lessor:

By

Date

Covenant Keepers
College Preparatory Charter School
Organizational Chart-
Attachment 10



2012-2013 Renewal Cycle

Original Application Received on January 18, 2013

Covenant Keepers College Preparatory Charter School
Little Rock, Arkansas

Original Application, Received January 18, 2013

Open-Enrollment Public Charter School
Renewal Application

Deadline for Submission: January 18, 2013

Charter School: **Covenant Keepers CP Charter School**

Date Submitted: **Friday, January 18, 2013**

Date Approved: _____

Arkansas Department of Education

Charter School Office

Four Capitol Mall, Room 304-B
Little Rock, AR 72201
501.683.5313

Documentation that our Governing Board has voted to approve this application for renewal:

I. CALL TO ORDER

II. WELCOME AND INSTRUCTIONS

III. COMMITTEE LEADER'S COMMENTS

IV. AGENDA ITEMS- SUB ITEMS

- 2013 Vision of 501C3 CF Community Development Inc.
- Charter School Renewal in Spring 2013
- Directors Report (Valerie Tatum)

V. ATTENDEES REMARKS

VI. APPROVAL OF PAST MINUTES

VII. EXCUTIVE DIRECTOR'S REPORT

VIII. VOTING/ REPORTS

IX. MEETING POLICIES

X. OTHER BUSINESS

XI. BOARD ADJOURMENT

XII. CONVENE TO CLOSED SESSION

Tyron Tatum 12-11-12

Board Chair Approval

Signature, date

Diane Jackson

Board Sub-Chair Approval

Signature, date

Mr. Tyron Tatum call the meeting to order about 5:32 p.m. December 11, 2012. He welcomed everyone as well as the other attendees in the board room.

Mr. Tatum, Mr. Buckley and Mr. Jackson were able to attend meetings at the Willie Hinton Center on 12th & Pine. Mr. Tatum stated the classes were very enlightening will also assist with the Credit Union and other business developments he has for SWLR Community.

Mr. Buckley was able to attend the Arkansas School Board Association in December 5-7, 2012. He stated the training was quite informative and other board members should be prepared to attend next year. He attended several meetings on finances and the charter schools ESEA Accountability Reports.

Mr. Jackson is volunteering with other neighborhood alert centers and volunteering in local middle and high schools in the SWLR area. He plans to attend the SWUPS meeting on the 2nd Mondays of each Monday to visit with city directors who attend for the SWLR zone areas.

Dr. Tatum was present to speak about the Charter School Five Year Renewal that's coming up in the Spring 2013. In her director's report, she was pleased with the progress of the school and the direction it has been taking over the past two years.

The outsourcing companies will fully be eliminated at the end of the school term, because APSCR has been a tremendous help in working through many of the school's financial issues. Mrs. Hill as the bookkeeper has eliminated a lot of waiting time and excuses for "I don't know". She has really taken Covenant Keepers to another level and her professionalism is astounding for the organization. APSRC gives her many accolades for her work this year.

Dr. Tatum mentioned she is asking for a seven year renewal. The school will remain a "College Prep" school, but will ask to work with students from other alternative learning environments. The face of the school has changed over the past five years 97% African American to now approximately almost 50% Hispanics with 27% Limited English Proficient (LEP).

The school is getting more students from Juvenile, DYS, other alternative settings, which makes it difficult to educate because students are so far behind academically. The APEX Credit Recovery will allow students to work at their individual pace, as well as get caught up on credits as needed. It will also provide another alternative setting for students who don't performance well in a Least Restrictive Environment.

Dr. Tatum mentioned several letters of support from community leaders in SWLR and looking for more to come. We are also planning to move next school year as the school has outgrown the building. The cafeteria and board room are used daily to accommodate enrollment.

The school is working with APSRC on finalizing the Charter School Application and Testing data is being examined and the scores for literacy are going very well for our students and the local conversion charter school in our area. We need to continue looking for math teachers that will remain on board to assist with mathematics and it success. The math is still improving at a slower pace.

Dr. Tatum will be presenting the charter application to board in January with the ADE approved State-Mandated Assessment from 2009-2012.

Dr. Tatum will forward the final copy of the application to all board members to have in possessions and invited them to show up on March 11, 2013 for the State Board Hearing.

Mr. Buckley mentioned Dr. Tatum will be providing the SBE with a financial report due to funding adjustments and expects the school will be fine. They have been talking with APSRC about adjustments since October 2012 to come up with a plan.

All administrators teach at least ½ time each day to support learning in the areas of English, Social Studies and Mathematics.

Mr. Buckley noted that the school hasn't been receiving any NSLA, Title I, or Title 2A funds. The school has been managing on state foundation. Dr. Tatum has called along with Dr. Davis and funds/revenue should be available January 2013.

According to Dr. Davis, it usually doesn't take this long, but don't really know what happen this year.

Mr. Buckley said he would keep the board abreast of the finances and the report remarks from the SBE in January.

Motion set for approval for the charter school renewal by Diane Jackson, President and second by Jewel Turner. No one opposed.

Motion set for seven year approval of the charter school renewal by Mary Buckley and second by Greg Jackson with no one opposing.

No other business discussed

Next meeting set for January 22nd at 5:30 p.m.

Meeting adjournment 6:57 p.m.

Board Chair Approval

Board Sub-Chair Approval

City of Fire Community Development, Inc.

December 11, 2012

Sign In Sheet

1. Mrs. Diane Jackson
2. Mr. Gregory Jackson
3. Cala Lee
4. Mrs. Mary Buckley
5. Jewell Turner
6. Paris Tal
7. Noland Buckley

Covenant Keepers Charter School January 17, 2013

The meeting was called to order at 5:35 p.m.

Board members present were Mr. Noland Buckley, Mrs. Barbara Dalu, and Mr. James Jones

Members absent were Ms. Cynthia Townsend

Mrs. Dalu moved to make a motion that the minutes from December be approved as read. All members were in favor of the vote.

Old Business

The local Charter School Board has discussed the Charter Renewal for 7 years to be submitted to the State Board.

Mr. Buckley moved to make a motion to approve the Covenant Keepers Charter School renewal packet to be submitted requesting a renewal for a 7 years. Mrs. Dalu seconded the motion, and all members voted unanimously in favor of the renewal submission.

Dr. Tatum

- June Haney was here on Jan. 11th to review the Scholastic Audit with the administration team.
- State Board meeting was on Jan. 14th. The salary cuts and declining enrollment were discussed.
- Club 13 started on Monday, January 14th with about 30 students. They are really excited about the afterschool learning time.
- Covenant Keepers made the paper for year one testing exit requirements.
- Mr. Warren has returned as our High School math teacher. Board previously approved.
- Long term Spanish Substitute will be starting on next Monday. She holds a degree in Spanish and English.
- Renewal will be submitted on Jan. 18th to ADE.
- Information was approved to transition to Dreamland for the next school year.
- We did receive the ACT scores back. Two seniors did receive a score of 18-19. Two of the seniors received conditional approval for college. One of the Juniors received a 22. Some of the ESL students will be taking the ACT on February 9th, 2013.
- Seniors are planning a prom, trip, and graduation. They have decided against going to the Inauguration.

Ms. Porchia

- Met with ADE regarding School Improvement. Meeting went very well. Planning to meet year two exit criteria for next year.

Mr. Hamilton

- Dr. Tatum did go back and meet with Thomas and Thomas. One of the findings was removed from the report. The report should only include two findings.
- Mr. Buckley asked about things being put in place for findings to be removed from for the next year. The auditors have acknowledged that the school has put things in place for these items to be removed next year.

- Total revenue for December was $140,289.84. Additional funds will begin to come in January. The funds from 2281, 1281 and 6501 will begin to clear out the negatives.
- There were about $150,000 in expenditures. Which resulted in an approximate $10,000 decrease.

Additional Discussion

Superintendent evaluation is ready to be reviewed.

Renewal actually takes place in March. A Charter Review Committee will meet with the administration team sometime in February.

The next meeting is scheduled for February 28th at 5:30 p.m.

With there being no further business the meeting was adjourned at 6:09.

Respectfully Submitted By:_____ Date:_____

Contact Information Form – ATTACHMENT 1

Sponsoring Entity:	City of Fire Community Development, Inc. 10504 Interstate I-30 Little Rock, Arkansas 72209
Name of Charter School:	Covenant Keepers College Preparatory Charter School 8300 Geyer Springs Road Little Rock, Arkansas 72209
School LEA #	6044700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Valerie Lashell Tatum, Superintendent PO Box 13762 Maumelle, Arkansas 72113 501.682.7550 501.682.7577 valerie.tatum@arkansas.gov
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Cynthia Townsend, President 6004 Baseline Road 501.562.3586 501.562.2758 CYNTHIA.R.TOWNSEND@usbank.com

Board Chairman's Signature Cynthia R. Townsend

Date 01. 15. 13 Requested Number of Years for Renewal (1-20) _____7 years___

Renewal Application Approval Date by the School/Entity Board(s) December 13, 2012 (School) December 11, 2012 (Entity)

Relationship Disclosure Form – ATTACHMENT 2

Charter School Board Member's Name and Contact Information	Related to Employee(s)? ("No" or describe.)	Employee Job Title
Cynthia Townsend	No relationship to any school employees	Board President
Noland Buckley	No relationship to any school employees	Vice President
Barbara Dalu	No relationship to any school employees	Treasurer
James Jones	No relationship to any school employees	Secretary
Guillermo Hernandez	No relationship to any school employees	Resigned

Section I – General Description of the Charter School's Progress

Introduction

Upon reflecting over Covenant Keepers' progress and successes, we certainly believe our method is quite different from other schools in the southwest Little Rock area and different from that of other Arkansas charter schools. Our unique brand of educating students is designed to meet the needs of students who come to us after years of struggling in traditional school settings and languishing in the achievement gap. While our success is not always measurable by standard means, it is evidenced daily in the lives of our children as they demonstrate growth socially, emotionally, and academically. Our Covenant with the students, parents, families, and community here in southwest Little Rock is to offer an opportunity for students who have been underserved to rise above their circumstances, gain a fresh start to their academic careers, and realize their potential. Our goal is to shatter the commonly held low expectations of students in the 72209 ZIP code.

An examination of the success of our school and the achievement of our students must begin with a look at who our students are and how our school has evolved through its initial charter period. We are proud of the growth of our students academically and especially socially and emotionally, but we do acknowledge that our school is still in its infancy and much work remains to be done. We, as a community of educators and young scholars, have developed a momentum toward academic achievement and personal growth that most of our students have never experienced. We strive to continue building upon our successes and accelerating that momentum as we change the trajectory of these students' lives and maintain the Covenant we have made with the families of southwest Little Rock.

We have been recognized among the 35 school districts, and 6 charter school systems, as an "**achieving**" district in **literacy and math**. According to the 2012 ESEA School Accountability Report, the 2012 performance goals of our TAGG group for literacy exceeded the 2012 AMO as the goal was 60.71, and our performance was 63.64 surpassing growth by 2.93. The 2012 performance goals of our TAGG group for math missed the AMO goal by only .15. The AMO was 37.99, and the performance was 37.84. *See attachment 5*

Our Background

Covenant Keepers College Preparatory Charter School opened in Little Rock, Arkansas during the 2008-09 school year serving grades 6-8. The school added one grade per year and with the 2012-13 school years, Covenant Keepers is serving grades 6-12.

Enrollment numbers by school from Covenant Keeper's inaugural year through the 2011-12 academic year are presented in Table 1 below. Middle school enrollment figures are presented in Table 2, and high school enrollment figures are presented in Table 3.

Table 1: Enrollment by School 2008-09 to 2012-13, Covenant Keepers Charter School

	2008-09	2009-10	2010-11	2011-12	2012-13
Middle School	121	172	128	154	124
High School	0	21	36	84	99
Total Enrollment	121	193	164	238	223

Table 2: Enrollment by Grade 2008-09 to 2012-13, Covenant Keepers Charter Middle School

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
6	64	59	37	57	30
7	35	63	39	42	50
8	22	50	52	55	44

Enrollment	121	172	128	154	124

Table 3: Enrollment by Grade 2009-10 to 2012-13, Covenant Keepers Charter High School

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
9	0	21	22	41	39
10	0	0	14	30	31
11	0	0	0	13	21
12	0	0	0	0	8
Enrollment	0	21	36	84	99

Covenant Keepers' student body is composed of almost entirely minority students; however, throughout the years, demographics of the school have slightly shifted. Notably, the percentage of Hispanic students has increased; in its first year, the student body was comprised of 12% Hispanic students, but by the 2012-13 school year, 34% of the student body was Hispanic students. The number of students eligible for Free and Reduced Lunch (FRL) has remained relatively similar and above the state average each year. Table 4 below highlights Covenant Keepers' student body throughout the school's existence.

Table 4: Enrollment by Race and Free and Reduced Lunch Counts, 2008-2013

	Enrollment	% Black	% Hispanic	% White	% FRL
2008-09	121	79%	12%	2%	79%
2009-10	193	84%	13%	1%	86%
2010-11	164	70%	29%	1%	84%
2011-12	238	68%	30%	1%	80%
2012-13	223	65%	34%	1%	81%
Average		73%	24%	1%	82%

In this report, Covenant Keeper's student performance will be compared to the performance of students in the Little Rock, North Little Rock, and Pulaski County School Districts. Table 5 provides a quick glimpse of students in Covenant Keepers compared to these districts and the state. Data from the 2011-12 school year is used here, as the most recent test score data is from 2011-12 school year. Covenant Keepers has more minority students than the surrounding districts and the state's average; and Covenant Keepers has a larger percentage of socio-economic disadvantaged students than the surrounding districts and the state.

Table 5: Race and Free and Reduced Lunch Counts, 2011-12 school year

	% FRL	% Minority
Covenant Keepers	80%	99%
Little Rock SD	71%	80%
Pulaski Co. 3-District	64%	68%
State	60%	35%

Snapshot of Academic Performance

Table 6: Grades 6 - 8 Literacy Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	37%	48%	53%	65%	+28%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. 3-District	64%	68%	55%	56%	56%	58%	+3%

State	60%	35%	68%	73%	75%	82%	+14%

Table 7: Grades 6 - 8 Math Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	38%	32%	31%	39%	+1%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. Avg.	64%	68%	55%	56%	56%	58%	+3%
State	60%	35%	73%	75%	77%	78%	+5%

Table 8: Algebra End-of-Course Exam Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	18%	46%	32%	23%	+5%
Little Rock SD	71%	80%	51%	56%	61%	66%	+15%
Pulaski Co. 3-District	64%	68%	53%	62%	63%	68%	+15%
State	60%	35%	71%	76%	78%	81%	+10%

Our Students

The initial design of the CK program of instruction was intended for southwest Little Rock students that may have been slightly behind their peers within the surrounding district but would become proficient with additional support and attention to their specific needs. In reality, the student population of Covenant Keepers includes a number of students who are many years behind academically or have been identified as being at risk based on many of the categories identified within NCLB regulations.

At the conclusion of the 2009-2010 school year, CK leadership saw that the slow progress toward achieving academic goals would not meet the urgent needs of the school's existing student population and certainly not the newly developing demographic that brought with it achievement records that trended toward the bottom quartile of achievement. The leadership team conducted a root cause analysis of academic performance in an effort to better understand the nature of our unique student population and its needs. Based on this analysis, a number of issues were identified that were impacting student outcomes (such as teacher effectiveness, significant knowledge gaps among enrolling students, and student behavior). However, the leadership team identified three primary areas that appeared to have the greatest impact on student performance: (1) a quickly growing number of ELL students; (2) the highly mobile nature of the families we serve; and (3) student indifference toward academic success. Based on this information, the leadership team vigorously began the school transformation process and developed new goals for student achievement that are outcome-driven and aligned to the mission of CK. To that end, an extended leadership team was installed and was charged with transforming CK to meet its mission and set new goals that would achieve that mission. This effort continues to evolve as the school recognizes the talents of individuals committed to the program and adds these people to the leadership team.

Our Challenges
Because CK is a school of choice and attracts new students throughout the year, it draws a number of enrollees who are in crisis, as well as a highly transient and high-needs population that often has a great number of issues which impact academic performance. Although this steady stream of new students brings with it inherent issues both academically and socially, it fulfills the school's mission to provide area students the opportunity to improve academically. Our school has demonstrated time and time again a unique ability to reach students in need and impact them in a way that triggers fundamental change, personal growth, and eventually academic achievement.

Many of our students have personal circumstances that lead to difficulty finding time for academics, including but not limited to: teen parenting, caring for younger siblings, mental health issues, physical health issues, court mandates that require community service and other obligations, work schedules that are necessary to supplement household income, and significant time allocated to therapy and counseling. With little history of family support or belief that improved outcomes are possible, many CK students come to us with tremendous gaps in their education due to poor attendance and a loss of faith in the education system.

These realities have contributed to the low achievement history of many of our students. By design, our school has several interventions and opportunities in place to help these students rise above their obstacles and eventually experience academic success. Both inside and outside the classroom, students find that they have access to caring teachers and administrators who make no excuses for them or allowances for their circumstances and instead show them what commitment and high expectations look like on a daily basis. Our team pushes our kids to push themselves.

Often we see a quick turnaround when students with the desire to do better for themselves take advantage of our support and set about charting a new course for themselves. Sometimes, however, this takes years and academic growth is slow and steady. There are, of course, students who cannot quite shake loose of the powerful, negative influences in their lives. These students are our greatest challenges and often our greatest successes. Despite the life-altering personal progress that we see in these kids', sometimes, it simply doesn't translate into growth in test scores. Even when we see improvement in the quality of their class work, their attendance, and their attitudes toward school in general, there is often a lag in the growth of their test scores. To address this, we have begun actively and aggressively working to change their mentality about testing and challenging them to shine on those tests. We are seeing results, and we anticipate this trend will continue.

Our Curriculum
We request a meeting with the Standards Unit annually to ensure that we are following guidelines including the 38 required units and the "Smart Core Curriculum".

> **9.03.1.1**- Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.
> **9.03.1.2** - The Smart Core curriculum is contained within the 38 units that must be taught each year (See 14.03.1 for a listing of Smart Core requirements).
> **9.03.1.3** - In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.

Common Core State Standards have been fully implemented in our middle school program. We have begun implementation of CCSS in high school and will be fully implemented in 2013-2014.

Our Successes
Covenant Keepers serves as a light in the dark for many of our students. Our school's culture serves not only to provide the tools needed to grow academically, but also the means to establish and reach higher goals than once imagined. Our goal since inception has been to offer a chance at a better life. In some cases, that means a higher G.P.A. or achievement scores. In some cases, that means an environment free from bullying. In some cases, that means a student gains the strength and confidence to remove himself from gangs or other criminal influences. In some cases, it means a student has an alternative to behavioral facilities. Occasionally our high expectations and our structured environment are too much for a student or parent who are not used to such standards. Our unwavering standards cause some to withdraw and return to the less demanding environments from which they came; but often, parents realize that our school really is what their child needs and re-enrolls the student. We count these students among our chief successes.

CK recognizes that above all else the needs of students must drive decisions related to academic achievement. We have consistently been recognized by students and parents as being supportive and sensitive to the needs of students, as evidenced by the high percentage of students attending the school who bring with them special circumstances and/or backgrounds that label them as at-risk. In order to support these students, many of whom are considered academically delayed, the leadership team began creating a system of interventions (both academic and social/behavioral) that is unique to the needs of our students and draws upon the passion and commitment of our faculty and staff. While the ultimate goal is to help individual students work toward proficiency, a more general goal of improving the likelihood that the student remains in school and on the right path is equally as important to the families that we serve.

Again, it is difficult to measure these successes by traditional means, but southwest Little Rock will realize the successes of these students in multiple measures in the years to come. Given the opportunity to continue with our mission and scale our successes, our students will shatter the long-held, misguided beliefs that the children of southwest Little Rock have little to offer. Our goal is to help our students' academic achievement catch up to their personal successes and help them demonstrate test scores that reflect their hard work.

As we move through the renewal process, we find ourselves reflecting on the things we have done exceedingly well and also the mistakes we have made and learned from. In a school where we do not wait for poverty and indifference to disappear; where we do not count the children as inadequate while they work toward the proficiency levels of their counterparts in other areas of town; where the ever-present sense of urgency intensifies every decision we make; and, at a school where we do not make excuses for our kids, our team works tirelessly to transform the paths of our students and give them the tools they need to pull themselves up and excel. We hope that this renewal application will provide the ADE and the State Board of Education with a snapshot of our progress and offer a comprehensive, evidence-based case for the school's achievement and an overview of the plans we have to further advance our students academically

We assert that the elements contained in this renewal application demonstrate that Covenant Keepers is:

- exhibiting significant growth;
- likely to meet and exceed accountability goals as evidenced by our status as an Achieving District
- fiscally sound; and
- developing an exceptional program in terms of ADE standards, school culture, and parent satisfaction.

Our Evolution
Having laid the groundwork for a strong school culture, our plan going into 2010/2011 was to shift our attention to developing a stronger academic focus. While never losing sight of the fact that we had to continue to foster the structured environment we were developing, we knew that we needed to intensify our efforts in transforming the curriculum, pedagogy, and rigor found in our classrooms. While we were experiencing progress in terms of achievement and overall student success, it wasn't enough, and it didn't fit the urgent needs of our students. Leadership worked to analyze what exactly our students needed and began to make adjustments. The result is an evolving system in which we:

- work closely with teachers through curriculum development;
- improve by continuously strengthening our literacy program;
- work to improve our math program through research-based strategies and materials;
- focus attention on our ELL students;
- identify and acquire additional resources;
- change schedule and class configurations as warranted;
- provide targeted professional development;
- promote more leadership responsibilities throughout the school;
- foster genuine student motivation; and
- examine overall teacher quality.

Over the past two years we have restructured our administration to teach 3-4 class periods per day within their specialty areas (i.e. literacy, mathematics, social studies, etc.). We felt, as administrators, we wanted to take our expertise back into the classroom to improve the number of students meeting state standards. Our return to the classroom has allowed the opportunity for us to improve on collaboration with our teachers through "One-to-One" and "Grade Level" meetings. Being on this level with the teachers, we are able to see first-hand the improvements in both teacher instruction and student learning as we share and model best practices. Also, since we are hands-on and in the classrooms with other teachers, we are better equipped to critically analyze needs, interpret assessments and data and to meet with parents to discuss next steps to closing the achievement gap.

For instance, analysis of test data showed that mathematics is the weakest area for our school, but literacy continues to meet standards annually. To demonstrate growth annually and to meet math growth targets, we realized we had to redouble our efforts and make significant changes that would improve student academic performance.

We believe that our math scores are not as strong as our literacy scores because of the inconsistency in retaining a math teacher that understands the needs of our population of students. Because of the urgent need to implement effective math strategies, we have drawn on our school leader, Dr. Tatum to lend her expertise in the classroom. Dr. Tatum is a licensed, Highly Qualified Teacher who is quite gifted in the classroom. Her students respond to her and are always engaged in her highly-active lessons.

Additional components we have put in place this year to ensure growth in math include:

- Club 13, an afterschool program for intense, focused, small group instruction;
- "Super Wednesdays" where math is the focus across the curriculum;
- Disaggregating NWEA RIT scores and cross-referencing with DesCartes to help drive instruction
- Weekly monitoring of lesson plans to ensure accountability;
- External provider visits twice a week to assist teachers, work closely with students, and offer professional development;
- Interns from local universities; and
- Working with our School Improvement Specialist.

We are proud of the overall growth in math scores, but moving forward into next year, we hope to see gains in mathematics similar to literacy gains. We have begun to create a mathematics initiative that will mirror the impact of our literacy initiative. This program is being developed with the help of our external provider and will be fully implemented through our summer "Boot Camp" institute for teachers.

In 2012-2013 we implemented the Saxon math program at CK. After hearing of other charter schools' success with this program, we chose it because of its effective, researched-based pedagogy which helps students develop a deeper understanding of concepts and how to apply them. The program provides levels of instruction, practice, and assessment that support students with a systematic way of doing things across each grade level. The distributive approach ensures that students gain and retain critical thinking concepts and use them in real-world situations.

Another critical element in our progress has been realigning our schedules to better meet the needs of our students. The primary component in the design of our schedule is double-blocking for both math and literacy for all middle school students. We find that the increased time devoted to math and literacy is well-justified and clearly beneficial. For high school students, our school schedule allows for either remediation or enrichment in the mornings and afternoons. Mandatory tutoring at the end of the day and Extended Learning Opportunities (ELO) after school are additional methods we use to increase student exposure to instruction and practice.

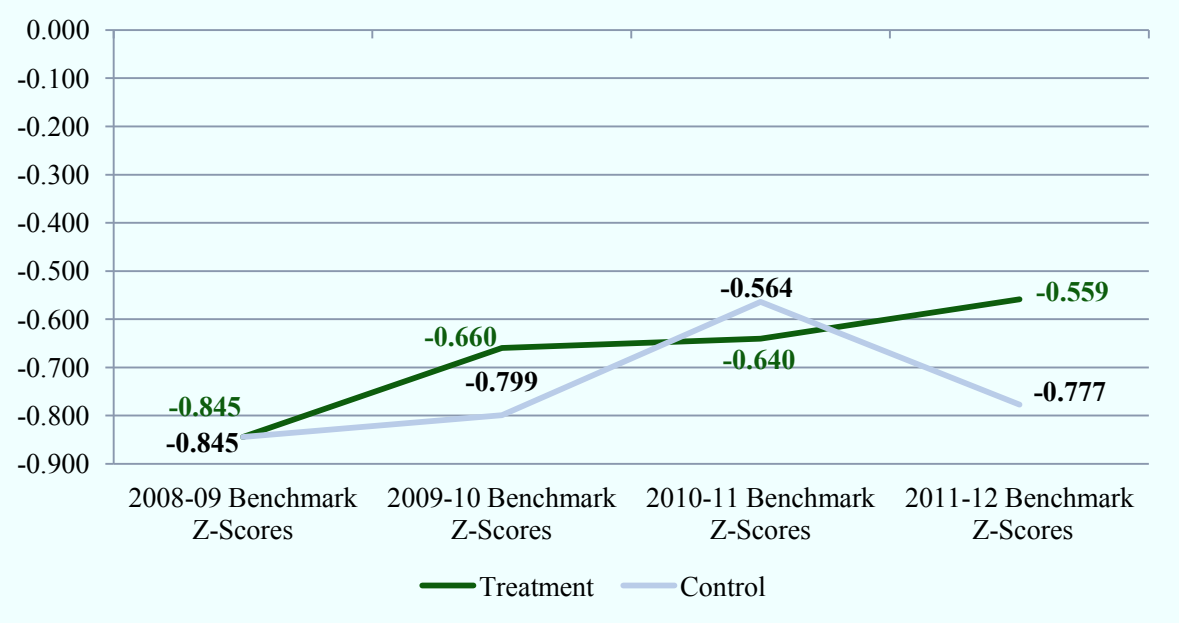
During the 2010-2011 school term, our Literacy Coaches established a "Literacy Initiative" that has proven to be successful and the proof is demonstrated in our scores. This Literacy Initiative is used across the curriculum and across grade levels to help our students become better readers and writers as demonstrated by daily work as well as standardized tests. The Literacy Initiative has also been instrumental in advancing our Hispanic population through our ESL program and our class-level instruction.

The CK Literacy Initiative continually evolves with the changes in our students. Our initiative was designed based on teacher/student interaction and observations, it is research based, and it is a mandatory component in every classroom. Based on data analysis we were able to create a plan, an initiative, to help close the achievement gap in literacy. Some components of this initiative include:

- Classroom Workshop Model;
- lesson plan template (literacy components);
- reading strategies (according to CCSS);
- reading response strategies (according to CCSS);
- essay writing (according to CCSS);
- writing template;
- three tiers of vocabulary (domain specific, everyday speech, general academic words);
- word walls;
- differentiation models; and
- critical thinking strategies.

The Office of Educational Progress at the University of Arkansas provided an analysis of our assessment including a matched twin comparison in literacy. As can be seen in table 9, Covenant Keepers charter school students showed improvement over their "matched twin" counterparts in literacy.

Table 9: Covenant Keepers & "Matched Twin" Comparison, Literacy Benchmark, 2008-09 to 2011-12



Covenant Keepers students, along with their matched peers, entered the sixth grade school year with very low scores (z=-.85) below the 20th percentile. However, after 2 or 3 years in the school, the students in Covenant Keepers experienced a score growth to the 29th percentile (z=-.56). Comparison students, on the other hand, grew only a small amount to the 22nd percentile (z=-.78). This represents a 7 percentile point gain in literacy in favor of the students at Covenant Keepers. This positive difference is educationally meaningful and shows significant improvement that can be attributed to the Covenant Keepers system.

The 2012-2013 school year has seen a new commitment to the utilization of our local assessment, NWEA, resulting in a more deliberate, intense differentiation of instruction. We are finding that this data-driven instructional planning helps teachers zone in on what individual students need whether that be remediation or enrichment.

Covenant Keepers began using the NWEA testing system in the fall of 2009. This test is a formal way of assessing our students multiple times a year to help document student growth and content retention. The data is used to make decisions regarding curriculum, student placement in classes, and differentiation in lesson planning.

A good educator realizes that not all students learn the same concepts in the same way or at the same rate. The data from NWEA testing allows teachers to differentiate for their students using Descartes. Descartes is a tool developed by NWEA to show what frameworks students have grasped based on their RIT scores.

Teachers are trained to ensure that they know how to access the test data, how to use it to group students, and how to differentiate a lesson, project or activity for a class of students with different levels and abilities. The school's NWEA coordinator also meets one on one with each teacher, recommending improvements to their lesson plans and suggesting teaching strategies for differentiating in their classroom. This differentiation is a mandatory component of every lesson plan. *See attachment # 6*

Our Faculty
It is abundantly clear that not every teacher has what it takes to be successful in the charter environment and, unfortunately, our school has suffered lost time and opportunities with faculty members who were not a good fit. Over the years, we have refined our teacher recruitment and retention plan to find the highly effective teachers that are willing to commit to our kids. Our staff retention has grown over the last two years and the commitment of our teachers is astounding. We have discovered that our most successful teachers have a unique combination of optimism tempered with a hard, realistic awareness of what the world holds for our students. They make a deliberate effort to predict and work through daily issues or setbacks. Above all, they do not give up on our kids. Our most successful teachers are fully invested in our students and willing to do whatever it takes to get these kids to the next level.

100% of our faculty is HQT. These teachers have progressed through the use of many additional resources we've made available and by developing individual Professional Growth Plans. The PGPs include reviewing professional journals and utilizing valuable sources such as AR IDEAS, UCA Continual Education Resource Center, Arkansas School Board Association (ASBA), Arkansas Public School Resource Center (APSRC), Arkansas Department of Education (ADE), Arkansas State Teacher Association (ASTA), and weekly staff meetings. The job-embedded professional development activities have been focused on coaching and team meetings, classroom management, Common Core State Standards, data analysis, and examining student work through vertical and horizontal meetings. Other areas of focus have been Teacher Evaluations (TESS), School Improvement, and Self-Reflections.

Our small district size fosters close working relationships, which has allowed us to keep promising educators on board to assist us with developing promising students. We have been able to mentor teachers through corrective action plans and providing feedback on all aspects of their pedagogy, curriculum, and their classrooms. Frequent contact with teachers in regard to state test data has helped to identify the most important action steps to support improvement.

Our administrators serve dual roles as teacher-leaders in modeling best practices by demonstrating:

- classroom management skills;
- communicating with parents through collaborative conferences;
- differentiating instruction;
- effective teaching strategies;
- effective planning;
- authentic assessments; and
- active learning opportunities.

Our Leadership Team
As a team, CK administration decided to expand the leadership team in 2010-2011 to assist with daily operations. Again, we operate under a plurality of leadership at CK, which simply means that we allow everyone to use their skills and talents for the good of the school to get the best results for our small district. Upon calling on the strengths and input of newly appointed leadership, we noticed positive changes and immediate progress.

Significant changes include:

- adjustments to the bell schedule meant that the hallways were more orderly during classroom changes because high school and middle school transitions were offset;
- parental involvement improved because of our insistence on communicating early and often through informal parent conferences regarding academic and behavioral progress;
- strategic planning and interventions resulting in notable growth in testing performance;
- Saturday Academies have been developed to motivate students and fill knowledge gaps;
- Club 13, an afterschool program, has been implemented to assist students that need more one-to-one support with teachers and support staff;

- monitoring to ensure greater accountability in regard to lesson planning and specifically the usage of data;
- CK Literacy Initiative is closely monitored in every classroom;
- "Super Tuesdays" where literacy is the focus across the curriculum;
- "Super Wednesdays" where math is the focus across the curriculum;
- disaggregating NWEA RIT scores and cross-referencing with DesCartes to help drive instruction; and
- implementation of Saxon math

Our School Culture
To maintain an environment conducive to learning and support the academic changes undertaken, all staff continues to implement a proactive behavioral program that allows us to identify and assist struggling students before classroom disruptions transpire. This program results in far fewer classroom outbursts, office referrals, and disciplinary actions. A referral results in immediate parent contact. After two referrals, parents are scheduled to attend an intervention meeting the same afternoon to discuss next step actions. The intervention team includes the parent/guardian, teachers, administrators, and counselor when possible. This program has allowed us to build a genuine rapport with parents to improve our school culture.

Additionally, we have been successful in lowering our suspension rates through referring students to local counseling agencies and building successful partnerships with Life Strategies Counseling, Inc., and Arkansas Counseling Associates. Counselors are on site daily for private counseling sessions. This has been most beneficial in keeping our students from missing days out of school to attend counseling appointments. We have also built a strong partnership with Ministry of Intercession, Inc.'s "We Care Community Project" with Douglas Ponce. This Youth Initiative Project (YIP) supports Hispanic males and females in middle/upper level school. The afterschool program focuses on college preparation, promoting social skills, and violence prevention.

Our Changing Demographics
The face of our school has changed noticeably over the past five years. Our population of Hispanic students has grown significantly from 4% in 2009 to approximately 37% in 2012 with LEPs at 27%. We have seen significant retention among our Hispanic population despite the high mobility of many of our Hispanic families. We have found that most of our Hispanic students come to us at the recommendation of previous and current students as they share their successes within their communities. This demographic has had huge academic gains with us. In 2012, our LEP students scored well on their literacy Benchmarks with 6th graders at 66%, 7th graders at 63% and 8th graders at 84%.

We have a highly mobile African American population, and our retention rates have not been as favorable. We see patterns of many of our African American students moving out of the area and returning to our school later. Unfortunately, we also have several African American students who withdraw and return to traditional schools when they refuse to meet behavioral standards we have in place.

When students and their families commit to CK and our program we do see dramatic personal progress. Our success has been noted in educating highly mobile and high poverty students who bring with them many challenges from other environments and alternative learning settings.

It is worth noting that many of our students have chosen to enroll with us rather than returning to their locally appointed school after attending their assigned Alternative Learning Centers. These students and their families choose to come to CK rather than return to the environment where they experienced difficulties. Not only do we embrace these students, but more often than not, we see tremendous growth personally and academically as they remain with us.

Another notable segment of our population is our Special Education population. Our success with these students has been with early detection as we get our students tested and provide the necessary support needed through pull-outs or inclusion. Through the APSRC consortium, our Special Education director has trained the staff on methods to detect struggling learners. We are fortunate to have a very knowledgeable Special Education teacher who has been trained to co-teach with our classroom teachers to closely monitor progress and intervene as needed. She works closely with teachers in providing ways to accommodate and modify lessons before and after students are referred.

Having a positive effect on the lives of so many students each year is rewarding. We know that our impact on student learning and personal growth are creating impressive long-term benefits. As previously stated, we have had many students leave and return to the "traditional" public schools for various reasons; but often, parents re-enroll their students with us when they realize that the end results are greater than the inconvenience of a long drive to reach us, or a student's difficulty in conforming to our high expectations and structured environment.

We wanted to look at information regarding our population over a 3-5 year period to discover how much the population has grown, and how much growth has been made with the population we serve. Our students were given a survey through "Survey Monkey". We asked 10 questions related to education, retention, attrition, Free and Reduced Lunch, plans for college and ethnicity. Each question has provided important information that will help us to continue to align planning and professional development for teachers. Findings include:

- 29.8% of our population has been here for three (3) years, so 70.2% of our population is highly mobile.
- Over the past three years 33.2% of our population has left and returned to our school because of their inability to thrive in other traditional settings. We have found the number of students returning to the school each year is growing steadily.
- In asking students if they plan to attend college, 93.5% stated they would attend college; of those 22.0% had not planned to attend college before coming to our school.
- The survey asked where the student would attend if CKCPCS was not a school choice in SWLR. 21.7% stated they would have to go to Cloverdale, 15.8% Mabelvale, and McClellan 9.8%.
  55.4% stated they would have chosen a different option.
- The survey showed that 10.6% of our population attended alternative facilities/settings such as Juvenile Justice System, Division of Youth Services (DYS), Day Treatment Centers, and Hospital/Residential Centers.
- 20.9% of our students have children or have siblings living in the same household with a child(ren).
- The ethnicity of our schools is quite unique according to the survey. Our African American population shows 62.0%, Hispanic 37.0% with LEPs 27%, 1% other.

In the past 4.5 years, the school population has included:

- 2011-12 Average Daily Membership (ADM) (Qtrs 1-3) of 223.95.
- 97.5% FRL students (middle school) and 88.5% (high school) which averages, 93% (as of 11/2012).
- 8 % special education students, all with different and unique barriers to their education.

Our Accomplishments

- Recognized as having Level 2 AP status;
- In 2008 and 2009 we won First Place in World Fest, Little Rock's Racial and Cultural Diversity Commission's annual World Cultural Fair contest. The competition aimed at promoting diversity/international education among students. The World Cultural Fair Contest

functions like a science fair in which participating students research and showcase a country during the World Fest event.

- Partnership with AT&T's "*Community Life, Job Shadowing Readiness Programs*" helps students make critical connections between school success and their ability to succeed in the global workplace. The program has statistically proven that the dropout rate negatively affects the economy, contributing to increased unemployment, poverty, public assistance and crime. It is more important than ever to support this program and for students such as ours as participate. Our high school students have had the privilege of volunteering in the program since 2010.
- Partnership with the New Futures for Youth organization which provides volunteers from area business to deliver their unique curriculum to prepare students for an area of career interest. They provide training and technical assistance and facilitate joint planning in regard to strategies for addressing youth issues and implementing youth services. This organization values cultural strengths, racial equity, community involvement, youth leadership development, and healthy development of young people.
- We've also worked with Junior Achievement of Arkansas (JA), a program that empowers students to make a connection between what they learn in school and how it can be applied in the real world - enhancing the relevance of their classroom learning and increasing their understanding of the value of staying in school.
- Honor Society, which promotes appropriate recognition for students who demonstrate outstanding accomplishments in the areas of character, leadership, citizenship, and service.
- G.R.O.W (*Girls Realizing Opportunity Within*) This project is designed to reach adolescent girls at a time when their self-esteem and self-image is most vulnerable. Approximately 65 girls from 6 Little Rock School District and Charter School Middle Schools are targeted to participate in the program. GROW girls attend monthly Saturday meetings and two retreats throughout the school year. At the meetings the Junior League of Little Rock volunteers help each girl to develop an inner confidence to make better choices in her life and develop leadership skills through educational and enrichment activities. Program topics include goal-setting and communication skills, career orientation, manners and etiquette, voluntarism, money management, and health and nutrition. This program has empowered our girls to believe in themselves and provides the ability to be community leaders as they mature.
- We received three grants from "Fuel Up to Play," a program founded by the National Dairy Council and the NFL, in collaboration with USDA. This program empowers students to take charge in making small, everyday changes at school. Students can win cool prizes, like an NFL player visit or Super Bowl tickets, for choosing good-for-you foods and getting active for at least 60 minutes every day. We want kids to make a difference not only in their lives, but also their community. We ask our parents to participant in the whole school healthy eating.
- Our students compete locally in the Spelling Bee.
- Several of our teachers have successfully written proposals and received approval and fulfillment of requests through donorschoose.org. Items received include novels sets, supplemental teaching materials, lab equipment, and PE equipment.
- About 20 of our high school students have volunteered approximately 18-20 hours with Little Rock Compassion Center, an inner-city mission focused on homeless, transient, displaced and disadvantaged people in Little Rock.
- *Girls of Promise* which introduces 8th grade girls across Arkansas to information about careers in areas related to economics, sciences, technology, engineering & math (ESTEM) while giving them the opportunity to meet with women professionals for greater understanding of their own potential and power. Girls of Promise aims to encourage girls at a time in their life when they tend to lose interest in ESTEM education. Eighth grade is a pivotal age when girls begin to internalize negative stereotypes that discourage academic achievement and denigrate those who do not conform to peer expectations and social pressures.
- Two of our students were chosen to participate in the "Bridge the Gap" program at UAMS. The aim of the program is to provide instruction, concepts and skills necessary in the health care field. This is a summer-long program; the kids earned $3000 each.

- Juniors and seniors are visiting universities around the state to investigate options and meet with admission advisors to gain conditional acceptance in their fields of interest.
- 2012 boys basketball post-season champions;
- 2011 girls post-season champions as well as league champions;
- 2008 Southwest Little Rock Hometown Health Coalition 6th and 8th grade class first place Alcohol Free pledge; and
- 2012/2013 addition of soccer and track and field teams.

Our Supporters

The success of Covenant Keepers' ideology and methods is most obvious to the parents of our students who see their children's progress over time.

From: [redacted]
Sent: Tuesday, September 18, 2012 10:35 AM
To: Champ Watson
Cc: Kasey Porchia
Subject: [redacted]

Mr. Watson,

Thank u so much for getting the phone situation worked out. I have been talking with some of [redacted] teachers and they are saying that he is doing good but, he is getting a little slacked. Will u talk to him and let him know that, yes he is doing good but he still has to stay on Task and keep up with the good work because this is just the beginning of a great school year. Since he has been attending Covenant Keepers I have seen great changes in him. His attitude and everything has change and I'm so grateful to you all at Covenant keepers. I know that I can't do this by myself, it takes a village to raise a child. So as his **mentor** will u pull him to the side and give him a few words of encouragement. I've noticed that when corrective criticism comes from you he seems to listen to you a lot more than if it comes from me. I'm really excited about the changes he's made in his life and the Man he is now becoming. I just wanted to take this time to thanks you and your staff for the wonderful job that you're doing to not only help Timothy but our family as a whole. I'm so gratefully that he is attending a school with such caring staff. Again thanks a lot.

From: [redacted]
Date: January 17, 2013, 10:24:26 PM CST
To: "kasey.porchia@arkansas.gov" <kasey.porchia@arkansas.gov>
Subject: RE:Covenant Keepers College Prepartory School

My family and I have been very fortunate to have our children attend Covenant Keepers College Prepartory School. We have been impressed with the dedication of the teachers, staff and administration. They work long days and offer special classes on weekends to challenge the students. The atmosphere in the school is great and the additional programs that they offer make the students fill special when they are selected. The teachers and staff care about the well being of the students. The teachers, staff and administration have always been available to address any concerns or issues whether it's education or self esteem. Also, the school offers a safe environment with discipline that is enforced. We are very glad that we selected Coventant Keepers College Prepartory School.

Sincerely,

Yamonda Ausbie Harris and Stephen Harris

Sent from my iPad

January 16, 2013

To whom it may concern:

I'm the mother of [redacted] a 10th grade student at Covenant Keepers. In 2009 I decide to take B[redacted] out of public school system and put her into Covenant Keepers, and it was a great decision. There are many reasons why I pulled her out of public school, teachers not being available, grades and fighting.

I also have a 7th grader at Covenant Keepers. C[redacted] was also in public school until he graduate from 5th grade. I then put him in Covenant Keepers doing his 6th grade and his attitude and grades improve evening exempt from taking his final exams that year. CK does not have a football program so at the being of his 7th year I put him back in public school so that he could play football and then had to remove him because of grades dropping.

CK Teachers greet you in the morning and afternoon. I like how the teachers interact with both the students and parents. They communicate with me at all times whether it's about my kid's grades or if they are not following school rules.

Covenant Keepers staff is the best!

[redacted]

01-17-2013

To whom may concern:

I am a proud parent of a student at CK. My daughter is M[redacted] and she is doing really great at school thanks to all the support of all the teachers at school she has great counseling. My daughter is new to USA and I strongly feel that she is doing outstanding at Covenant Keepers. I always refer the school to friends of my to take their kids there so that way they can have a better education.

Sincerely:

[redacted]

To Whom It May Concern:

CKCPS has made a huge impact on our child's education. The leadership, guidance, & structure this program has made my son a wonderful young man. He started attending CKCPS in the seventh grade and it has been a wonderful journey and transition from public school, he is now in the eleventh grade, if this program did not work with us as parents to ensure the highest expectations from us and the students my child would not have been attending this program for those many years. I have never been so proud of my son's accomplishments since attending CKCPS, and all the praise goes to the staff at CKCPS.

Sincerely,

[redacted]

1/17/2013

1/17/2013

A quien le concierne está carta saludos cordialmente.

El motivo por el cual yo como madre soltera me impulso a inscribir a mis hijas a la escuela de Covenant Keepers fue por el esfuerzo que todos los que en ellos Trabajan por el mejoramiento de los Jovenes estudiantes tanto en sus estudios como en su comportamiento por que hoy en dia los Jovenes estan tomando malas decisiones de caer en drogas ó cosas parecidas a esas; y siento que ahi tambien le hacen consciencia tambien a nosotros los padres de familia que trabajando juntos podemos mejorar el futuro de nuestras nuevas generaciones.

Sinceramente,

[redacted]

Through the eyes of our 73 year-old retired nurse from UAMS…

"I have been asked many times, 'Why do you work when you don't have to?' I work because I love my job, I love the students, and I love the people I work for and with.

I have initiated several positive things at Covenant keepers since I started working there. We've hosted luncheons for the senior citizens of the Southwest Community Center. Each year we have a food drive for the Community Center to help replenish their pantry since they prepare lunch for the seniors at the center. We have many guest speakers to help inform our students. We have a flu shot clinic, T-dap clinic, vision and hearing screenings, BMI and scoliosis screenings. Dr. Nelda New, Assistant Professor and Graduate Program Director and some of her students and other faculty members come to CK each year to give sports physicals to our students. This ensures that all students have access to a physical exam.

Why do I work when I don't have to? Because I feel that I am providing a very much needed service to this community, this school, and these students. Not a single day goes by that I don't have students come to see me just for a hug. Some of them may not get too many hugs at home.
I could go to work at another school, but my heart is at Covenant Keepers where I feel that I make a difference. The administration allows me the autonomy to do my job and the means to do it well."

December 6, 2012

To Whom It May Concern,

As one of the largest youth serving organizations in Central Arkansas, it gives me great pleasure in supporting organizations and individuals whom have a heart and willingness to help our young people and their families. The work at Covenant Keepers Academy is in step to the high standards we at L.O.V.E. and 'iBelieve" hold to. We hope you as one of the supports for this great Academy will continue your efforts to keep Covenant Keepers as one of the best educational institutions for youth in our community.

Sincerely,

Robert H. Holt
Director of L.O.V.E. "Let Our Violence End"
Co-Founder of "iBelieve" Community Coalition

P.O. Box 30550
Little Rock, AR 72260
501-516-1602
www.the-solution.org

Pulaski County

Youth Services
Juvenile Detention Center

3001 West Roosevelt
Little Rock, AR 72204
501-340-6697 Phone
501-340-6888 Fax

CITIES

ALEXANDER

CAMMACK VILLAGE

JACKSONVILLE

LITTLE ROCK

MAUMELLE

NORTH LITTLE ROCK

SHERWOOD

WRIGHTSVILLE

UNINCORPORATED AREA

600 SQUARE MILES

MILITARY BASES

LRAFB

CAMP ROBINSON

January 14, 2013

To whom it may concern:

It is a pleasure to write this letter in support of Covenant Keepers College Preparatory Charter School, and Dr. Valerie L. Tatum, Superintendent, in her endeavor to provide quality education that allows students the opportunity to go to college or enroll in a career rediness program. After a recent professional exchange with Dr. Tatum, I was impressed with her professionalism and remarkable commitment to students and their families, the community in which they live, and affecting positive social change through education. It is without reservation I write this letter of support of the school continuing at its current location where it can positively and immediately impact a demographic and drive students to accomplishments that begin only with an enriched education path.

I believe the school's mission is one that addresses the needs of the student and community as a whole as it prepares the youth for a better future. The location of Covenant Keepers Charter School and its mission are indivisible and perfectly suited to make the 72209 zip code area of the city one where students have an opportunity to receive an excellent education, choices, and experiences that are not common in other schools in this part of the city.

I appreciate the opportunity to provide this letter of support. Feel free to contact me if you desire further details.

Respectfully submitted,

Carma Gardner, Director

Pulaski County Juvenile Detention Center

La Pantera 1440 AM
8211 Geyer Springs Rd. Suite P6
Little Rock, AR, 72209
(501) 562-2661

Attn: To whom this may concern
Covenant Keepers College Prep Charter School

Little Rock, AR. December 21, 2012

Covenant Keepers College Prep Charter School has been doing advertising with KTUV La Pantera 1440 AM Spanish Media. As we know the Hispanic community grows everyday Covenant Keepers has been such a big and great impact to the Hispanic community.

Covenant Keepers College Prep Charter School is located at 8300 Geyer Springs Road in Southwest Little Rock, they have the best teaching personnel to provide the students better learning skills that will help them to be prepare for college as early as 8th grade.

Covenant Keepers College Prep Charter School is the best option for students who are in traditional public schools and not doing well or not getting sufficient credits to graduate, go to college or beyond. It is a pleasure for KTUV to work with a school that worries about any community.

KTUV will be always grateful to work with Covenant Keepers College Prep Charter School as Covenant keepers will continue helping the Hispanic community.

Thank you for your interest,

Oscar Reyes
General Manager
La Pantera 1440 AM

Hometown Health Improvement

Helping Communities Plan for a Healthy Tomorrow

SOUTHWEST LITTLE ROCK HOMETOWN HEALTH COALITION
3915 West 8th Street
Little Rock, AR 72204

December 3, 2012

Dear Sir or Madam:

Please consider this letter of support for Covenant Keepers Charter School in Southwest Little Rock.

The Southwest Little Rock Hometown Health Improvement Coalition has been active in the Covenant Keepers' 72209 zip code area since 2004. The Hometown Health Improvement coalitions were developed by the Arkansas Department of Health to address the health needs of citizens in the communities where they live. The Southwest Little Rock coalition is a community-driven group created to improve the health and quality of life in southwest Little Rock. Covenant Keepers CP Charter School has been an active coalition member for the last few years and has been a good neighbor in the community. The school maintains an open-door policy on campus, welcoming community volunteers and residents who take an interest in the students and their educational activities at the school. Our coalition has presented lessons regarding nutrition and physical activity, internet safety, and substance abuse programs at the school during the last several years.

The school emphasizes academics, but Covenant Keepers also promotes basic values to help the students become well-rounded students. The school promotes a spirit of service and has focused on serving the senior citizens in Southwest Little Rock during the holiday season.

Dr. Tatum is constantly seeking ways to make the most of her existing resources by obtaining grants to enrich the students' learning experiences and by utilizing joint use agreements to enhance their access to facilities.

We are happy to have Covenant Keepers in our community and hope to see the school grow and continue to improve.

Respectfully,

Joan Brush

Joan Brush, Secretary
Southwest Little Rock Hometown Health Improvement Coalition

In His Image Youth Development Center
5705 West 65th Street
Little Rock, Arkansas 72209
(501) 562-3910
Fax: (501) 562-4208
ihiydc@aol.com

December 13, 2012

Covenant keepers Academy for College Bound Students
Dr. Valerie L. Tatum, Founder
8300 Geyer Spring Road
Little Rock, Arkansas 72209

Dear Dr. Tatum,

We are writing to verify that In His Image Youth Development Center agrees to engage in an active partnership with the Covenant Keepers Academy Charter School. As a partner, In His Image will contribute the follow support services:

- Refer families, students and volunteers to the charter school
- Collaborate on planned family activities and special events
- Serve on the charter school advisory board
- Participate in collaborative meetings
- Assist in connecting Covenant Keepers Academy with additional partners
- Promote awareness of the charter school
- Assist in encouraging parental involvement

We agree to abide by the Covenant Keepers Academy guidelines to educated students in the Southwest, Little Rock area. As a collaborative partner we recognize our commitments and pledge our active involvement and support to ensure the successful implementation of the charter school.

In His Image is excited about this partnership with Covenant Keepers Academy for College Bound Students, because we understand that Middle School youth are at a critical age where intervention is needed to ensure students will continue their academic career. We are prepared to support the charter school in helping students recognize the opportunities available to them through education.

Sincerely,

Charlesetta Harville
Administrator

Section II – Composition of the Charter School's Governing Board and Relationships to School Employees

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.
(see attachments)

Part A: Composition of Governing Board

The sponsoring entity, City of Fire Community Development, Inc. is a non-profit 501(c)(3). The governing board includes 7 people from varied backgrounds and areas of expertise such as fundraising, entrepreneurs, finance, management, and marketing. One of the sponsoring entity members serves as a member with the authority to nominate new board members. He/she is also able to nominate and appoint according to its bylaws.

> Each board director shall be nominated and confirmed by the majority of the board. Each director shall hold office until the expiration of the term for which he/she was elected and until his successor has been nominated and shall have qualified, or until his prior resignation or removal by the executive director.

The governing local school board has the following duties:

- final authority to adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property;
- final authority to adopt policies governing charter school operations;
- final authority to approve audit reports;
- initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for chief executive officer;
- final authority to direct the disposition or safekeeping of public records; except that the governing body may delegate this function to any person; and
- final authority to hear or decide employee grievances, citizen complaints, or parental concerns

The CEO will keep the governing local school board informed on board training, academic policies, personnel issues, community relations, finance, facilities and equipment, and other items for review.

Part B: Disclosure Information

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

There are no contracts in which the charter board or family member have a financial interest.

Part C: Relationship Disclosure

On the Relationship Disclosure Form – Attachment 2, on page 6, provide the name of each board member and indicate if his/she is related to any school employee(s). Describe the relationship (e.g., spouse, parent, sibling) and employees' job titles, where applicable.

See attachment #2

Section III – Performance Goals

Part A: Current Performance Goals

List each of the charter's current student academic performance goals as approved by the State Board and provide supporting documentation, including relevant assessment data, with a narrative description of the charter's progress in achieving each goal.

Academic goals and measurable school performance objectives from the school's charter.

Goals are in bold; narrative response is in italics.

- **Each student's entry level performance will be determined through NWEA and other criterion and norm reference test scores made available at the beginning of each year using a combination of standardized tests. At the beginning and end of each school year, each student's progress will be carefully measured and analyzed to determine accurate placement for the following school year.**
  This goal has been met. NWEA and ACTAAP scores are the primary means that we use to determine placement of students each year. Adjustments are made as scores show that a change in placement is warranted. See attachment 3A.

- **Student academic growth will be accelerated, as measured by the SAT-10, Arkansas Benchmark, and/or the NWEA.**

  This goal has been met.

  The 2012 Arkansas District ESEA Accountability Report shows us as an "Achieving District in Literacy" in our 6-12 school. Over the past four years we have gained 29.3% growth in literacy.

  Our 2012 growth in literacy for the TAGG population was met 68.89, and 2012 growth standards were projected at 68.03. We made growth (0.86).

  The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 60.38. Our performance standard was 60.71.We missed our standard growth by (.33).

  2012 Arkansas District ESEA Accountability Report shows us as an "Achieving District in Math" in our 6-12 school.

  The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 33.33.

  Our performance standard was 35.26.We missed our standard growth by (1.93).

  In regard to our "Needs Improvement Priority School District (6-8)" status, we ***Met Year 1 Exit Criteria*** *this school year.*
  - *The ESEA report shows the expected percentage tested in literacy and math met standards.*
  - *The 2012 performance in literacy for our TAGG (Targeted Achievement Gap Group) was 63.64. We met standard performance (2.93).*
  - *The TAGG population growth standard in literacy was 68.89 and growth standards were met (0.86).*
  - *The TAGG performance growth in math was 37.84 and the performance standard was 37.99, which was not met by 0.15. The TAGG growth standard in math was 37.78.*
  - *We met growth standard in math 37.78. The growth standard was 36.04. The growth standard shows (1.74).*

Analyses from the Office of Educational Progress assessment report

Table 10: Grades 6 - 8 Math Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	38%	32%	31%	39%	+1%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. Avg.	64%	68%	55%	56%	56%	58%	+3%
State	60%	35%	73%	75%	77%	78%	+5%

Table 11: Grades 6 - 8 Literacy Benchmark Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	37%	48%	53%	65%	+28%
Little Rock SD	71%	80%	52%	53%	52%	54%	+2%
Pulaski Co. 3-District	64%	68%	55%	56%	56%	58%	+3%
State	60%	35%	68%	73%	75%	82%	+14%

Table 12: Algebra End-of-Course Exam Results 2008-09 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	18%	46%	32%	23%	+5%
Little Rock SD	71%	80%	51%	56%	61%	66%	+15%
Pulaski Co. 3-District	64%	68%	53%	62%	63%	68%	+15%
State	60%	35%	71%	76%	78%	81%	+10%

Table 13: Geometry End-of-Course Exam Results 2010-11 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2010-11	2011-12	Growth
Covenant Keepers	80%	99%	30%	10%	-20%
Little Rock SD	71%	80%	53%	54%	+1%
Pulaski Co. 3-District	64%	68%	55%	58%	+3%
State	60%	35%	73%	75%	+2%

Table 14: Grade 11 Literacy End-of-Course Exam Results 2010-11 to 2011-12, Covenant Keepers Charter School

	% FRL	% Minority	2011-12
Covenant Keepers	80%	99%	18%
Little Rock SD	71%	80%	60%
Pulaski Co. 3-District	64%	68%	61%
State	60%	35%	68%

- **At least 30% of all returning 8th grade student will complete a full credit Algebra I course and will be eligible to gain high school credit.**

  This goal was met.

  Below is the breakdown showing the percentage of 8th graders taking Algebra I each year.
  2012/2013—51% of 8th graders are taking Algebra I
  2011/2012—32% of 8th graders took Algebra I
  2010/2011—32% of 8th graders took either Algebra I or Geometry
  2009/2010—32% of 7th and 8th graders took either Algebra I or Geometry
  2008/2009—38% of 7th and 8th graders took Algebra I

- **At least 30% of all returning 8th grade students will complete a full credit foreign language course and will be eligible to gain high school credit.**

  This goal has not been met. During our first year of operation, we were unable to receive permission from standards to give credit to our 8th grade Spanish students due to issues with the credentials of the teacher. Distance Learning was not an option for this particular course as seats were not available. In the following years, 8th graders were not offered Spanish.

- **Teachers will identify moral themes and threads that run through curriculum topics and works of literature and will weave this element of character education into the existing curriculum.**

  This goal has been met.

  Character Education is very important in the overall success of a student. Here at Covenant, we teach our students to be all around whole students-i.e. physically, mentally, socially, emotionally, and so on. It is great to be fundamentally sound book wise, but we have to also teach our students to be able to adapt in society in a healthy way. Education goes beyond teaching math, science, literacy, and such. We have to also teach our young people how to tie it all together. If you are disciplined and know how to conduct yourself, the rest will fall into place. It takes discipline to do your homework when you would rather be playing with your friends. It takes a profound sense of discipline to combat what our young people face today and to be able to put in perspective all of their needs and challenges that they face throughout today's society and to be able to cope with and carry that effort into the classroom.

  To that end, we began incorporating a weekly character education word into our weekly lesson plans and related the character education piece into whatever subject matter was being taught by having mini character education lessons, games, and/or demonstrations concerning the designated word of the week.

  Our teachers and our students really buy in to the lessons, and we notice a vast improvement behavior-wise throughout our school. Students are more respectful, more conscious of their words and actions, and are more sensitive to the needs of others.

  One huge thing that really stands out is that we have had several parents to come in and say throughout the years that they have really seen a remarkable turnaround in their children's behavior at home and how that also transfers into the classroom. To hear parents say, "Wow, what growth I have seen in my child and I attribute that to what you all are doing here at Covenant" makes all the difference in the world. Just knowing that we are truly making a difference in our students' lives through character support and seeing it evident in the classroom is why we feel that character education is a critical component to what we do here at Covenant. See sample lesson plan in attachment 6.

- **All students will participate in at least one community service project each semester.**

  This goal has been met.

  Within the scope of our community partnerships and services, all students participate in some capacity at least once per semester.

  Covenant has developed partnerships with several organizations in our area to give our students an opportunity to serve the community in which they reside. This has been a rewarding experience both for our students and those we have reached out to.

  Southwest Hometown Health Coalition is committed to serving area senior citizens to keep them active and engaged in the community. Covenant Keepers has partnered with this organization each year and has built a solid relationship them. Our students have made several visits to their center to entertain its seniors on various occasions. We have held canned food drives to benefit the center, and we've even hosted holiday dinners here at Covenant for these very special guests.

  The Little Rock Compassion Center is an inner-city mission focused the homeless, transient, displaced and disadvantaged people in the Little Rock area. The mission provides food and clothing, as well as counseling, and guidance. Last year they served 142,000 meals. They also provided beds for 40 women and 200 men nightly.

  Each year Covenant takes about 20 high school boys to volunteer 6 hours per day for 3 days. Without fail, our students come away from the experience affected and enlightened. We feel like this is a mutually beneficial partnership that we hope to continue for years to come.

  Madison Health and Rehab Center is another organization in Southwest that our kids have embraced. We've taken students to visit and deliver gifts of crafts and songs to the senior residents there.

  Perhaps our largest measure of success with this goal is the Community Service Learning class that we offer to high school students. This class is designed to help students develop civic responsibility within an organized program of study and activity. Students participate in service activities both on the school campus and out in the community.

- **All students will participate in regular fitness activities by enrolling in either 90 minutes a week of PE or participation on an athletic team**.

  This goal has been met.

  All middle school students have a semester of health and a semester of Physical Education each year. Arkansas Health and PE frameworks are observed and met as students learn about mental and physical health topics and participate in physical activities that require whole-class participation.

  Additionally, middle school and high school students participate in "Fuel up to Play 60". This program empowers students to create and implement activities that reward them for making healthy choices, and inspire change in their school. Students participate in challenges, track their own healthy eating and physical activity, work collaboratively with adults to implement and complete plays from the Playbook, and earn fun online rewards.

Students also have the opportunity to be a part of the Student Ambassador Program where they serve as leaders alongside fellow students, to give Fuel up to Play a voice in the community. Being a part of the Student Ambassador program gives the students a platform to implement positive changes in their school's nutrition and physical activity programs. Through it all, students are helping each other build habits to move toward a healthier future for themselves and their school.

Dedicated adults in the school act as Program Advisors and receive educational tools and resources from Fuel up to Play 60 to help implement the program in their schools.

In 2010, Covenant Keepers was awarded a $1,000 Fuel up to Play grant. Our program advisor chose (10) students to serve as our student ambassadors and as leaders for our school. The ambassadors and our program advisors met on a weekly basis to ensure that the program was running smoothly and that all components of the program were being met.

In 2011, Covenant Keepers was awarded a $500 Fuel up to Play grant and a $2,500 breakfast grant where we served breakfast on the go in the classrooms during 1st period.

The main focus of Fuel up to Play 60 is to make healthy eating choices and to ensure that everyone gets at least 60 minutes of physical activity daily. Covenant Keepers, through our built in allotted activity period, our health and physical education classes, along with our carefully monitored Fuel up to Play activities and the programs that were put into place to promote healthy eating choices made our Fuel up to Play a huge success. Covenant Keepers finished #9 in the state of Arkansas in the tracking of our activities and the programs that we had in place. A total of 140 lbs. were lost between the students and the program advisor lost 60 lbs. during this program.

Fuel Up to Play 60 is a huge success in our school. We still incorporate periodic Fuel up to Play activities and are conscious of our eating choices. Physical activity and healthy eating choices correlates with having success in the classroom. Research shows that students perform better with eating breakfast daily and getting at least 60 minutes of activity on all or most days of the week. We look forward to continuing to make these healthy choices and physical activity a priority.

Part B: New Performance Goals

List student academic performance goals that the school would like to add to its charter for use during the renewal contract period.

Literacy - Achieve measurable growth, based on tracking the AMO for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

1. Meet the growth targets of AMO in literacy annually at the school level
2. Covenant Keepers will track Literacy growth at each grade level and compare our outcomes to similar schools in the Little Rock School District, such as Cloverdale, Mablevale, Pulaski Heights, Hall, J.A. Fair, and McClellan, based on AMO in literacy
3. NWEA growth data will be tracked in literacy with a goal of increasing the number of students meeting their growth target annually.
4. Establish and monitor Writing Portfolios for every student in support of the Grade 11th Literacy examinations with an increase of 3% annual in the number of proficient/advanced students.

Math - Achieve measurable growth based on tracking the AMO for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

1. Develop a Math Initiative to meet AMOs targets annually at the school level;
2. Track the Math growth at each grade level and compare our AMOs to similar schools in the Little Rock School District, such as Cloverdale, Mablevale, Pulaski Heights, Hall, J.A. Fair and McClellan;
3. Track improvements in mathematics so that in 3 years Covenant Keeper students will be performing at 60% (advanced and proficient) in (grades 6-8) on ACTAAP

Community Services
Goal: To building partnerships with various community service agencies to provide support services to the student population at Covenant Keepers.

1. To contact and initiate partnership with Health Service Agencies during year one
2. To contact and initiate partnership with Juvenile Justice System agencies who have responsibilities for services for CK students.
3. To develop a community service component for the high school Covenant Keepers students to participate in during each school year.

Staff Growth and Improvement:
Goal: To develop a strategic plan that addresses the Scholastic Audit Summary by addressing the identified instructional and assessment strategies that are specific to and appropriate for our Targeted Achievement Gap Group (TAGG) and establish the expectation that all teachers will use these strategies with their students.

Goal: To establish a comprehensive professional development plan annually. Teachers will attend appropriate professional development activities, and school leadership will continually provide effective coaching, follow0up support to ensure that research-based instructional practices are implemented regularly and consistently in classrooms.

Section IV – Test Data

Review the testing data summary, 2009-2012, as furnished by Arkansas Department of Education (ADE) and include it as Attachment 3.

Part A: Narrative on Academic Performance Test Data
Describe the ways in which the testing data support the charter's current academic goals that were approved by the State Board as part of the charter.

ESEA Accountability Data
2012 Arkansas District ESEA Accountability Report shows us as an ***"Achieving District in Literacy"*** *in our 6-12 school.* ***Over the past four years we have gained 29.3% growth in literacy****.*

Our 2012 growth in literacy for the TAGG population was met 68.89, and 2012 growth standards were projected at 68.03. We made growth (0.86).

The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 60.38. Our performance standard was 60.71.We missed our standard growth by (.33).

2012 Arkansas District ESEA Accountability Report shows us as an ***"Achieving District in Math"*** *in our 6-12 school.*
The 2012 performance for our TAGG (Targeted Achievement Gap Group) was 33.33.

Our performance standard was 35.26.We missed our standard growth by (1.93).

- *In regard to our "Needs Improvement Priority School District (6-8)" status, we* ***Met Year 1 Exit Criteria*** *this school year. See attachment 5*

- *The ESEA report shows the expected percentage tested in literacy and math met standards.*
- *The 2012 performance in literacy for our TAGG (Targeted Achievement Gap Group) was 63.64. We met standard performance (2.93).*
- *The TAGG population growth standard in literacy was 68.89 and growth standards were met (0.86).*
- *The TAGG performance growth in math was 37.84 and the performance standard was 37.99, which was not met by 0.15. The TAGG growth standard in math was 37.78.*
- *We met growth standard in math 37.78. The growth standard was 36.04. The growth standard shows (1.74).*

Literacy

According to the 2012 Growth Report for Covenant Keepers Charter School "District by School and Grade Level", Literacy scores are going in the right direction. The 2011 school year demonstrates measureable growth with our combined population in sixth grade. As we looked at the data more closely we discovered that our Hispanic population is growing considerably more rapidly than our African American population. In literacy, our Hispanic percent meeting growth was 61% and our African American population percent growth was 56%.

The report demonstrated the same measurable growth with our combined population, but again demonstrated our African American population is growing, but not as quickly as our Hispanic population. In literacy seventh grade, the combined population was 75% proficient/advanced. The sub populations such as Hispanics were 80% proficient/advanced and African American 72% proficient/advanced.
In eighth grade literacy, the combined population showed 76% meeting growth, which our Hispanic population 83% and the African American population 67%.

The 2012 Growth Report in Literacy "District by School" demonstrates growth in our combined population at 69%; Hispanic 73% and African American 67%.

Mathematics

According to the 2012 Growth Report for Covenant Keepers Charter School "District by School and Grade Level", the math data is still demonstrating growth, but not in significant measures. In sixth grade math, percentage meeting growth in our combined population was 33%, African American 22% and Hispanic 50%. Again, the 2011 school year demonstrates measureable growth with our Hispanic population in the area of mathematics. As we looked at the data more closely in math, we've discovered that our Hispanic population is growing considerably more rapidly than our African American population. The seventh grade percentage growth in math combined population is 43%, African American 38% and Hispanic 60%. The eighth grade combined population percentage growth in math is 31%, African American 28% and Hispanics at 42%.

The 2012 Growth Report in Math "District by School" demonstrates growth in our combined population at 35%, Hispanic 50% and African American 29%.

Testing Rate

During 2011-2012, we had 45% of juniors (5 students) that negatively impacted our percent tested. The 2012 Arkansas School ESEA Accountability Report shows 92% were tested which did not meet required percentage of 95%. The ESEA Report for high school math shows 89% out of the 95% that should have been tested. Our records show that three students were out on medical leave (2 of those were for maternity leave), one student was in residential treatment, one in juvenile detention, one student was unaccounted for.

In science, Covenant Keepers performed less well than the state and district on the benchmark and ITBS. On the Biology EOC, Covenant Keepers and SIA Tech both have 0% of students at the proficient or advanced level.

Demographic data

Demographically, three schools have Free or Reduced Lunch (FRL) that are above the average for the Little Rock area: Covenant Keepers, LR Prep Academy and Dreamland (now closed; and SIA Tech does not report FRL numbers). Overall, these schools have lower performance than the Little Rock School District and the state.

In 2009, according to the ADE our economically disadvantaged population scored 65.9% proficient/advanced in literacy.

Scores shows that 36.4% remains below basic and basic in literacy while the LRSD is 36.6% basic and below basic in literacy.

In 2009, according to the ADE our economically disadvantaged population scored 58.2% below basic and basic in mathematics. 2012 economically disadvantaged population according to ADE State-Mandated Assessment Scores shows our population 60.7% below basic and basic.

Part B: Additional Assessments

Provide/attach other data, if any, used to measure student academic performance at the charter as **Attachment 3-A** and describe the ways in which the data provided in Part B support the charter's current academic goals that were approved by the State Board.

Covenant Keepers began using the NWEA testing system in the fall of 2009. This norm-referenced test is a formal way of assessing our students multiple times a year to help document student growth and content retention. The data is used to make decisions regarding curriculum, student placement in classes, and differentiation in lesson planning. These formative assessments are aligned to state standards at the goal strand levels. NWEA will be Common Core aligned beginning with the 2013-2014 school year.

What are the NWEA Assessments?

The Northwest Evaluation Association is a not-for-profit organization that has developed an assessment system through a great amount of research. They offer a variety of computer-based tests for schools to use to measure student achievement.

What We Test

Using the NWEA assessments for mathematics, reading, and language, we test every middle school and high school student in the fall, winter, and spring of each year. Seventh grade students are also assessed in the area of science. The computerized test is crafted in the moment for each specific student. If a student answers a question correctly, the test will present a higher-level question. If a student answers a question incorrectly, the test will present a lower-level question. The tests have no time limit, but the duration of the test is recorded. These test results are beneficial to the students and their teachers.

Preparing to Test

At the beginning of the year, the NWEA coordinator gives a presentation during open house, explaining to parents the importance of NWEA testing. The week before fall testing begins, a letter is sent home to the parents, informing them of their child's goal and reminding them to get adequate sleep each night during test week. Parents are also encouraged to bring their child to school on time and to make sure their child eats something in the morning, whether it is breakfast at school or at home. Teachers are instructed to start encouraging students to do well on their NWEA test. Some

teachers use practice NWEA questions in their classroom, or use computer games on certain RIT levels to help the students get into the right frame of mind for the tests.

After the Tests:
Teachers are informed when all scores have been uploaded to the NWEA website. As soon as this occurs, teachers can begin using the most current data to make lesson planning decisions for their classroom. They put the students into groups according to their RIT scores and differentiate using Descartes. A few students do not always push themselves to succeed on the NWEA tests, so teachers should also look at student work to make differentiation decisions for grouping in the classroom. Every Tuesday, each teacher is required to teach a lesson that includes writing or reading comprehension to all groups of students, and on Wednesdays, math is taught in every classroom. Teachers use Descartes to plan for writing and math days, as it gives them information to help them to decide which concepts are the most critical for their students to understand.

The 2012-2013 school year has seen a new commitment to the utilization of this assessment tool, resulting in a more deliberate, intense differentiation of instruction. We are finding that this data-driven instructional planning helps teachers zone in on what individual students need whether that be remediation or enrichment.

Teachers are trained to ensure that they know how to access the test data, how to use it to group students, and how to differentiate a lesson, project or activity for a class of students with different levels and abilities. The school's NWEA coordinator also meets one on one with each teacher, recommending improvements to their lesson plans and suggesting teaching strategies for differentiating in their classroom. This differentiation is a mandatory component of every lesson plan. For sample lesson plan, see attachment #7

Student Growth
Over the long term, we can view a student's test scores from 6th grade and watch the changes over each test cycle as they move from middle school to high school. Ideally, the test will show growth each year. As Covenant Keepers serves a highly-mobile population, we have a high turnover rate of students from year to year. This makes it difficult to show long-term student growth, as students leave and might not return to Covenant Keepers and new students enter. Many of our students come to us with large learning gaps from their previous schools. See attachment 3A

Section V – Finance

Review the charter's annual financial audit reports prepared during the current contractual period. List each finding by year, and for each finding, address the following:

Since June 30, 2009 Lisa Stephens & Company, PLC, Certified Public Accountant noted in her report of "Compliance and Other Matters" the Charter School" is free of any misstatement, when performing tests of compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. The results of the tests disclosed no instances of non compliance that were required to be reported under "Government Auditing Standards".

There were no findings for 2009. There were no corrective actions taken to rectify any issues.

As reported in our filing of June 30, 2010, Lisa Stephens & Company, PLC, Certified Public Accountant performed tests of non-compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of

financial statement amounts. The results of the test disclosed an instance of noncompliance with the Arkansas Department of Education Rules and Regulations Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members and other Parties, Section 10.9/ This regulation states "Excluding any renewal of a contract under Ark. Code Ann. 6-17-1506, any change in the terms or conditions of an employment contract, a promotion, or a change in employment status for a family member of a school board member employed by a public educational entity that will result in an increase in compensation of more than $2,500 must be approved in writing by the Commissioner of the Department of Education before any change in the terms or conditions of the employment contract or promotion or changes in employment status are effective, valid or enforceable.

The Legislative Audit report response supports the local board's resolution of Mr. Tatum Sr., as the board member, leaving the board meetings upon all employees being hired and rehired for each contractual school term. Mr. Tatum's vote was not counted each year. Before the board meeting on July 14, 2011 at 5:30 p.m. Mr. Tyron Tatum presented his resignation to the board to resolute any future potential findings. The board voted and continued the board meeting. In addition the board adopted a policy of full disclosure. Approval by the board is sought annually regarding any transactions pertaining to family members or related party transactions.

The findings for 2010 had not been noted. The corrective actions have been stated and rectified as of July 14, 2011 and disclosures of board members and employees are done annually.

In June 30, 2011 Thomas & Thomas LLP, Certified Public Accountants performed tests of non-compliance with certain provisions of laws, regulations, contract and grants, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. The audit determined deficiencies or material weaknesses. However, deficiencies were considered in 2011-1, 2011-2, 2011-3. Findings and Recommendations to be material weaknesses in internal control over financial reporting in 2011-1 Petty Cash Reconciliation, 2011-2 Lack of Support Accounting and Reporting Records, 2011-3 Improper Coding of Revenues, 2011-4 Related party Note Payable.

The Legislative Audit reported response to 2011-1 Petty Cash Reconciliation show the Charter School has adopted the recommendation to discontinue maintaining a petty cash account with the school. The corrective actions plan according to school states petty cash will no longer be used to conduct business on behalf of the school for any reasons. The school will develop a credit card program that will allow designated personnel the ability to make small purchases that would traditionally fall under petty cash transactions.

The Legislative Audit response to 2011-2 Lack of Support for Accounting and Reporting Records did not agree that the amount of requests without documentation was not substantial.

The corrective action plan was to develop a records management system that will ensure all audit documentation is separated and clearly identified with all necessary support information. Documentation is maintained in locked file cabinets where there is limited access. In addition, an on-site bookkeeper will ensure documents are filed in a timely manner once the Accounts Payable process is completed.

The Legislative Audit reported response to 2011-3 Improper Coding of Revenues shows we agree with finding. The corrective action plan was to commit the business to receiving detailed training instruction from APSCN and APSRC organizations to ensure we are properly coding all revenue and expenditures. Management staff and administrators will attend Tier 1 and Tier 2 finance training. We have developed a quarterly transaction review program with APSRC to ensure revenues and expenditures are properly coded.

The Legislative Audit reported responses to 2011-4 Related Party Note Payable shows that all loans made by the Executive Director were properly approved and were paid back in a timely manner in less than a year.

The corrective action plan is to completely discontinue the process of borrowing funds from the Executive Director. We have established controls to routinely evaluate the cash flow position before issuing expenditures payments to better ensure there are no cash flow issues. We have also developed a credit card program to assist with expenditures in the event a cash flow issue arises.

We will start our financial audit early this year to ensure that information is reported in a timely manner, by March 31, 2013.

We have attached Memorandum of understanding (MOU) that set forth an agreement between Covenant Keepers College Preparatory Charter School and the Arkansas Public School Resource Center (APRSC), as submitted and approved by the Arkansas Department of Education (ADE). *See attachment 8*

The contract compensates APSRC for the bookkeeping and coding technical assistance and training provided by Ms. Kathy King to assist Covenant Keepers staff on site as required for the time period of June 2012-June 2013. Compensation will be provided to APSRC for the accounting training, coding assistance, reporting assistance and oversight provided by Mr. Doug Brown to assist Covenant Keepers staff on site as required in agreement.

Section VI – Waivers

Review the charter's approved waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation, as furnished by Arkansas Department of Education (ADE) and include it as Attachment 4 to the renewal application.

Part A: Original/New Waivers

List each additional waiver from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation that the charter would like to add for the approved renewal contract. Provide the rationale for each new waiver request.

Covenant Keepers Charter School will make every effort to abide by the Arkansas Education Codes. CKCPCS understands ADE rules and regulations including the Standards of Accreditation and may not be released from statues or rules and regulations regarding health, safety, civil rights, special education, core graduation requirements, criminal background checks for employees, or monitoring and assessment. However, being a small school district may limit capacity of the Charter School to implement its program. Thus, the Charter School would like to be exempt from the following provisions of the Title 6 of the Arkansas Education Code. Many of the requests for exemption pertain to the hiring of "highly qualified" not necessarily "certified" teachers and administrators.

Covenant Keepers Waiver Requests

1. a. Waivers Already in Existence

NOTE: Waiver requests already have been granted by the State Board of Education concerning Ark. Code Ann. §§ 6-10-106; 6-13-608; 6-17-302; 6-15-1004; 6-17-401; 6-17-902; 6-17-1501 through 6-17-1510; 6-17-418; 6-17-919; 6-17-920; 6-17-1001; 6-20-1402 through 6-20-1407; and ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, Sections 15.0 and 15.03 (Teacher License/Certification).

b. New Waivers to be Requested

- Ark. Code Ann. § 6-17-309 ; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher.

  Covenant Keepers already possesses waivers from the State Board of Education concerning teacher licensure, but requests to add the above statute and ADE Rules sections to its already granted waivers to come in line with the recent Legal Comments from the ADE concerning what is required for full effectuation of the teacher licensure waiver.

- Ark. Code Ann. § 6-17-1701 et seq. (Public Employee Fair Hearing Act).

  Covenant Keepers already holds a waiver from the State Board of Education from the provisions of Ark. Code Ann. § 6-17-1501 et seq. (Teacher Fair Dismissal Act), and now is requesting the complimentary waiver from the Public Employee Fair Hearing Act so that it may employ all of its personnel on an at-will basis, and establish and follow such personnel policies which are uniquely applicable to Covenant Keepers.

- Ark. Code Ann. §§ 6-17-201 et seq. (Personnel Policies (Teachers) and 6-17-2301 et seq. (Personnel Policies (Classified Employees)).

  Covenant Keepers currently holds a waiver from the State Board of Education concerning the requirements of Ark. Code Ann. § 6-17-203 (Personnel Policies Committee), but wishes to expand the waiver to include the statutes requiring personnel policies committees for both teachers and classified (non-teacher) personnel.

  This expanded waiver request is complimentary to the waiver from the State Board of Education currently held by Covenant Keepers concerning the Teacher Fair Dismissal Act (Ark. Code Ann. § 6-17-1501 et seq.), and the waiver it is seeking in this application from the Public School Employee Fair Hearing Act (Ark. Code Ann. § 6-17-1701 et seq.).

- Ark Code Ann. §§ 6-17-2201 et seq. and 6-17-2401 et seq. (concerning classified school employee minimum salary act and teacher compensation schedule).

  Covenant Keepers possesses a waiver from the State Board of Education pursuant to Ark. Code Ann. § 6-17-1001 concerning minimum teacher's salaries, but that statute has been repealed. To ensure flexibility to set salaries at appropriate and unique levels for all of its personnel, Covenant Keepers requests this waiver from the provisions of the Education Code statutes cited above.

- Ark. Code Ann. § 6-20-2208(e)6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted & Talented Children – General Prohibitions) and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs).

  Covenant Keepers already possesses a waiver from the State Board of Education from Section 18 of the ADE Standards Rules, but requests to add the above Education Code sections and ADE Standards Rules provisions to come in line

with the recent Legal Comments from the ADE concerning what is required for full effectuation of the Gifted and Talented Children waiver.

Covenant Keepers uses, and will continue to use, this waiver to be able to handle the needs of its Gifted and Talented students within its usual curriculum delivery system.

- Ark. Code Ann. § 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services (concerning guidance and counseling services).

  Covenant Keepers possesses a waiver from the provisions of Section 16.01 of the ADE Standards Rules, but requests to add the above Education Code sections and ADE Rules to come in line with the recent Legal Comments from the ADE concerning what is required for full effectuation of the Guidance and Counseling Services waiver.

  Covenant Keepers has provided, and will continue to provide, appropriate Guidance and Counseling Services to its students, but wishes to have the flexibility to provide those services by other than full-time staff, if necessary.

Part B: Waivers to Be Rescinded

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

The charter wishes to maintain all currently approved waivers.

Section VII – Requested Amendments

The Charter School is requesting to change its location to Greater Second Baptist Church, the former "Dreamland Open-Enrollment Charter School located in Southwest Little Rock. The new facility is approximately 29,500 sq ft as we are asking to occupy 25,300 to support our day-to-day operations and to better accommodate the needs of high school courses.

In the 2008-2009 school term, we ended the year with approximately 108 students. Now our 2011-12 ADM (Qtrs 1-3) are 232.95. We have utilized every space in our 17,500 building and can no longer accommodate the educational needs of our population if additional space is not obtained. We have a five (5) year lease with Talon Management Property, and the lease expires this year June 2013. Mr. Mahoumah has respectfully requested that we vacate the property at the end of the lease as the structure needs much work.

Since 2010 we have had issues with the HVAC units. Our building has eleven (11) units and all but 2 have been replaced. The circulation of the heating and the air during different seasonal changes has caused us to make adjustments to the schedule to accommodate comfort and safety.

The parking lot on the (south) side of the building belongs to Second Baptist Church and was purchased for additional parking space in 2010. The church allows our student extracurricular activities. The space in the back (north) of the building is 12 x15 which belongs to the school and limited space can accommodate other activities to support the student population.

The church also has a private school and daycare facility and has asked us not to utilize a greater portion of the parking lot to accommodate their parents' entrance and exit.

In 2010 our cafeteria had to turn into a classroom part-time to support a related arts elective. During lunch time the electives are moved to another classroom to serve lunch. We resorted to having students eating in the classroom in 2011. In 2011, we started the Preferred Meals Programs to ensure our students were receiving healthy meals, and we've seen the child nutrition numbers boost each year. But to continue to provide the quality child nutrition program, we will need space/storage to maintain the quantity and shipments received on a weekly basis.

On July 26, 2012 the Arkansas State Fire Marshal (Mr. Dennis Free) conducted a re-inspection on our location. He noted all of the violations and concerns that were listed in the May 16, 2012 inspection letter have been corrected and no other violations were noted during this inspection.

The Arkansas State Fire Marshal concluded our request for an occupant load before the school year ended. Mr. Free took the square footage of each class room and divided by 20 square feet as set by Table 1004.1.1 (safety code) to set the occupant load for each space: He concluded:

First Floor

Classroom 1 Total 15 Occupants
Classroom 2 Office space
Classroom 3 Total 15 Occupants
Classroom 4 Total 17 Occupants
Classroom 5 Total 29 Occupants
Media Center Total 16 Occupants
Board Room Total 28 Occupants - (First Floor Total – 120 students)

Second Floor

Classroom 1 Total 23 Occupants
Classroom 2 Total 20 Occupants
Classroom 3 Total 22 Occupants
Classroom 4 Total 23 Occupants
Classroom 5 Total 25 Occupants
Classroom 6 Total 16 Occupants
Classroom 7 Total 20 Occupants
Classroom 8 Total 20 Occupants
Classroom 9 Total 20 Occupants
Classroom 10 Total 26 Occupants - (Second Floor 215). A total of the first and second floors give a maximum occupant load of 335. Classrooms cannot exceed their occupant load.

The building design will not accommodate the space/classrooms for more teachers to teach more course offerings. Moving to the former Dreamland building will afford us much greater flexibility and allow us to better accommodate our growing student body.

Finally, over the past two years we have declined in enrollment in our high school because we have not been able to provide the flexibility in course offerings nor do we have the space to provide other electives/choices for students, so our high school parents seek other schools of choice. These areas usually turn parents away at the upper level and they seek out other schools for best fit. The majority of our middle school parents maintain enrollment as they are more interested in the quality of the education and the safety and security offered here

The movement of the charter school next year will be more economical for our school. Our current rent cost is $13,125, per month which does include taxes of $9,444 annually. We also pay a portion of the lessor's insurance for $10,020 to cover any structural damage.

The new facility would cost $11,880 monthly ($142,560 annually) with taxes and insurance paid. Over a five (5) year period the monthly rent would increase $13,362.19 with taxes and insurance paid ($160,346). See attachment #9

In moving to the Greater Second Baptist Church school building, the relationship between the church and school will be totally sectarian in nature. We will not allow religious symbols, ceremonies, etc to be present on the property of the school, and the church will have no control over the management and the daily operations.

The location of the building will be advantageous to us as it will allow us to continue to serve the student population we've desired to serve for five (5) years. It is approximately two (2) miles from our current location 8300 Geyer Springs Road.

The church property is zoned for use as a school; there are no establishments which sell alcohol that are located within 1,000 feet of the property; and the property meets the requirements for accessibility under the Americans with Disabilities Act and the Individuals with Disabilities Education Act.

Attachment 3– Testing Data Summary

Covenant Keepers (Grades 6-8)

State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2009	Covenant Keepers	102	14.7%	51.0%	26.5%	7.8%	34.3%
	Little Rock School District	4,610	11.5%	35.4%	37.0%	16.1%	53.1%
2010	Covenant Keepers	123	10.6%	40.7%	36.6%	12.2%	48.8%
	Little Rock School District	4,579	7.6%	31.7%	39.0%	21.7%	60.7%
2011	Covenant Keepers	156	4.5%	42.9%	39.1%	13.5%	52.6%
	Little Rock School District	5,081	8.8%	34.3%	36.5%	20.4%	56.9%
2012	Covenant Keepers	143	6.3%	30.1%	50.3%	13.3%	63.6%
	Little Rock School District	4,984	7.7%	28.9%	38.5%	24.9%	63.4%
Benchmark/Literacy - Econ. Disadvantaged							
2009	Covenant Keepers	79	16.5%	49.4%	26.6%	7.6%	34.2%
	Little Rock School District	3,169	14.9%	42.7%	35.3%	7.2%	42.5%
2010	Covenant Keepers	100	13.0%	39.0%	38.0%	10.0%	48.0%
	Little Rock School District	3,267	9.5%	38.6%	40.1%	11.8%	51.9%
2011	Covenant Keepers	131	5.3%	40.5%	41.2%	13.0%	54.2%
	Little Rock School District	3,747	11.1%	41.2%	36.1%	11.6%	47.7%
2012	Covenant Keepers	117	6.8%	29.1%	50.4%	13.7%	64.1%

	Little Rock School District	3,779	9.4%	34.0%	40.1%	16.5%	56.5%

Benchmark/Math - Combined Population

2009	Covenant Keepers	102	36.3%	25.5%	31.4%	6.9%	38.2%
	Little Rock School District	4,616	27.4%	18.7%	31.5%	22.5%	54.0%
2010	Covenant Keepers	123	42.3%	28.5%	21.1%	8.1%	29.3%
	Little Rock School District	4,583	22.3%	21.5%	33.6%	22.6%	56.2%
2011	Covenant Keepers	156	44.2%	25.0%	20.5%	10.3%	30.8%
	Little Rock School District	5,081	26.5%	21.0%	30.7%	21.7%	52.5%
2012	Covenant Keepers	143	31.5%	30.1%	28.7%	9.8%	38.5%
	Little Rock School District	4,986	24.1%	21.9%	32.6%	21.4%	54.0%

Benchmark/Math - Econ. Disadvantaged

2009	Covenant Keepers	79	35.4%	22.8%	36.7%	5.1%	41.8%
	Little Rock School District	3,173	34.3%	22.0%	31.0%	12.7%	43.7%
2010	Covenant Keepers	100	47.0%	27.0%	20.0%	6.0%	26.0%
	Little Rock School District	3,269	27.7%	25.2%	34.0%	13.1%	47.1%
2011	Covenant Keepers	131	43.5%	23.7%	20.6%	12.2%	32.8%
	Little Rock School District	3,747	32.6%	24.0%	30.6%	12.8%	43.4%
2012	Covenant Keepers	117	31.6%	29.1%	27.4%	12.0%	39.3%
	Little Rock School District	3,781	29.1%	25.0%	32.3%	13.5%	45.8%

Covenant Keepers High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Algebra - Combined Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	976	21.1%	41.3%	29.4%	8.2%	37.6%
2010	Covenant Keepers	10	20.0%	60.0%	20.0%	0.0%	20.0%
	Little Rock School District	991	19.8%	36.2%	37.7%	6.3%	44.0%
2011	Covenant Keepers	19	21.4%	57.1%	21.4%	0.0%	21.4%
	Little Rock School District	1,135	16.6%	32.7%	39.8%	10.9%	50.7%
2012	Covenant Keepers	26	30.8%	50.0%	19.2%	0.0%	19.2%
	Little Rock School District	990	11.1%	34.5%	41.4%	12.9%	54.3%
EOC Algebra - Econ. Disadvantaged Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	680	25.0%	43.1%	25.6%	6.3%	31.9%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	732	22.0%	38.9%	34.0%	5.1%	39.1%
2011	Covenant Keepers	19	21.4%	57.1%	21.4%	0.0%	21.4%
	Little Rock School District	848	20.2%	35.6%	37.6%	6.6%	44.2%
2012	Covenant Keepers	20	25.0%	55.0%	20.0%	0.0%	20.0%
	Little Rock School District	751	13.0%	38.7%	39.4%	8.8%	48.2%

EOC Geometry - Combined Population

2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,525	12.3%	42.9%	37.2%	7.5%	44.8%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,357	16.4%	37.0%	32.0%	14.7%	46.6%
2011	Covenant Keepers	16	30.8%	61.5%	7.7%	0.0%	7.7%
	Little Rock School District	1,395	14.1%	35.8%	36.4%	13.7%	50.1%
2012	Covenant Keepers	20	40.0%	50.0%	10.0%	0.0%	10.0%
	Little Rock School District	1,238	13.0%	34.9%	35.8%	16.3%	52.1%

EOC Geometry - Econ. Disadvantaged Population

2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	801	17.4%	51.6%	29.8%	1.2%	31.1%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	817	22.5%	45.2%	27.2%	5.1%	32.3%
2011	Covenant Keepers	12	41.7%	41.7%	16.7%	0.0%	16.7%
	Little Rock School District	875	17.5%	42.3%	34.4%	5.8%	40.2%
2012	Covenant Keepers	16	37.5%	50.0%	12.5%	0.0%	12.5%
	Little Rock School District	808	17.1%	40.7%	34.2%	8.0%	42.2%

Covenant Keepers High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Grade 11	Literacy - Combined Population						
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,403	11.6%	38.8%	47.3%	2.3%	49.6%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,426	10.9%	34.3%	52.4%	2.4%	54.8%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	1,516	9.0%	37.0%	37.1%	16.9%	54.0%
2012	Covenant Keepers	11	9.1%	72.7%	18.2%	0.0%	18.2%
	Little Rock School District	1,383	9.6%	30.9%	41.8%	17.6%	59.4%
Grade 11 Literacy - Econ. Disadvantaged Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	678	17.6%	52.2%	29.9%	0.3%	30.2%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	722	15.7%	43.9%	40.4%	0.0%	40.4%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	881	12.9%	49.0%	33.4%	4.7%	38.0%
2012	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	763	13.2%	40.6%	37.9%	8.3%	46.1%
EOC Biology - Combined Population							
2011	Covenant Keepers	12	66.7%	25.0%	8.3%	0.0%	8.3%
	Little Rock School District	1,530	37.1%	34.0%	17.7%	11.2%	28.9%

2012	Covenant Keepers	27	77.8%	22.2%	0.0%	0.0%	0.0%
	Little Rock School District	1,499	35.3%	35.4%	18.3%	11.0%	29.3%

EOC Biology - Econ. Disadvantaged

2011	Covenant Keepers	12	58.3%	33.3%	8.3%	0.0%	8.3%
	Little Rock School District	954	49.1%	34.3%	10.3%	6.4%	16.7%
2012	Covenant Keepers	19	78.9%	21.1%	0.0%	0.0%	0.0%
	Little Rock School District	940	47.0%	38.2%	11.1%	3.7%	14.8%

Covenant Keepers (Grades 6-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Science (Grade 7 Only) - Combined Population							
2011	Covenant Keepers	57	62.9%	31.4%	5.7%	0.0%	5.7%
	Little Rock School District	1,751	46.6%	31.1%	16.0%	6.2%	22.3%
2012	Covenant Keepers	46	69.6%	26.1%	4.3%	0.0%	4.3%
	Little Rock School District	1,674	44.5%	34.8%	15.4%	5.4%	20.7%
Benchmark/Science (Grade 7 Only) - Econ. Disadvantaged							
2011	Covenant Keepers	49	60.0%	33.3%	6.7%	0.0%	6.7%
	Little Rock School District	1,294	56.2%	31.8%	10.4%	1.7%	12.1%
2012	Covenant Keepers	41	70.7%	24.4%	4.9%	0.0%	4.9%
	Little Rock School District	1,248	54.1%	36.3%	8.6%	1.0%	9.6%
EOC Algebra - Combined Population							
2009	Covenant Keepers	21	23.8%	61.9%	14.3%	0.0%	14.3%
	Little Rock School District	471	0.0%	8.3%	45.2%	46.5%	91.7%
2010	Covenant Keepers	21	4.8%	42.9%	52.4%	0.0%	52.4%
	Little Rock School District	495	0.4%	9.5%	41.6%	48.5%	90.1%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	385	0.0%	7.0%	41.8%	51.2%	93.0%
2012	Covenant Keepers	14	21.4%	50.0%	14.3%	14.3%	28.6%
	Little Rock School District	462	0.2%	6.9%	40.0%	52.8%	92.9%

EOC Algebra - Econ. Disadvantaged Population

2009	Covenant Keepers	13	23.1%	61.5%	15.4%	0.0%	15.4%
	Little Rock School District	204	0.0%	12.3%	61.3%	26.5%	87.7%
2010	Covenant Keepers	13	0.0%	46.2%	53.8%	0.0%	53.8%
	Little Rock School District	266	0.8%	14.7%	55.3%	29.3%	84.6%
2011	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	189	0.0%	12.2%	53.4%	34.4%	87.8%
2012	Covenant Keepers	12	25.0%	50.0%	8.3%	16.7%	25.0%
	Little Rock School District	236	0.4%	10.2%	54.2%	35.2%	89.4%

Covenant Keepers (Grades 6-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Geometry - Combined Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	70	0.0%	4.3%	60.0%	35.7%	95.7%
2010	Covenant Keepers	10	0.0%	60.0%	30.0%	10.0%	40.0%
	Little Rock School District	80	0.0%	8.8%	41.3%	50.0%	91.3%
2011	Covenant Keepers	14	14.3%	35.7%	50.0%	0.0%	50.0%
	Little Rock School District	113	0.0%	4.4%	49.6%	46.0%	95.6%
2012	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	59	0.0%	3.4%	37.3%	59.3%	96.6%
EOC Geometry - Econ. Disadvantaged Population							
2009	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	24	0.0%	4.2%	79.2%	16.7%	95.8%
2010	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	37	0.0%	16.2%	62.2%	21.6%	83.8%
2011	Covenant Keepers	10	10.0%	40.0%	50.0%	0.0%	50.0%
	Little Rock School District	67	0.0%	6.0%	61.2%	32.8%	94.0%
2012	Covenant Keepers	0	--	--	--	--	--
	Little Rock School District	35	0.0%	2.9%	45.7%	51.4%	97.1%

ATTACHMENT 3A: Additional Assessment-NWEA documentation

6th GRADE	MATH 2012	MATH 2011	LITERACY 2012	LITERACY 2011	NWEA –R FALL 2012	NWEA –L FALL 2012	NWEA-M FALL 2012	NWEA -R WINTER 2013	NWEA—L WINTER 2013	NWEA-M WINTER 2013	ELDA 2012
[redacted]	?				X	205	215	198	211	223	
	B	?	P	?	208	213	207	190	205	206	
	P	B	B	B	189	210	205	193		197	INTERMEDIATE
	B	P	P	P	212	206	209	202	196	207	
	P	P	A	A	216	216	210		222	199	
	B	P	B	B	193	202	207	206	197	206	INTERMEDIATE
	?				203	211	213	207	211	216	
	BB	BB	P	B	X	X	X				
	BB	?	P	?	193	187	189	204	188	183	
	BB	BB	B	BB	x	X	X			212	
	B	B	P	P	201	203	202		204	200	
	?		?		212	217	205	201	216		
	?		?		177	173	187		~~197~~		
	?		?		195	197	200		191	199	
	BB	BB	B	P	190	191	200		193	205	
	P	P	P	P	X	X	X		204	212	INTERMEDIATE
	?		?		X	X	X		179		
	B	B	P	B	199	204	197	204	194	202	
	BB	P	P	P	216	219	218	215	216	220	FEP
	P	P	P	B	196	194	192	207	206	205	INTERMEDIATE
	?				x	210	X	182	211		
	A		A		215	212	223	210	220	231	
	P		P		216	215	208		203	215	
	N/A				160	163	178	159	158	178	
	?				201	205	222	190	208	223	
	BB	?	B	?	188	180	183		192	189	
	B	P	P	P	202	209	202		207	207	

7TH GRADE	MATH 2012	2011	LITERACY 2012	2011	NWEA –R FALL 2012	NWEA –L FALL 2012	NWEA-M FALL 2012	NWEA -R WINTER 2013	NWEA—L WINTER 2013	NWEA-M WINTER 2013	ELDA
[redacted]	BB		B		183	201	190	190	193	197	BEGINNER
	?				174	186	185		178		
	BB	BB	B	BB	x	210	228				
	BB	BB	B	B	171	x	173	182		180	
	B	BB	BB	B	193	188	212	204	203	212	BEGINNER
	B	B	P	B	207	198	208	221	203	217	
	P	P	A	P	210	218	210	223	216	212	
	?		?		217	208	213	210	216	205	
	B	?	B	?	185	200	204	202	212	217	BEGINNER
	A	?	P	?	210	216	219	216	207	226	INTERMEDIATE
	P	P	B	P	203	203	204	212			
	P	?	P	?	203	197	220	213	216	210	
	B	P	P	P	215	x	X				FEP
	BB	B	B	B	138	196	164	215	206	210	
	BB	B	B	B	x	x	x	206	181	213	
	A	?	P	?	199	212	213	216	218		ADVANCED
	BB	?	B	?	199	198	x	202	212	198	
	A	A	A	A	237	224	243	229	228	250	ADVANCED
	?		?		215	216	209			221	
	B	?	P	?	X	x	x	211	214		
	A	?	P	?	203	214	225	212	210	224	INTERMEDIATE
	A	?	P	?	218	227	230			225	ADVANCED

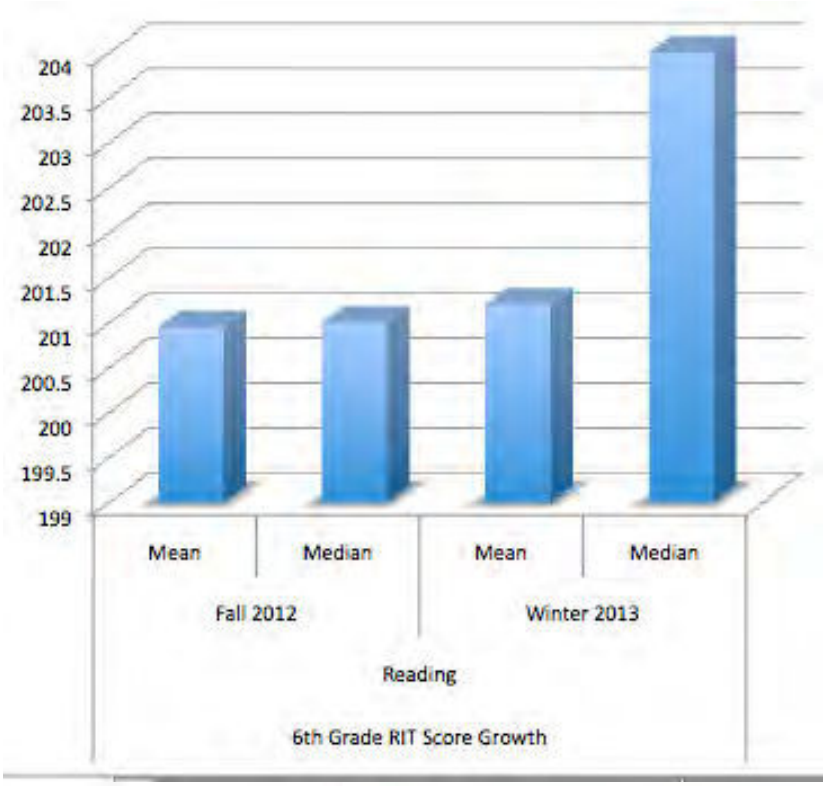
[redacted]										
	?		?		X	x	x				
	A	A	P	P	X	x	x	221			ADVANCED
	BB	B	B	B	194	202	198	197		200	BEGINNER
	B	B	P	P	210	207	211	202	219		
	BB	BB	BB	BB	X	x	x	188	200	198	
	B	B	B	B	X	x	x	195	178	209	
	P	P	B	P	X	x	x	204	197	221	INTERMEDIATE
	B	?	P	?	199	200	216	204	207	218	BEGINNER
	?		?		145	194	176		191	201	?
	P	P	P	P	210	205	214		218	223	
	B	P	B	P	198	209	205	201	205	207	
	BB	BB	B	B	200	x	X	215	189	188	
	?	P	?	B	191	217	208	214		222	
	BB	BB	P	P	X	207	x	208		208	
	N/A				166	174	173		159	167	
	P	?	P	?	214	215	204	224		210	ADVANCED
	B	B	B	B	169	196	204	166		211	BEGINNER
	B	?	B	?	202	212	211	212	207	215	BEGINNER
	A	?	A	?	216	197	211	221		230	
	BB	BB	B	B	188	181	199	190		196	BEGINNER

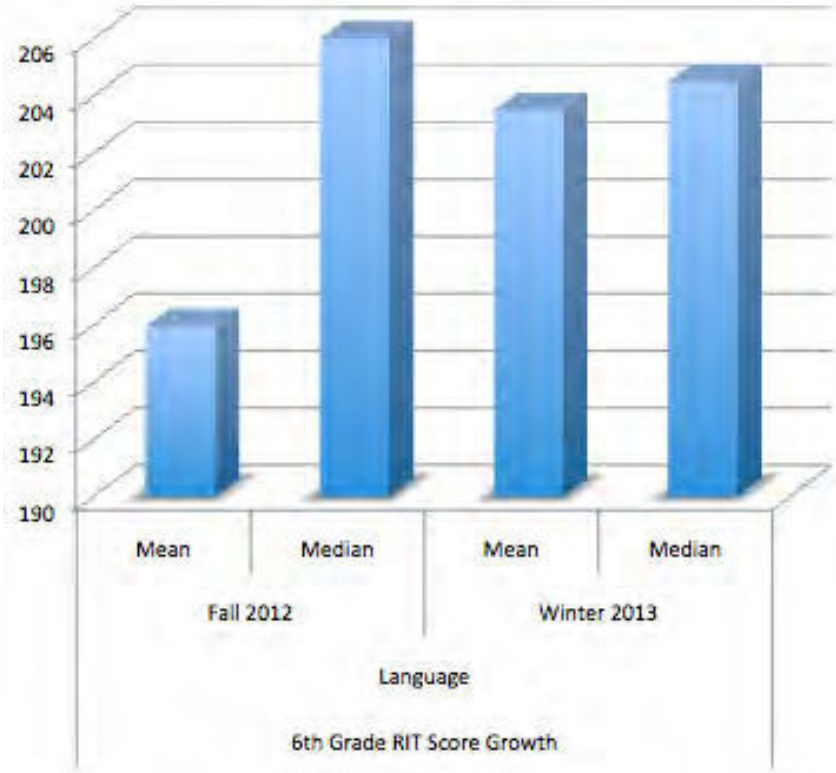
8TH GRADE	MATH 2012	MATH 2011	LITERACY 2012	LITERACY 2011	NWEA –R FALL 2012	NWEA –L FALL 2012	NWEA-M FALL 2012	NWEA -R WINTER 2013	NWEA—L WINTER 2013	NWEA-M WINTER 2013	ELDA
[redacted]	P	A	P	P	220	223	234	230	231	234	
	?		?		224	222	231	194	216	233	
	B	?	B	?	170	200	216	198	198	212	BEGINNER
	BB	?	B	?	166	175	176	158	158	181	
	BB	?	P	?	215	218	215		213	221	
								220	225		

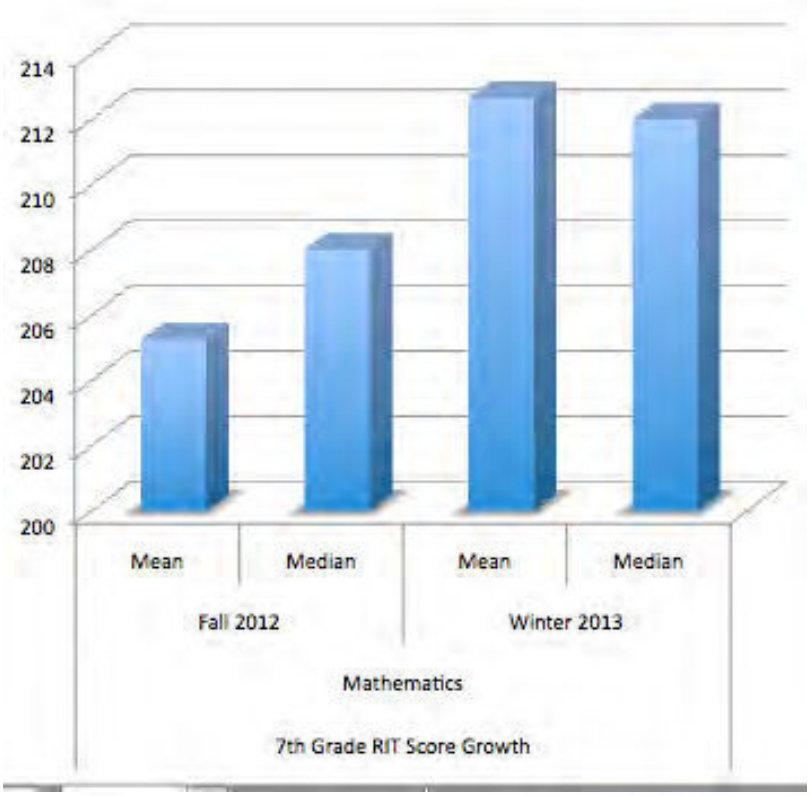
BB	B	B	B	184	194	204	210	197	219	
A	A	P	A	218	225	232	223	225	223	
P	A	P	B	X	X	x	213	222	222	
B	BB	B	B	211	211	204	193		201	
BB	BB	B	BB	185	204	203	202	204	203	
P		P		197	223	224	208	217	227	BEGINNER
BB	N/A	BB	N/A	163	164	194	177	170	183	PRE-FUNCTIONAL
P	?	P	?	208	214	215	211	188	225	
BB	BB	B	B	167	189	189	194	189	205	
BB	BB	B	B	205	202	223	198	201	213	
?		?		204	205	205				
?		?		225	216	228	229	222	239	
BB	P	P	B	208	213	194	212	214	202	
BB	B	B	B	192	190	192	191	191	182	BEGINNER
P	P	P	P	203	212	237		218	229	ADVANCED
P	BB	B	B	184	193	213	197	182	221	
P	P	P	P	154	227	182	230		216	
BB	BB	B	B	141	166	191	203	205	207	
P	B	P	B	210	217	223	211	230	209	
BB	BB	P	BB	214	214	194	211	189	215	
P	B	P	P	209	227	222	210	223	225	
P	P	BB	BB	183	171	177		163	205	BEGINNER
P	B	A	P	X	X	X				
B	B	P	BB	X	X	X				
?		?		X	X	X				
B	B	P	P	232	227	X		232	230	
BB	N/A	BB	N/A	171	165	193	180	188	186	PREFUNCTIONAL
							207	207	226	

[redacted]	B	BB	B	B	198	194	195	203 ✓	199 ✓	199 ✓	BEGINNER
	BB	BB	B	B	196	198	187	206 ✓	199 ✓	193 ✓	
	A	?	A	?	237	234	238	227	238	233	
	P	A	A	P	214	230	216	229	228	240	
	BB	BB	P	B	174	197	200	209		203 ✓	INTERMEDIATE
								220	225		

3A Continued



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Median
Fall 2012
Winter 2013
Mathematics
7th Grade RIT Score Growth

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Fall 2012
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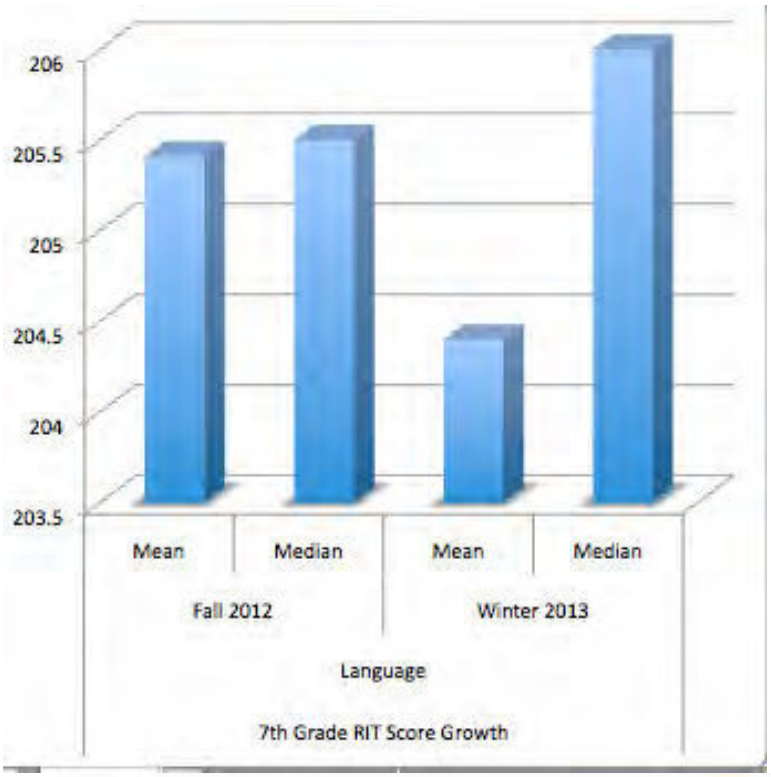
Reading
7th Grade RIT Score Growth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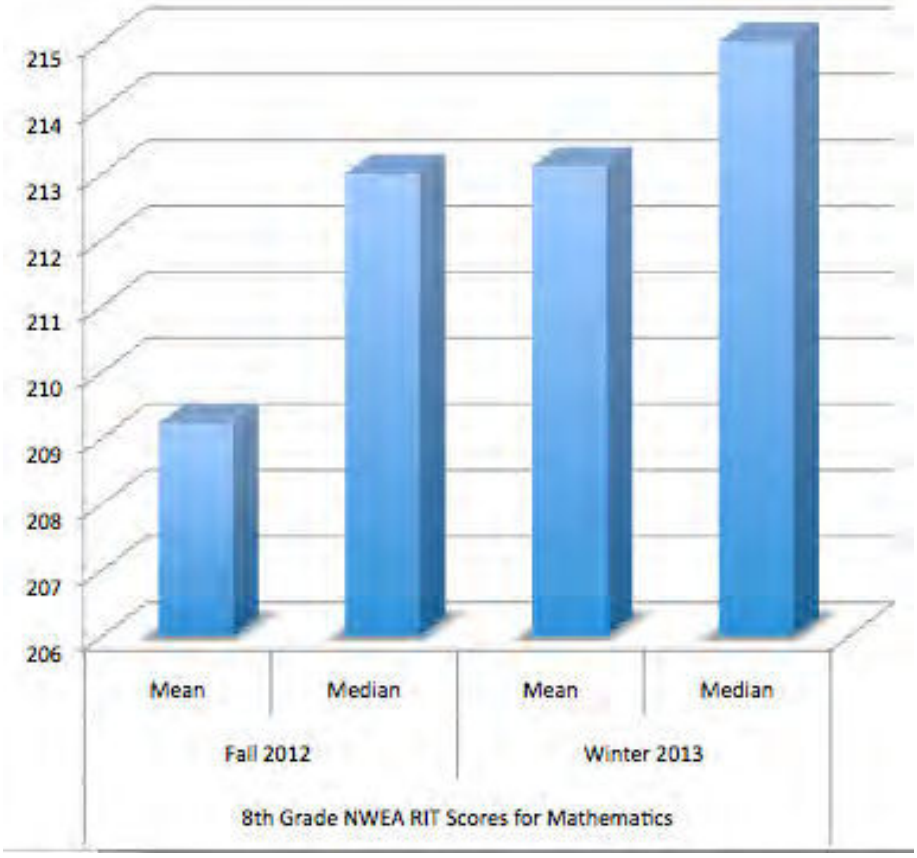
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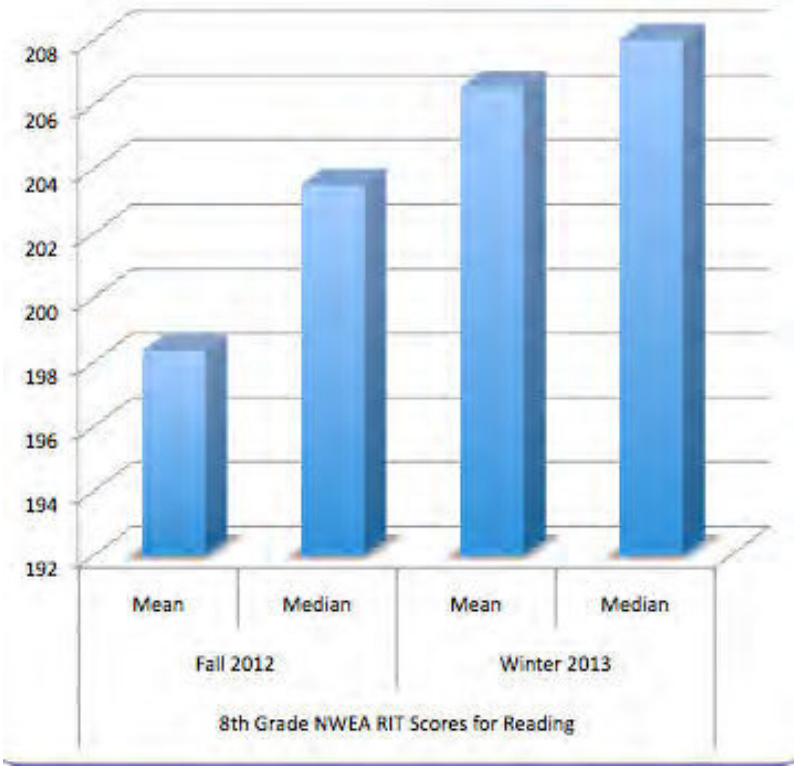
Fall 2012
Winter 2013
8th Grade NWEA RIT Scores for Mathematics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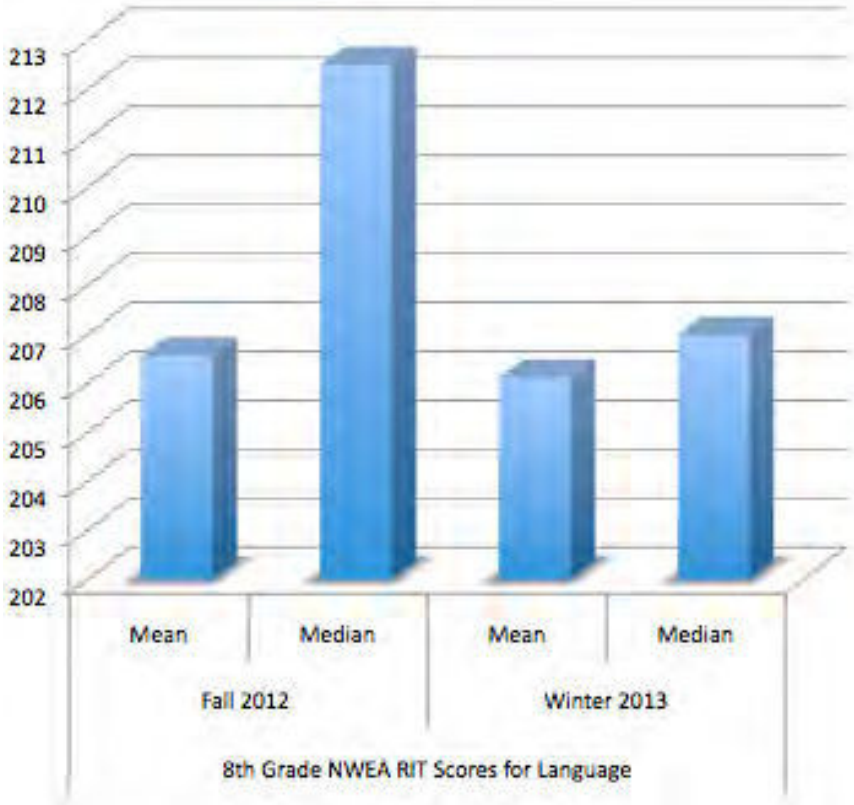
Fall 2012
Winter 2013
8th Grade NWEA RIT Scores for Reading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Fall 2012
Winter 2013
8th Grade NWEA RIT Scores for Language

Attachment 4: Waiver Document

Covenant Keepers College Preparatory Charter School
Open-Enrollment Public Charter School

District LEA:	60-44-700	**Elementary School LEA:**	N/A
City:	Little Rock	**Middle School LEA:**	60-44-702
Opening Date:	Fall 2008	**High School LEA:**	N/A
Approval Date:	1/15/2008	**Expiration Date:**	6/30/2013
Grades Approved:	6-12	**Grades Served 2012-13:**	6-12
CAP:	380	**Enrollment 2011-12**	217

Waivers from Title 6 of A.C.A.

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

6-13-608 Length of Directors Terms

** **6-15-1004** Qualified teachers in every public school classroom

6-17-203 Committee for each school district. (Personnel Policy Committee)

6-17-302 Public school principals - Qualifications and responsibilities

** **6-17-401** Teacher's license requirement

6-17-418 Teacher certification - Arkansas history requirement

** **6-17-902** Definition of a Teacher

6-17-919 Warrants void without valid certificate and contract

** **6-17-920** Examination of Teacher's Contract

6-17-980 Teacher's Salary Fund

6-17-1001 Minimum Base Salary

6-17-1501 through **6-17-1510** Subchapter 15: Teacher Fair Dismissal Act

** **6-20-1401, 6-20-1406 and 6-20-1407`** Minimum School House – Construction Standards

Waivers from Standards for Accreditation

* 9.03.3.9	Career and Technical Education
15.0	PERSONNEL
** 15.03	Licensure and Renewal
	15.03.1 through 15.03.3
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
16.03.1	School Nurse
18.0	GIFTED AND TALENTED

Comments:

* Waiver cannot be granted

** Waiver granted with exceptions, please see attached legal comments for details

Open-Enrollment Charter Application
Covenant Keepers College Preparatory Charter School
Legal Comments

1.) p.9, Application: "A blended approach of traditional classroom instruction, compressed video course and web-based asynchronous training will be required to meet requirements and offer students the full breadth and scope of content they deserve."

Covenant Keepers Preparatory Charter School will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools.

House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

Additionally, Section 24 of Act 1420 of the 2007 Regular session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses the internet, long-distance, or virtual technology as the primary method of teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School

2.) p. 26: The application states that the school will admit students almost exclusively through a lottery system weighted to maintain a racial balance. The statement is also made that faculty, staff, founding and currently serving trustees' children will be exempted from the lottery. Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The application will have to show that the lottery is needed to "maintain a racial balance in line with the Little Rock School District's terms."

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306(14)(B)(ii) to only permit the following preferences:

(ii) However, an open-enrollment public charter school may allow a preference for:
(a)(1) Children of the founding members of the eligible entity.
(2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
(b) Siblings of students currently enrolled in the school.

3.) p. 16: "16. Describe facilities to be used."

The applicant's response to this question fails to indicate anything about the proposed facility except the following: "The school will house 6 classrooms in one building each with its own entry and air conditioning/heating unit. Also housed in this building will be a good service area and meeting space, and restrooms."

The address of the proposed facility is not given, nor is there a Facilities Utilization Agreement included with the application.

Any facility utilized by the applicant for the charter school will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

4.) Waivers:

a.) Ark. Code Ann. § 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 if the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>
- The ADE Rule Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk).

This statute has been repealed by Act 710 of the 2007 Regular Session of the 86th General Assembly, effective July 31, 2007.

a.) Ark. Code Ann. § 6-20-1401, 6-20-1406 and 6-20-1407 (Concerning approval of building plans and standards for school construction)

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

b.) Waiver from Section 9.03.3.9 of the Rules Governing Standards for Accreditation—"Curriculum Grades 5-8: Career and Technical Education"

Such a waiver cannot be granted to the extent it affects public school accountability. <u>See</u> Ark. Code Ann. § 6-23-401 (b).

Attachment 5 ESEA Achievement Report

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
LEA:	6044700	Grades:	06 - 12
Address:	8300 GEYER SPRINGS ROAD	Enrollment:	238
	LITTLE ROCK, AR 72209	Attendance Rate:	94.86% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	80.25%

Achieving District

Achieving District Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	158	YES	212	YES
Targeted Achievement Gap Group	127	YES	177	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	111	YES	149	YES
Hispanic	45	YES	59	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	126	YES	173	YES
English Learners	42	YES	56	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving District in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	132	59.85	59.26	109	68.81	66.75
Targeted Achievement Gap Group	106	60.38	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	363	54.82	59.26	320	63.75	66.75
Targeted Achievement Gap Group	298	55.03	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	55.43	54.17	71	66.20	60.71
Hispanic	39	69.23	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	105	60.00	60.86	89	68.54	68.36
English Learners	38	71.05	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving District in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	174	33.91	34.44	109	36.70	36.19
Targeted Achievement Gap Group	144	33.33	35.26	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	497	31.79	34.44	322	32.92	36.19
Targeted Achievement Gap Group	402	30.85	35.26	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	121	29.75	30.30	71	28.17	34.52
Hispanic	51	45.10	42.29	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	141	34.04	35.69	89	38.20	36.70
English Learners	50	46.00	27.30	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS CHARTER**	Principal:	KASEY PORCHIA
LEA:	6044702	Grades:	06 - 08
Address:	8300 GEYER SPRINGS ROAD	Enrollment:	154
	LITTLE ROCK, AR 72209	Attendance Rate:	95.05% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	81.82%

Needs Improvement Priority School Met Year 1 Exit Criteria

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	146	YES	160	YES
Targeted Achievement Gap Group	120	YES	132	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	100	YES	110	YES
Hispanic	44	YES	47	YES
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	119	YES	131	YES
English Learners	41	YES	44	YES
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	63.64	59.73	109	68.81	66.75
Targeted Achievement Gap Group	99	63.64	60.71	90	68.89	68.03
	Three Year Performance			Three Year Growth		
All Students	351	56.13	59.73	320	63.75	66.75
Targeted Achievement Gap Group	291	56.01	60.71	264	63.26	68.03
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	82	59.76	54.87	71	66.20	60.71
Hispanic	38	71.05	66.46	37	72.97	75.87
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	98	63.27	60.86	89	68.54	68.36
English Learners	37	72.97	60.14	36	75.00	72.11
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	135	38.52	37.64	109	36.70	36.19
Targeted Achievement Gap Group	111	37.84	37.99	90	37.78	36.04
	Three Year Performance			Three Year Growth		
All Students	411	34.55	37.64	322	32.92	36.19
Targeted Achievement Gap Group	333	33.33	37.99	266	31.95	36.04
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	92	33.70	34.71	71	28.17	34.52
Hispanic	41	51.22	42.71	37	54.05	39.69
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	110	38.18	38.58	89	38.20	36.70
English Learners	40	52.50	25.96	36	55.56	28.26
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

District:	COVENANTKEEPERS CHARTER SCHOOL	Superintendent:	VALERIE TATUM
School:	**COVENANT KEEPERS HIGH**	Principal:	KASEY PORCHIA
LEA:	6044703	Grades:	09 - 12
Address:	8300 GEYER SPRINGS RD	Enrollment:	84
	LITTLE ROCK, AR 72209	Attendance Rate:	94.51% (3 QTR AVG)
Phone:	501-682-7550	Poverty Rate:	77.38%

Needs Improvement School

Needs Improvement School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	12	NO(92%)	52	NO(89%)
Targeted Achievement Gap Group	n < 10	n < 10	45	NO(87%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	11	NO(91%)	39	NO(87%)
Hispanic	n < 10	n < 10	12	NO(92%)
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	42	NO(86%)
English Learners	n < 10	n < 10	12	NO(92%)
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Literacy Status: Not Applicable						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	11	18.18	59.26	39	17.95	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	33	18.18	24.27
	Three Year Literacy			Three Year Math		
All Students	11	18.18	59.26	83	19.28	21.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	67	19.40	24.27
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	10	20.00	54.17	29	17.24	17.06
Hispanic	n < 10	n < 10	n < 10	10	20.00	38.89
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	n < 10	31	19.35	24.27
English Learners	n < 10	n < 10	n < 10	10	20.00	38.89
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Attachment 6: Sample Character Ed Lesson Plan

Week Theme:
This week since students will only report to class for one day, we will work on reinforcing our writing for our new unit. Students will ensure they understand the writing process and are able to use the writing template that has been enforced by our literacy initiative. In unit 2 students will write arguments to support the point of view they choose to take.

Common Core/ AR Learning Standard(s) Addressed:

Common Core State Standards

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Arkansas State Standards

AR.8.W.4.5 (W.4.8.5) Drafting: Create a draft with emphasis on persuasive and expository organization
AR.8.W.5.1 (W.5.8.1) Purposes and Audiences: Develop multiple works in a variety of modes of discourse
AR.8.W.5.3 (W.5.8.3) Topics and Forms: Create expository, narrative, descriptive, and persuasive writings
AR.8.IR.12.7 (IR.12.8.7) Interpreting Information: Use notes to narrow a topic to develop a thesis statement
AR.8.IR.12.8 (IR.12.8.8) Interpreting Information: Create a formal topic outline of thesis, main topics, sub-topics, and details
AR.8.IR.12.9 (IR.12.8.9) Interpreting Information: Use research to create one or more oral, written, or visual presentations /products
AR.8.W.4.6 (W.4.8.6) Drafting: Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement
AR.8.W.4.13 (W.4.8.13) Publishing: Publish/share according to purpose and audience
AR.8.W.5.2 (W.5.8.2) Purposes and Audiences: Select the form of writing that addresses the intended audience
AR.8.W.5.4 (W.5.8.4) Topics and Forms: Write poems using a variety of techniques/devices, with emphasis on free verse
AR.8.W.5.5 (W.5.8.5) Topics and Forms: Write research reports that include a thesis and use a variety of sources
AR.8.W.5.6 (W.5.8.6) Topics and Forms: Write to reflect ideas/interpretations of multicultural and universal themes and concepts
AR.8.W.5.10 (W.5.8.10) Topics and Forms: Write across the curriculum

Learning Targets: SWBAT

1. **Write an essay that is clear and well developed**
2. **Write an essay that demonstrates a process**
3. **Strengthen writing using support from peers and adults**
4. **Implement character education in their daily lives: commitment, values**

Relevance/ Rationale:
This lesson gives students an opportunity to practice their writing skills. Students learn that writing, if clear, coherent, and supported, can convey ideas, concepts, and information through selection, organization and a analysis of relevant content.

Procedures/ Activities

Reading/Writing:
Students' literacy development is dependent on the interconnection between reading and writing. Since without one the other cannot exist and both are interdependent, reading and writing will be addressed daily.

Resources Needed:
Writing Prompt
Focused Holistic Score Scale
Student Evaluation
Writing Samples
Paper
Pencils
Writing Journals

Vocabulary:
Focused Holistic Score Scale

DO NOW:

Tuesday:
***(1st 60 minutes)* Journal: In your writing journals, list steps you have taken to complete a certain task.**
***(Last 30 minutes)* Character Ed: It's not always easy to be ourselves. Sometimes, when we're with other people, we make choices or act in ways that are different from when we're alone. What are some steps you can take to prevent this from happening?**

I DO:

Tuesday:
***(1st 60 minutes)* Distribute handouts on expository process essay.**
Review writing prompt: Think of a specific skill you have acquired in an activity that you do regularly. For example, your skill might be designing a Web page or grilling a hamburger. Be sure to select a specific activity that can be done in a series of steps. In an organized essay, lead the reader through every step needed in order to perform this activity successfully.
Discuss essay rubric
Pass out example essays for students to follow
Handouts can be found at
http://www.glencoe.com/sites/north_carolina/student/languageart/assets/binders/wp_sr_sr_g9_nc.pdf

(Last 30 minutes)* Character Ed: Discuss Do Now- Introduce today's Character Ed *(Commitment, Values,)

WE DO

Tuesday:

Process **Expository** **Holistic Scoring Criteria** **Rubric** **Evaluation** **Commitment** **Values** **Slogan** **Standards**	***(1st 60 minutes)*** **Discuss what it takes to receive a high score on this essay using the Focused Holistic Score Scale: Expository Process Essay and Expository Process Essay: Focused Holistic Scoring Criteria** **We will then look at essays written by other students and the score they received. Students will then be able to identify why these students received the scores they did based on their scoring rubrics.** **We will then look at a student evaluation sheet and fill one out together in reference to one of the example student writings we have viewed.** **Handouts can be found at** **http://www.glencoe.com/sites/north_carolina/student/languageart/assets/binders/wp_sr_sr_g9_nc.pdf** ***(Last 30 minutes)*** **Character Ed: COMMITMENT:** **Mirror, Mirror. (can be varied by creating team names such as Princeton/Harvard or other group names)** **Purpose of this activity: To help students clarify what they want to become known for, what they aspire to create and hold up as their slogan. To improve their commitment by clarifying what standards they must uphold in order to remain a valued member of the class.** **Explanation: Take the letters of your name and use words that properly describe you and how committed you are. For example:** **W = Willful** **H = Hard Working** **I = Intractable** **P =Persistent** **P = Punctilious** **S = Steadfast** **VALUES:** **http://www.goodcharacter.com/BCBC/Values.html** **Break the class into small groups. Have each group make a list of values to live by (no more than ten) in order of importance. Then, have a spokesperson from each group present the list to the class along with any needed commentary. Put all the lists up on the wall.** • **What values did all groups share?** • **Were there any serious differences between the groups?** • **Discuss the differences and see if it's possible to develop a list that everyone will buy into.** **YOU DO:** **Tuesday** ***(1st 60 minutes)*** **Students will now use the Focused Holistic Score Scale: Expository Process Essay and Expository Process Essay: Focused Holistic Scoring Criteria to write their own process essay. Students will fill out an evaluation sheet about their writing after they have finished to ensure they are turning in a quality essay.** **Handouts can be found at** **http://www.glencoe.com/sites/north_carolina/student/languageart/assets/binders/wp_sr_sr_g9_nc.pdf** ***(Last 30 minutes)*** **In two paragraphs, explain how commitment and values play a vital part in your school life and home life. Be sure to use details to support your response.** **HOMEWORK:** **Tuesday:** **Finish working on your essay from today: "Steps in a process". When you have finished, attach the evaluation sheet to the front. Due Monday, upon return from Fall Break.--- October 29 -----**

Access for All:
IEPs:
[redacted]

- **Reduce assignments/appropriate activities**
- **Extra time for completing assignments/appropriate activities**
- **Preferential seating**
- **Visual aids as needed**
- **Opportunity to repeat and explain instructions as needed**
- **Peer to read materials as needed**
- **Recorded instructional material as needed**
- **Model appropriate behavior**

[redacted]

- **Reminders to stay on task**
- **Assignment notebook**

- **Assignments in smaller chunks**
- **Student repeats or paraphrases instructions**

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- **extra time for completing assignments/appropriate activities**
- **Opportunity to respond orally**
- **Emphasis on major points**
- **Reduce assignments/appropriate activities as needed**
- **Preferential seating**
- **Short instruction**
- **Opportunity to repeat and explain instructions**
- **Assignments/appropriate activity notebooks**

- **chunked reading assignments**
- **Allow student to repeat instruction**

Below Level Learners:

Descartes:161-180:

• Distinguishes between main topic and supporting details (using a set of words)*
• Brainstorms supporting details for a given topic
• Brainstorms topics described by a given set of supporting details
• Recognizes that topic sentences often begin paragraphs*
• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
• Chooses the appropriate word choice to convey a particular mood or tone
• Revises word order for fluency*
• Arranges words into sentences
• Identifies ending sentences for paragraphs appropriate to topic
• Identifies beginning sentences for paragraphs appropriate to topic

Descartes:181-190:

• Distinguishes between main topic and supporting details (using a set of words)*
• Brainstorms supporting details for a given topic
• Uses webs as a prewriting strategy
• Evaluates notes used to plan a story*
• Recognizes that sentences in a paragraph all relate to one central idea
• Recognizes that topic sentences often begin paragraphs*
• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
• Determines which details will not support a given topic
• Identifies sentence order to form a paragraph*
• Orders sentences sequentially to form clear paragraphs
• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)
• Uses strong concluding sentences*
• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience*
• Identifies which sentence is appropriate for a given purpose*
• Evaluates writing samples for clarity and completeness of information
• Revises sentences to improve more word choice*
• Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)*
• Combines sentences to improve clarity by using

multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)*
• Combines sentences to improve clarity using a compound subject (term not used)
• Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)*
• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)
• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*
• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*
• Combines sentences to improve clarity using a compound predicate (term not used)
• Orders sentences in directions for clarity*
• Revises and combines sentences for clarity*
• Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)
Descartes:191-200:
• Recognizes that the writing process begins with the step of brainstorming
• Brainstorms supporting details for a given topic
• Brainstorms and evaluates topics described by a given set of supporting details*
• Uses webs as a prewriting strategy
• Records key thoughts as a prewriting strategy
• Uses note taking as a prewriting strategy
• Identifies the main topic for an outline
• Interprets outlines
• Identifies the topic sentence in a passage of content area writing*
• Identifies the topic sentence of a paragraph
• Identifies supporting details*
• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
• Determines which details will not support a given topic
• Evaluates the best way to develop a given topic with supporting details
• Orders sentences logically to form clear paragraphs
• Orders sentences sequentially to form clear paragraphs
• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)
• Uses strong concluding sentences*
• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience*
• Identifies writing sample that is most appropriate for a given purpose
• Identifies which sentence is appropriate for a given purpose*
• Uses appropriate word choice relative to purpose*
• Revises by adding detail*
• Revises by deleting information that does not relate to

topic*
• Evaluates writing samples for clarity and completeness of information
• Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)
• Combines sentences to improve clarity using a compound subject (term not used)
• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)
• Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while Sue prepares salad.)*
• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*
• Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)
• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*
• Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)
• Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)*
• Revises sentence for grammar*
• Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)
• Identifies run-on sentences that need revision*
• Changes word order of sentences from present to past

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* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
Blank cells indicate data are limited or unavailable for this range or document version.

tense*
• Arranges word order of a sentence into an alternate form by changing verb placement (term not used)*
• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)
• Arranges word order of sentences by altering the placement of adverb clauses (term not used)
• Arranges word order of sentences by reversing the subject and verb (terms not used)*
• Evaluates the syntax (term not used) of sentences (word order, form)

• Orders the steps of the writing process*
• Defines proofreading
• Describes editing process
• Describes the process of brainstorming*
• Recognizes that the writing process begins with the step of brainstorming
• Describes the process of brainstorming
• Brainstorms and evaluates topics described by a given set of supporting details*
• Evaluates which graphic organizer would be most useful for a given writing task*
• Uses note taking as a prewriting strategy
• Identifies the main topic in an outline
• Interprets outlines
Identifies the main idea for a given passage (not thesis statement)*
• Identifies the topic sentence in a passage of content area writing*
• Identifies the topic sentence of a paragraph
• Identifies supporting details*
• Determines which details do not support the topic after determining the topic of a paragraph
• Determines which details will not support a given topic
• Evaluates the best way to develop a given topic with supporting details
• Orders sentences logically to form clear paragraphs
• Orders sentences sequentially to form clear paragraphs
• Identifies how to develop a paragraph with a main idea and supporting details
• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)
• Describes the characteristics of paragraphs*
revising for audience understanding*
• Revises by adding detail*
• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*
• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*
• Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)*
• Explains how syntax (term not used) affects meaning of a sentence
• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)
• Arranges word order of sentences by rephrasing adjective clauses (term not used)*
• Arranges word order of sentences by altering the placement of adjective clauses (term not used)
• Arranges word order of sentences by changing the placement of a direct quote within a sentence*
• Arranges sentences into alternate forms with correct

syntax (term not used)*
• Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)
• Evaluates the syntax (term not used) of sentences (word order, form)
• Evaluates the syntax (word order, form) of sentences
• Determines the most appropriate thesis statement for a given scenario
• Uses multi-paragraph organization to develop ideas*
On Level Learners:
Descartes:211-240:
• Recognizes the steps of the writing process*
• Uses prewriting strategies to plan written work
• Uses organizing as a prewriting strategy
• Identifies suitable research questions
• Describes the writing tasks organized by a particular graphic organizer
• Identifies the appropriate style for a summary*
• Explains how and why outlines are used
• Describes the characteristics of effective multiple-paragraph compositions
• Writes an introductory paragraph to introduce the main topic*
• Selects the best topic sentence for a given paragraph
• Identifies how to make a topic sentence*
• Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph
• Identifies the topic sentence of a paragraph
• Determines which details do not support the topic after determining the topic of a paragraph
• Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph
• Recognizes transitional words and phrases
• Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing*
• Identifies the pattern of organization used in a writing sample (deductive)
• Identifies the process of revising*
• Describes process of revision
• Revises compositions for clarity in purpose*
• Evaluates writing samples for descriptive word choice*
• Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)*
• Identifies combining sentences as a revision technique*
• Combines sentences to improve clarity by using a compound sentence (term not used)*
• Rewrites sentences in question form*
• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*
• Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)
• Revises sentence to further character development (e.g., How could you revise the sentence to provide

clues about John's appearance?)*
• Changes word order of sentences from first person to third person point of view*
• Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)*
• Evaluates the syntax (word order, form) of sentences
• Determines the most appropriate thesis statement for a given scenario
• Analyzes writing to revise multiple-paragraph compositions
• Evaluates which sentence will best serve as a topic sentence for a given subject
Advanced Learners:
Descartes:211-240:
• Recognizes the last step of the writing process within a given writing scenario*
• Uses clustering as a prewriting strategy*
• Identifies the thesis statement for a given passage*
• Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph
• Recognizes transitional words and phrases
• Uses clear transitional words and phrases in writing
• Understands that the process of revision includes revising for audience interest*
• Uses the writing process to align content with purpose
• Distinguishes examples of thesis statements from other written text*
Learning Styles:
Visual aids
Hands on activities
Peer activities
Individual activities

Formative Assessment:

Formative Assessments

- **Writing benchmark assessments**
- **group discussion**
- **journal responses**

CKCPCS TEACHER STATEMENT OF ASSURANCE

I certify that these lesson plans reflect current best practices and:
__x__ are student centered as opposed to teacher-centered
__x__are CCSS based
__x__are Arkansas standards based
__x__are differentiated for student needs (IEP, ESL, learning styles)
__x__require higher order thinking skills
__x__reflect my curriculum map
__x__include components designed to assess student learning in meaningful ways
__x__ offer students engaging activities to help students apply new knowledge
__x__include 3 learning targets per day

Checking components above and initialing below indicate that the lesson plans attached meet CKCPCS standards and expectations.

Teacher initials_LJW

Attachment 7: NWEA Differentiation

Unit Theme:

This eight-week unit of eighth grade continues student reflections on settings of stories and events – from poems and short stories to novels and nonfiction material. While the previous unit focused on the effect of an urban setting on characters and plot, this unit focuses on a rural setting on those narrative elements.

Common Core/ AR Learning Standard(s) Addressed:

Common Core State Standards

SL.8.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Arkansas State Standards

R.9.8.15 Determining Importance: Identify main ideas and supporting evidence in short stories and novels

R.9.8.20 Summarizing and Synthesizing: Synthesize information from multiple texts and provide evidence to support

W.6.8.6 Usage: Apply conventions of grammar with emphasis on the following:

• Parts of speech

W.5.8.3 Topics and Forms: Create expository, narrative, descriptive, and persuasive writings

Learning Targets: SWBAT

1. **Define and classify the eight parts of speech**

2. **Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

3. **Write arguments to support claims with clear reasons and relevant evidence.**

Relevance/ Rationale:

Though many texts do not rely heavily on setting for meaning, students need to be equipped with the knowledge and skills necessary to read for setting, especially as it relates to the construction of other

Procedures/ Activities

Reading/Writing:
Students' literacy development is dependent on the interconnection between reading and writing. Since without one the other cannot exist and both are interdependent, reading and writing will be addressed daily.

Resources Needed:
Parts of speech Scrapbooks
Plan Test surveys
Pictures of the country
Pictures of the city
Group Rubrics
Setting Worksheets

Vocabulary:
Plan Test
Noun
Pronoun
Verb
Adjective

DO NOW:

Monday:
Write an example for each of the following parts of speech:
For example: Conjunction: and

1. **Noun:**
2. **Pronoun:**
3. **Verb:**
4. **Adjective:**
5. **Adverb:**
6. **Preposition:**
7. **Conjunction:**
8. **Article:**

Tuesday:
Plan Testing for 8th Graders

Wednesday:
Turn your parts of speech scrapbook in to the front table. Get out your group rubrics and peer rubrics

Thursday:
Classify the following pictures as Country Setting and City Settings

Friday: Character Education: *Diligence*
Describe a diligent person. What characteristics do you think a diligent person might possess? Are you a diligent person? Why or Why not?------Take the survey from:
http://goodcharacter.com/ISOC/Diligence.html

I DO:

Monday:

- **Pass out Plan Test surveys for students**
- **Language: Pass out and discuss orally student Rubric for their parts of speech scrapbook (will be projected on board as well)**

Adverb **Preposition** **Conjunction** **Article** **Rural** **Urban** **Setting** **Comparing** **Contrasting** **Pros** **Cons** **Rubric** **Diligence**	**Tuesday:** • **Plan Testing for 8th Graders** **Wednesday:** • **Language:** **I. Take up students' grammar scrapbooks** **II. Display scrapbooks on the front table for students to view** **III. Review Rubrics for students' parts of speech scrapbook** **IV. Grade students on their parts of speech scrapbook using their rubrics** **Thursday:** • **Review last night's homework assignment: Worksheet on setting** • **Reading: Introduce Unit 2, Rural Settings in America by comparing and contrasting rural and urban settings in America** • **Writing: Introduce students to their first research project for Unit 2: Comparing and contrasting urban and rural settings in America** **Friday: Character Education: *Diligence*** **-Discussion:** • **Review Do Now** • **Have you ever felt that pressures from your peers prevented you from accomplishing something you wanted? Have you ever been affected by negative comments people have made about your abilities? What can you do about these kinds of external pressures when they get in the way of your success?** **WE DO** **Monday:** • **Plan Test Survey: Discuss the significance of the Plan Test and the survey the students are getting ready to fill out** • **Language:** **I. Students are able to ask questions about their parts of speech scrapbook or rubric.** **II. If students are having issues with a certain part of speech we can take the time to review these items** **III. The discussion must be prompted by students, forcing them to think about their questions and how they can go about coming up with a proper answer for the question.** **IV. Students can also switch scrapbooks with other groups for Editing/Revision purposes.** **Tuesday:** **Plan Testing for all 8th Graders** **Wednesday:** • **Language:** **I. Using the Grammar Scrapbook rubric, students will grade their peers on creativity and vote for their top pick scrapbook based on creativity.** **II. Students will then use their group participation survey to grade their teammates on their participation on their projects.** **Thursday:** • **Reading: Compare and contrast urban and rural settings** **I. Review the definition of urban settings.** **II. Define rural setting** **III. Using pictures, as a class we will compare and contrast urban settings and rural settings** **IV. Identify rural and urban settings you have visited in the past** **V. Create a "T" chart by Identifying elements of rural and urban settings you have seen when visiting these areas** • **Writing: Research urban and rural settings in America** **I. Pros of urban living** **II. Cons of urban living** **III. Pros of rural living** **IV. Cons of rural living** **Friday: Character Education: *Diligence***

Review Writing Prompt: Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

YOU DO:

Monday:

- **Plan Test Survey:**
  - I. Students will complete their Plan Test Survey
- **Language:**
  - I. Students will continue to work collaboratively with their group members to finish up their parts of speech scrapbooks

Tuesday:

- Plan Testing for 8th Graders

Wednesday:

- **Language:**
  - I. Students will present their parts of speech scrapbooks to the class.

Thursday:

- Reading: Compare and contrast urban and rural settings
  - I. Read the short story "High Plains Childhood"
  - II. Answer the questions on setting
- Writing: Research urban and rural settings in America
  - I. Pros of urban living
  - II. Cons of urban living
  - III. Pros of rural living
  - IV. Cons of rural living

Friday:

Web, Draft, Final Copy: Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

HOMEWORK:

Monday:
Complete a grammar worksheet on the 8 parts of speech

Tuesday:
Complete a grammar worksheet on the 8 parts of speech

Wednesday:
Reading worksheet identifying setting

Thursday:
Reading worksheet identifying setting
Pros and Cons of urban versus rural living essay: Introduction

Friday:
Finish your character ed essay about diligence: Web, Draft, Final Copy: Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

Access for All:
IEPs:

- Reduce assignments/appropriate activities
- Extra time for completing assignments/appropriate activities
- Preferential seating
- Visual aids as needed
- Opportunity to repeat and explain instructions as needed
- Peer to read materials as needed
- Recorded instructional material as needed
- Model appropriate behavior

- Reminders to stay on task
- Assignment notebook

- Assignments in smaller chunks
- Student repeats or paraphrases instructions

- extra time for completing assingments/appropriate activities
- Opportunity to respond orally
- Emphasis on major points
- Reduce assignments/appropriate activities as needed
- Preferential seating
- Short instruction
- Opportunity to repeat and explain instructions
- Assignments/appropriate activity notebooks

- chunked reading assignments
- Allow student to repeat instruction

Below Level Learners:
Descartes:161-180:
Identifies the setting in a literary passage
Recognizes the 8 parts of speech
Descartes:181-190:
Identifies the setting in a literary passage/Defines setting*
Recognizes and uses some of the 8 parts of speech
Descartes:191-200:
Infers the setting of a literary passage based on information in the passage
Identifies the 8 parts of speech
Descartes:201-210:
Analyzes a literary passage and defines setting
Identifies and classifies the 8 parts of speech
On Level Learners:
Descartes:211-240:
Analyzes setting in literary texts
Defines, Classifies, and uses the 8 parts of speech

NOTE: NWEA Differentiation

Advanced Learners:
Descartes:211-240:
Analyzes setting in literary texts
Defines, Classifies, and uses the 8 parts of speech

Learning Styles:
Visual aids
Hands on activities
Peer activities
Individual activities

Formative Assessment:

Formative Assessments

- **reading benchmark assessments**
- **group discussion**
- **journal responses**
- **grammar quizzes**

CKCPCS TEACHER STATEMENT OF ASSURANCE

I certify that these lesson plans reflect current best practices and:
__x__ are student centered as opposed to teacher-centered
__x__are CCSS based
__x__are Arkansas standards based
__x__are differentiated for student needs (IEP, ESL, learning styles)
__x__require higher order thinking skills
__x__reflect my curriculum map
__x__include components designed to assess student learning in meaningful ways
__x__ offer students engaging activities to help students apply new knowledge
__x__include 3 learning targets per day

Checking components above and initialing below indicate that the lesson plans attached meet CKCPCS standards and expectations.

Teacher initials_LJW

Attachment 8: APSRC Memorandum of Understanding

Memorandum of Understanding
Between
Covenant Keepers Preparatory Charter School
and
Arkansas Public School Resource Center
2012-2013 School Year

I. PURPOSE AND PARTIES

The purpose of this Memorandum of Understanding (MOU) is to set forth the nature and extent of this agreement between Covenant Keepers College Preparatory (Covenant Keepers) and the Arkansas Public School Resource Center (APSRC), as submitted and approved by the Arkansas Department of Education (ADE).

II. SCOPE OF AGREEMENT

As confirmed by its signature below, Covenant Keepers agrees to:

- Compensate APSRC no later than July 23, 2012, for fifty-three (53) hours of services rendered for the 2011-2012 school year at a rate of $125.00 per hour for a total of $6,625.00. An invoice detailing the hours of service by APSRC staff is hereby submitted to Covenant Keepers as Attachment A.
- Compensate APSRC at a rate of $50.00 per hour for the bookkeeping and coding technical assistance and training provided by Ms. Kathy King to assist Covenant Keepers staff on site as required for the time period of June 2012-June 2013. Compensate APSRC at a rate of $125.00 per hour for the accounting training, coding assistance, reporting assistance and oversight provided by Mr. Doug Brown to assist Covenant Keepers staff on site as required. Invoices for the 2012-2013 school year will be submitted by APSRC on a monthly basis and will be due and payable within fifteen (15) calendar days of receipt.
- All requests for technical assistance must be communicated to Scott Smith directly.
- The actual on-site technical assistance will be scheduled by Bobbie Davis after approval by Scott Smith.
- Cancellation of any scheduled on-site technical assistance must be received and acknowledged by APSRC twenty-four (24)hours in advance.
- Failure to notify APSRC twenty-four (24) hours in advance will result in Covenant Keepers being invoiced for both the time and the travel incurred in the attempted on-site assistance.
- Retain at all times during the effective dates of this MOU, a staff bookkeeper, to provide in-house day-to-day accounting, fiscal data entry and related financial services.
- Accurately input and report all financial activities and transactions in APSCN as required.
- Provide APSRC staff (Doug Brown and Kathy King) open, full, and continuous access to all financial records pertaining to Covenant Keepers.
- Make a full and complete report to APSRC monthly covering all business activity or reporting as requested during the 2012-2013 school year, commencing July 2012.
- Provide APSRC with a complete current list (updated as necessary) of all Covenant Keepers employees and a complete listing (with copies) of all purchased services contracts to which Covenant Keepers is a party for any time period requested.

- Provide APSRC a complete and accurate copy of all current lease agreements or other facility transactions or agreements involving Covenant Keepers Charter or its Board of Directors no later than June 27, 2012.
- Provide a complete and accurate coy of all current contracts and/or agreements that create a financial obligation for Covenant Keepers.
- The accounting and financial consulting role of Mr. Deron Hamilton shall be defined and limited to the following services: preparation of annual state/federal unemployment taxes 940 and 941, Form 1099s, annual W2 payroll, and AR Teacher Retirement monthly D-1 and quarterly reports; availability to speak to auditor as needed; monthly close-out; bank reconciliation; attendance at monthly board meetings; and all required financial activities for fiscal year 2011-2012 closeout.
- This Agreement between APSRC and Covenant Keepers is contingent upon the posting of all Covenant Keepers' financial transactions in APSCN for the previous month by the tenth (10th) day of the following month.

As confirmed by its signature below, the APSRC agrees to:

- Provide financial technical training assistance and reporting oversight to Covenant Keepers staff.
- Provide financial reports regarding Covenant Keepers to the ADE no less than on a quarterly basis.
- APSRC shall not be required to make any formal recommendation on the charter of Covenant Keepers.

III. ADDITIONAL CONSIDERATIONS

APSRC shall seek prior approval of this agreement from Dr. Tom Kimbrell, Commissioner of Education for the Arkansas Department of Education.

Covenant Keepers shall have the right to terminate this agreement upon provision of thirty (30) calendar days written notice to the ADE and APSRC. However, APSRC shall be allowed the opportunity to access all relevant finance and business records within the thirty (30) calendar days in order to allow APSRC to submit a final report to the ADE during the thirty (30) calendar day notice time period.

APSRC shall have the right to terminate this agreement upon the provision of thirty (30) calendar days written notice should Covenant Keepers fail to abide by the terms of this agreement or fail to comply with the laws of the State of Arkansas, Department of Education rules, or fail to comply with the terms of requests for assistance by APSRC.

This agreement shall be governed by and construed under the laws of the State of Arkansas.

IV. CONCLUSION AND SIGNATURES

In witness whereof, the principals hereto have caused this MOU to be signed by their duly authorized principals.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

Memorandum of Understanding
Covenant Keepers – APSRC

Dr. Valerie Tatum, Superintendent
Covenant Keepers College Preparatory Charter School

7/26/12
Scott Smith, Executive Director
Arkansas Public School Resource Center

7-31-2012
(Name of Board President), Board President
Covenant Keepers College Preparatory Charter School

8-7-12
Acknowledging Receipt
Dr. Tom Kimbrell
Commissioner of Education

Attachment 9: Letter of Intent-Lease of New Building

Brokerage
Mason Lewis
mason.lewis@colliers.com

1 Allied Drive
Suite 1500 | Little Rock
AR 72203 | United States

MAIN +1 501 372 6161
FAX +1 501 372 0671

John C. Hathaway
Coldwell Banker Commercial Hathaway Group
www.hathawaygroup.com
2100 Riverdale, Suite 100
P.O.Box 3730
Little Rock, AR 72203-3730
jchathaway@hathawaygroup.com
Office 501.978.4972
Cell 501.529.4972

RE: Letter of Intent to lease premises of Greater 2nd Baptist Church located 5615 Geyer Springs Road Little Rock, Arkansas 72209

Dear Mr. John Hathaway:

On behalf of Greater 2nd Baptist Church, we are pleased to provide you with this Non-Binding Letter of Intent to lease approximately 25,300 SF +/- within the Greater 2nd Baptist Church subject to the following terms and conditions:

- **DISCLAIMER:**
  This Letter of Intent is not legally binding on either party, notwithstanding anything to the contrary elsewhere in this letter. It is, however, an indication of good faith between the parties to be detailed in a future lease contract.

- **TENANT:**
  City of Fire Community Development Inc., d/b/a Covenant Keepers College Prep Charter School

- **LEASE PREMISES:**
  The Landlord shall provide floor plans outlining the proposed premises for Tenant's use totaling approximately 25,300 SF +/-. If the actual square footage of the Premises is determined to be lower than 25,300 SF, then the rent schedule shown below will be reduced on a pro rata basis.

- **LEASE TERM**
  The initial lease term shall be for five (5) years, with three (3%) annual rental escalations

- **BASE RENT:**
  The gross Rental for the five years shall be **$756,464** paid as follows:

	Amount/YR
2013-2014	**$142,560**
2014-2015	**$146,740**
2015-2016	**$151,142**
2016-2017	**$155,676**
2017-2018	**$160,346**

***Tenant shall also be responsible for their prorated share of utilities costs for the premises.**

- **RENT COMMENCEMENT:**
  Rent will commence on July 1, 2013.

- **TENANT IMPROVEMENTS:**
  Tenant will have access to the Premises as of June 1, 2013 to make improvements and repairs at its own expense. All improvements will be in accordance with local and state building codes.

- **LANDLORD RESPONSIBILITES:**
  Landlord will be responsible for Real Estate Taxes, Property and Casualty insurance, maintenance of the roof and outside walls, parking lot and drives, grounds and landscaping, and HVAC repairs and maintenance.

- **RESTORATION:**
  Any improvements will be approved in advance in writing by Landlord, but Tenant will not be required to restore the Premises to their original condition. At lease termination the permanent improvements will revert to the Landlord.

- **OPTION TO RENEW:**
  Tenant shall have an option to to renew the lease for an additional term of two (2) years and a second renewal term of five (5) years each with three (3%) annual rental escalations.

- **CHARTER APPROVAL:**
  Upon formal award of the Tenant's charter by the Arkansas State Board of Education estimated to be March or April of 2013 and a binding lease agreement, Tenant will immediately pay $5,000 toward first month's rent.

- **COMMISSION:**
  Landlord and Tenant hereby acknowledge that Colliers International is the sole representative for the Landlord. Landlord and Tenant hereby acknowledge that Coldwell Banker Commercial Hathaway Group is the sole representative for the Tenant. Landlord agrees to pay four (4%) of the guaranteed gross aggregate rent for the initial lease term.

This letter expresses our intent to lease the Property and execute a Lease Agreement incorporating the basic terms set forth in this letter and such other terms and conditions as are acceptable to the parties. It is understood that no legal rights or obligations shall arise between the parties until the execution of such binding agreements.

Sincerely,

Carol Green

Carol Green
Greater 2nd Baptist Church

Agreed and Accepted:

By: _____ Date: 01. 15. 2013

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT

Lessor (Owner): Greater 2nd Baptist Church

Lessee (Tenant): City of Fire Community Development d/b/a Covenant Keepers College Prep Charter School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility: School (Open-Enrollment) Charter School 6-12 grades

Premises: 5615 Geyer Springs Road
address

25,300
square footage

Terms of Lease: 5 yrs

Rental Amount: 2013 - 2014 $142,560

Contingency: The terms of this agreement are contingent upon CFCD, Inc 501-C (sponsoring entity) receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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.

Lessee:

By Supt.

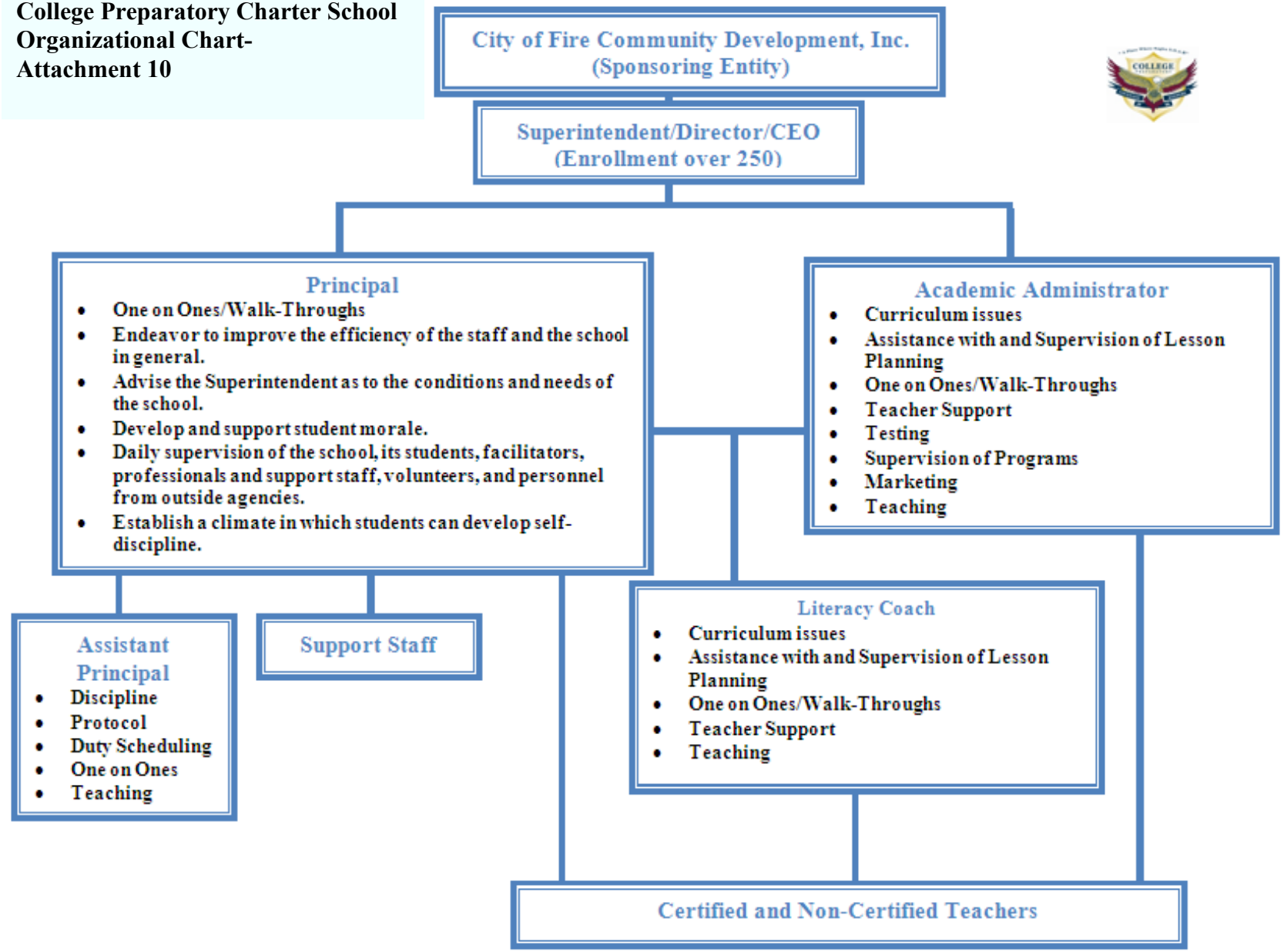
Date 01. 15. 2013

Lessor:

By

Date

Covenant Keepers
College Preparatory Charter School
Organizational Chart-
Attachment 10



Additional Documents

DESEGREGATION ANALYSIS
COVENANT KEEPERS ACADEMY PUBLIC CHARTER SCHOOL

This Desegregation Analysis is in support of the renewal application of Covenant Keepers Academy Public Charter School in Pulaski County. To the extent that Ark. Code Ann. §6-23-106 applies to renewal of an open-enrollment public charter school,[1] subsection (a) requires the applicant, the local school district in which the charter school is located, and the State Board of Education to "review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools." Subsection (b) requires the State Board to "attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system." Subsection (c) provides that the State Board "shall not approve any public charter school…that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

The State Board made the determination required by §106 in 2007 upon granting the initial application of Covenant Keepers Academy Public Charter School. No person or school district appealed that determination. Renewal of the charter of Covenant Keepers Academy Public Charter School will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. The student population of Covenant Keepers Academy Public Charter School is almost entirely African-American and Hispanic.

Current Desegregation Analysis

Since the initial grant of the charter to Covenant Keepers Academy Public Charter School:

- The Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects;
- Pulaski County Special School District (PCSSD) has been determined by the federal courts to be unitary in all respects concerning interdistrict student assignment;
- Covenant Keepers Academy Public Charter School does not draw students from any other public school district other than LRSD, NLRSD, and PCSSD in Arkansas that has

[1] According to its terms, Ark. Code Ann. §6-23-106 applies only to "applicants for a public charter school." Under the statute, "'Application' means the proposal for obtaining…open-enrollment public charter school status…" Ark. Code Ann. §6-23-103(1). A renewal is not an application as defined in this statute. Accordingly, Ark. Code Ann. §6-23-106 does not apply to a renewal of an open-enrollment public charter school. Covenant Keepers Academy Public Charter School submits this Desegregation Analysis without waiver or prejudice to its position that the analysis is not permitted or required in its charter-renewal application.

> operated under a desegregation plan or has been involved in desegregation litigation during the existence of Covenant Keepers Academy Public Charter School.

Because all public school districts in Arkansas from which Covenant Keepers Academy Public Charter School draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the renewal of its charter can have no negative effect on the desegregation efforts of any public school district in this state.[2]

In addition, Covenant Keepers Academy Public Charter School is an open-enrollment public charter school and therefore must admit all applicants who apply, unless there are more applicants than spaces, in which case Covenant Keepers Academy Public Charter School must fill spaces according to a random, anonymous lottery. Therefore, Covenant Keepers Academy Public Charter School cannot predict its future student demographics. Currently, Covenant Keepers Academy Public Charter School has a minority population of over 99%.

The enrollment of Covenant Keepers Academy Public Charter School, according to October 2012 enrollment figures maintained by the Arkansas Department of Education Data Center, is 223 students, including 145 African-American, 77 Hispanic, and 1 Caucasian students, would have no material impact on the racial composition of the public school districts in Pulaski County. There are 49,449 students enrolled in the public school districts in Pulaski County according to their enrollment data as of October 2012, as contained in the records maintained by the Arkansas Department of Education Data Center. The total enrollment of the Covenant Keepers Academy Public Charter School is less than .5% of that number.

In 2010, LRSD filed a motion to enforce the 1989 settlement agreement in the Pulaski County School Desegregation case. That motion, to the extent it involves Covenant Keepers Academy Public Charter School, contends that the operation of Covenant Keepers Academy Public Charter School interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words:

> To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. 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,

---

[2] Regardless of whether Ark. Code Ann. §6-23-106 can apply to a renewal application of an open-enrollment public charter school, there is no permission granted under state law for the State Board to consider the cumulative effect of more than one open-enrollment public charter school. The analysis of § 106 is limited to the applicant alone.

> substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation. *Roberts Contracting*, 2009 Ark. App. 437, at 8, 320 S.W.3d at 7.
>
> **4. Disposition.** LRSD and Joshua's motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court's judgment, as a matter of law, the State did not do so.
>
> *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.,* Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985)(en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990). In the 1990 decision, the Eighth Circuit stated:

> On remand from our en banc decision, several remedial developments occurred of relevance to the present appeals. For one thing, NLRSD proposed a plan to comply with our en banc opinion. The District Court approved the plan, 659 F.Supp. 363, 368 (E.D. Ark. 1987), and no one appealed. For another, the City of Little Rock annexed certain additional territory, and the question arose whether our direction that LRSD be expanded to the city limits referred to the city limits as they existed at the time of our en banc opinion, or to the city limits as they might exist from time to time in the future. The District Court held that LRSD would automatically expand whenever the city annexed new territory, so that LRSD would always be contiguous with the city as it existed from time to time. We reversed. We held that the remedy contemplated by our en banc opinion was intended to be a complete cure for all interdistrict violations that we had found. The en banc opinion, we said, prescribed "a full and sufficient correction of wrongs done in the past," including all interdistrict violations. *Little Rock*

School District v. Pulaski County Special School District, 805 F.2d 815, 816 (8th Cir. 1986) (per curiam).

Therefore, Covenant Keepers Academy Public Charter School submits to the State Board of Education that the renewal of Covenant Keepers Academy's charter will not in any way hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts in this state.

Covenantkeepers Charter School

Covenant Keepers Charter

Scholastic Audit Summary Report

10/28/2012 - 11/02/2012

Covenant Keepers Charter
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4 - Exemplary level of development and implementation
3 - Fully functional and operational level of development and implementation
2 - Limited development or partial implementation
1 - Little or no development and implementation

Standard 1 - Curriculum

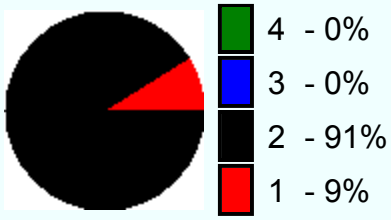
Total Indicators : 7

Standard 4 - School Culture

Total Indicators : 11

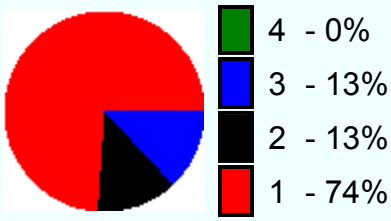
Standard 7 - Leadership

Total Indicators : 11



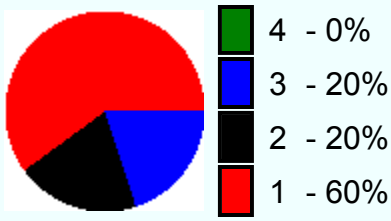
Standard 2 - Classroom Evaluation/Assessment

Total Indicators : 8



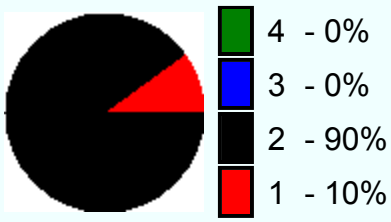
Standard 5 - Student, Family and Community Support

Total Indicators : 5



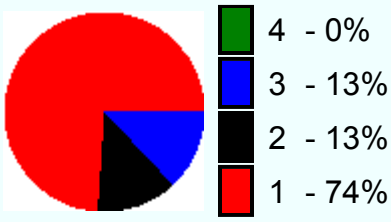
Standard 8 - School Organization and Fiscal Resources

Total Indicators : 10



Standard 3 - Instruction

Total Indicators : 8



Standard 6 - Professional Growth, Development, and Evaluation

Total Indicators : 12

Standard 9 - Comprehensive and Effective Planning

Total Indicators : 16

9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Covenantkeepers Charter School - Covenant Keepers Charter

Standard 1 - Academic Performance - Curriculum

Curriculum

1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.
1.1b District initiates facilitates discussions among schools regarding curriculum standards
1.1c District initiates facilitates discussions to eliminate unnecessary overlaps
1.1d Evidence of vertical communication, intentional focus on key curriculum transition points
1.1e School curriculum provides specific links to continuing education
1.1f Systematic process for monitoring, evaluating and reviewing curriculum
1.1g Curriculum provides access to an academic core

Standard 2 - Academic Performance - Classroom Evaluation/Assessment

Classroom Evaluation/Assessment

2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards
2.1b Teachers collaborate in the design of authentic assessment
2.1c Students can articulate what is required to be proficient
2.1d Test scores are used to identify curriculum gaps
2.1e Assessments designed to provide feedback on student learning for instructional purposes
2.1f Performance standards communicated, evident in classrooms, observable in student work
2.1g ACTAAP coordinated by school and district leadership
2.1h Samples of student work are analyzed

Standard 3 - Academic Performance - Instruction

Instruction

3.1a Evidence that effective and varied instructional strategies are used in all classrooms
3.1b Instructional strategies and learning activities are aligned
3.1c Instructional strategies/activities are consistently monitored...diverse student population
3.1d Teachers demonstrate content knowledge
3.1e Evidence that teachers incorporate the use of technology
3.1f Instructional resources are sufficient to deliver the curriculum
3.1g Teachers examine and discuss student work
3.1h Homework is frequent and monitored, tied to instructional practice

Legend

Green 4 - Exemplary level of development and implementation

Blue 3 - Fully functional and operational level of development and implementation

Black 2 - Limited development or partial implementation

Red 1 - Little or no development and implementation

Standard 4 - Learning Environment - School Culture

School Culture

4.1a Leadership support for a safe, orderly and equitable learning environment
4.1b Leadership creates experiences that all children can learn
4.1c Teachers hold high expectations for all students
4.1d Teachers, staff involved in decision-making processes regarding teaching and learning
4.1e Teachers accept their role in student success
4.1f School assigns staff...opportunities for all students
4.1g Teachers communicate regularly with families
4.1h Evidence that the teachers and staff care
4.1i Multiple communication strategies...to all stakeholders
4.1j Evidence that student achievement is highly valued
4.1k The school/district provides support...needs of all students

Standard 5 - Learning Environment - Student, Family and Community Support

Student, Family and Community Support

5.1a Families and the community are active partners
5.1b All students have access to all the curriculum
5.1c Reduce barriers to learning
5.1d Students are provided opportunities to receive additional assistance
5.1e School maintains an accurate student record system

Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation

Professional Development

6.1a Support for the long-term professional growth of the individual staff members
6.1b The school has an intentional plan for building instructional capacity
6.1c Staff development priorities..alignment..goals for student performance
6.1d Plans for school improvement directly connect goals for student learning
6.1e Professional development is on-going and job-embedded
6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

6.2a Clearly defined evaluation process
6.2b Leadership provides the fiscal resources for the appropriate professional growth
6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency
6.2d A process of personnel evaluation which meets or exceeds standards set in statute
6.2e The school/district improvement plan identifies specific instructional needs
6.2f Evaluation process to provide teachers..change behavior and instructional practice

Standard 7 - Efficiency - Leadership

Leadership

7.1a Leadership has developed and sustained a shared vision
7.1b Leadership decisions focused on student academic data
7.1c All administrators have a growth plan
7.1d Evidence that the leadership team disaggregates data
7.1e Leadership ensures all instructional staff...access to curriculum related materials
7.1f Leadership ensures that time is protected...instructional issues
7.1g Leadership plans and allocates resources
7.1h School/district leadership provides policy and resource infrastructure
7.1i Process for the development and the implementation of the local school board of education policy
7.1j Local school board of education/school have intentional focus on student academic performance
7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency

Standard 8 - Efficiency - School Organization and Fiscal Resources

Organization of the School

8.1a School is organized...use of all available resources
8.1b All students have access to all the curriculum
8.1c Staff are allocated based upon the learning needs of all students
8.1d Staff makes efficient use of instructional time
8.1e Staff...planning vertically and horizontally across content areas
8.1f Schedule aligned with the school's mission

Resource Allocation and Integration

8.2a Clearly defined process provides equitable and consistent use of fiscal resources
8.2b Budget reflects decisions directed by an assessment of need
8.2c District and local school board of education analyze funding and other resource requests
8.2d Resources are allocated and integrated to address student needs

Standard 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

9.1a Collaborative process used to develop the vision, beliefs, mission

Development of the Profile

9.2a Planning process involves collecting, managing and analyzing data
9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

9.3a School and district plans reflect learning research, expectations for student learning
9.3b Analyze their students' unique learning needs
9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

9.4a Strengths and limitations are identified
9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

9.5a Steps for school improvement aligned with improvement goals
9.5b ACSIP identifies resources, timelines
9.5c Evaluating the effectiveness of the ACSIP
9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

9.6a ACSIP is implemented as developed
9.6b School evaluates the degree to which it achieves the goals and objectives for student learning
9.6c The school evaluates the degree to which it achieves the expected impact
9.6d Evidence of attempts to sustain the commitment to continuous improvement

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Covenant Keepers Charter during the period of 10/28/2012 - 11/02/2012. This school's last performance rating identified its classification as being a Needs Improvement Priority School.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile; classroom observations (77); and formal interviews and informal discussions with teachers (11), students (47), family members (13), central office personnel (1), support staff members (7), academic administrator (1), literacy coach (1), assistant principal (1), principal (1), and school board members (3).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The co-leaders of the team were Charles Russell and Mary Ann Butler. The other team members were Kathy Cooper, Judy Hobson, Aaron Hosman, and Jim Price.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Academic Performance**

Standard 1 : **Curriculum**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 2 indicators (29%) evaluated as "Evaluation Category 1," 5 indicators (71%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Lesson Plans
Interviews with Administrators, Staff, and Students
Observations in Classrooms and Hallways

The written curriculum maps in English Language Arts are documents created from multiple resources including The Common Core Curriculum Mapping Project, The Core Standards, and the Arkansas Crosswalks with the Common Core State Standards. These maps are comprised of six units, each spanning a six-week period. The English Language Arts Curriculum Maps include (1) learning targets (Common Core State Standards Focus Standards), (2) correlated Arkansas Frameworks, (3) essential questions, (4) essential understandings, (5) unit learning targets, (6) summative and formative assessments, (7) teacher resources, (8) suggested cross-curricular focus with social studies, science, and math, and (9) twenty-first century themes (learning and innovation skills and life and career skills). The written curriculum maps for mathematics include (1) math strands, (2) Common Core Standards, (3) instruction that correlates with Saxon Math, (4) maintenance, and (5) assessment. The curriculum maps and pacing guides for science and social studies are adapted from the Northwest Arkansas Total Instructional Alignment document, and each consists of all the major components of a curriculum map. Other curriculum maps created and/or adapted for the school include music, career orientation, introduction to computers, health, and seventh- and eighth-grade critical thinking. These maps have all been aligned to the Arkansas Content Frameworks and/or Common Core State Standards. The standards and objectives in most classrooms are derived from the grade-level curriculum maps. Most lessons are delivered in whole-group settings with few opportunities for students to interact in ways that are developmentally appropriate and/or culturally responsive. The English Language Arts written curriculum maps include suggestions for making connections between content areas. Intentional connections are made between some content areas, such as the music teacher collaborating with the eighth-grade English teacher to develop lessons that promote

literacy and critical thinking through music.

1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

The district initiates and facilitates discussions among grade levels and between middle school and high school. Teachers meet on most Fridays in grade-level meetings. Grade-level meetings are divided into grades six-eight and nine-twelve. All grade levels at the school meet together occasionally. Curriculum, instruction, and student data are sometimes discussed at these meetings. There is no systematic process in place to ensure that state and local curriculum standards are articulated horizontally and/or vertically. Most teachers have common planning time during the 4:15-5:00 period at the end of the day. This time is not used for teachers to collaborate on a consistent basis. Faculty meetings are conducted on Wednesdays of most weeks.

1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:
Review of District Policies
Review of Curriculum Documents
Interviews with Administrators and Staff

The local school board has a policy requiring schools to align curriculum with the Arkansas content standards and the school's vision, mission, goals, and educational philosophy. This policy was revised in October of 2012 to include the requirement for the district's administration to work with staff to ensure a successful transition to the implementation of the Common Core State Standards. This policy provides some direction for supporting vertical and horizontal curriculum mapping to eliminate curricular gaps and overlaps.

1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Lesson Plans
Review of Sample Student Work
Interviews with Administrators, Staff, Family Members, and Students
Observations of Classrooms and Hallways

The planned and implemented curriculum provides some connections to post-secondary education and career options. There is a career orientation curriculum and pacing guide designed for a one-semester class. This is taught to all eighth-grade students. A few volunteer speakers are invited to talk with students about careers. The eighth-grade students also take keyboarding. There is a curriculum map and pacing guide for introduction to computers, which is taught to all seventh-grade students. The EXPLORE is administered to all eighth-grade students to help students become college ready. There are no intentional efforts to provide authentic opportunities for students to apply skills, knowledge, and processes relating to lifelong learning skills. Students are occasionally provided opportunities to practice lifetime skills through research, use of multiple technology tools, and group-

performance tasks. Students are allowed to take Algebra I in eighth grade. The students begin their Graduation Plan in seventh grade. These plans are maintained by the principal.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Lesson Plans
Review of Sample Student Work
Review of Sample Assessments
Review of Meeting Agendas and Minutes
Interviews with Administrators, Staff, Family Members, and Students
Observations of Classrooms

Curriculum documents contain learning targets that identify higher-order tasks. Higher-order thinking, problem solving, and other indications of a rigorous curriculum are not consistently evident in most classrooms. A few teachers have the students make predictions and/or explain how they know what they know. Some graphic organizers are used, in which students are asked to compare and/or contrast. Teachers do not consistently hold high expectations for all students. Differentiation occurs only through modified assessments and students working with partners. The Common Core State Standards contain a component for making modifications for students as written in Individual Education Plans, Section 504 plans, or plans developed by language placement and assessment committees. Most classrooms have posted objectives or learning targets communicating to students what they are learning. Gifted and talented services are not offered, except for the Pre-Advanced Placement classes available to eligible students.

Performance Rating:1

1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:
Review of District Policies
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

The district facilitates discussions between and among grade levels during the Friday grade-level meetings. Curriculum issues and interim testing are on the agenda at some of these meetings. No procedures are in place for teachers to collaborate vertically to identify and address curriculum transition points for students as they move from middle school to high school.

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:
Review of District Policies
Review of Curriculum Documents
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

The local school board has adopted a curriculum policy requiring schools to align their curriculum with the Arkansas Curriculum Frameworks and the school's vision,

mission, goals, and educational philosophy. District leadership initiates curriculum discussions among school leaders and teachers. The school has curriculum guides for all courses and subject areas that are aligned with the Arkansas Curriculum Frameworks and/or Common Core State Standards. The district has an informal process for reviewing and revising the curriculum throughout the school year. This process is not written. Teachers are to make notes and/or comments on the curriculum guides on a daily or weekly basis. At the end of each semester, school leadership meets with the teachers to collect these suggested revisions. Curriculum is not monitored or evaluated in a systematic, ongoing manner for the purpose of impacting student achievement. Most final curriculum revisions are conducted by the school leadership team consisting of the superintendent, principal, academic administrator, literacy coach, and assistant principal. Revised curriculum maps are then passed on to the teachers.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

District and school leadership should continue the process that is in place for monitoring, reviewing, evaluating, and revising curriculum. All students in Covenant Keepers Charter School deserve access to an equitable curriculum that is challenging and provides expanded opportunities for students to reach their potential. School leadership must first examine the components in the literacy and math curriculum maps and make the following enhancements:
1. Both the literacy and mathematics curriculum maps should include the level of Bloom's taxonomy of each student learning target.
2. Incorporate task analysis (the prerequisite skills students need to be able to learn the new concept and skills) as a structured way to differentiate instruction. All students do not bring the same prior or background knowledge and experiences to the classroom each day. This is even more essential with English learners.
3. Having a comprehensive, standards-based curriculum map is not enough to ensure improved student achievement. Research-based instructional strategies should be added to the current curriculum maps and modeled by school leadership or other classroom teachers.
Unless teachers can translate standards into actual classroom practice in terms of what and how students learn, written curriculum maps and data analysis will have no effect on student learning. The school leadership team must include the oversight of monitoring classroom practices during frequent and focused classroom observations. Written, planned, taught, and assessed curricula must become congruent for the students and staff at Covenant Keepers Charter School. A resource is Lisa Carter's "Total Instructional Alignment" at www.solutiontree.com.

In order for classroom teachers to maximize classroom instruction using their curriculum documents, school leadership must provide intensive support for teachers. School leadership must be trained to model for and coach teachers in using the curriculum documents as instruments to drive instruction to meet the needs of all students. The following steps should be followed as school leadership moves forward to support teachers:
1. Have planned, focused, and frequent collaboration regarding curriculum documents.
2. Discuss and formulate student-friendly questions and ideas utilizing the essential questions and enduring understandings as the framework for student learning.
3. Discuss the level of Bloom's taxonomy of each student learning expectation, incorporating the task analysis as a scaffold approach to differentiate instruction.
4. Plan and design contextual vocabulary instruction for student interaction using visuals or graphic organizers.
5. Organize materials and resources that can be incorporated into each lesson to meet the needs of all students.
6. Design authentic assessment tasks that mirror the rigor of instruction for each student learning expectation.
7. Evaluate assessments and plan meaningful and connected interventions for the success of all students.

The cycle of this step-by-step process should be used to continuously inform instruction.

Classroom teachers must take ownership of the curriculum. Teachers should be trained in how to work collaboratively in Professional Learning Communities. School leadership should facilitate this process while empowering all staff to grow professionally. Professional Learning Communities should be organized to provide both horizontal and vertical discussions so that curriculum overlaps and gaps and key transition points in the curriculum are addressed. A resource is Rick and Rebecca DuFour's "Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn."

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 6 indicators (74%) evaluated as "Evaluation Category 1," 1 indicators (13%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:
Review of District Policies
Review of Meeting Agendas and Minutes
Inreviews with Administrators and Staff

The testing coordinator attends training provided by the ADE on the administration and ethical procedures for state assessments. The coordinator trains the teachers/proctors in the building on the state-required procedures and testing schedule. Appropriate procedures are in place to insure that the ACTAAP is coordinated and administered in compliance with required guidelines. Accommodations for individual students are provided based on properly documented needs. The local school board has a policy addressing the state's assessment and accountability system.

Performance Rating:2

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:
Review of Rubrics
Review of Classroom Walkthrough Documents
Interviews with Administrators, Staff, Family Members, and Students
Observations of Classrooms and Hallways

Most students know what a rubric is and the purpose of rubrics. Most students articulate that being proficient means their work is on grade level. Few students can explain what proficient work looks like. All teachers use rubrics to score open-response test items. Most teachers collaborate with school leadership and peers to create common rubrics. Few classrooms contain displayed student work with learning targets and rubrics. Few teachers have received quality professional development in designing and using rubrics that will result in helping students become more responsible for their own learning. Rubrics are sometimes reviewed

with students at the beginning of an assignment. Most students know whether they are proficient on the literacy, math, and/or science Benchmark tests. A few students genuinely self-assess their work. A few teachers have students peer-assess other students. Some peer assessment is as informal as critiquing another student's work orally.

Performance Rating:1

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:
Review of District Policies
Review of Sample Lesson Plans
Review of Sample Classroom Assessments
Interviews with Administrators and Staff
Observations of Classrooms and Hallways

Some sample classroom assessment documents are aligned with Arkansas Curriculum Frameworks. Many teachers do not use open-ended or sample released items regularly in classroom assessments. Few classroom assessments are designed and used by teachers to mirror the ACTAAP criterion-referenced test. Teachers collect writing samples from all students. These samples are critiqued and submitted to school leadership for inclusion in a portfolio. Portfolios are not complete for all students. These writing samples are a part of the school's Literacy Initiative. There is no local school board policy addressing classroom assessments. The district has recently created an Assessment Framework that is designed to communicate to teachers how different assessments are used, in order to help teachers understand where formative assessments fit into the district's assessment system. School leadership has no formal procedures in place requiring that classroom assessments monitor student progress toward scoring proficient or advanced on the ACTAAP assessments.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:
Review of Sample Classroom Assessments
Review of Lesson Plans
Interviews with Administrators and Staff
Observations in Classrooms and Hallways

Few teachers collaborate to design authentic assessments aligned with core content subject matter and the Arkansas Curriculum Frameworks. The music teacher and the literacy coach collaborate to design critical thinking activities that incorporate both music and literacy. Some assessments are performance-based and allow students to work together to produce group projects. Most teachers have modified classroom assessments to meet the accommodations according to Individual Education Plans, Section 504 plans, and the needs of English learners. These modified versions of the assessment are not always as rigorous as the ones for other students. Students are rarely given choices for different types of assessments to demonstrate what they know and are able to do. School leadership reviews classroom assessments when they are submitted with lesson plans. There is no formal process or rubric for evaluating classroom assessments.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:
Review of ACSIP
Review of Lesson Plans
Interviews with Administrators and Staff
Observations of Classrooms

Data from the ACTAAP are reviewed by school leadership to develop the ACSIP. These data identify the weaknesses in literacy and mathematics. Most teachers know the weak strands identified from the 2012 state Benchmark exams for their assigned grades. Teachers know which students are not proficient. Academic Improvement Plans, which contain assessment data from the ACTAAP and the type of remediation students are to receive, have been completed and are awaiting signatures. The Northwest Evaluation Association assessment is being used this year as the interim assessment to make decisions for remediation of students who score below grade level in literacy and/or mathematics. Most teachers know the specific weaknesses of each individual student. Some teachers use data to modify curricular, instructional, and assessment practices. Test results have not been formally analyzed to identify curricular gaps.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:
Review of Classroom Assessments
Review of Lesson Plans
Interviews with Administrators, Staff, and Students
Observations of Classrooms

Students are seldom given opportunities to choose assessments based on their learning styles or multiple intelligences. Assessments are not always analyzed to determine what research-based instructional strategies are needed to ensure learning at the proficient level for all students. Student assessment results are seldom used to change instructional practices. Most informal questioning requires students to think at the lower levels of Bloom's taxonomy and does not assess higher-order thinking. Open-response questions are included on some classroom assessments. Teachers have received limited training in constructing and scoring open-response questions. Teachers do not collaboratively grade the open-response questions to build reader reliability. Most teachers have not participated in professional development for accommodating students' various learning styles and multiple intelligences. Teachers have received little training in creating real-world, authentic assessments.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:
Review of Classroom Assessments
Review of Student Work
Review of Meeting Agendas and Minutes
Interviews with Administrators, Staff, and Students
Observations of Classrooms

Clearly defined student performance criteria are not found in most classrooms. Few teachers provide classroom models to clarify performance expectations. Student work is displayed in a few classrooms and in hallways. Rubrics, scoring guides, or meaningful feedback do not always accompany displayed work. Anchor papers and exemplars of student work are not integrated into most classroom instruction to provide examples of proficient student work or to help students understand the

differences between/among performance levels. Communication to parents regarding student progress includes E-mail, phone calls, Edline, Edmodo, progress reports, report cards, and Parent-Teacher Conferences held each semester.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:
Review of Classroom Assessments
Review of Student Work
Review of Portfolios
Review of Professional Development Documents
Interviews with Administrators and Staff

All teachers have not been formally trained in the protocols for collaboratively analyzing student work to drive instruction, revise the curriculum, or evaluate student progress. Many classroom assessments are comprised of fill-in-the-blank, multiple-choice, etc. and sometimes an open-response question. Teachers have had some training in scoring open-response questions. Open-response questions are not collaboratively scored by teachers. Student writing portfolios are currently incomplete. Samples are being collected for inclusion in the portfolios; most have not been scored/evaluated or placed in student folders. Most student work is examined to determine student grades, not to inform instruction.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Classroom assessment and checking for understanding should not be separate from instructio leadership and teachers should look at strategies for helping students dissect test items for the determining what the task is and what steps are needed to solve the problem or produce an ac answer. These efforts should begin at the beginning of the school year and occur in daily less must make assessment indistinguishable from learning. An example of how this issue affects achievement and lack of proficiency is the way vocabulary is studied in the school. Much voc observed in the classrooms is at a low level. Students are asked to look in dictionaries and wr definitions. Vocabulary instruction and vocabulary assessment are often considered separate activities. Effective vocabulary is not a memory skill; it requires application and analysis of wh about words. Students may not be developing the vocabulary or the skills to deconstruct items standardized tests. Teachers and all staff should consider including the following resource for learning communities: "Putting Thinking to the Test" by Conrad, Matthews, Zimmerman, and A

Differentiation in process and product should become a component of every lesson at Covena Charter School. All teachers must begin to look at accommodations and modifications through lens. Reducing the number of test items may not always retain the rigor that is intended for th content. Teachers must begin looking more at how they can accommodate for students with c those who are not proficient in English. The accommodations that are research-based for stuc disabilities have not been shown to be educationally sound or always effective for English learners. Accommodations for English learners should focus on the linguistic complexity of tra assessments. Research has shown that the most effective accommodations for students not y English to be those having to do with adapting tests linguistically. This can be done utilizing th techniques:

1. Eliminate unnecessary words.
2. Reduce the length of sentences.
3. Use language that is familiar to students and is consistent with terms used in class.
4. Consider tense and tone of the test items.
5. Avoid using pronouns when possible.
6. Avoid double negatives, ambiguous terms, abbreviations, contractions, and parentheses wl the focus of the test.
7. Ensure legibility of tests, using clear print and fonts.
8. Make sure the format is organized.

However, you will not have control over the linguistic demands on standardized tests. Therefo need to be provided scaffolding in how to manage the linguistic demands by using the strategi recommendation.

School leadership should provide ongoing, job-embedded training in disaggregating data. Tra include using assessment results to identify gaps among the written, implemented, and assess levels of student achievement; and effectiveness of instructional strategies. In order to learn w know and are able to do, data should be disaggregated to the individual student level.

1. Curriculum changes should be made when gaps and overlaps are identified.
2. Instructional strategies should be modified when instruction does not result in desired outco
3. Assessment strategies should change when analysis does not give staff the information ne

informed decisions.
Decisions about necessary changes should include immediate modifications, as well as plans changes. A variety of student achievement data should be used in this process, including sum assessments, such as ACTAAP exams, interim assessments, and formative classroom assessments. Documentation of meetings, agendas, minutes, sign-in sheets, and data results analysis should be maintained. Helpful resources include "Using Data to Improve Schools: Wl the American Association of School Administrators (www.assa.org), "Enhancing Student Achie Framework for School Improvement" by Charlotte Danielson, and "Why Formative Assessmen Rebecca Alber.

District and school leadership should provide all teachers with training in the use of protocols f student work. This training should include how to analyze teacher-developed classroom asse test results, and ACTAAP released items to improve classroom instructional practices. Analys across all content areas should be used to identify individual student strengths and needs, anc modification of future classroom instructional practices. School leadership should meet regula to collaboratively examine and discuss student work. School leadership should provide assist mentoring and coaching. One resource is an article in the February 2009 Educational Leaders from Student Work" by Gabrielle Nidus and Maya Sadder. This article can be accessed at http://www.ascd.org/publications/educational_leadership/feb09/vol66/num05/Learning_from_S

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Academic Performance**

Standard 3 : **Instruction**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 6 indicators (74%) evaluated as "Evaluation Category 1," 1 indicators (13%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:
Review of District Policies
Review of Lesson Plans
Review of Agenda Books
Review of Homework Assignments
Interviews with Administrators, Staff, Family Members, and Students

Homework is regularly assigned in most classrooms. It is the final step in the Workshop Model used in all classrooms. Literacy and math teachers assign homework every day and other content areas on a scheduled basis. Students are expected to write homework assignments in their agenda books daily. Failure to write assignments down results in disciplinary action. The local school board policy states that homework is to be part of the educational program of the district and is to be an extension of the teaching/learning experience that promotes the student's educational development.

Performance Rating:2

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:
Review of District Policies
Review of Lesson Plans
Review of Professional Development Documents
Interviews with Administrators, Staff, and Students
Observations of Classrooms

Most classrooms are provided with some technology including projectors, document cameras, and teacher and student computers. One (high school) classroom is equipped with a SMART Board. Teachers can check out iPads and Nooks for classroom use. Few students use the computers in core classrooms for active learning or authentic assessments. Teachers may request the use of computers in the career orientation/keyboarding lab. Teachers have been provided with some

professional development on the appropriate integration of technology resources. Some teachers use technology as a part of instruction. Technology is not seamlessly integrated into instruction across grades and content areas. A limited number of teachers use available technology as interactive learning tools. Most of the technology is used to support teacher-centered instruction and does not increase student engagement. There is limited opportunity for students to demonstrate their learning through a variety of authentic technology projects. The district has a technology plan that addresses the importance of the use of technology to enhance instruction. No local school board policy addresses the instructional benefit of technology in the classroom.

Performance Rating:1

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Student Work
Review of Professional Development Documents
Interviews with Administrators, Staff, and Students
Observations of Classrooms

High-probability, research-based instructional strategies are not utilized in all classrooms. Much instruction is teacher centered and textbook driven. Instruction is primarily whole-group and does not accommodate all learning styles and multiple intelligences. Many teachers provide instruction through lecture, discussion, and pencil/paper activities such as copying from the board/screen or writing definitions. Most lessons are taught at the knowledge and/or comprehension level of Bloom's taxonomy. Active learning opportunities, cooperative learning groups, and differentiation of instruction do not occur in most classrooms. Well-developed rubrics that describe performance standards and indicate an evaluation of performance are not used by many teachers. There are few models of exemplary work with accompanying rubrics or meaningful comments from teachers posted in classrooms or used in instruction. Some interdisciplinary connections are implemented in some subject areas. Writing across the curriculum is in the beginning stages of implementation.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Lesson Plans
Review of Student Work
Review of Curriculum Documents
Interviews with Administrators and Staff
Observations of Classrooms

Many classroom practices do not reflect high expectations for student learning. Learning activities, questions, and assessments in some classrooms do not reflect the rigor and higher-level of thinking required for proficiency on state assessments. What students are expected to learn, and the relationship of the learning to real life are rarely communicated to students. Rigorous instruction is not evident for students in most classrooms. Most lesson plans and curriculum pacing guides are aligned to state learning goals. Most lesson plans and strategies used in

classrooms are not informed by analysis of assessment scores or student work. A few learning activities and assessments require students to complete tasks similar to those on state assessments. Some teachers analyze the results of these assessments to provide feedback and guide instruction.

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Student Work
Review of Classroom Observation Data
Review of Professional Development Documents
Review of Academic Improvement Plans
Interviews with Administrators, Staff, and Students
Observations of Classrooms

Classroom visits by school leadership occur on a regular basis in most classrooms. School leadership does not consistently provide specific feedback to teachers to ensure implementation of high-probability, research-based instructional strategies to meet the diverse needs of the student population. Minimal feedback is provided to adjust and modify instruction based on the changing needs of the students. Most teachers use teacher-centered lecture and question-answer activities as the primary instructional practices. Most instruction does not reflect rigor and relevance based on Bloom's taxonomy. Many of the instructional practices utilized by teachers are not responsive to multiple intelligences, brain research, or students' varied learning styles. Instruction in many classes is not bell-to-bell. A culture of high expectations for student achievement does not exist, resulting in a learning environment that does not challenge students.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:
Review of Professional Development Documents
Review of Lesson Plans
Review of Professional Growth Plans
Review of Licensure Documents
Interviews with Administrators and Staff
Observations of Classrooms

Most teachers demonstrate adequate content knowledge in their assigned areas of instruction. Many do not use that content knowledge to challenge and motivate students to high levels of learning by building curricular and cross-curricular connections or through consistent implementation of research-based instructional strategies, differentiation, higher-order thinking skills, high student engagement, and authentic assessment. All teachers are highly-qualified and participate in the state-required 60 hours of professional development. The professional development opportunities do not always update teachers' content knowledge, result in improved student achievement, or meet individual professional growth needs of teachers. Few teachers exhibit high expectations for student achievement or motivate students to work independently at high levels. Most instruction focuses on the knowledge and comprehension levels of Bloom's taxonomy and reflects a lack of rigor and high expectations for student achievement.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient

to effectively deliver the curriculum.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Classroom Resources
Interviews with Administrators, Staff, and Students
Observations of Classrooms and Library

Most classrooms operate with limited resources necessary to provide rigorous, real-world, hands-on, project-based instruction. Teachers indicate that they have adequate resources. Textbooks serve as a primary resource for content and instructional delivery in many classrooms. Limited sets of novels are available to literacy teachers as additional instructional materials. Some books are kept in file cabinets in classrooms rather than on bookshelves, to prevent students from taking them without permission. Classroom teachers request materials and supplies through school leadership. Resources do not always address the diverse learning needs of all students. Few materials are available for students reading below grade level. The library houses a few materials that reflect the cultural diversity of the student population; the collection is too small to support the school's implemented curriculum or the diverse needs of students. A public library in the neighborhood is available to the school; classes rarely use this facility. Daily access to hands-on technology is limited for many students. Students occasionally use technology in the classroom. Most classrooms have four student computers and one teacher computer, and the school has a computer lab with 23 computers. One (high-school) classroom is equipped with a SMART Board, and teachers may check out iPads and Nooks for limited classroom use. Some available technology has not been installed or used by teachers. Two MIMIO SMART Boards have been purchased and are not being utilized. Students and teachers do not have access to adequate laboratory facilities in science classes.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

Teachers have not received professional development in protocols for analyzing student work across content areas and grade levels. Teachers seldom collaborate with peers to review and analyze student work for the purpose of revising instruction, curriculum, or teaching strategies. The master schedule provides for common planning time for teachers; little of this time is used for the collaborative examination of student work. Many teachers do not view assessment as a means of evaluating their own instructional effectiveness. There is limited work displayed accompanied by rubrics or scoring guides.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

School leadership and faculty should have a systematic plan to immediately begin to move from teacher-centered, textbook-driven instruction to a differentiated, student-centered focus. Such an approach will involve
1. Identifying specific high-probability, research-based strategies (setting objectives and providing feedback, building vocabulary, identifying similarities and differences, summarizing and note taking, use of graphic organizers, and reinforcing effort, etc.);
2. Providing job-embedded, focused professional development on the selected strategy;
3. Monitoring teacher implementation; and
4. Evaluating the effectiveness of the strategy relative to student achievement of learning objectives.

These steps are repeated until each selected strategy has been implemented. The process of implementing targeted strategies should begin immediately. Follow-up professional development should be planned to assist teachers in moving to a deeper understanding of their instructional practices and the impact on improving student achievement. School leadership must support the implementation of these strategies through classroom observations and facilitating collaborative meetings among content area groups to ensure fidelity. School leadership must also provide focused feedback for teachers following classroom observations. Resources might include "Teach Like a Champion" by Doug Lemov.

Exemplars of authentic student work that represent proficient/advanced level work should be prominently displayed in classrooms and throughout the building. Rubrics used for assessment should be posted with the student work. Teachers should consistently analyze and discuss student work and revise instructional practices to meet the diverse needs of students. Samples of student work must be part of the protocol when attending collaborative meetings. Samples of all levels of work (below basic, basic, proficient, advanced) must be compared to the rubrics and discussed to improve the quality of assessments and consistency in scoring. Students should learn to use rubrics to evaluate the quality of their work before submission to the teacher or to peer review. Instructional leadership should monitor the implementation of this process and provide guidance and resources as needed. User-friendly resources on the design and development of rubrics can be found at http://rubistar.4teachers.com and http://really-fine.com/rubrics.html.

Use of instructional technology by students should become an integral component of classroom instruction. Teachers should include integration of technology into daily lessons. Lesson plans should document the use of technology for instruction. Students should be actively involved with using technology to write stories, create projects, and create PowerPoint presentations for the purpose of demonstrating learning. The distance learning lab could be utilized to allow students to participate in virtual field trips to provide students educational opportunities outside of the community. Leadership should evaluate the availability and use of technology in the classrooms and determine the best allocation of these resources. Teachers should receive training in the effective use of technology to enhance and improve delivery of instruction. Resources for implementing technology in

the classroom include "Integrating Technology with Limited Resources" at http://www.edutopia.org/blog/free-tech-integration-resources and "Using Technology with Classroom instruction That Works" by Howard Pitler, available through the Association for Supervision and Curriculum Development.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Learning Environment**

Standard 4 : **School Culture**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 3 indicators (27%) evaluated as "Evaluation Category 1," 8 indicators (73%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Teacher Handbook
Review of Student Handbook
Review of District Web Site
Review of District Policies
Review of Master Schedule
Interviews with Administrators, Staff, Students, Family Members, and Local School Board Members
Observations of Classrooms, Common Areas, and Outside Areas

The local school board has adopted a policy that addresses the establishment of a safe and healthy learning environment. Student behavior policies include intolerance for bullying. Local school board policy and school procedures are clearly defined in the parent/student handbook that is distributed at the beginning of the school year. Student disciplinary actions enforced by school leadership include parental contact, denial of privileges, detention hall, conferencing with student and/or parents, and out-of-school suspensions. The building is well maintained and clean. The building is older and in need of some updates. Building inspections have been completed, and violations have been corrected. Monthly fire inspections have been completed. The building is protected by Advanced Cabling Systems, which provides monitoring for fire protection and after-hours building security. There are no security cameras. Emergency evacuation procedures are posted in a few classrooms. Classroom activities are sometimes interrupted by the intercom during the school day. Most exterior doors automatically lock when the doors close. The front entrance doors remain unlocked during the entire school day. The school is served by a full-time nurse. Student health records are kept in the nurse's office. Other records of student visits to the nurse are kept by the nurse in her office. An Automated External Defibrillator is located in the nurse's office. The intercom system is available in all rooms of the school. Most classrooms have behavior rules or expectations posted. Behavioral expectations are not consistent from class to class. Most students transition to class in an orderly manner under the direction of a classroom teacher or administrator.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Review of Professional Development Documents
Review of Teacher Handbook
Review of Student Handbook
Review of School Web Site
Review of District Policies
Review of Master Schedule
Interviews with Administrators, Staff, Students, and Family Members
Observations of Classrooms

School leadership expresses a commitment to high academic expectations for all students; that commitment is not always demonstrated in practice. There is minimal accountability for the use of research-based teaching and learning strategies to meet diverse learning needs, multiple intelligences, or learning styles of all students. Teacher lesson plans are monitored by school leadership for rigor and relevance. Teachers receive some feedback from school leadership following observations and classroom walkthroughs; these practices have little impact on improving student achievement. The school's mission statement is posted in most classrooms and hallways and in the faculty handbook. The mission statement does not guide the decision-making process with regard to student learning. Teachers and students do not have a clear understanding of the school's mission and purpose. The master schedule establishes common planning time for most teachers; school leadership schedules one or two periods of this time each week for collegial activities. Teachers do not regularly and consistently use this time collaboratively, and school leadership has not made it clear how this common planning time could be used to impact student learning and teacher proficiency.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:
Review of ACSIP
Review of Academic Improvement Plans
Review of Student Achievement Data
Review of Curriculum Documents
Review of Professional Development Documents
Review of Teacher Handbook
Review of Student Handbook
Review of District Web Site
Review of District Policies
Review of Budget Documents
Review of Master Schedule
Interviews with Administrators, Staff, Students, Family Members, and Local School Board Members
Observations of Classrooms, Common Areas, and Outside Areas

Not all teachers demonstrate high academic and behavioral expectations for all students. Instruction and classroom assignments do not consistently require higher-order thinking skills and problem-solving skills. The curriculum implemented in classrooms is seldom challenging or rigorous. Few teachers use differentiated instruction to meet the diverse learning needs of all students. Instructional practices

do not consistently require students to perform at the higher levels of Bloom's taxonomy. Displayed student work does not indicate high performance expectations. Most student work displays are not accompanied by rubrics/scoring guides. Few students use rubrics to judge the quality of their work or to see how the quality of their work could be improved. Students do not consistently receive specific feedback from teachers that would lead to improved performance. Not all students are engaged and challenged through activity-based learning such as learning games and group work or other research-based strategies. Time is lost during the school day to student transitions between classes (early ending to prepare for the transition, late beginning after the transition), disproportionate time spent on "do now" activities, and inappropriate student behavior, causing teachers to stop the lesson in order to correct students. Effective bell-to-bell teaching and learning does not occur in all classrooms. Effective classroom procedures are not consistently implemented throughout the school. Behavioral expectations and classroom procedures are established individually by most teachers and are posted in most classrooms. Behavioral expectations are not consistent from class to class and not clearly communicated to all stakeholders.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Achievement Data
Review of Curriculum Documents
Review of Professional Development Documents
Review of Teacher Handbook
Review of Student Handbook
Review of District Policies
Interviews with Administrators, Staff, Students, and Family Members
Observations of Classrooms

Some teachers recognize and accept their professional role in student success and failure. Some teachers acknowledge their influence on student success. Most teachers articulate the belief that all students can learn and achieve success at varying levels. Others believe that low student achievement is a result of student background, poverty, or lack of parent involvement. Few teachers demonstrate in practice a responsibility to identify strategies to address the academic needs and goals listed in the school's ACSIP or those specific to the school's Targeted Achievement Gap Groups. The local school board has not adopted a policy linking teacher efficacy and student performance. School leadership monitors classroom instructional and assessment practices through Classroom Walkthroughs/observations and provides feedback to teachers. Feedback is not always used to improve teaching and learning. No process is in place that provides students the opportunity to evaluate the instructional performance of teachers formally or informally.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Achievement Data
Review of Curriculum Documents
Review of Teacher Handbook
Review of Student Handbook
Review of District Policies
Review of Master Schedule

Interviews with Administrators, Staff, Students, and Family Members

Most students have equitable access to classes regardless of cultural background, physical abilities, socioeconomic status, and intellectual abilities. The size of the school limits the flexibility of student and staff assignments. Some students with disabilities receive services through an inclusion classroom teacher. School leadership sometimes assigns staff (especially during tutoring/remediation time) to maximize the staff's instructional strengths. The school follows state standards regarding student-teacher ratios in classrooms. There is no district policy directly addressing student-teacher ratios. The district does not have a policy requiring a flexible master schedule.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:
Review of ACSIP
Review of Teacher Handbook
Review of District Web Site
Review of District Policies
Interviews with Administrators, Staff, Students, and Family Members

The local school board has adopted a policy that stresses the importance of communication among all stakeholders to improve student achievement. The school communicates regularly with families regarding student progress and well-being. The school maintains a Web site to disseminate information concerning the school. Local school district policy requires that the school send interim reports and report cards reporting student progress for each nine-week period. Parent-Teacher Conferences are held once each semester. Students do not participate actively in these conferences. Most teachers communicate with families through one or more of the following methods: Edline, Edmodo, written notes, E-mails, phone calls, report cards, car-line conversations, and conferences. Edline and Edmodo provide families with electronic access to students' grades, assignments, and teacher communications.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:
Review of ACSIP
Review of Teacher Handbook
Review of Student Handbook
Review of District Web Site
Review of District Policies
Interviews with Administrators, Staff, Students, and Family Members
Observations of Classrooms, Common Areas, and Outside Areas

Most teachers and staff care about students' social, emotional, and physical well-being. Most teachers demonstrate their commitment to create a caring, nurturing environment for students. A few teachers are disrespectful in their dealings with students; they sometimes shout at, threaten, or demean students. Students' academic needs are often not met; the school and individual teachers have established low expectations for student performance, and students are not consistently challenged to do rigorous, high-quality work. Some teachers allow students to be disengaged from classroom activities. Student work is not posted in most classrooms. Some work is posted in the hallways and is generally not accompanied by rubrics. Most students state that they like their teachers and that they have at least one staff member they can go to if they have a problem.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:
Review of ACSIP
Review of Teacher Handbook
Review of Student Handbook
Review of District Web Site
Review of District Policies
Interviews with Administrators, Staff, Students, and Family Members.

The local school board has adopted a policy concerning communication between the school and its stakeholders. The school has developed a school-wide Web site that serves as a communication link to families and the community. The school publishes a monthly newsletter, sent to all families. Each student has an agenda book that can be used for both communication and organization. Edline provides parents electronic access to students' grades and assignments and to teacher communications. Parent-Teacher Conferences are held each semester. The local school board has adopted a policy that requires teachers to send home quarterly interim reports, and this policy is reflected in the school's teacher handbook. Report cards are disseminated at the end of each nine-week grading period. In addition, most teachers communicate with families through written notes, E-mail, and phone calls. No regular communication is established between the school and other stakeholders (business people, non-parents, community agencies, etc.).

Performance Rating:1

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Teacher Handbook
Review of Student Handbook
Review of District Policies
Review of Master Schedule
Interviews with Administrators and Staff
Observation of Classrooms and Common Areas

Most staff members are aware of the school's mission statement that is posted in classrooms. Few staff members can articulate how the mission statement was developed or how the mission statement guides decision making in the school. Teachers are aware of the general ACSIP goals, especially those related to literacy and math. Most teachers do not have an active role in identifying research or analyzing data to create the ACSIP. Teachers are given an opportunity to review the ACSIP and offer suggestions prior to final submission. The staff recently reviewed the ACSIP. Most teachers cannot explain their role in the implementation of the plan. Almost all teachers have common planning time at the end of the school day; many do not use this time regularly and consistently to consider and make decisions collaboratively regarding teaching and learning. Most classified staff do not participate in the ACSIP process. Many classified staff do not have knowledge or awareness of the school-improvement process. Classified staff are sometimes included in decisions that directly affect their areas of responsibility.

4.1j There is evidence that student achievement is highly valued and publicly celebrated

(e.g., displays of student work, assemblies).

Finding for this indicator is based on:
Review of Teacher Handbook
Review of Student Handbook
Review of District Web Site
Interviews with Administrators, Staff, Students, and Family Members
Observations of Classrooms and Common Areas

The public celebration of academic achievement and growth of students is not widespread. Each teacher can nominate students for "Student of the Month." Two students are selected by the principal to be recognized for this honor. Besides receiving a certificate, they get to have lunch with the principal. Some teachers informally recognize the academic accomplishments of students. Some student work is displayed in the hallways; this work is usually not accompanied by rubrics or information on the objectives of the assignments. Minimal student work is displayed in classrooms. Work is generally displayed to provide general recognition to students rather than to represent models of exemplary work.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Review of Professional Development Documents
Review of Teacher Handbook
Review of Student Handbook
Review of District Web Site
Review of District Policies
Interviews with Administrators, Staff, Students, and Family Members
Observations of Classrooms, Common Areas, and Outside Areas

The local school board has adopted a policy that protects students from being discriminated against on the grounds of race, color, religion, national origin, sex, age, or disability. Most students have access to all learning activities provided at the school. Most students are not challenged to reach high levels of learning. Most teachers do not differentiate instruction or assessment to accommodate differences in learning styles or student backgrounds. Culturally responsive instructional practices are occasionally demonstrated in classrooms and school activities. Multicultural education is not intentionally and consistently included in instructional strategies and is not seamlessly integrated into the curriculum. Curriculum content and instructional strategies specifically designed for Targeted Assistance Gap Groups are not intentionally included in daily instruction. A school counselor's services are not available to students.

Summary of Recommendations in : **Learning Environment**

Standard 4 : **School Culture**

The leadership team and staff should begin the process of developing a culture of high academic expectations for all stakeholders in the school. In order to hold all students to high academic expectations, teachers must shift their view from students being consumers of knowledge to students being producers of knowledge. To foster a culture of high expectations, the following should be addressed:
1. Instructional time should be maximized with effective, productive, bell-to-bell teaching and learning in all classrooms;
2. A variety of research-based instructional strategies that accommodate students' learning styles should be incorporated in all lessons (e.g., cooperative learning, interactive word wall, project-based learning, pair-share groups, questioning at higher levels of Bloom's taxonomy, and technology integration);
3. Instruction must move from teacher-centered to student-centered; and
4. High expectations for learning and behavior must be consistently implemented by all staff members and observable in all classrooms. High expectations are marked by the consistent and sincere delivery of three messages:
a. What we are doing is important.
b. You can do this.
c. I will help you if you need assistance.
These messages should be clearly and regularly communicated to students by teachers and to teachers by administrators. A helpful resource for addressing the needs of all students is "So Each May Learn: Integrating Learning Styles and Multiple Intelligences" by Harvey Silver.

The school's leadership must expect all staff to stop placing blame for students' failure to achieve at high levels on conditions that the school has no control over (i.e., low socioeconomic status, single-parent homes, or the lack of structure in students' home lives). Teachers must be expected to focus on what they do have control over, and that is to teach all day, bell-to-bell, and to teach well. Currently, teachers are not held accountable for protecting their instructional time in the classroom. Too much time is lost on minor behavioral issues during lessons and transition times. The leadership team and teachers should begin exploring effective classroom management protocols and procedures that can be integrated into each classroom on a school-wide basis. Establishing school-wide standards for classroom management protocols and procedures will contribute to a smoothly functioning learning community in which students are able to assume responsibility for themselves and one another. Sources that could be explored are "Tools for Teaching" by Fredric Jones, and the following websites: http://www.theteachersguide.com/ClassManagement.htm and http://www.middleweb.com/1stDResources.html.

Regular celebrations of student and staff accomplishments should become a part of the culture of the school. Students should expect that their accomplishments are not simply recognized, but celebrated. School leadership should engage staff members in developing and implementing a more systematic, meaningful school-wide and classroom-

based set of rewards for students at all levels and capabilities that takes place at specific intervals throughout the school year (e.g., nine-week grading periods). Reward systems should exist that recognize students for progress toward achieving high academic and behavioral standards (e.g., most improved), as well as for students who actually achieve high standards.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 3 indicators (60%) evaluated as "Evaluation Category 1," 1 indicators (20%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Records
Review of District Policies
Review of District Web Site
Interviews with Administrators and Staff

The school maintains cumulative records that contain students' academic and educational development data. Students' permanent records are stored in two file cabinets located behind the counter in the front office. These cabinets are unlocked during the school day. Records are accessible to members of the staff. Records may not be removed from the office. Files containing students' medical records are in locked file cabinets in the school nurse's office.

Performance Rating:2

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:
Review of ACSIP
Review of Survey Data
Review of District Policies
Review of Meeting Agendas and Minutes
Review of School-to-Home Communications
Review of District Web Site
Interviews with Administrators, Staff, Students, Family Members, and Local School Board Members

The district has a community involvement policy which includes a volunteer plan, a School-Parent Compact, activities and events, communication, resource materials, and information. A monthly newsletter, Parent-Teacher Conferences, Edline, Edmodo, E-mails, letters, agendas, and face-to-face meetings are used as

communication tools. Interim progress reports include information from each teacher concerning the student's general performance, homework, use of class time, and behavior. A section for comments from the teachers, principal, and the parents is included. Progress reports are signed by the principal. Most parents indicate that they feel welcome at the school and believe the school communicates with them regularly. The school has a translator available for Hispanic parents. Letters and forms are translated into Spanish. Student orientation, an Open House, and a Literacy Numeracy Night have been held. A parent resource center is located in the media center and consists of a computer, some books, and several handouts. A canned food drive in the fall provides students with a means to provide food for a feeding program at the Southwest Community Center. Businesses such as Kroger, Taco Bell, and Wendy's provide coupons and gift cards for prizes for school events. The Southwest Home Health Initiative Coalition provides resources to the school and promotes community and school partnerships. The school does not have an active Parent-Teacher Organization.

Performance Rating:1

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Review of School Meeting Agendas and Minutes
Review of District Policies
Review of Survey Data
Review of Master Schedule
Review of District Web Site
Interviews with Administrators, Staff, Students, Family Members, and Local School Board Members
Observations of Classrooms and Common Areas

All students do not have access to a high-quality, challenging, and rigorous curriculum that prepares them for twenty-first century learning. Few teachers differentiate instruction to meet the needs of individual learning styles and developmental levels. The school does not employ a counselor. Most classroom technology is limited to teachers using a projector and a computer. Students rarely use technology during the course of instruction. All students are scheduled into a remediation/tutoring period the last period of the day. Previously, this class time has been used for a book study by students. Academic Improvement Plans have recently been developed to identify the specific needs of students. These plans have not been signed by all appropriate parties. Most of the tutoring is whole-group, not child- or skill-specific. Co-teaching/inclusion is included for literacy and math. The school district has a policy on equal education opportunity.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Review of Lesson Plans
Review of Professional Development Documents
Review of School Meeting Agendas and Minutes
Review of District Policies

Review of Survey Data
Review of Master Schedule
Review of District Web Site
Interviews with Administrators, Staff, Students, Family Members, and Local School Board Members
Observations of Classrooms and Common Areas

Some instructional resources and materials are available to promote active student learning. All students are scheduled into a tutoring/remediation class. Supplemental instruction is provided through a Saturday Academy twice a month. The school has a nurse, and procedures are in place to refer students for health services. A record is kept of the services provided to each student. Occupational, speech, and physical therapists are available through Kidsource, Inc. The school collaborates with Life Strategies and Youth Home, Inc., to reduce barriers to student learning for students with behavioral or emotional problems. Organizational structures are not always minimized for all students to reduce barriers to learning. Most instruction is whole-group and is not differentiated to accommodate the needs of the diverse student population. Lesson plans do not always reflect planning for students with varying abilities, interests, cultures, and gender differences or strategies specifically chosen to address the needs of Targeted Achievement Gap Groups. Most classroom technology is not student-centered and consists of the teacher projecting a lesson from a computer. A formal advisory-mentor program is not available for students. Most teachers have not had recent professional development on differentiated instruction, teaching English learners, or working with low socioeconomic children. The Spanish teacher serves as the English as a Second Language teacher. Neither she nor many of the teachers have had training in this area. Students are double-blocked for math and literacy. Students do not have access to the services of a counselor. The media center has limited materials available. Students have access to the Dee Brown Public Library in the neighborhood; classes rarely use this facility.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:
Review of ACSIP
Review of District Policies
Review of School Budget
Review of Curriculum Documents
Review of Lesson Plans
Review of Survey Data
Review of Master Schedule
Review of District Web Site
Interviews with Administrators, Staff, Students, Family Members, and Local School Board Members
Observations of Classrooms and Common Areas

Few opportunities are afforded students to receive assistance beyond initial classroom instruction. Students who did not score proficient or advanced on the most recent ACTAAP assessment have been scheduled into double periods of math and/or literacy. Academic Improvement Plans have been completed recently; these documents have not been signed by the appropriate parties, and remediation based on these plans has not begun. The tutoring class that all students are scheduled into was used as a book study for part of the first nine weeks. Limited communication exists between classroom teachers and those providing remediation/tutoring. Extended Learning Opportunity and Saturday Academy are

also available to provide additional assistance to students. There are no extracurricular activities or school clubs available for students. Students may participate in a canned food drive in which the food is donated to the Southwest Community Center. Co-teaching/inclusion is available in some classrooms.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Covenant Keepers Charter School must begin the tradition of uniting parents and community stakeholders who support the educational goals of its student population. With students from diverse cultures, the landscape of the student population continues to push leadership to search for ways to reach the educational goals of all stakeholders. School leadership must develop ways to recruit community partnerships. The leadership team should analyze students' learning and behavior strengths and deficits, physical and emotional needs, and cultural characteristics. Contact should be made with potential community partners, including those not just in southwest Little Rock, who could not only meet the identified student needs but could also benefit from partnering with the school. Leadership must be prepared to focus the discussion with potential partners on specific assistance the partners could provide students and the school and on the benefits for the partner and the community. Conditions such as poverty and language barriers are issues that compound the challenge.

All efforts should be made at Covenant Keepers Charter School to fully implement the Parental Involvement Plan. A fully functioning Parent/Teacher Organization should be established. Barriers that keep parents from being involved in their children's education should be eliminated. These may include providing transportation and child care to enable parents to attend and arranging a variety of times for meetings. Parents and community members should be encouraged to serve on school committees that deal with homework, supplemental and remediation programs, reviewing student work, parent/community volunteer activities, and community/business partnerships. The parents chosen for committees should reflect the composition of the student population. School leadership should direct the leadership team to develop a timeline for establishing a Parent/Teacher Organization, with the goal of having something in place by the beginning of 2013.

Research has proven that students are more successful when strategies are used that address the culture from which they come. Culture is more than race and ethnicity. It also includes poverty. All teachers should identify and fully embrace their professional role in student success and failure. Teachers should identify their level of responsibility for the success and failure of each of their students. Reflective, collaborative discussions should take place horizontally and vertically to determine how to move teachers' thinking to embrace more ownership in their students' success and failure. Faculty meetings and grade-level meetings should be used to construct new learning and personal reflection on teacher efficacy. In addition, teachers should be trained in how to effectively teach students with special needs or at-risk students, including the use of student-centered, research-based, culturally responsive instructional strategies to intentionally impact each child's learning. Possible resources include "Teaching with Poverty in Mind" by Eric Jensen.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 4 indicators (33%) evaluated as "Evaluation Category 1," 8 indicators (67%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Teacher Handbook
Review of School Web Site
Review of District Policies
Interviews with Administrators and Staff

School leadership identifies and plans most professional development for staff members on an annual basis. Professional growth plans are developed by individual teachers, with some assistance from school leadership. Some are supportive of ACSIP goals and address curriculum or instructional issues needing improvement as determined by the teacher or (sometimes) through the Classroom Walkthrough/observation process. Professional development planning is not congruent with assessment results and does not always specifically address ACSIP actions or consistently focus on the specific needs of Targeted Achievement Gap Groups or the need for school-wide improvement.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Teacher Handbook
Review of School Web Site
Review of District Policies
Interviews with Administrators and Staff

Professional development priorities are not always aligned with the individual growth needs of staff members or the ACSIP student achievement goals. Staff development priorities do not reflect a focus on improving skills for working with Targeted Achievement Gap Groups. The teacher evaluation system delineates an evaluation process comprised of formal observations and walkthrough

observations. The evaluation process is not always used to identify the professional development needs of staff. All teachers are required to develop an annual professional growth plan that identifies quarterly goals that may be revisited and updated during the course of the school year. Teachers receive some feedback or input regarding their professional growth plans from school leadership. School leadership does not require that the professional growth plan align with ACSIP goals. Some of the professional development offerings focus on addressing individual professional growth needs.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Interviews with Administrators and Staff
Observations of Classrooms

Ongoing, job-embedded professional development with specific follow-up and accountability on specific strategies for closing achievement gaps has not occurred for all teachers. Some teachers are being trained in English as a Second Language, classroom management practices, and the Literacy Initiative. Effective teaching strategies are sometimes modeled by leadership. Limited follow-up occurs after professional development to monitor the implementation of the new strategies or to determine any further assistance needed for implementation. The impact of professional development on student achievement is not monitored. Professional development is generally provided by the district. Some non-traditional avenues may also be used for professional development.

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:
Review of District Policies
Review of Teacher Evaluation Documents
Interviews with Administrators and Staff

The local school board has adopted a policy that outlines the evaluation process. An administrator evaluation plan is provided for the leadership team. The principal evaluation rubric names six areas to be evaluated. These are Diagnosis and Planning, Priority Management and Communication, Curriculum and Data, Supervision and Professional Development, Discipline and Parent Involvement, and Management and External Relations. Ratings for these six areas include expert, proficient, needs improvement, or does not meet expectations. The teacher evaluation plan outlines that growth plans are to be turned in by October 15. A minimum of two formal observations are to occur by November 30 and April 15. An end-of-year conference is to be held by April 25. An annual review of professional learning will be completed by May 31. A separate plan is established for classified staff. Some Classroom Walkthroughs and informal observations have been completed. The evaluation procedure was outlined for staff on July 20, 2012 during "Boot Camp."

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:
Review of ACSIP
Review of District Policies
Review of Professional Growth Plans

Review of School Budgets
Interviews with Administrators and Staff
Observations of Classrooms

The local school board has a professional development policy. Available resources are used to support professional development. State professional development funds of $11,238 and Title IIA funds of $4,765 are listed in the ACSIP. Other funding for professional development may be requested from operating funds. There is no process in place to link identified professional development needs of individual teachers to available resources in order to maximize each teacher's growth.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:
Review of ACSIP
Review of Individual Professional Growth Plans
Review of Teacher Evaluations
Review of Teacher Evaluation Plan
Interviews with Administrators and Staff

There is some correlation between the evaluation of licensed instructional staff, one-on-one conversations following classroom observations, instructional needs of students, Individual Professional Growth Plans, and professional development offerings at the school. Professional growth plans are developed individually, with some input from school leadership. Some goals identified in most professional growth plans do reflect administrative feedback from classroom observations or evaluations. Most professional development activities and opportunities are delineated in the school's Professional Development Plan and provided on site, either during the summer "boot camp", or during weekly faculty meetings. Some of the school-based professional development focuses on the individual professional growth needs of staff, ACSIP goals for improving student performance, or teacher proficiency.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:
Review of ACSIP
Review of Individual Professional Growth Plans
Review of Teacher Evaluations
Interviews with Administrators and Staff

Statute and regulation regarding personnel evaluations, defined by local school board policy, is implemented by school leadership. The district's evaluation document connects personnel evaluation and professional growth plans for teachers and administrators. Formal evaluations, including pre-observation and post-observation conferences and one-on-one feedback, are conducted on all teachers in the fall and spring of each year. Frequent and regular classroom observations, for the purpose of providing specific feedback regarding instructional practice, occurs in most classrooms. Most feedback following classroom observations is conducted "one-on-one" with the teacher. This feedback is not always related to the degree to which effective, research-based instructional strategies are implemented in the classroom.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Teacher Evaluations
Review of Professional Growth Plans
Interviews with Administrators and Staff
Observations of Classrooms

School leadership frequently uses the evaluation process to provide teachers with feedback intended to impact teacher instructional practice, student academic achievement, and ACSIP implementation. Classroom Walkthroughs frequently provide structured or targeted feedback to teachers; this process does not result in the widespread use of research-based instructional strategies. The leadership team reviews professional growth plans; most plans contain individual goals to increase student achievement and enhance the instructional skills of teachers. A minimum of four goals, with accompanying strategies and indicators of achievement, are developed for each nine-week period throughout the school year. Professional growth plans can be revised during the school year, are reviewed by leadership, and include a self-reflection component. The development, implementation, and monitoring of professional growth plans have not resulted in a formal process for evaluating the effectiveness of professional development, the degree of classroom implementation of research-based instructional strategies, the need for additional coaching/assistance, the impact on student achievement, or increased instructional capacity.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Teacher Handbook
Review of School Web Site
Review of District Policies
Interviews with Administrators and Staff

Planning and support for the long-term professional growth needs of instructional and leadership staff members do not occur on a consistent basis. The school has a professional development policy that requires teachers to complete 60 hours and administrators 70 hours of professional development. Most professional development is planned by the leadership team. The district provides its staff with the opportunity to obtain professional development hours during non-contract days, during weekly faculty meetings, and on some Saturdays. Topics include Common Core State Standards, parental involvement, building a culture of professionalism, school improvement, special education/confidentiality, and Northwest Evaluation Association report training. Professional development is not always sustained on a long-term basis. Many activities are one-time workshops with little or no follow-up to determine implementation at the classroom level or to determine the need for additional training or support.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:
Review of ACSIP

Review of Student Achievement Data
Review of Curriculum Documents
Review of Professional Development Documents
Review of District Policies
Interviews with Administrators and Staff
Observations of Classrooms

A formal process that includes review of surveys, student achievement data, and the teacher evaluation process is not always used to determine priorities for professional development. The leadership team identifies and plans professional development for staff members annually based on the broad and generic needs of the entire instructional staff. Leadership sometimes suggests particular professional development for individual staff members. Professional development offerings focus on a few of the actions listed in the ACSIP. Ongoing, job-embedded professional development is not regularly provided to staff members. Limited follow-up, support, coaching, and modeling are available to ensure complete implementation of knowledge or strategies acquired through professional development activities. School leadership does not have a formal process for evaluating the degree to which professional development impacts classroom practice or student achievement.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Achievement Data
Review of Professional Development Documents
Review of Professional Growth Plans
Interviews with Administrators and Staff
Observations of Classrooms

There is no established systematic process for linking multiple sources of student achievement data to plan professional development. There have been limited professional development opportunities that focus directly on the root cause of the low performance of Targeted Achievement Gap Groups or other identified subgroups. Most discussions of data relate to the Northwest Evaluation Association assessments. Some teachers are not proficient in their knowledge of individual student data from other data sources. A limited review of multiple data sources, including student work, is conducted by school leadership to determine professional development needs. Longitudinal data (at least three years of data) are not analyzed to identify trends or adequately consider and plan for the diverse needs of this school population or for individual students with demonstrated achievement gaps. Some professional development offerings are planned to meet Arkansas Department of Education requirements.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:
Review of the ACSIP
Review of Professional Development Documents
Interviews with Administrators

No ACSIP actions are specifically designed to build the leadership capacity of the leadership team or the leadership capacity of teachers. Some of the actions have not been fully implemented. Most professional development offerings are hosted at the school site, during summer "Boot Camp" and faculty meetings. Professional

development offerings meet requirements outlined in ADE rules and regulations; they do not intentionally meet the needs of individual school leaders.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

School leadership must make strong intentional connections among individual professional growth plans, professional development, formal and informal observations, and personnel evaluations and require this connection for all teachers and administrators. Professional development must be viewed as an opportunity to improve specific instructional skills that are aligned with the ACSIP goals, and the learning needs of all students, not simply fulfilling the 60-hour requirement. To create an environment of continuous learning, professional development of staff should be intentionally planned, and based on specific needs of individual teachers. School leadership should share the responsibility of conducting scheduled Classroom Walkthroughs and observations to determine that skills, strategies, and knowledge learned in professional development sessions are implemented in the classrooms, and that the implementation improves student achievement. The process must follow these steps:
1. Gather evidence of instructional practices in these four domains: planning and preparation, classroom environment, instruction, and professional responsibilities;
2. Analyze findings to determine weaknesses or gaps in instruction;
3. Identify the high-probability, research-based instructional strategies that are most likely to impact student achievement and assist teachers in integrating these strategies into their instructional practices; and
4. Conduct face-to-face conferences to reflect on the findings, best practices, and recommendations for instructional improvement.

This process should be cyclic. Both administrators and teachers must retain verification that the recommendations are improving instruction and student learning. A lack of collaboration, reflection, and feedback on all classroom observations is unacceptable. The data obtained from classroom observations should be used to identify further professional development needs for the staff and help in the development of a professional development plan for the school. Possible resources to review and study are: "No More Valentines" by Morgaen L. Donaldson in Education Leadership Volume 67, Number 8, May 2010 and "Teach LIke a Champion" by Doug Lemov.

The population of English learners at Covenant Keepers Charter School is approximately 40 students. No teacher has been formally trained to teach students whose language is other than English. Skills necessary to provide a culturally responsive classroom environment for students from Spanish-speaking homes varies significantly from the training teachers have traditionally received. Having a teacher who speaks Spanish without English as a Second Language training work with English learners is not educationally sound. Oftentimes, this can be a barrier to student progress in becoming proficient in English. Teachers at Covenant Keepers Charter School must take advantage of the Arkansas Department of Education annual initiative, the ESL Graduate Academy. This summer institute is two weeks in June each summer and is financially sponsored 100 percent by the ADE. Little Rock is a host site. All teachers under contract with an Arkansas public school are eligible to apply for this initiative. Teachers attending this institute earn 12 graduate hours from Henderson State University upon completion of

the two weeks and submission of a portfolio. The portfolio is a demonstration of the teacher's application of skills learned in the two-week institute. Teachers have the following school year in which to organize the demonstration portfolio. Once the 12 hours are completed, the teachers are then eligible to apply for the English as a Second Language endorsement to be added to their teaching license. A resource for the ESL Graduate Academy is Dr. Andre' Guerrero at andre.guerrero@arkansas.gov.

The school leadership team has made a concerted effort to connect teacher evaluation, professional growth plans, student achievement, and professional development. A tremendous amount of time and effort has been spent in developing the necessary evaluation plan, professional growth plan, observing classrooms, providing feedback to teachers, and creating a professional development calendar. This effort has not resulted in the purposeful and intentional planning of a short list of research-based instructional strategies to be utilized in all classrooms on a regular basis. School leadership must identify, implement, and monitor a short list of best practices that increase student performance, maximize learning time, and enhance the instructional skills of teachers. To implement with fidelity, the school leadership team should choose one instructional strategy, ensure adequate training for all teachers, implement in all classrooms, and monitor for effectiveness. Utilizing the gradual release model, the literacy coach and academic administrator should use existing common planning time and/or regular classroom instructional time to provide job-embedded professional development for all teachers. Additional support such as modeling lessons in classrooms, observing teachers' use of strategies, and providing feedback to inform instructional practices will have a much more lasting impact on teachers. This support and assistance should continue throughout the implementation phase. When one instructional strategy is implemented with fidelity, another can be chosen and the process repeated.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 1 indicators (9%) evaluated as "Evaluation Category 1," 10 indicators (91%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Achievement Data
Review of Professional Development Documents
Review of District Policies
Interviews with Administrators and Staff
Observations of Classrooms

The school developed a mission statement five years ago, in preparation for the charter school application process. As a member of the Southwest LIttle Rock Coalition, the current superintendent of the school began having dialogue with other members of the coalition about the possibility of opening a charter school in southwest Little Rock. After much discussion, the vision of a college preparatory school emerged. Members of the coalition, along with other residents and business leaders of southwest Little Rock known to be interested in education, worked collaboratively to formalize the current mission statement for the school. Instructional decisions do not consistently reflect the language of providing a "rigorous college preparatory program for all students." Most staff members have received professional development in the use of research-based instructional strategies; there is no expectation that these strategies will be consistently and purposefully used in all classrooms. Analysis of student performance data is limited to interim assessment data and state assessment data.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff
Observations of Classrooms

Northwest Evaluation Association interim assessments and state assessment data are used as the primary means to make inferences about student academic performance. Analysis of these data are limited to identifying student learning

expectation weaknesses and determining the percentage of students less than proficient, and does not include root cause determination to improve instructional practice. Interim assessment results are initially sent to the academic administrator, who then passes them along to the staff member responsible for disaggregating the data, and presenting information to the faculty. Data are used primarily for grouping of students for tutoring, before- after- school remediation, and Saturday Academy (SATACAD). There is no deliberate process to analyze assessment data for the purpose of revising the curriculum (other than to reteach deficient areas), altering teaching strategies, or determining the effectiveness of academic programs.

7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:
Review of ACSIP
Review of District Policies
Review of Administrators' Individual Professional Growth Plans
Interviews with Administrators

All administrators have Individual Professional Growth Plans, submitted October 15, 2012. Professional growth plans are developed by each administrator, submitted to the superintendent for approval, and focus on the development of effective leadership skills. Each administrator must choose at least four goals to focus on during each of the four nine-week periods of the school year. Administrators must identify specific strategies to achieve goals, along with indicators of achievement. Different goals can be chosen for each of the four nine-week periods, and revisions during the school year can be made with approval from the superintendent. Periodic review and self-reflection are part of the professional growth process. Goals, strategies, and indicators listed in the professional growth plan focus on academic performance of students and improvement of the instructional/leadership skills of administrators. Some of the selected goals do not represent growth in the knowledge or skills of the administrator. For example, "increase classroom visitations and develop additional strategies for differentiated staff supervision and support" is to be measured by the number of classroom visits; no plan is identified to develop the additional strategies needed for this differentiation.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Achievement Data
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff
Observations of Classrooms

The Northwest Evaluation Association interim assessments and state assessment data are the primary sources of information to draw conclusions about student performance. These data are disaggregated and analyzed to identify students' weaknesses. Data are primarily used to identify students for remediation, tutoring, before- and after-school programs, and Saturday Academy (SATACAD). The data disaggregation and analysis process rarely lead to the increased use of research-based instructional strategies by all teachers or the identification and use of strategies known to be effective with Targeted Achievement Gap Groups. School leadership has not clarified how the analysis of student performance data should be

used to affect daily classroom activities.

7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Review of Professional Development Documents
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff
Observations of Classrooms

District leadership provides curriculum-related materials to all instructional staff. Common Core State Standards are the basis of the district's literacy and math curriculum pacing guides. State frameworks are used in other areas. The school offers numerous professional development opportunities, most notably the summer "Boot Camp," to provide teachers the training necessary to effectively utilize curriculum-related materials. Job-embedded professional development is provided by the academic administrator, the literacy coach, and the superintendent. School leadership has not developed a systematic process to ensure that the written curriculum is implemented with fidelity in all content areas and across all grade levels. The superintendent has established a leadership team which includes herself, the principal, assistant principal, academic administrator, and literacy coach. They have met weekly throughout the fall to discuss such topics as coaching and supporting lesson plan development, Classroom Walkthroughs, interim assessments, and professional development.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Review of Meeting Agendas and Minutes
Interviews with Administrators, Staff, and Students
Observations of Classrooms

School leadership provides some organizational structures and procedures to encourage the efficient use of instructional time. Bells are not used to mark the beginning or end of classes. Students transition to class in an orderly fashion with close supervision. Many classrooms lose instructional time at the beginning and end of the period. Intercom announcements sometimes interrupt instruction. The master schedule is designed to provide 45 minutes of common planning time each day for almost all teachers in the school. School leadership plans activities for one or two of these time periods each week; some of this time has been used for teachers and administrators to discuss student academic performance. Little time is spent discussing how the analysis of student performance can be used to revise the curriculum or inform instructional practice. Classroom observations are frequent and are regularly followed up with "one-on-one" discussions with teachers; these discussions seldom result in instructional sequences that intentionally incorporate more research-based teaching and learning strategies. Tutoring is provided for students who are not proficient or advanced, and these students are assigned to extra periods of math and/or literacy; most of this tutoring and instruction is whole-group, not child- or skill-specific.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:
Review of ACSIP
Review of District Policies
Interviews with Administrators, Staff, Family Members, Students, and Local School Board Members
Observations of Classrooms and Common Areas

The school implements local school board policy to maintain an environment conducive to learning. Most family members, staff, and students consider the school environment safe and orderly. The physical plant is clean, neat, orderly, and in a good state of repair. Adequate instructional materials and supplies are available in most classrooms to provide support for effective teaching and learning. Laboratory facilities are limited. A full range of current technology is available in few classrooms, and teachers do not always use technology effectively for teaching and learning in classrooms where it is available. Students use technology in some classrooms.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:
Review of District Policies
Review of District Web Site
Interviews with Administrators, Staff, and Local School Board Members

The local school board has adopted policies required by statute and regulations. These policies are found on the district Web site. The board does not have a systematic plan for the review of general policies and personnel policies. Licensed and classified staff have little input in the decision-making process and formulation of policy. Most policy changes/additions are initiated by the district administration.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Achievement Data
Review of Professional Development Documents
Review of Meeting Agendas and Minutes
Review of Classroom Walkthrough Data
Review of Professional Growth Plans
Interviews with Administrators, Staff, and Local School Board Members
Observations of Classrooms

The local school board, school leadership, and staff are focused primarily on improvement of test scores not on the continuous improvement of the academic performance of all students, and the continuous improvement in professional performance by all administrators and teachers. The mission statement of providing a rigorous college preparatory curriculum found in the ACSIP and district policy is inconsistent with findings in the school. Goals and actions of the ACSIP are aimed at improving test scores, not at creating an organizational environment that promotes continuous school improvement and systemic change. Student achievement data are reviewed on a regular basis; this analysis does not result in changes in

professional practice. There is some connection between student achievement data, Classroom Walkthroughs, teacher evaluation, and professional growth plans; this connection has not resulted in the widespread use of research-based instructional strategies.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Growth Plans
Review of Teacher Evaluations
Review of Master Schedule
Interviews with Administrators and Staff
Observations of Classrooms

The primary duties and responsibilities traditionally associated with the building principalship have been reconfigured at the school. The academic leadership responsibilities normally performed by the principal have been divided between the principal and academic administrator. In addition to classroom teaching duties, the academic administrator is responsible for curriculum issues, review of lesson plans, Classroom Walkthroughs and one-on-one conversations, teacher support, and testing. She is also responsible for creating the master schedule. The building principal, in addition to her classroom teaching duties, is responsible for Classroom Walkthroughs and one-on-one conversations, supervision of the school, observing methods of instruction, improving the efficiency of staff, developing student morale, and establishing a climate in which students can develop self-discipline. She is also the designated counselor for the school. The principal and academic administrator are viewed as advocates for the school who care about the students and fellow staff members. Both have completed professional growth plans that include goals for increasing student achievement and enhancing their skills as instructional leaders. Frequent Classroom Walkthroughs, followed by one-to-one conversations with teachers, are conducted by the principal and academic administrator. These Classroom Walkthroughs and one-to-one feedback sessions do not provide teachers with information or support that results in the widespread use of research-based instructional strategies. Expectations for using research-based strategies, maximizing instructional time, and authenticly engaging all students in the learning have not been clearly communicated to all teachers. The academic administrator was charged with creating a master schedule that would create time to provide assistance for all students who are less than proficient. Most of this time is spent in whole-group instruction and is not student centered or skill specific. The new master schedule also created common planning time for almost all staff members. Teachers rarely utilize this time to collaboratively develop lesson plans, instructional sequences, or authentic assessments. Neither administrator has clearly focused the school on addressing the specific needs of Targeted Achievement Gap Groups, and they have not insisted that teachers consistently use those strategies known to be effective with these groups.

Performance Rating:1

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:

Review of ACSIP
Review of Master Schedule
Review of Lesson Plans
Review of Teacher Evaluations
Interviews with Administrators and Staff
Observations of Classrooms

Fiscal and material resources are minimally adequate to support teaching and learning in the school. Technology and laboratory facilities are limited. Students are equitably distributed among the staff members at each grade. Time is seldom utilized to provide maximum impact on student learning. Some teachers do not plan for bell-to-bell teaching and learning. Few students are authentically engaged in rigorous learning tasks that support mastery of state-adopted standards. Research-based instructional strategies are not purposefully planned and utilized in most classrooms. In some classrooms, much of the instructional time is spent redirecting students who are off task and disruptive. School leadership has implemented a process to conduct frequent Classroom Walkthroughs/observations followed by one-on-one feedback to teachers. Leadership has not clearly communicated expectations for, and does not effectively monitor implementation of, research-based instructional and assessment practices that maximize instructional time and enhance student learning.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

As the time nears for Covenant Keepers Charter School to renew its charter status, school leadership should revisit its mission as "a college preparatory school." Leadership should begin this process by asking several questions such as "Have we delivered on our promise to provide a rigorous, demanding instructional program to prepare students for college?" and "Do we currently have and can we retain the professional expertise, needed materials, supplies, technology, labs, and financial resources to do so in the future?" These questions, along with others, need to be raised with those who were actively involved in the initial conversations and discussions that led to the founding of Covenant Keepers Charter School.

As a Priority Improvement School, Covenant Keepers Charter School will receive assistance from the Arkansas Department of Education School Improvement Unit, retain the services of an outside provider, and undergo a Scholastic Audit. By early spring, the leadership team will have at its disposal a wealth of information about the school. The leadership team should fully utilize the Indistar reporting system as it examines the required thirty-three school indicators during the first semester of the 2012-13 school year. Along with this information, the leadership team should carefully review the findings and recommendations found in the Scholastic Audit report. An outside provider, knowledgable in the school improvement process, should be on site by late fall to assist the school in examining the findings and recommendations, while developing plans for the 2013-14 school year. One issue for the leadership team to consider is whether its current leadership structure (job duties, responsibilities) is the most efficient and effective use of the talents and expertise of all members of the team. The principal and/or the academic administrator should consider participation in the Arkansas Leadership Academy's Principals' Institute.

School leadership should develop and clearly communicate to all faculty, expectations or common understandings they wish to observe when conducting classroom observations. Emphasis must be placed on the implementation of research-based instructional strategies in all classrooms. Research-based teaching and learning must be consistent, intentional, and monitored in all classrooms. To accomplish this, a process should immediately be established that includes the following:

1. Professional development on specific research-based instructional strategies,
2. Monthly or quarterly targets for observation (access prior knowledge in December; summarizing in January, etc.),
3. Debriefing sessions following each observation, and
4. Follow-up observation to monitor implementation and effectiveness.

During one-on-one conversations following observations, leadership should include questions such as "What did you wish to accomplish in this lesson?" "At what level did students acquire competencies?" "How do you know?" "What evidence do you have?" Suggested readings include "Strategies That Work" by Stephanie Harvey and Anne Goudvis and "Teach Like a Champion" by Doug Lemov.

School leadership must ensure that all teachers have the support necessary to implement research-based instructional strategies with fidelity. Utilizing the gradual release model, the literacy specialist and academic administrator should use existing common planning time and/or classroom instructional time to provide job-embedded professional development for all teachers. Continued support in the form of training teachers, modeling lessons, observing teachers' use of strategies, and providing feedback to inform instructional practices will increase the likelihood of success. This support and assistance should continue throughout the implementation phase.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 1 indicators (10%) evaluated as "Evaluation Category 1," 9 indicators (90%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:
Review of ACSIP
Review of District ACSIP
Review of District Policies
Review of Master Schedule
Review of Budget Documents
Interviews with Administrators and Staff
Observations of Classrooms

The district has resource management policies in place, along with established procedures for staffing and purchasing. Allocations of licensed and classified staff are made on a case-by-case basis and are sometimes influenced by the school's ACSIP. Custodial services have been contracted in the past; a school custodian was recently employed. Each department is allocated funding, based on the number of teachers in the department. This money is intended for regular classroom supplies. The school does not have access to any other discretionary funding; all other requests for funding for equipment, supplies, travel, or other expenditures are filed with the executive assistant, then forwarded to the superintendent with a notation regarding available funds or possible alternative sources of funding. The school's ACSIP identifies $74,400 in categorical funding from the Title I, Title IIA, and state professional development funds for professional development activities. Additional funding, some of which benefits the school, is reflected in the district ACSIP ($82,000 for facilitators/coaches, $2,050 for homeless support, and $19,400 for English learner personnel and parent information). The ACSIP also references additional funds that will be spent to support the ACSIP actions but which are not shown in the ACSIP budget (e.g., extended day, reduced class size, employment of a counselor and tutors, etc.). The $74,400 is specifically set aside to support the Scholastic Audit and any professional development suggested by that audit. No formal procedure in the school includes families, teachers, or non-instructional staff in developing the budget or allocating discretionary funds. All school funding is a function of the base funding (per student) provided by the state and any categorical funding from the state based on the demographics of the

school. In the past, the school has obtained small grants from private sources to support particular projects; no grants are currently active.

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:
Review of District Policies
Review of Master Schedule
Review of Individual Education Plans
Review of Academic Improvement Plans
Interviews with Administrators, Staff, Family Members, and Students

District policy addresses equitable access to the curriculum. The academic administrator creates the master schedule, and, with other leadership team members, schedules students by hand into particular class sections. Students are ability grouped into two levels in most classes, based on standardized test scores, academic performance (grades), and teacher recommendations. Families may make a request through the principal's office for placement in a higher or lower class. All students have access to the regular curriculum and to music, art, health/physical education, critical thinking skill development, and keyboarding/career orientation. The school does not provide regular, organized opportunities for library/media instruction or group/classroom guidance. The school provides special education, gifted and talented (through the Pre-Advanced Placement program), and intervention services to appropriately identified students.

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:
Review of District Policies
Review of Master Schedule
Review of Teachers' Licensure Documents
Interviews with Administrators and Staff
Observations of Classrooms

The district does not have a policy on staff assignments. Staffing decisions are made by the superintendent, with input from the leadership team, on a case-by-case basis. The district has approximately 3.1 full-time equivalent administrators. All teachers are highly qualified. Some positions are filled by teachers with non-traditional credentials, in accordance with waivers granted under the school's charter. Long-term substitute teachers currently fill two teaching positions. The master schedule provides common planning time each day for most teachers. School leadership plans activities during one or two of these periods each week. Paraprofessionals provide some tutoring services. The office serves the needs of the district and both schools and is staffed by an executive assistant/bookkeeper, two part-time aides, and a technology/distance learning person.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Review of Meeting Agendas and Minutes

Interviews with Administrators and Staff
Observations of Classrooms and Meetings

The master schedule provides 45 minutes of daily common planning time for almost all teachers in sixth through twelfth grade. School leadership plans activities for one or two of these time periods each week; collaboration during the remaining time is at the discretion or initiative of individuals who may want to meet with grade-level or subject-matter colleagues. The planned activities often provide support for the school's mission or ACSIP. Some time has been used for teachers and administrative team members and others to discuss student academic performance; minimal time is spent discussing how the data could be used to drive instructional and assessment practices. School leadership does not formally evaluate the degree to which this planning time supports the implementation of the ACSIP or how it affects student or teacher performance. Limited cross-curricular planning takes place. Faculty meeting and other agendas do not always focus specifically on the ACSIP or on more general issues related to curriculum, instruction, and assessment.

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Interviews with Administrators and Staff
Observations of Classrooms and Meetings

The master schedule is intentionally designed to provide time for groups of teachers to work collaboratively in grade-level and subject-matter groups to support the school's mission and the ACSIP. The time available is not used consistently and intentionally to support the school's mission or action items in the ACSIP. Most teachers do not demonstrate and are unable to articulate a variety of effective, research-based instructional strategies. Students are ability grouped in most classes, based on test data, classroom performance, and teacher recommendations. Literacy and math classes are "double blocked" for those students who did not score proficient or advanced on the 2012 ACTAAP assessments.

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:
Review of ACSIP
Review of District Policies
Review of Budget Documents
Review of District ACSIP
Interviews with Administrators and Staff

Limited discretionary funds are allocated to school departments, based on the number of teachers in the department. All other funds are centralized in the superintendent's office. Teachers and building administrators access fiscal resources by submitting requests to the executive assistant, who forwards the requests to the superintendent, along with information about available funding. District leadership has established budgetary procedures to allocate categorical funds to meet identified student needs; the school ACSIP includes $74,400 in funding from Title I, Title IIA, and state professional development. Some funding in the district ACSIP also supports school programs. The local school board

policies on budget development are clearly defined.

8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:
Review of ACSIP
Review of District ACSIP
Review of Budget Documents
Review of District Policies
Interviews with Administrators and Staff

The district does not allocate discretionary funding to the school, except for a small amount allocated to departments for general supplies. No formal needs assessment is conducted to help determine spending priorities at the district or building level, except for allocation of categorical funds, and those required to support schools identified by the ADE as Priority Schools. Categorical funding is intentionally used to support the school's ACSIP. The district has adopted appropriate accounting procedures to control the expenditure of funds.

8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:
Review of ACSIP
Review of District ACSIP
Review of Budget Documents
Interviews with Administrators and Staff

Most budget decisions regarding categorical funds are made at the district level, are data-informed, and are intentionally aligned with the ACSIP actions identified at the district and school levels, as are those expenditures related to addressing the needs of identified Priority Schools. Budget decisions regarding operating funds are not always intentionally aligned with ACSIP actions. Expenditures are monitored by district leadership throughout the year to ensure compliance with appropriate accounting procedures and other requirements. These reviews rarely lead to budget modifications based on the changing needs of students or on determination of program value, as determined by clearly defined evaluation criteria. Perceptual data are not consistently collected and analyzed to help determine whether initiatives are properly implemented, effective, or in need of additional support.

8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:
Review of ACSIP
Review of District ACSIP
Review of Budget Documents
Interviews with Administrators and Staff

Categorical funds are used specifically and intentionally to address items in the school's ACSIP. Title I ($58,365), Title IIA ($4,765), and state professional development funds ($11,238) are the only sources of funding for the school's ACSIP activities. Various funds are integrated to support the district ACSIP, which provides additional services and benefits to the school, most of which directly support the

school ACSIP. Program activities are revised on an annual basis; they are rarely revised during the fiscal year on the basis of changing student needs or program evaluations. Criteria for the evaluation of the effectiveness of these expenditures are not always clearly identified at the school or district levels. Stated evaluation criteria often focus on improved test scores, without indicating how the connection will be made to link a particular expenditure or program to the improved scores.

Performance Rating:1

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:
Review of District Policies
Review of Master Schedule
Interviews with Administrators, Staff, Family Members, and Students
Observations of Classrooms and Common Areas

The district has a policy on use of instructional time. Many teachers do not plan and implement effective, research-based instructional activities that engage students for the entire allocated block of time. Much of the instructional program is teacher-centered, worksheet-based, and requires thinking only at the knowledge and comprehension levels of Bloom's taxonomy. Consumable worksheets may not be used in some classes; students are instead required to copy problems from a workbook page onto notebook paper. Some classes have no efficient procedures for turning in assignments, taking attendance, or preparing students to move from one activity to another. Instructional time is lost as teachers correct students who are misbehaving. Some students arrive at school after instruction has begun. Instructional time is sometimes interrupted by intercom announcements or inquiries from the office. The Workshop Model used in most classrooms (Do now, I do, We do, You do) is not used to manage time in many classrooms. The "Do now" often takes a disproportionate share of the available time, and the "We do" is not regularly used to provide active coaching for the learners.

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

School leadership should develop specific criteria for the evaluation of actions and interventions identified in the ACSIP. Evaluation should occur both during the year and at the end of the year and should include student test results and other methodology (surveys of teachers and students, data from Classroom Walkthroughs and teacher observations, attendance and discipline data, identification and analysis of trends, etc.). The number of actions in the ACSIP is not manageable and makes it difficult to determine which of those actions are working effectively and which are not. Better evaluation design would ensure that fiscal and human resources are being used in the most productive way and would allow for informed periodic revision of the ACSIP.

All students should be engaged in meaningful work for the entire school day. All teachers should ensure that instructional time is maximized through regular use of research-based instructional strategies, bell-to-bell instruction, and effective classroom management and organizational practices. Leadership should frequently monitor teachers' instructional strategies, classroom management, and organizational practices and provide specific feedback aimed at improving professional performance and student learning. Leadership should provide professional development to assist teachers who need to improve instructional strategies, classroom management, and/or organizational practices. Possible resources include current faculty members who are consistently using effective strategies and practices; "Enhancing Student Achievement: A Framework for School Improvement" by Charlotte Danielson; and "Teach Like a Champion" by Doug Lemov.

District leadership should examine the current administrative staffing in the district to determine whether this is the most effective and efficient way to provide necessary services. The combined schools, with fewer than 300 students, have over three full-time equivalent administrators (a full-time superintendent and part-time people filling the roles of principal, academic administrator, assistant principal, and literacy coordinator). The following questions should be considered:

1. Is this a good use of district funds? How else might these funds be used?
2. Would it be more efficient to combine some of these jobs into full-time positions?
3. How many administrators does a school of this size need?

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary Findings in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 7 indicators (44%) evaluated as "Evaluation Category 1," 9 indicators (56%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:
Review of ACSIP
Review of Vision/Mission Statement
Interviews with Administrators, Staff, Family Members, Students, and Local School Board Members
Observations of Classrooms and Common Areas

The vision/mission statement adopted for the school and the district was developed by the superintendent and a group of community members during the original application process for the school's charter. It has not been revised since that time. Formal belief statements have not been adopted; some beliefs are embedded in the vision/mission statement.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators, Staff, and Local School Board Members

Academic performance data from a variety of sources are regularly collected and reviewed. In addition to state-required tests, students take quarterly Northwest Evaluation Association assessments. After ACTAAP testing and each of the quarterly assessments, leadership team members and others work with teachers to identify strengths and weaknesses in overall student performance and within each subgroup, to determine whether topics need to be retaught, whether students need remediation or other assistance, student placement in tutoring groups, and sometimes to determine topics for professional development. Some non-test data (attendance, discipline, Classroom Walkthrough, and body mass index, for example) are also collected, and some analysis is done. These data do not play a significant role in school planning. Some survey data are collected formally and informally; these data are not systematically analyzed to assist in improvement planning for the

school.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators, Staff, and Local School Board Members

Teachers, individually and in groups, review data from the Northwest Evaluation Association, classroom assessments, the required ACTAAP testing, and other assessments to identify student needs and possible strategies for addressing those needs. Formative classroom assessments are not used regularly and consistently to guide instructional practices. Leadership team members discuss classroom walkthrough/observation data with teachers following most observations. Teams within the building meet on a regular schedule (Wednesdays and Fridays), and some of that time is used to examine standardized assessment data. The ACSIP focuses primarily on achieving Annual Measureable Objectives in math and literacy, as defined by the ADE. A goal, based on collected data, has also been established in the ACSIP for student health and wellness. Thirty-three actions in the three stated goals relate to parent involvement (29 in literacy, two in math, and two in wellness); no specific goal for parent involvement is stated in the ACSIP, and no specific actions for addressing the school's Priority Improvement status are stated, other than those related to improving literacy and math performance.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators, Staff, Family Members, and Students

Student learning needs are determined predominately by review and analysis of standardized test data. These data are sometimes used to identify strengths and weaknesses in curriculum and instruction. School staff, students, and families are not regularly surveyed or interviewed to determine the perceived strengths and weaknesses of the school or to determine whether the learning needs of all students are being met. School leadership perceives the strengths of the school to be leadership support to help teachers be successful (e.g., regular classroom visits, one-to-one meetings with teachers). School leadership identifies classroom management and the absence of differentiated instruction as barriers to student learning. These weaknesses are not addressed in the ACSIP. Other staff members identify the neighborhood environment of many students as a weakness. Another perceived weakness is that the school is not offering a rigorous, college preparatory program for its students. Supplemental instruction is available to students during the school day, before- and after-school, and on two Saturdays each month. Special education services are available for identified students through a special education teacher who works with regular classroom teachers and through contracted services for speech therapy, occupational therapy, and physical therapy.

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

The ACSIP includes three priorities, eight interventions, and 133 actions (68 in

literacy, including 29 in parent involvement, 54 in math, including two in parent involvement, and 11 in wellness, including two in parent involvement). Academic goals target identified areas of need (reading comprehension, descriptive writing, and open response in literacy; Common Core State Standards, problem solving, and open response in math) and are to be measured by the percentage of students scoring proficient or advanced on the state-required testing and are based on the school meeting Annual Measureable Objectives, as determined by the ADE. The wellness goal is stated generally (to ". . . provide support for students . . . by implementing systems to aid in decreasing the average BMI . . . and increasing collaboration . . . in support of positive lifestyle choices.") The goal is to be measured by reducing the average Body Mass Index by one-half percent (.005) by 2014. Academic baseline data cited in the ACSIP are from a three-year period beginning in 2007. Most of the goals in the ACSIP are to be measured at the end of the school year and do not list interim benchmarks that would identify progress toward the goals, except that each of quarterly assessments is to be used to monitor student progress.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Review of Professional Development Documents
Interviews with Administrators and Staff

Several of the action items in the ACSIP are focused on improving the capacity of staff members through professional development. Organizational effectiveness is addressed in the ACSIP by providing instructional coaches/facilitators, a counselor, and a full-time English language learner coordinator, by establishing common planning time for most teachers, through the use of research-based instructional strategies, and through focused Classroom Walkthroughs/observations followed by feedback to teachers. Some of these actions have not been implemented. Most intervention/action components of the ACSIP are to be evaluated based primarily on interim and end-of-year test scores to validate interventions/actions which were implemented. No evaluation criteria are stated for determining the level or type of change in instructional or organizational effectiveness, other than improved test scores. No evaluation plan is in place to determine the relative effectiveness of the separate interventions/actions identified in the ACSIP.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

Some of the actions in the ACSIP are intentionally focused on the needs of Targeted Achievement Gap Groups or on closing achievement gaps among other subgroups. Several actions are intended to improve the performance of English learners. A few are intended to improve the performance of special education students. Most actions are focused on raising the achievement of all students. The school has identified areas in math and literacy that are weak across tested subgroups (e.g., open-response items), and the ACSIP identifies this as a point of emphasis for all teachers. Classroom activities do not reflect this emphasis on a

regular and consistent basis. Research studies cited in the ACSIP were published between 2000 and 2006. Some actions call for teachers to be consistently using effective, research-based instructional strategies. Many teachers do not regularly and intentionally incorporate these strategies into classroom instruction. School leadership has not established clear expectations for the use of these strategies in the classroom.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interview with Administrators and Staff

All of the 133 actions in the ACSIP have timelines that began on July 1, 2012 and are scheduled to end on June 30, 2013. The ACSIP timeline identifies no action that will be completed prior to June 30, 2013, and identifies no intermediate progress monitoring dates, except for the mention that periodic testing will be done through the Northwest Evaluation Association assessments. The superintendent is wholly or jointly responsible for 62 of the actions; the academic administrator is wholly or jointly responsible for 33 of the actions; and the principal is wholly or jointly responsible for 22 of the actions. The responsibility for the remaining actions is shared by other staff members. The ACSIP includes approximately $74,400 in categorical funding from the Title I, Title IIA, and state professional development funds for the scholastic audit and professional development activities. Additional funding, some of which benefits the school, is reflected in the district ACSIP ($82,000 for facilitators/coaches, $2,050 for homeless support, and $19,400 for English learner staff and parent information). The ACSIP also references additional funds that will be spent to support the ACSIP actions, but which are not shown in the ACSIP budget (e.g., extended day, reduced class size, employment of a counselor and tutors, etc.).

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission/Vision Statement
Review of Master Schedule
Interviews with Administrators, Staff, Family Members, Students, and Local School Board Members
Observations of Classrooms and Meetings

Most teachers have common planning time. School meetings are structured and documented and often address teaching and learning issues. Quarterly assessment results are reviewed to determine student progress. No interim data are collected and disseminated on other goals or on the degree to which desired instructional and organizational practices are being implemented in the school. Various incentives have been implemented to celebrate student and teacher success. The ACSIP is generally not modified during the school year.

Performance Rating:1

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

Each of the interventions in the ACSIP cites at least one reference/research study. The 10 cited references are from 2000 (3), 2001 (2), 2002, 2004 (2), 2005, and 2006. Cited references are not always closely related to the stated intervention. Research that might affect planning or implementation of the ACSIP, or that which might improve the effectiveness of the school, is usually identified by members of the leadership team; faculty members are not familiar with the cited research or how it is intended to influence their classroom practice. The ACSIP states in several actions that "best practices" are to be used in classrooms; most teachers cannot articulate what these practices are, and do not consistently demonstrate these practices in the classroom. The cited research does not identify these practices. School leadership has not established clear expectations for the frequency and effective use of these research-based strategies in classrooms. Most faculty members are familiar with Common Core State Standards and incorporate some of these principles into lessons.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Review of Survey Data
Interviews with Administrators, Staff, Family Members, Students, and Local School Board Members
Observations of Classrooms

Staff, students, and parents are seldom questioned on school issues for the purpose of identifying perceived strengths and weaknesses of the school. This is not done in a formal way, and the resulting data are not systematically organized and analyzed. Formal surveys of stakeholder groups are not conducted. Perceived strengths include leadership team support for teachers and time for teacher planning and collaboration. Technology (especially technology for students) and out-of-school issues are seen by some staff members to be weaknesses or barriers to learning. Perceived organizational and instructional strengths and limitations of the school are not systematically identified, are not always verified through other data sources, and are not always used in identifying ACSIP goals and actions.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Interviews with Administrators and Staff

School leadership informally and inconsistently monitors ACSIP implementation through Classroom Walkthroughs and other classroom observations. Quarterly tests from the Northwest Evaluation Association are administered, and results are reviewed to monitor student progress. The ACSIP does not call for any other interim review of ACSIP actions. The primary method for evaluating the overall ACSIP is to review end-of-year data. Few actions in the ACSIP include an evaluation component. The ACSIP does not include evaluation criteria that would allow the school to determine which actions or interventions were more or less effective, either during the year or at the end of the year.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission/Vision Statement
Review of Student Achievement Data
Interviews with Administrators, Staff, Students, Family Members, and Local School Board Members
Observations of Classrooms and Meetings

The school's mission/vision statement was adopted prior to the submission of the school's original charter school application. No changes have been made since that time. The statement is posted in the office and in most classrooms. It is not used intentionally to inform or direct decisions related to school-improvement planning or development of the ACSIP. Most school personnel acknowledge that the school is not fulfilling its original mission to provide high quality college preparation for all students. Some ACSIP actions are aligned with the school's stated mission. The primary focus of the ACSIP is to achieve Annual Measureable Objectives in math and literacy, as defined by the ADE. Many of the ACSIP actions are intended to address this issue. Many of these actions either do not address the school's mission/vision or have not been implemented to provide intentional support for the mission/vision.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Review of Professional Development Documents
Interviews with Administrators, Staff, and Students
Observations of Classrooms and Meetings

Staff members know the general goals of the ACSIP, especially those related to improving student performance in literacy and math. Most do not know the specific actions identified in the ACSIP or their own responsibility for implementing those actions. Some staff members are implementing strategies referenced in the ACSIP ("best practices"). These strategies are not implemented consistently and regularly across all grades and all subjects. School leadership provides limited direction and support focused on implementing the 133 actions in the ACSIP. Particular ACSIP actions are sometimes discussed in faculty meetings or during one-to-one meetings with teachers.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Review of Classroom Walkthrough Data
Review of Observation Data
Review of Professional Growth Plans
Review of Student Achievement Data
Interviews with Administrators and Staff
Observations of Classrooms and Meetings

School leadership and faculty use interim testing and end-of-year, state-required testing to analyze student academic performance in literacy and math. Interim data

are not regularly and consistently collected and analyzed to determine progress toward the other goals identified in the ACSIP. The primary means of evaluating the ACSIP is to review end-of-year data. Few of the ACSIP actions include evaluation components or evaluation criteria that will allow the school to determine the relative effectiveness of the separate actions identified in the ACSIP. Perceptual data are not collected to determine the level of implementation or support for various ACSIP actions.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas and Minutes
Review of Professional Development Documents
Review of Classroom Walkthrough Data
Review of Observation Data
Interviews with Administrators and Staff
Observations of Classrooms

Classroom practice is monitored through Classroom Walkthroughs, formal and informal observations/evaluations, development of professional growth plans, and examination of interim assessments and other test data. These data are not compiled and analyzed in a systematic manner that would allow determination of effective/ineffective classroom practices. Teachers have participated in a variety of professional development activities. No formal documentation exists to indicate the extent to which these activities have changed instructional practices. Teachers are encouraged to use "best practice" when choosing instructional and assessment strategies. School leadership has not clearly identified the particular strategies to be emphasized. Few teachers consistently use a variety of effective, research-based instructional and assessment strategies in their classrooms.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Recommendations in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

School and district leadership should develop specific criteria for the evaluation of actions and interventions identified in the ACSIP. Evaluation should occur periodically throughout the year (perhaps quarterly) and at the end of the year, and should include student test results and other methodology (surveys of teachers and students, data from Classroom Walkthroughs and teacher observations, attendance and discipline data, identification and analysis of trends, etc.). The ACSIP includes 133 actions, making it difficult to determine which of those actions are working effectively and which are not. Better evaluation design would ensure that fiscal and human resources are being used in the most productive way and would allow for the elimination of those actions which are not contributing to school improvement due to lack of effectiveness, lack of implementation, or failure to provide appropriate support. A matrix could be established and updated at each of the quarterly evaluations. The matrix might include columns showing

1. The action,
2. The stage of implementation (e.g., not begun, partially implemented, fully implemented),
3. The impact of the action on teacher behavior or student learning,
4. Research strategies used to complete columns 2 and 3, above, and
5. Resources needed for further/better/continuing implementation.

The school has given little thought to the evaluation of the ACSIP interventions and actions (except to examine test scores). That evaluation design does not allow determination of whether a particular action or intervention is affecting teaching and learning positively. A possible resource is "Finding the Story Behind the Numbers: A Tool-Based Guide for Evaluating Educational Programs," by James Cox.

School leadership should identify instructional and assessment strategies that are specific to and appropriate for Targeted Achievement Gap Groups, include these in the ACSIP, and establish the expectation that all teachers will use these strategies with their students. The school has identified underperforming groups (the reason for the school's placement in Priority Improvement status), but has not implemented strategies to address the particular needs of these groups. The ACSIP makes few references to how instruction should be differentiated for special education students, economically disadvantaged students, or English learners. Specific strategies for working with these groups are not identified in the ACSIP and are not monitored and supported by school leadership. Teachers of these subgroups sometimes attend appropriate professional development activities, but school leadership is not providing effective coaching and follow-up support to ensure that research-based instructional practices are implemented regularly and consistently in classrooms. District and school leadership should ensure that all appropriate staff members (perhaps all staff members) are skilled in the application of strategies proven to be effective with the targeted groups. School and district leadership should further establish the clear expectation that these strategies be effectively implemented in every classroom in the school and that the leadership team is charged with providing the necessary support for this implementation. Leadership team members who cannot recognize these strategies or assist in their implementation should

be provided appropriate professional development.

School leadership should analyze the impact of professional development on classroom practice. The purpose of professional development is to improve student performance, but the proper measure of professional development is to assess the degree of implementation of the new learning at the classroom level. The assumption is that professional development that is carefully chosen, properly implemented, and fully supported will result in improved student achievement. All professional development should be monitored by the leadership team for implementation. This monitoring should include Classroom Walkthroughs, other classroom observations, peer reviews, reflective conversations with faculty (individually or in groups), formal and informal surveys of faculty (and perhaps students), and identification of needed human or material support. The absence of follow-up and support will result in desired strategies and procedures being implemented inconsistently, ineffectively, or not at all, as is the current case.

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Covenant Keepers Charter School during the period of 10/28/2012-11/02/2012. This school's last performance rating identified its classification as being Needs Improvement Priority School. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	Classroom time is not used efficiently.
Next Steps	All teachers should plan for bell-to-bell instruction, with limited time given to the "Do now" activity and no lining up in hallways until it's actually time to move to the next location. School leadership should encourage and monitor this commitment.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	Effective, research-based instructional skills are not used consistently in all classes.
Next Steps	One specific skill, chosen from the research on teaching and learning, should be agreed to by school leadership and staff for regular inclusion in lessons. This skill should be demonstrated for staff, then implemented appropriately in daily instruction. When that skill is part of the teachers' repertoire of skills, a second strategy should be added, and so on until teachers can select from a variety of research-based strategies that engage students and improve learning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

3. Deficiency	Rubrics are not used effectively.
Next Steps	School leadership and staff should read and discuss the article found at http://www.really-fine.com/Rubrics.html.
District Action	

Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	The ACSIP is an unwieldy tool for school improvement.
Next Steps	School leadership should choose two of the 133 actions (two that have significant potential for improving the school) and regularly remind staff that they should be taking actions to implement those two actions. Reminders should occur at faculty meetings, team meetings, and in one-on-one conversations.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	Classroom activities and questions are consistently at the lower levels of Bloom's taxonomy (knowledge and comprehension).
Next Steps	Teachers should regularly plan activities and assessments that require students to apply knowledge, analyze information, predict outcomes, compare and contrast, evaluate data, etc. School leadership should monitor the level of instruction/assessment in all Classroom Walkthroughs and observations.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	Parents/family members are not active in the school.
Next Steps	School leadership should convene a group of parents and staff to discuss this issue and to consider the possibility of planning for a formal Parent-Teacher Organization for the fall of 2013.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Covenant Keepers Charter School for the hospitality extended during the course of this audit. We appreciate your attention to our comfort and the provision of an area to work that met our needs. It is hoped that this report will make a difference in the lives of the staff and students of Covenant Keepers Charter School. We encourage the school community to reflect on the findings and recommendations.

The charge to the school's leadership team is to ask reflective questions that will help your school address continuous improvement in academic performance. It will be necessary to engage all stakeholders in discussions to create awareness and a sense of urgency. Questions that might be considered by your team to stimulate this process include the following:

What would student learning and achievement look like if all staff members knew the current mission of the school and worked daily to live up to the mission, sharing a common purpose?

How would a culture of high expectations change teaching and learning at Covenant Keepers?

How would bell-to-bell, rigorous instruction impact school improvement status and student behavior?

What would student learning and achievement look like if all staff consistently used varied, research-based instructional and assessment strategies?

How would student learning and achievement be improved if instructional staff were regularly engaged in ongoing, job-embedded professional development and professional conversations focused on the learning needs of students or the developmental needs of teachers? And if they had meaningful follow-up and support for implementation?

What if all professional meetings and informal conversations among adults at Covenant Keepers focused on the use of effective instructional and assessment practices (or brain research, or rubric development)?

How would the use of data-driven decision-making in all aspects of school life improve student learning and instructional practice?

How would the school climate change if there were common standards and expectations for acceptable behavior?

Scholastic Audit Summary Report

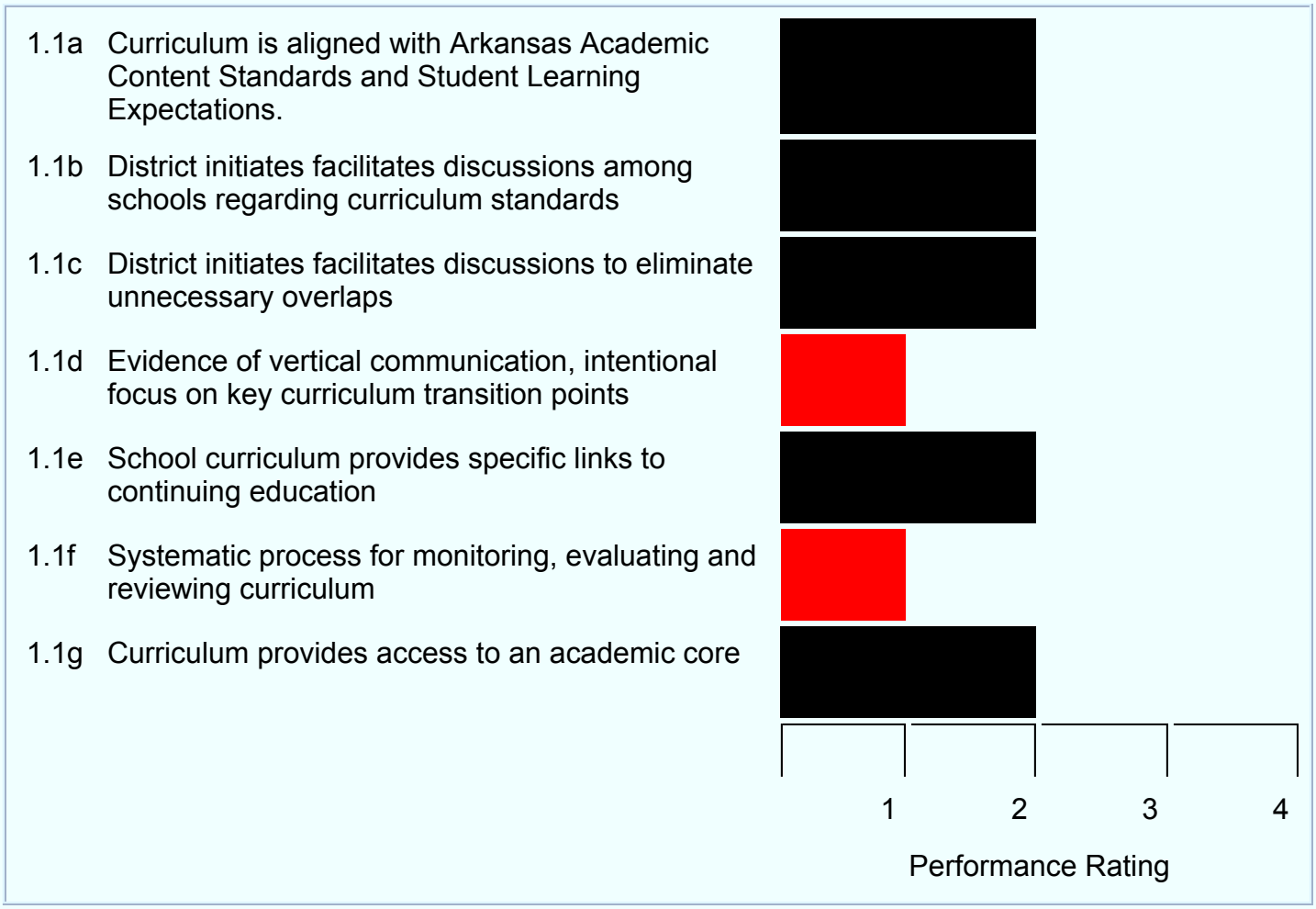
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

1.1 Curriculum

Academic Performance



Scholastic Audit Summary Report

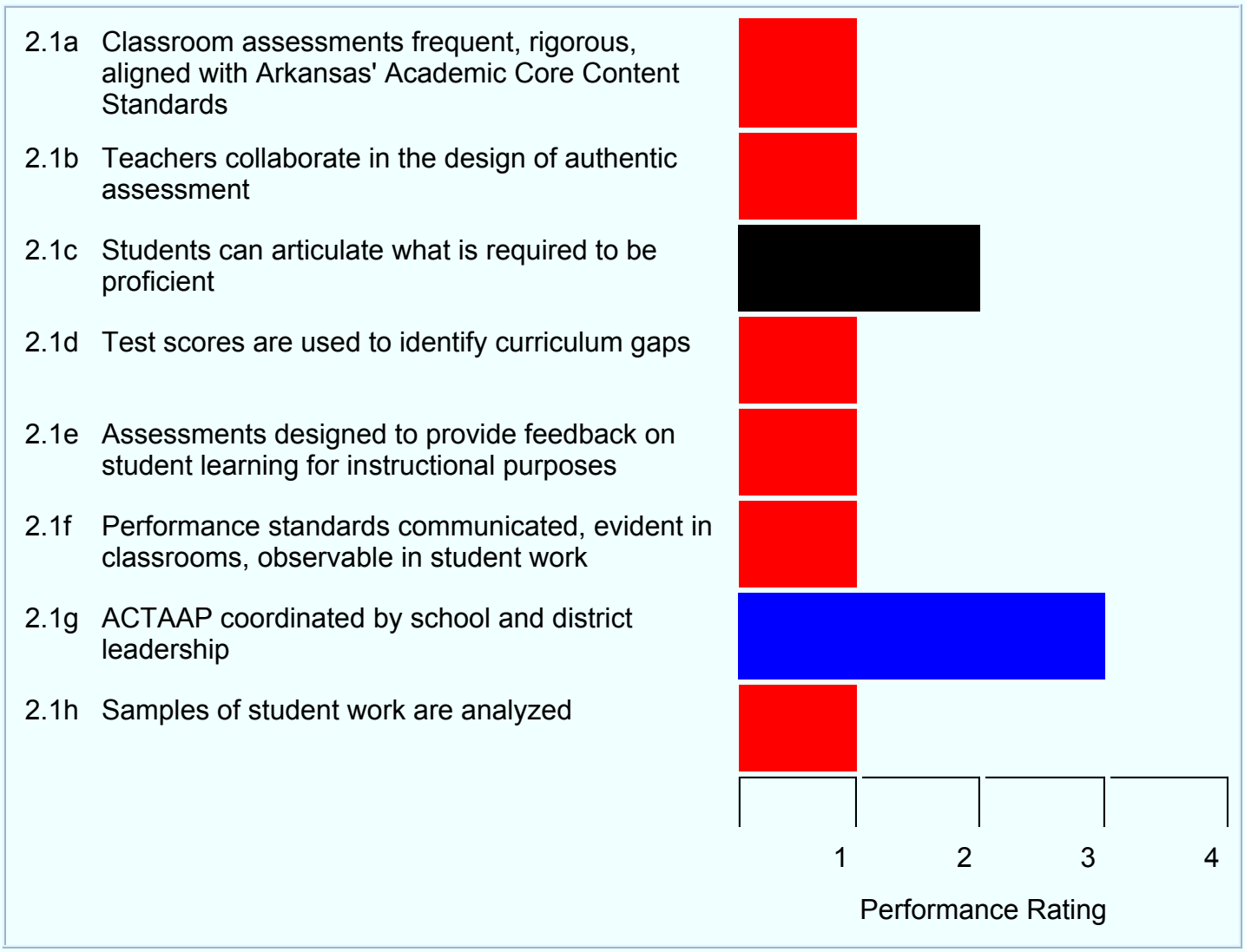
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

2.1 Classroom Evaluation/Assessment

Academic Performance



Scholastic Audit Summary Report

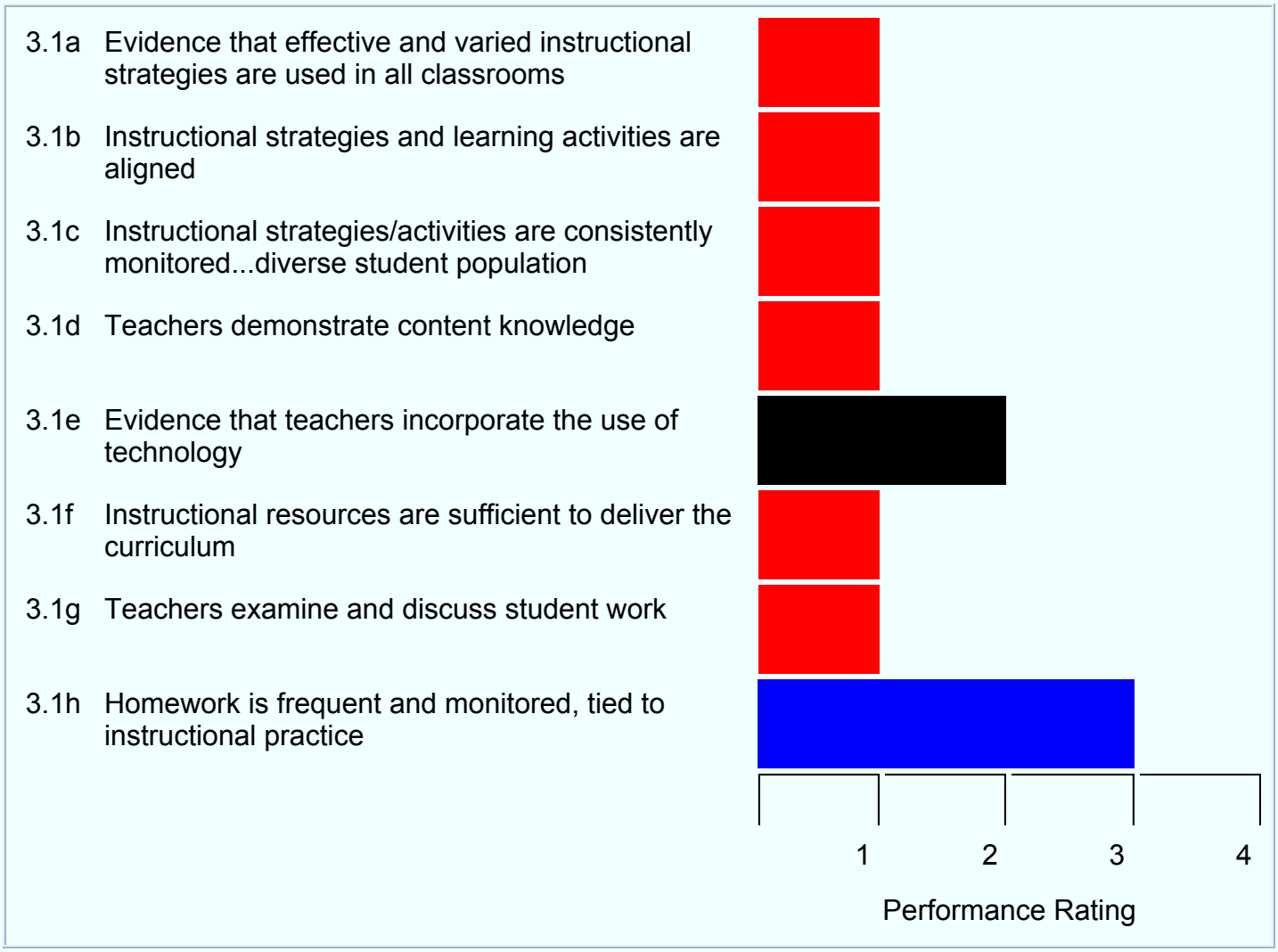
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

3.1 Instruction

Academic Performance



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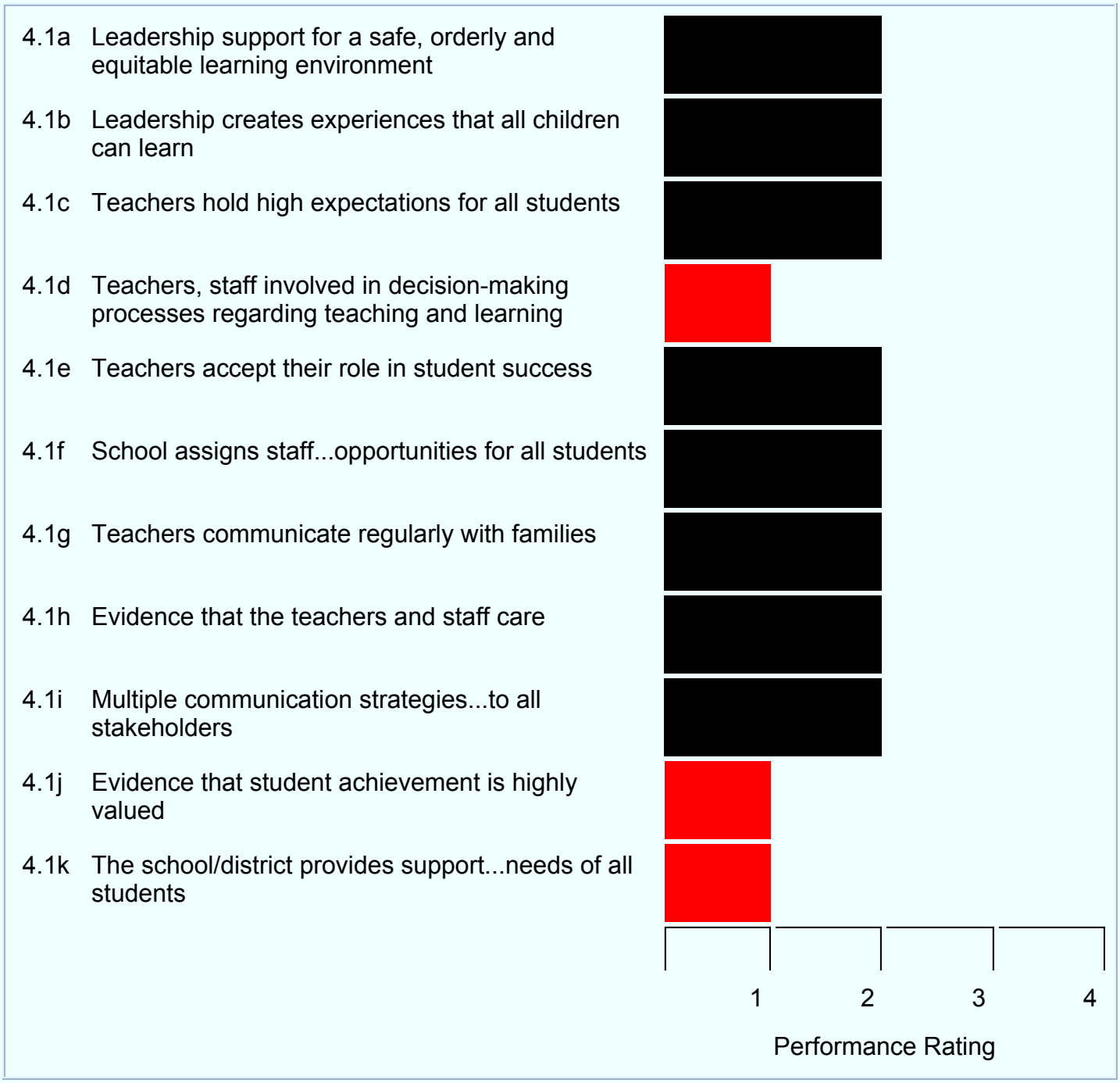
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

4.1 School Culture

Learning Environment



Scholastic Audit Summary Report

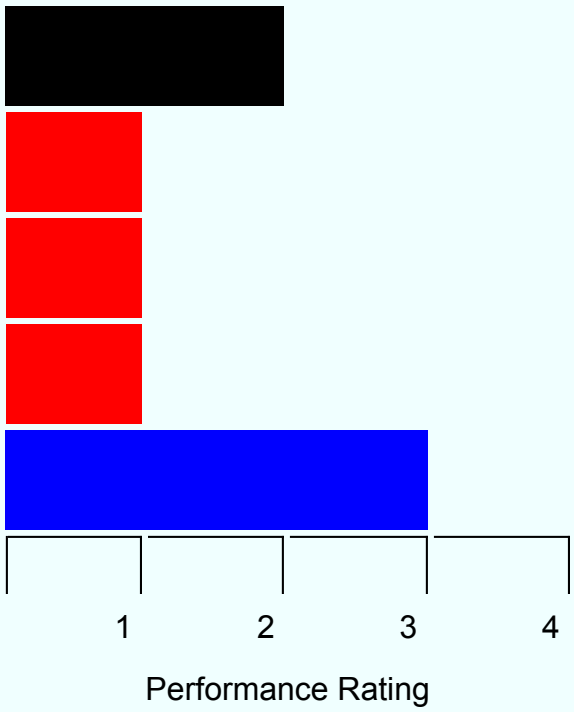
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

5.1 Student, Family and Community Support — Learning Environment

5.1a	Families and the community are active partners
5.1b	All students have access to all the curriculum
5.1c	Reduce barriers to learning
5.1d	Students are provided opportunities to receive additional assistance
5.1e	School maintains an accurate student record system



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Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

6.1 Professional Development

Learning Environment

6.1a Support for the long-term professional growth of the individual staff members

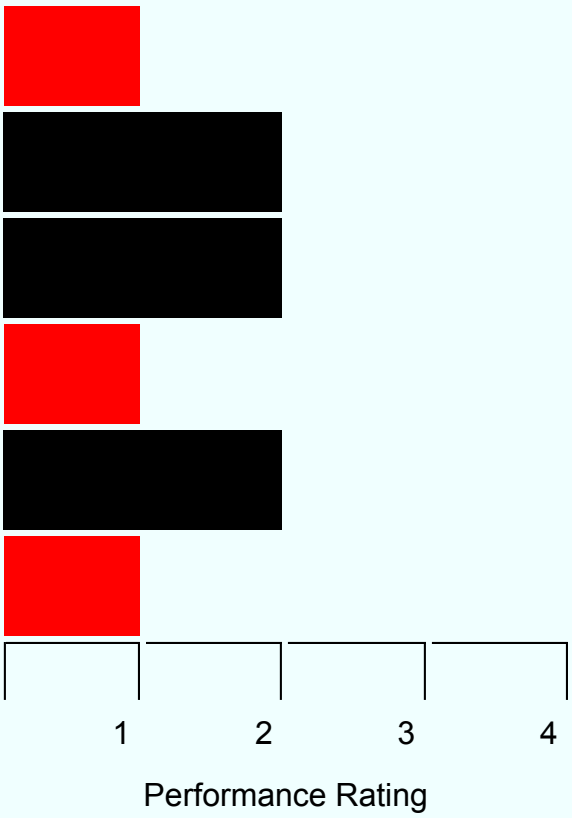
6.1b The school has an intentional plan for building instructional capacity

6.1c Staff development priorities..alignment..goals for student performance

6.1d Plans for school improvement directly connect goals for student learning

6.1e Professional development is on-going and job-embedded

6.1f Professional development planning connect student achievement data



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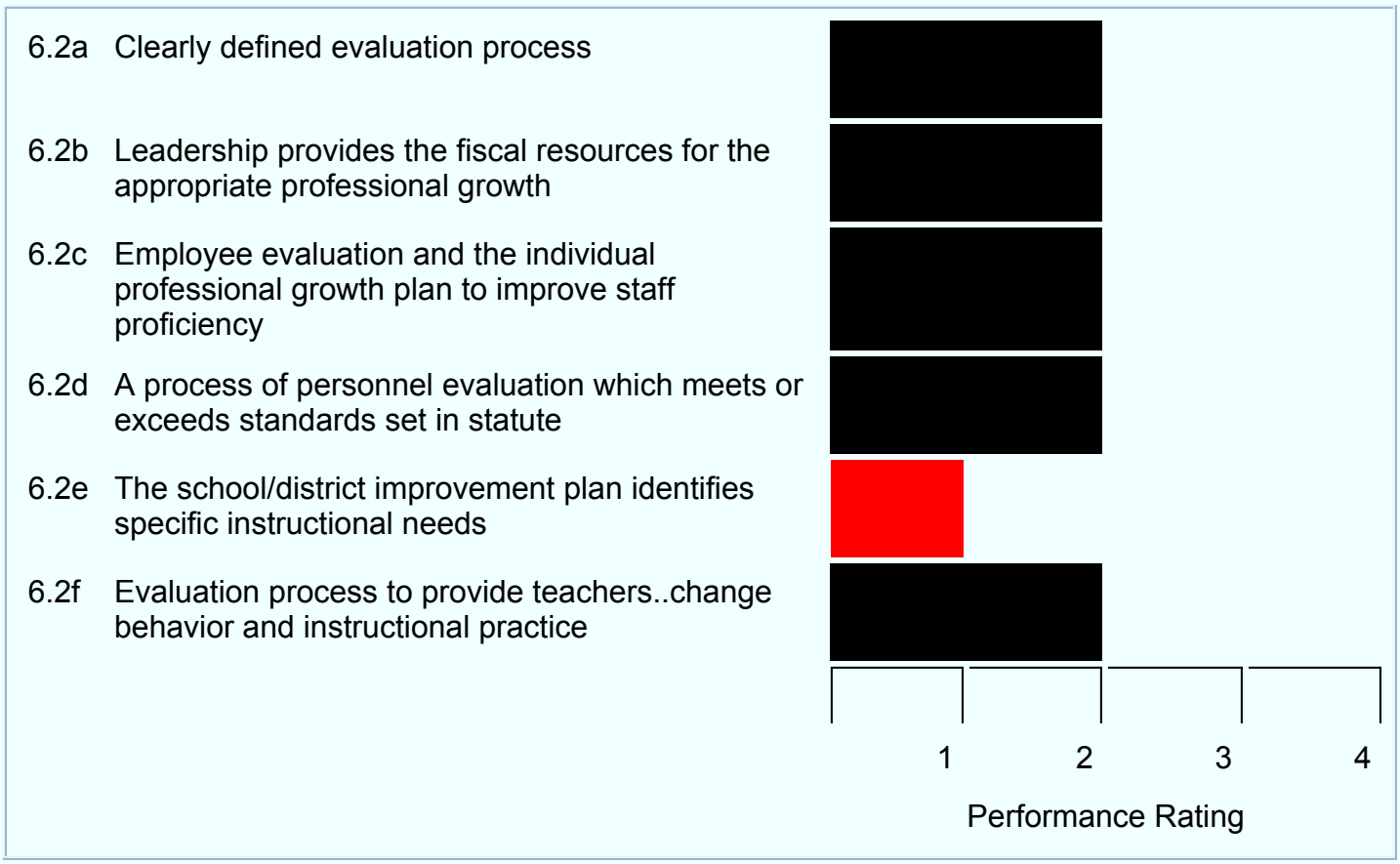
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

6.2 Professional Growth and Evaluation

Learning Environment



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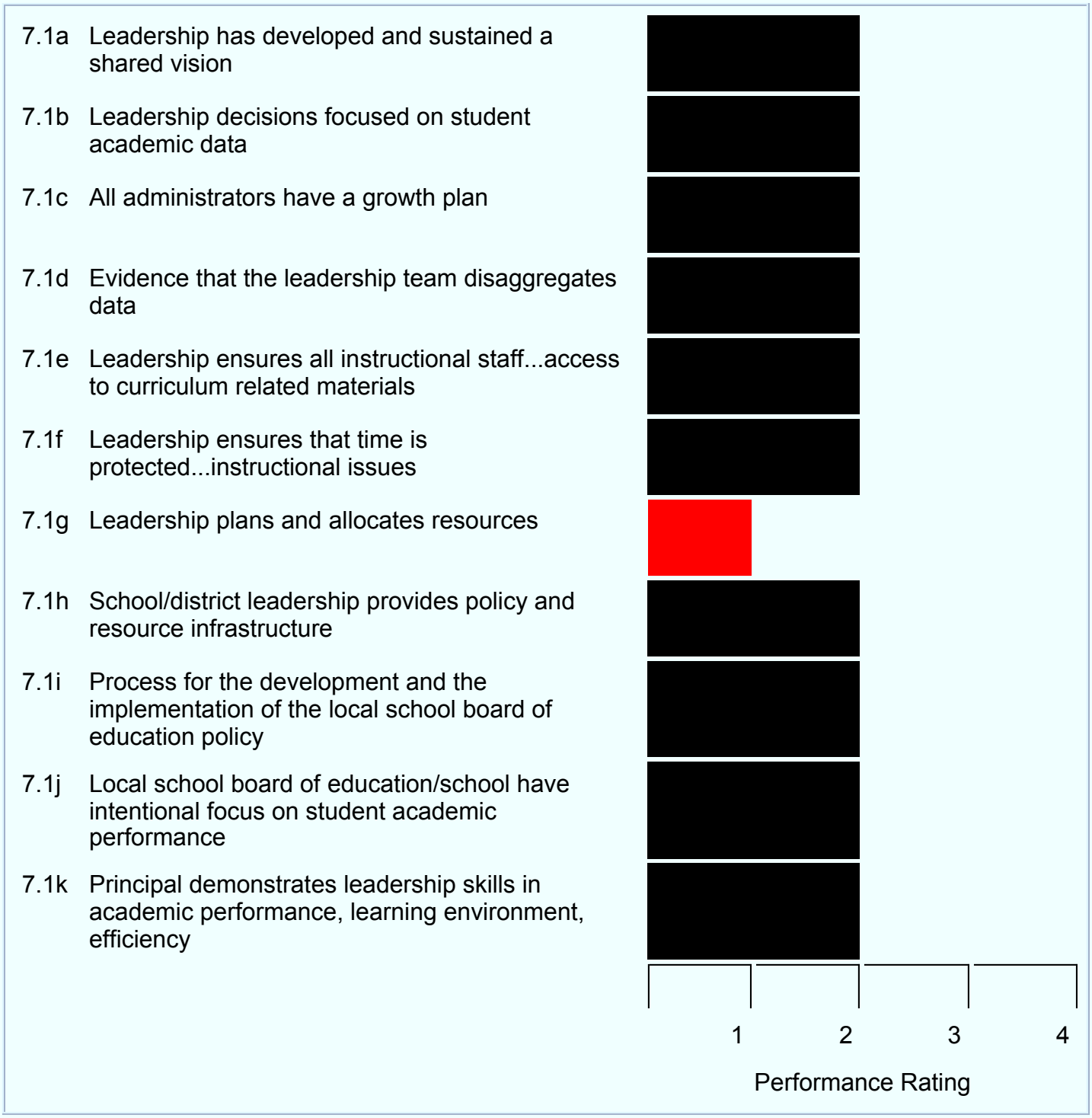
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

7.1 Leadership

Efficiency



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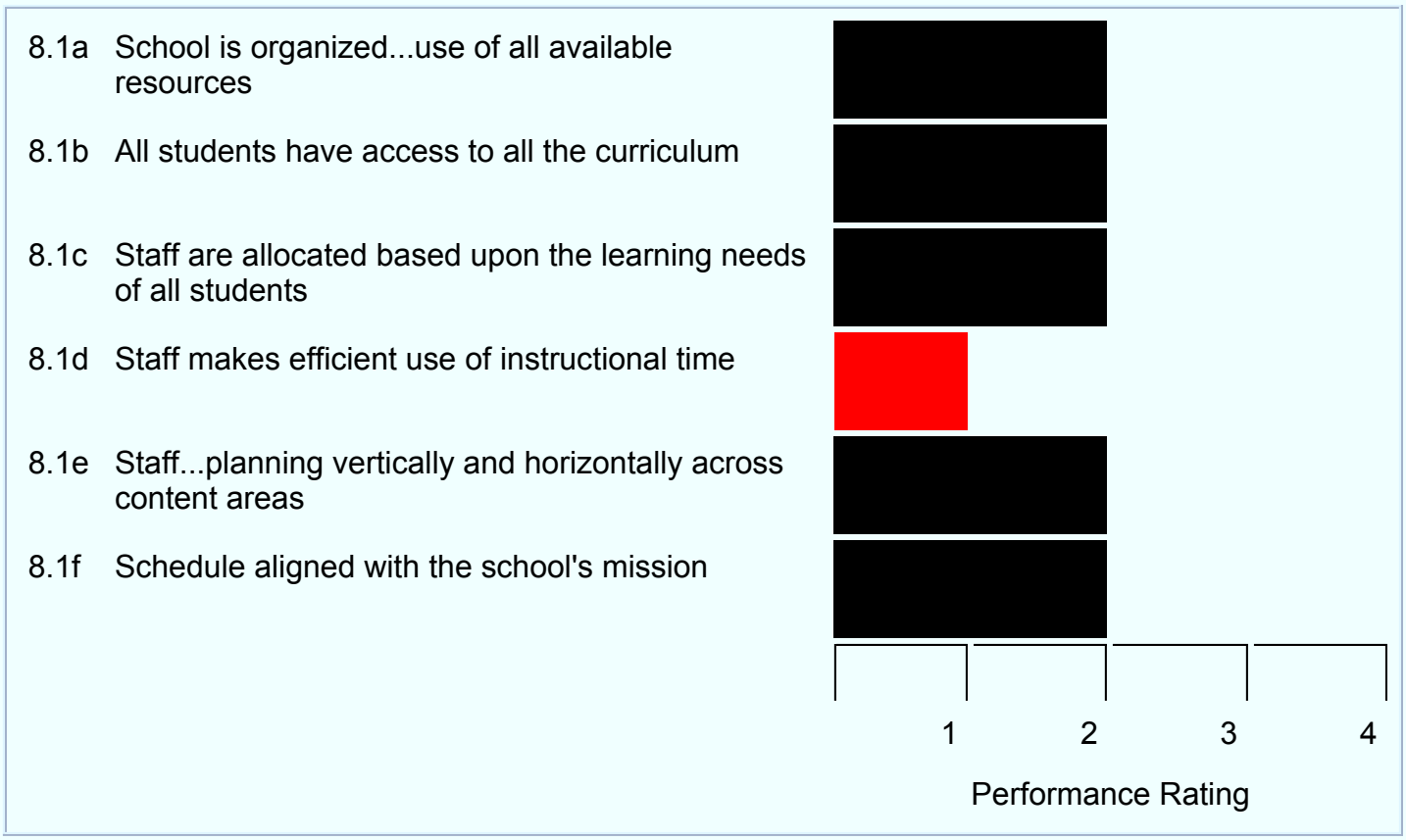
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

8.1 Organization of the School — Efficiency



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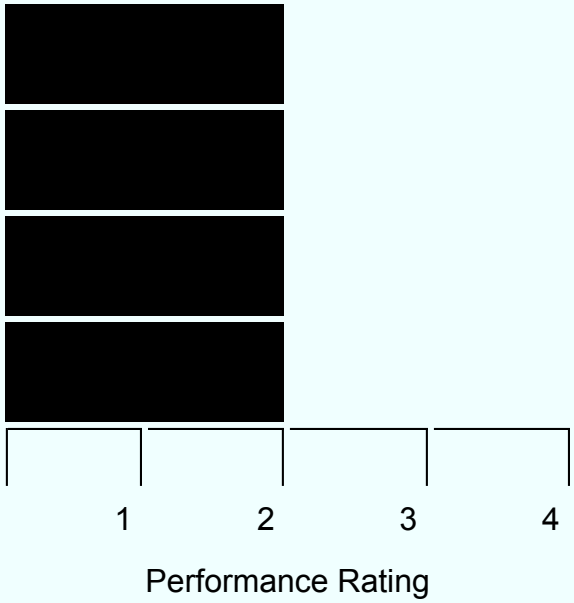
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

8.2 Resource Allocation and Integration — Efficiency

8.2a	Clearly defined process provides equitable and consistent use of fiscal resources
8.2b	Budget reflects decisions directed by an assessment of need
8.2c	District and local school board of education analyze funding and other resource requests
8.2d	Resources are allocated and integrated to address student needs



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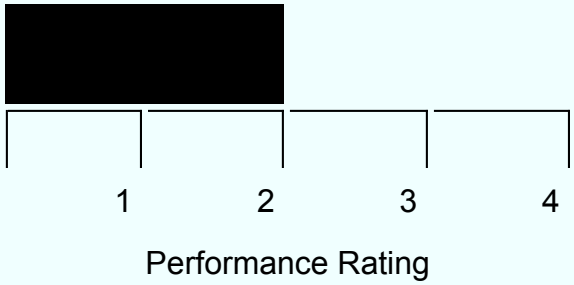
Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

9.1 Defining the School Vision, Mission, Beliefs — Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



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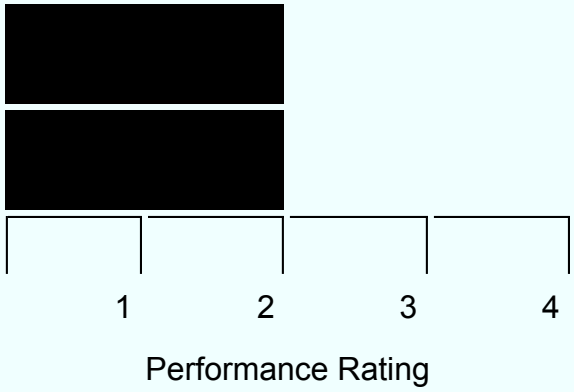
9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning



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Covenant Keepers Charter

Covenantkeepers Charter School

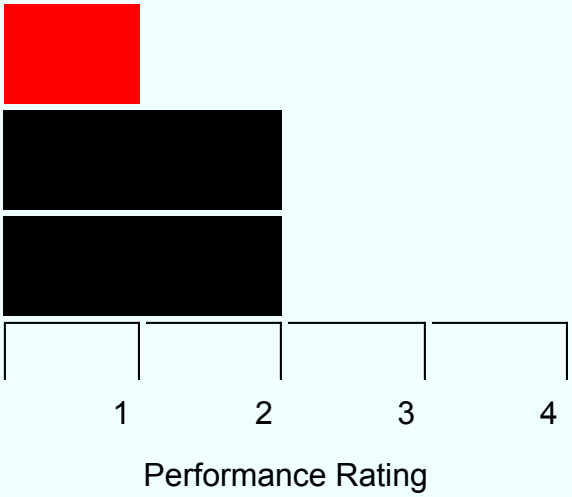
10/28/2012 - 11/02/2012

9.3 Defining Desired Results for Student Learning — Efficiency

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



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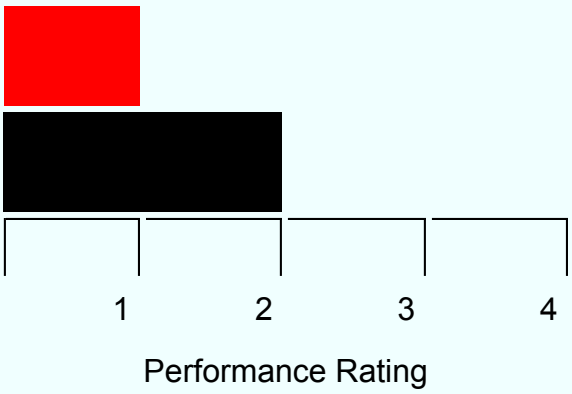
Covenantkeepers Charter School

10/28/2012 - 11/02/2012

9.4 Analyzing Instructional and Organizational Effectiveness — Efficiency

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



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Covenant Keepers Charter

Covenantkeepers Charter School

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9.5 Development of the Improvement Plan

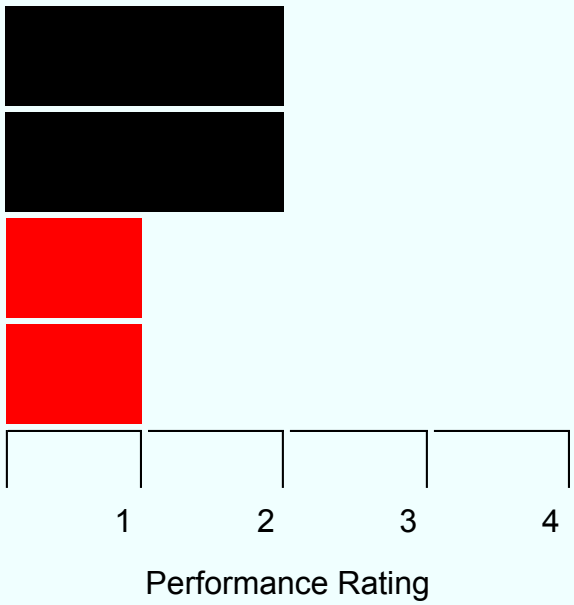
Efficiency

9.5a Steps for school improvement aligned with improvement goals

9.5b ACSIP identifies resources, timelines

9.5c Evaluating the effectiveness of the ACSIP

9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results



Scholastic Audit Summary Report

Covenant Keepers Charter

Covenantkeepers Charter School

10/28/2012 - 11/02/2012

9.6 Implementation and Documentation

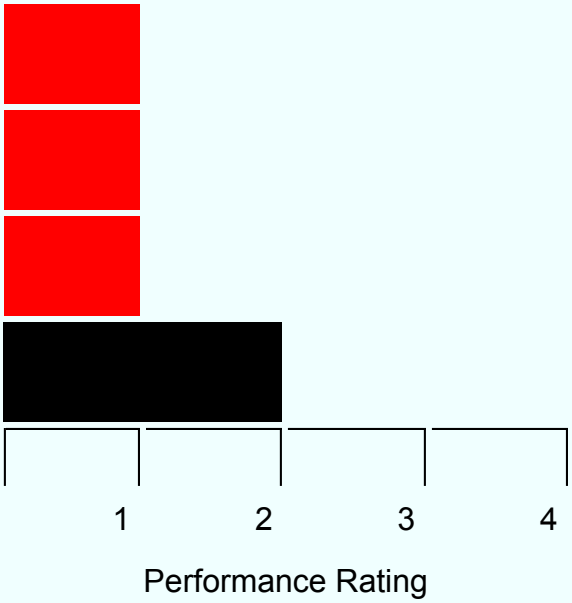
Efficiency

9.6a ACSIP is implemented as developed

9.6b School evaluates the degree to which it achieves the goals and objectives for student learning

9.6c The school evaluates the degree to which it achieves the expected impact

9.6d Evidence of attempts to sustain the commitment to continuous improvement



SIATech®
SCHOOL for INTEGRATED ACADEMICS & TECHNOLOGIES

February 4, 2013
SIATech Charter High School
6900 Scott Hamilton Road
Little Rock, AR 72209

Arkansas Department of Education
Arkansas State Board of Education
Four Capitol Mall
Little Rock, AR 72201

Re: Request to come before the Arkansas State Board of Education on March 11, 2013.

Dear Sir/Madam,

Please consider this a formal request to come before the Board of Education on March 11, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please contact me if you have any questions and to confirm the inclusion of our request on the agenda for the March 11, 2013, board meeting. My direct line is 501.562.1850, and my email address is katie.tatum@siatech.org.

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum

Katie Tatum
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for changes/modifications to currently approved Charter Application.
Cc: Ms. Mary Perry, Charter/Home Schools Director

Little Rock Job Corps Center
6900 Scott Hamilton Drive
Little Rock, AR 72209-3144
PH 501.562.0395
FX 501.562.7671
www.siatech.org

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FEB 20 2013
CHARTER SCHOOL OFFICE

SIATech®
SCHOOL for INTEGRATED ACADEMICS & TECHNOLOGIES

February 4, 2013
SIATech Charter High School
6900 Scott Hamilton Road
Little Rock, AR 72209

Ms. Marry Perry
Charter/Home Schools Director
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

Re: Request to come before the Arkansas State Board of Education on March 11, 2013.

Dear Ms. Perry:

Please consider this a formal request to come before the Board of Education on March 11, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please contact me if you have any questions and to confirm the inclusion of our request on the agenda for the March 11, 2013, board meeting. My direct line is 501.562.1850, and my email address is katie.tatum@siatech.org.

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum

Katie Tatum
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for changes/modifications to currently approved Charter Application.
Cc: Arkansas Department of Education, Arkansas Board of Education

Little Rock Job Corps Center
6900 Scott Hamilton Drive
Little Rock, AR 72209-3144
PH 501.562.0395
FX 501.562.7671
www.siatech.org

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February 11, 2013

Dr. Morris Holmes, Superintendent
Little Rock School District
810 W Markham Street
Little Rock, Arkansas 72201

Re: Request to come before the Arkansas State Board of Education on March 11, 2013.

Dear Dr. Holmes:

Please consider this a formal request to come before the Board of Education on March 11, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please feel free to contact me should questions arise and to confirm the inclusion of our request on the State Board agenda for the March 11, 2013 board meeting. My direct line is 501.562.1850, and my email address is katie.tatum@siatech.org.

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum

Katie Tatum
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for change/modifications to currently approved Charter Application.
Cc: Ms. Mary Perry, Charter/Home School Director, ADE

Little Rock Job Corps Center
6900 Scott Hamilton Drive
Little Rock, AR 72209-3144
PH 501 562 0395
FX 501 562 7671
www.siatech.org

Date: 1 February 2013

To: Arkansas State Board of Education

From: SIATech Little Rock Board of Directors

Request for changes/modifications to currently approved Charter Application

CHANGE OF LOCATION REQUEST

Name of School: SIATech Little Rock

Purpose:

A multi-faceted request to attend to a recent change of practice at the LRJCC

The SIATech Little Rock Board of Directors is requesting changes to the currently approved charter application that will support efforts to attract and serve an At-Promise student population at a new school location.

Page # iii in the Charter Application

Current Charter Site Address: 6900 Scott Hamilton Drive **City:** Little Rock **ZIP:** 72209

On the Little Rock Job Corp Center property

SIATech is seeking to be included on the Board agenda for the March 11, 2013 AR State Board of Education meeting.

Charter School Amendment

Recent Concern:

As of 8 October 2012, no community students (students not enrolled in Job Corps) will be allowed on the center; hence students wanting to enroll in SIATech and not in Job Corps will not be allowed to attend SIATech Little Rock, an Arkansas Public School.

On 7 October 2012, verbal communication to Ms. Katie Tatum, school principal, and a voice mail message to Kris Mallory, notifying SIATech, that effective immediately, no community students will be allowed to come onto the Job Corps Center to attend SIATech unless she/he are concurrently enrolled in Job Corps. The message was delivered to Kris Mallory by Ms. Patty Wooten, Director of the Little Rock Job Corps Center, on behalf of Adams and Associates. Ms. Mallory confirmed her understanding of the new practice was that current SIATech students, not enrolled in Job Corps, would not be able to return to SIATech, effective immediately.

Background:

Pre-Application: Meeting with Adams & Associates, Inc. (A&A) Executive Director

A meeting was called with the Executive Director of the Management Company (A&A) responsible for the leadership and administration of the Little Rock Job Corps Center, to ensure an understanding of Arkansas Public School open access requirements prior to submission of the SIATech Little Rock Charter School application. In order to clearly and accurately impart all information and to stress the importance of these requirements, representatives from the Arkansas Public School Resource Center attended the meeting to review open access requirements related to all AR public schools.

The Executive Director of A&A indicated that the center would be willing to work with SIATech to maintain compliance with open access law in AR.

Action Steps Taken

1. **Immediate Impact and Actions Taken for an Interim Solution**
   Two SIATech community students were impacted by this action.

   One student elected to enroll in Job Corps. Job Corps expedited his enrollment in the program and he continued studies in both SIATech and Job Corps. The second student elected not to enroll in Job Corps. The parent is a strong supporter of SIATech and wished for her son to continue in the SIATech program as did the young man. SIATech implemented a virtual learning plan, inclusive of in-person support, providing him with the SIATech instructional program.

   *Please see **Attachment 1. Interim Virtual and In-Person Instructional Plan***

2. **Proposed New Location**
Facility Address: 6724 I-30, Little Rock 72209

Lease to be obtained pending AR State Board Approval of SIATech Charter Amendments. In seeking out locations three priorities were addressed:

i. *Access to the target population (out-of-school youth & high level of poverty)*
ii. *Availability of bus transportation*
iii. *Proximity to the Job Corp Center*

The site is approximately 0.7 miles from the present SIATech School at the Job Corps Center. The site is a 12,000 square foot free-standing building located in a zone I-2 area which allows schools, business and school, commercial, for trades or crafts. The building has large classrooms, commercial interior doors, new air conditioning equipment, and a large break room area with additional space to accommodate equipment for foodservice, large restrooms that meet the American Disability Act (ADA) requirements, and sufficient space for, up to 275 students, and administrative services. This site is essentially ready for occupancy following basic aesthetic improvements such as painting, new floor coverings, update existing light fixtures and some interior wall changes for optimal classroom setup.

The site was formerly used as a Day School Program and has been vacant for months. SIATech went before the City Planning Department to obtain the approval and permits required to operate a public school on this property. The zoning is in place that permits a public high school to operate in this facility. We received a special use permit identified as a PID (Planning Industrial Development). The PID zoning allows a public school while retaining the uses currently available in the existing 1-2 zoning category. The permit was unanimously approved at the 22 January 2013, Little Rock Board of Directors Meeting. The anticipated cost of the I-30 site is $5.50 per square foot net, after taxes, insurance, and maintenance and utilities.

Please see ***Attachment 2.a.*** ***I-30 Location Schematic***

Attachment 2.b. ***DRAFT Facility Use Plan***

Transportation
Access to public transportation is available at the identified location.

Please see ***Attachment 2c.*** ***Public Transportation / Proximity to site***

Attachment 2.d. ***Bus Route***

Attachment 2.e. ***Location of Public Bus Stop***

3. **Evidence that the proposed change is financially feasible (budget that indicates anticipated costs such as materials, textbooks, additional staff, technology, etc.).**

Projected cost to prepare the proposed facility for its intended use is $166,000. This includes $125,000 in building renovations and $41,000 in IT infrastructure. We will utilize our Walton Family Foundation grant to support these costs. This grant will also be utilized to support students' transportation and our community outreach efforts.

The proposed three year budget is based on an FY14 enrollment of 200 students. We anticipate being fully enrolled with 275 students in FY15 and FY16. A level poverty rate of 85% is also assumed. As part of the proposed amendments, we will operate an approved child nutrition program thus making us eligible for both National School Lunch (NSLA) funding and Child Nutrition reimbursements for approved meals served.

We are projecting a declining fund balance in FY14 as we are not eligible to receive NSLA funding in the first year of operating an approved Child Nutrition Program. However, we will be fully eligible for these funds in FY15 and are projecting a positive change in our ending fund balances for both FY15 and FY16.

*Please see **Attachment 3. SIATech Little Rock 3 Year Budget Projection***

4. Program Planning
Staffing Plan

New staff positions that will be filled prior to the opening at the new location are: School Counselor and Elective Teacher(s). New positions or contract services to be secured are: Security Service or Resource Officer, Health Services and Food Services Staff. A new position will be added, a singular Instructional Aide/Testing Specialist, combining some of the responsibilities of the current Instructional Aide and Testing Specialist positions. These two individual positions will not be filled at this time. There may be a return to splitting out the positions in the future.

2013-14 Draft School Schedule

For the 2013-2014 school year, the school will utilize a 7:30-4:00 work day and plan for an average enrollment of 200 students.

Students will receive a full day of instruction for a minimum of 6 hours per day, which is slightly longer than the daily minimum required 350 minutes. This schedule provides students with 50 minutes of extra instruction every week during the school year.

*Please see **Attachment 4.a. SIATech DRAFT Daily Schedule***

Child Nutrition Plan

The school will follow the guidelines of the Child Nutrition Program and provide free or reduced price meals for all students who qualify. Meals will *be* available for purchase by all other students and staff.

Please see ***Attachment 4.b. SIATech Child Nutrition Program***

Length of School Day/Year

The partnership with Job Corps provides many benefits to SIATech, most significantly are reduced costs for facilities and elective teachers. The extended school year was primarily possible due to reduced facility costs, the use of Job Corps Counselors/medical staff/security and the ability of students to earn elective credits in many of the trade/career technical classes. The move to a community location would require SIATech to use a traditional school year calendar subsequent to the 2012-13 school year. The year would include 178 student attendance days in a 194 day annual teacher calendar. This would provide 2 parent meeting days, 10 staff professional development days and 4 staff work days. SIATech does want to support all the SIATech students that are currently enrolled in the SIATech program on the Job Corps campus and will operate on center until the end of June 2013.

SIATech does want to support all the SIATech students that are currently enrolled in the SIATech program on the Job Corps campus and will operate an intersession program, on center, during July 2013. Job Corps students who enroll after March 11th may also participate in this intersession program. This intersession will help to facilitate the completion of the bulk of the academic program for currently enrolled Job Corps students who are scheduled to complete the Job Corps program during the summer of 2013.

SIATech will plan summer intersession programs annually in order to provide extended learning opportunities to the At-Promise (commonly referenced as At-Risk) student population that SIATech seeks to continue serving. An annual intersession program will provide extended learning opportunities for students and support accelerating student progress toward diploma completion. Initial planning indicates a focus on the core academics and possible community service and/or internship activities.

Please See Attachment ***4.c. DRAFT School Calendar 2013–14***

5. **Job Corps Partnership**

The Job Corp Center Director and Adams & Associates, Inc. have expressed an interest in maintaining a partnership with SIATech including sending Job Corps students to the new SIATech school site for participation in SIATech. There is a current and ongoing precedent for Job Corps to send students to attend a SIATech 'sister school' in Florida (current practice at the Pinellas Job Corps Center). SIATech is looking forward to a continuing partnership with the Little Rock Federal Job Corps program.

*Please see **Attachment 5. Letter of Support: Adams & Associates, LRJC Center Director***

6. **SIATech Governing Board approval of a draft plan for a change of address to the I-30 location**
In order to comply with Arkansas public school 'open access' law, the SIATech LR Board of Directors approved an initial plan for a change of address request at the 24 January 2013 SIATech Board of Directors meeting.

7. **Marketing and Outreach**
Pending approval by the AR State Board of Education on 11 March 2013, SIATech will implement a Marketing and Outreach Plan to publicize the school, its mission and vision. Targeted marketing will take place to seek out students who have left school without a diploma or are under-credit and over-age (will not be able to graduate with their cohort class) and are seeking to re-engage in their education. Outreach activities will minimally include:

Written Communication
- The printing and distribution of postcards, posters, flyers
- Public advertisements
- Banner on school building
- Posters on community boards at stores and markets, stores and restaurant windows
- Postings on the SIATech website
- Digital (other than school website) awareness

Events
- Open house events
- Informational breakfast
- Q&A sessions in the local library or school facility

Personal Communication
- Student and Parent/Guardian 'word of mouth'
- Discussion with local community groups that work with the population we are seeking to serve (e.g. workforce boards)
- Seek Community Outreach Opportunities to volunteer (Habitat for Humanity, charity walks, park cleanup, helping at a senior center, etc).
- Connect with community groups and organizations in the school area (e.g. juvenile service groups, pastors, etc.)
- Engage SIATech staff and parents/guardians of students in serving as ambassadors for the school

This section addresses the specific changes to language in the original charter application.
Language in ***Red, Bold, Italics is NEW Language***
Language that is crossed through is DELETED Language
The Table of Contents has not been changed from the original charter.
All headings and sections have the same name.
The original charter attachments have not been included.

Little Rock

SIATech®
SCHOOL for INTEGRATED
ACADEMICS & TECHNOLOGIES

Charter School Application

2011-12

A partnership supporting an 'At-Promise' student population

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STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: SIATech Little Rock

Grade Level(s) for the School: 9-12 **Student Enrollment cap:** 275

Name of Sponsoring Entity: Arkansas School for Integrated Technologies and Academics, Inc.

The applicant is an "eligible entity" under the following category (check one):

_____ a public institution of higher education;

_____ a private nonsectarian institution of higher education;

_____ a governmental entity; or

__X__ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501(c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Kristin L. Mallory

Address: 2611 Temple Heights Dr., Ste A **City:** Oceanside, CA **ZIP:** 92056

Daytime Phone Number: (858) 449-8173 **FAX:** (760) 631-6072

E-mail: Kris.Mallory@siatech.org

Charter Site Address: 6900 Scott Hamilton Drive **City:** Little Rock

ZIP: 72209 **Date of Proposed Opening:** Fall 2011

Chief Operating Officer
of Proposed Charter: To Be Determined (TBD) Title: School Principal

Address: ~~6900 Scott Hamilton Drive~~ ***6724 I-30*** City: Little Rock

ZIP Code: 72209 Daytime Telephone Number: 501.618.2500

The proposed charter will be located in the _____ Little Rock _ School District.
Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name: Kristin Mallory
Profession: Educator
Position: Chief Instructional Officer
State of Residence: CA
Kristin had input from SIATech, Inc & NEWCorp, Inc. staff members

Name: Dean Elliott
Profession: Director
Position: Director of Govt. Affairs, Dillard's, Inc
State of Residence: AR

Name: Lorraine Lane
Profession: Job Corps Management
Position: Job Corps Center Director
State of Residence: AR

Name: Fred Williams
Profession: Job Corps Management
Position: Job corps Deputy Director
State of Residence: AR

Name: Wendy Maxie
Profession: Educator
Position: Education Manager
State of Residence: AR

Name: Richard Trainor
Profession: Finance
Position: Chief Financial Officer, NEWCorp
State of Residence: GA

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

2009-10 = 25,899 ___(Total District Enrollment)

List the school districts from which students are expected to come.
Little Rock School District
North Little Rock School District
Pulaski County Special School District

B. GENERAL DESCRIPTION

The School for Integrated Academics and Technologies, Inc. (SIATech) is a network of fully-accredited charter high schools focused on dropout recovery and retention. SIATech Little Rock re-engages former school dropouts with a unique education program through an innovative, student-centered and standards/research-based curriculum that integrates technology with academics. There is a specific emphasis on literacy, numeracy, critical thinking and achievement of the Arkansas core academic standards. Students assist in developing and monitoring their individualized learning plans, assuming ownership and responsibility for their learning and academic progress.

"~~The SIATech partnership with the federal Job Corps program, a symbiotic relationship to maximize AR public education efforts,~~ ***SIATech will*** provides school dropouts the opportunity to complete their secondary education in a technology-rich, classroom-based environment and an elective program that provides career-technical certification for a 21st Century workforce. ~~Reallocation of dollars, as a result of the partnership, provides an extended school year, a one-to-one student to computer ratio in core academic classrooms, a robust career-technical elective program, small class sizes~~ ***The school will offer*** a safe learning environment where students

learn to take personal responsibility for identifying and tracking their learning goals and academic learning gains.

SIATech will change from a formal partnership with Job Corps to a more 'distant' partnership. The school will no longer be located on the Job Corp Center which will necessitate changes in the way SIATech distributes resources. Specific changes, due to the reduced support from Job Corps, will result in a reallocation of dollars as listed below:

- ***a traditional school year calendar will be utilized***
- ***a strong ratio of students to computers, equal to or better than 2:1, but not specifically one to one in all classrooms***
- ***Job Corps students sent to SIATech will be able to use their vocational training (hard and soft trades) to fulfill Career Focus electives.***

Guided by highly qualified teachers, students augment and adjust their individual learning plan, recognize what is working and what is not, and assume ownership for implementing the best and most appropriate "next steps" to progress in their academic program. Copies of each student's learning plan reflecting their achievement, inclusive of goals and assessments, will be provided to parents/guardians of minor age students in a systematic and ongoing manner using multiple communication strategies (written, oral, on-line/digital, and in-person). SIATech's integrated academic curriculum, ConTech Learning Strategies© embeds state and common core national content standards into industry-standard software programs such as Microsoft Office Suite, AutoCAD 2000, Macromedia Flash and Adobe. This custom curriculum provides multi-media tutorials; requires that students learn to manipulate software applications in order to move through the learning activities in math, science, English and history that are interwoven with connections to career-technical and employability skills using real-world problems and situations. Competency is demonstrated in benchmark and cumulative knowledge assessments, authentic portfolio assessments including a portfolio of work, five senior projects that represent a broad sampling of student learning, and a multi-media presentation of that work to staff, parents/guardians and peers. A focus on literacy and numeracy and an accountability system based on 'Value-Added,' provides data about individual student learning gains (progress from one assessment to another). It is the expectation that the majority of students will exceed expected growth in reading and mathematics. This is measured, for each student, using baseline and growth assessments from nationally-normed reading and math assessments. Students are provided with a copy of the reading and math diagnostics report after each assessment to evaluate current proficiency and track individual growth progress. For writing, SIATech uses its internally developed, rubric-scored, on-demand writing assessments.

Based on a sound theoretical framework of competency-based, authentic education, and drawing on the foundational work of Abraham Maslow *(Maslow's Hierarchy of Needs),* Bloom's *Taxonomy of Educational Effectiveness* and Feuerstein's '*educability of intelligence,'* SIATech has created an educational delivery model that has effectively changed the lives of over 10,000 high school dropouts by helping them to re-engage in the education process, achieve the goal of a high school diploma and access opportunities for advanced education and a meaningful career. One of the most important strategies utilized by the SIATech system is to use a competency-based model of teaching & learning. Competency-based learning moves away from a system that relies on seat-time credits (a measure of the length of time a student has studied a subject) and

the confinement of grade-level boundaries to a system that awards credits based upon the demonstration of skill level mastery. Time-shifting allows access to curriculum in the form of extended day learning opportunities, work-based learning, and community service and facilitates accelerated learning. This supports a truly unique experience and meaningful transformation. When a student acquires a defined level of skill or competency, they move on to the next set of standards.

Caring adults, a small learning community, an orderly atmosphere, a strong emphasis on skill acquisition, frequent monitoring of progress, data-driven decisions in real-time within a "High Tech" and a "High Touch" learning environment promotes students future academic success by teaching students the academic skills and confidence to learn to self-monitor their learning under the tutelage of adults with high expectations of success for every student.

STANDARD 1 - PUBLIC HEARING RESULTS

A public hearing was held at the Southwest Community Recreation Center, 6401 Baseline Road, Multi-Purpose Room, Little Rock, AR 72209, on Friday, August 20, 2010 at 6:00 pm. It was attended by 8 persons from the community, 4 who were from the Little Rock Job Corps Center. Presentations were made by Laurie Pianka, Education Director and Kristin Mallory, Chief Instructional Officer, from SIATech. A power point presentation highlighted information about the SIATech history and educational program and a web-based recorded presentation from the SIATech Gainesville, FL principal summarized her school's June, 2010 Model Schools presentation in Orlando, FL. The sign-in sheet from the meeting is in **Attachment A**. There were numerous questions about the charter and most remarks from community members spoke to the 'uniqueness' of the charter purpose and the target population. Individuals from Job Corps were able to answer many questions about their program and their expectations of the potential partnership.

There will be a second public hearing on Thursday, September 2nd at 6:00 pm at the Little Rock Job Corps Center, 6900 Scott Hamilton Drive, Little Rock, AR 72209 to provide community members with an opportunity to not only hear about the SIATech Little Rock charter program but to see the facility where the school will be housed if approved.

In addition to the community meeting, a letter of support was submitted by Ms. Wendy Maxie, the Career Education Manager of the Little Rock Job Corps Center **(Attachment H).**

STANDARD 2 - ARKANSAS CODE ANNOTATED §6-23-302 REQUIREMENTS

All of the following requirements of Arkansas Code Annotated §6-23-302 were met:

A. Public hearings were published in the *Arkansas Democrat Gazette* **(Attachment A).**
B. Copies of the Notice of Public Hearing are included in **Attachment A.**
C. The last public hearing notice was published on August 19, 2010 **(Attachment A).**
D. Letters were sent to the superintendents of Bryant Public Schools (2nd public meeting only), Pulaski County Special School District, North Little Rock School District and Little Rock School District **(Attachment A).**

STANDARD 3 - GOVERNING STRUCTURE

The legal entity governing the proposed school is *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Little Rock, Inc.),* which is a public benefit, non-profit 501(c)(3) corporation. SIATech Little Rock, Inc. is electing to be a public employer and will seek to participate in the Arkansas Teacher Retirement System (ATRS).

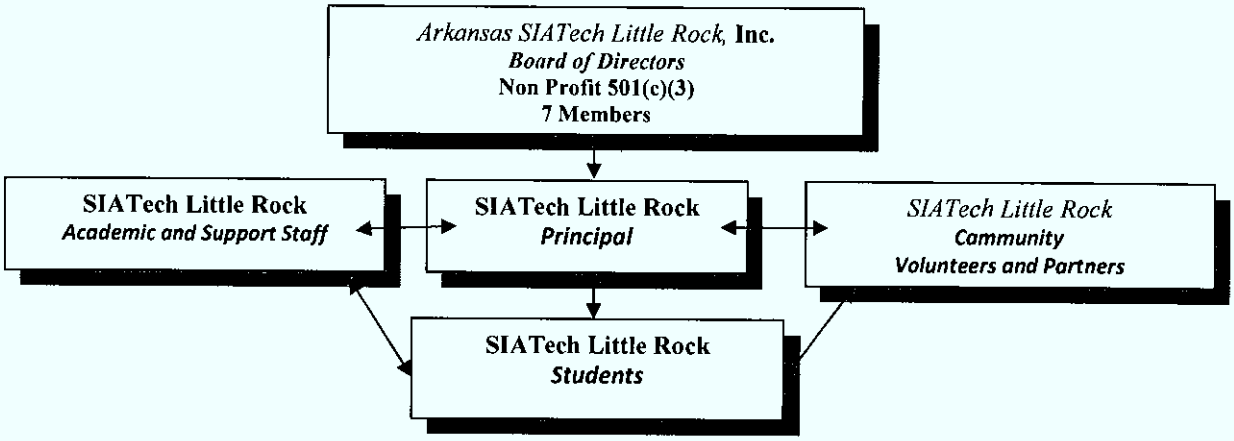
The Board of Directors (Board) of SIATech Little Rock, Inc. will serve as the governing body of the school, SIATech Little Rock. The Board will be established with seven (7) members including four (4) business/community/education leaders, one (1) parent/guardian ~~or in loco parentis~~, one (1) student, and one (1) representative of the member corporation (NEWCorp, Inc.). Initially, the Founding Board will appoint the members of the Board according to the terms of the corporate by-laws. Thereafter, the business/community/education, parent, and student representatives will be nominated and elected by their peers to the Board. The Board of Director members will elect a President, Vice-President, and Secretary. Procedures for replacing Board of Director members will be set forth in the by-laws of the organization. Each member of the

Board will be fingerprinted and will minimally specify multi-year terms (2-3) that overlap, providing constancy of membership.

SIATech Little Rock will be under the overall management and control of the Board, which will work closely with the school principal in promoting school goal achievement, student academic achievement and ongoing alignment with the school mission and vision. The Board will focus on policy issues and will entrust the day-to-day management of the school to the principal, who will be accountable to the Board for the overall performance of the school.

The central role of the Board of Directors of SIATech Little Rock, Inc. will be to be the "keepers of the mission and vision" of the school. The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with pupil achievement, what it can do to support and enhance that achievement, and how it can help build a sense of connectedness and community for each SIATech Little Rock pupil and stakeholder. To that end, the Board will be composed of a representative group who can provide input from the community and the general stakeholders of SIATech Little Rock, Inc. The Board will involve teachers, parents, and students in the governance, operations, and planning procedures of SIATech Little Rock, Inc. Every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests.

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.

As has been indicated, the principal will have primary financial and administrative management responsibility for SIATech Little Rock, that will include, but not be limited to: personnel and payroll administration; professional development/training; curriculum and testing; contract administration; accounting, budgeting, cash management and financial reporting; management information systems; insurance; transportation services; cafeteria management services; parent/student/community activities; marketing and recruitment; and public relations activities.

The principal will be assisted in these tasks by employees, and professionals or entities employed by or contracted with for the provision of administrative and management support services.

Proposed reporting and relationship structure

SIATech Little Rock will be under the overall management and control of the Board of Directors (Board), which will work closely with the principal. The Board will focus on operational oversight and the identification and development of overarching goals and policy issues. The day-to-day management of the school will be the responsibility of the principal, who will be accountable to the Board for the overall performance of the school.

The responsibilities of the Board, including how it will exercise continuing oversight over school operations, will include:

- Management of the business, property, and affairs of the non-profit corporation;
- Approval of a qualified principal to administer and operate SIATech Little Rock;
- Supervision and oversight of the principal in performance of his/her respective duties and obligations;
- Establishment of overall policies for SIATech Little Rock;
- Approval of the annual budget of anticipated income and expenditures, and preparation of the annual financial audit report;
- Filing of an annual progress report to the AR School Board that will include:
  1) SIATech Little Rock's progress towards achieving the goals outlined in its charter;
  2) The information presented in the annual school report;
  3) The financial records of SIATech Little Rock, including revenues and expenditures; and
  4) Salary and benefit levels of SIATech Little Rock employees.
- Maintenance of written records of attendance and minutes of its meetings.
- Responsible for hiring staff.

The Board, teachers and administrators will have a relationship based on mutual respect for the role each plays in fulfilling the mission of SIATech Little Rock. The Board is responsible for and accountable to the people for whose benefit this school will be established and has the overall responsibility for ensuring that the students attending SIATech Little Rock will be provided with a quality education. The Board will be responsible for evaluating the effectiveness of SIATech Little Rock in the fulfillment of its established goals, objectives and mission.

The principal will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management. The teachers and staff of SIATech Little Rock will report to the principal, but will ultimately be under the direction of the board with respect to ongoing employment. Employees, professionals or entities employed by or contracted with for the provision of administrative and management support services may be responsible to the Founding Board, the Board, and/or the principal depending on the specific nature of the services to be provided.

Transition from Founding Group to Governing Board

The Founding Board will serve as the initial Board of Directors of SIATech Little Rock, Inc. Recognizing that people who understand and care about the uniqueness of the local community can only enhance a school's success, therefore, the initial Founding Board will transition within

one year of charter contract approval to the appointed/elected SIATech Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock Little Rock, Inc.

Board member recruitment, development, orientation process for new members and ongoing professional development

Initially, the Founding Board will appoint the members of the Board of Directors (Board) for one year terms. Thereafter, the business/community/education, parent and student representatives will be nominated and elected by their peers and current Board members to the Board of Directors.

Given the wide range of backgrounds and experiences in both the public and private sectors, as well as the proven track record of developing successful charter schools, the Founding Board members are well qualified to initiate charter school development, articulate a clear vision for the charter school, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of a charter school, and ensure that the charter school's direction and performance remains aligned with its vision. The initial Founding Board will transition to the appointed/elected SIATech Little Rock Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock as close to the opening of the school as possible, but no later than December, 2011. The Board of Directors (Board) will be made up of a well-balanced group of individuals drawn primarily from the local community. A board composition that is diverse and provides a range of professional expertise and experiences will offer capacity for overseeing the organizational, financial, pedagogical, legal, etc. areas necessary to develop a successful charter school.

The Board will elect a President, Vice-President, and Secretary. Procedures for replacing Board members are set forth in the by-laws of the organization. The Board will focus on policy issues and the identification and development of overarching goals and specific objectives to ensure the continued alignment of SIATech Little Rock's direction and performance with the Founding Board's vision. Initially, the founding board will be composed of Kristin Mallory (Chief Instructional Officer, SIATech/NEWCorp, Inc.), Fred Williams (Deputy Director, Little Rock Job Corps Center) and Dean Elliott (Former Arkansas Legislator, 1999-2002, currently Dillard's, Inc., Little Rock, AR; Director of Governmental Affairs).

Partnership

The partner organization is the Department of Labor's Job Corps Center management and staff. The contact person will be the Job Corps Center Director ~~(Ms. Lorraine Lane)~~ or ~~her~~ designee. The Little Rock Job Corps Center operates youth programs through the U. S. Department of Labor. SIATech's ***extended instructional time,*** ~~outstanding high school program is possible as a direct result of this partnership, whereby the vocational training and workplace readiness features of the Job Corps complement SIATech's~~ technology-rich, classroom-based environment ~~to~~ support a meaningful and "real-life" approach to academic achievement for disadvantaged students. ~~SIATech will utilize the Job Corps facilities for its programs, while providing an opportunity for students to obtain their high school diploma through SIATech's accredited high school program located conveniently at the Job Corps site.~~ ***SIATech will continue to partner with Job Corps for any high school eligible youth that are sent from the center to SIATech. Over the past two years, SIATech has successfully opened three Florida MYcroSchools,***

schools that are not located on Job Corps Centers and use the SIATech model as described in this document.

SIATech Little Rock's board membership ***may*** include one or two representative members from the Little Rock Job Corps Center. As a regular member(s) of the Board, this individual will bring a wealth of knowledge directly related to SIATech Little Rock students' success and he/she will participate fully in all functions of the board.

SIATech Little Rock Staff, Parent/Guardian and Community Governance Involvement
Parents/Guardians will be an integral part of the school, serving on the Board in a voting capacity (1) and in an advisory capacity in addition to other school-based teams and/or committees. Parental/Guardian involvement in the decision-making process will include, but not be limited to, the following:

- Review of the charter school's policies to ensure consistency with the school's mission
- Recommendations on policy issues
- Development of long range strategic plans
- Review and recommendations for performance standards to measure the charter school's success

Every effort will be made to make parents/guardians partners in their children's education. Such efforts will include:

- Encouraging parents/guardians to serve as school volunteers
- Promoting and strengthening parental responsibility and involvement
- Encouraging parents/guardians to serve on the Board of Directors and other school-based committees such as the School Advisory Council/Team
- Recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement
- Scheduling programs and activities in a flexible manner to reach a diverse group of families

SIATech Little Rock will utilize a flexible and open process for including staff and a greater number of students and parents/guardians in providing guidance and support to the school. The school Principal, with support from the Board of Directors, will establish a ***SIATech Little Rock Advisory Council (SAC)*** to provide for ongoing input and participation from parents/guardians and students. The SAC will seek to have two (2) interested student volunteers, two (2) to four (4) volunteer parents/guardians of SIATech Little Rock students (one of whom may be a SIATech, Inc. Board member) and two (2) staff members. The School Advisory Council will meet monthly and will provide input at the Board of Directors meetings. The SAC will select, minimally, two (2) members (parent and student) to participate in the monthly Board of Directors Meetings, providing input as non-voting participants. The members of the SAC will form the basis for the *SIATech Little Rock Advisory Team (SAT)* which will have overlapping meetings with SAC and allow for participation from any interested SIATech Little Rock students and parents/guardians, forming an "extended family" to advocate and promote student success at SIATech Little Rock.

Students will be asked to develop and share their personal mission statement; commit to the SIATech Little Rock Code of Student Conduct contract; and schedule their goal reviews for

achievement at regular intervals with the Principal and/or designee. These students will be sworn in as SAT members and recite an oath to uphold the school values, serving as role models for all who follow behind them. The SAT will act as "an extended family" where the emphasis is on relationships and learning and providing input to the SAC and SIATech, Inc.

SIATech Little Rock CORE VALUES
INTEGRITY
Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong. Do the right things for the right reasons.
RESPECT
Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.
SERVICE
An act of help or assistance, responding to others in need, without expecting anything in return
LEARNING
The act, process, or experience of gaining knowledge or skill-pursuing opportunities for life-long growth.

STANDARD 4 - MISSION STATEMENT

The mission statement for SIATech Little Rock, on open-enrollment public charter school is: ***Real Learning for Real Life*** **®**

The **Mission** of the *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech 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 SIATech Little Rock 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 SIATech Little Rock students

SIATech Little Rock seeks to provide school dropouts with an opportunity to re-engage in learning via a competency-based high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended-learning opportunities that take advantage of technological opportunities for lifelong learning (e.g. free digital textbooks, access to online learning opportunities, open-source, and free software). SIATech Little Rock will use numerous information and data to evaluate the accomplishment of its mission. Examples of explicit goals that demonstrate student achievement of ***Real Learning for Real Life*** ® might include:

- Individual student learning gains in literacy and numeracy, that minimally meets and generally exceeds what is expected, using nationally recognized and normed assessments (i.e. Renaissance Place reading and math assessments[1])

[1] Renaissance Learning, http://www.RenLearn.com/

- Student demonstrations of 21st century technology skills
- Student awareness, attention and achievement of advanced career-technical training and/or post-secondary education

The school embodies the intent to break the cycle of poverty and underachievement for youth who have dropped out of the traditional educational system and who are currently labeled as at-risk. SIATech Little Rock views all at-risk students as 'At-Promise' and will provide these students with the opportunity to earn a high school diploma, leading to advanced study and expanded career options. This specialized school will enhance each student's ability to access and succeed in institutions of higher education, vocational-technical careers, and/or military service and promote their opportunities to learn the skills needed to negotiate the complexities of life and to achieve success in the 21st century workforce.

SIATech believes that all students can learn and that they have the right to earn a high school diploma, even though they previously have been unsuccessful in a traditional school system for a variety of reasons. ***A*** ~~The~~ unique ***program, which incorporates the use of individualized student learning plans and a continued*** partnership between SIATech Little Rock, the Arkansas State Board of Education, and Little Rock Job Corps will re-engage disenfranchised students in a high-tech, high-touch small learning ***community*** ~~environment~~, fostering academic achievement, career-technical training, and 21st century workplace-readiness skills. High school dropouts or students not on track to graduate with their cohort class will find the opportunity and support to complete their secondary education in a classroom lab where the focus is on rigor, relevance and relationships. The learning process at SIATech Little Rock will be personal and will occur one on one, in small ***and large*** groups, and independently. A motivating, integrated core academic program that is outcome-based rather than seat-time dependent provides incentive for students to build their skill sets, reach their potential, and achieve their goals. Additionally, students will demonstrate mission accomplishment through achievement on Arkansas state benchmark assessments and end of course tests.

STANDARD 5 - EDUCATIONAL NEED

Increasing America's graduate pool is an issue of national urgency. We can no longer accept the hemorrhaging of students from our schools without a diploma nor the number of school-age young people who have dropped out. Effective Dropout Recovery schools can be one of the solutions to this serious problem. The school will provide a critical point of re-entry for disconnected youth. Nearly 11,000 students from Arkansas high schools did not graduate with their class in 2009. This hurts the student, and the state as a whole. The consequences of dropouts include higher unemployment, lower wages, increased criminal activity, more reliance on public assistance, and lower civic engagement.[2] SIATech Little Rock is an option to help these students get their lives back on track through career training and an education.

Several studies have analyzed the projected impact of the dropout crisis on communities in the United States. It is estimated that a high school graduate would contribute an additional $260,000 in increased income and paid taxes over his or her working life compared to a dropout[3]. Therefore, with a small per student investment in a dropout recovery high school such as

[2] Alliance for Excellent Education, Issue Brief, August 2009. http://www.all4ed.org/files/HighCost.pdf

SIATech Little Rock, the benefits would be immense over a working life. Even if the funding per student for two years were to equal $20,000, if SIATech Little Rock graduates 125 Arkansas dropouts in 2011-12, the return to the state over the working lives of these students is estimated at $30 million[3].

In the SIATech Little Rock classrooms, students will actively participate in learning the core academic subjects, reaching subject mastery, and achieving their goals. This school environment will probably be like nothing these students have ever seen – it is high-tech, interactive, rigorous, and engaging. Its caring and highly effective instructors will provide personalized and small group instruction to ensure each student stays on track to graduation. Whether students need an entire high school program or to make up a few credits, SIATech Little Rock will be a viable educational opportunity for a better future. There will be a focus on improving students' skills in literacy, reading and writing, as well as numeracy. Additionally, the provision of career and technical training is crucial to developing employability skills for students who choose to enter the world of work at the end of high school. Increasing students' reading levels, mathematical skills, and writing skills are fundamental to improving their chances of achieving proficiency on End-of- Course assessments, completing high school, accessing and completing higher education and progressing to gainful employment with opportunities for promotion.

SIATech's small schools have had an impressive track record of success in its 12 years of operation. During this time, SIATech has gradually opened 16 fully-accredited school sites and more than 10,000 previous dropouts have earned their high school diplomas. The current 'one size fits all' accountability model provides a 'disincentive' for most schools to re-enroll students who have previously dropped out of school. This is largely due to the high degree of scrutiny and pressure schools are under to increase test scores and graduation/completion rates. SIATech believes that the implementation of rigorous, appropriate systems of accountability will assist with recovering dropouts and re-engaging them in learning. This is not only the *right* thing to do, but serves as an effective economic growth model for our country.

SIATech is committed to closing the school-to-prison pipeline and diverting more students into the school-to-work pipeline. SIATech is a specialty school, specializing in recovering school dropouts, an educationally disadvantaged and vulnerable population worthy of another opportunity. There are devastating economic and social implications of the high school dropout rate that cannot be ignored. Considering the safety and security of our citizens and communities, dropouts have a significantly higher rate of incarceration than the general population. A dropout is more than eight times as likely to be in jail or prison then as a person with at least a high school diploma.[4]

STANDARD 6 - EDUCATIONAL PROGRAM

Foundational Educational Philosophy – Curricular and Instructional Strategies

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[3] Alliance for Excellent Education, Issue Brief, August 2009. http://www.all4ed.org/files/HighCost.pdf

[4] Editorial Projects in Education Research Center and Education Week (2007). Diplomas Count: Ready for What? Preparing Students for College, Careers, and Life After High School.

The educational philosophy of SIATech Little Rock centers on the belief that all students should be afforded the opportunity to become independent thinkers who are intrinsically motivated to learn. In an effort to develop learners who will be successful participants in the 21st century, SIATech Little Rock staff will focus on the development of efficient thinking skills that empower students to be successful in our dynamic society as transformed learners.

SIATech Little Rock will incorporate the belief system, theory, and parameters of Lev Vygotsky (personal and social aspects of the cognitive and the metacognitive); Jack Mezirow (transformative learning); Betty Garner (*Getting to Got It! Helping Struggling Learners Learn How to Learn*); Art Costa (habits of mind); Howard Gardner (multiple intelligences); and Reuven Feuerstein, whose techniques focus on the *"educability of intelligence"* and *"Intelligence is not fixed, it is modifiable."* ***It is possible to have a brain and not have a mind. A brain is inherited: A mind is developed.*** Reuven Feuerstein

The key instructional methodology promotes **learner-centered efforts**. SIATech Little Rock will expand teachers' repertoires with research-based strategies for teaching skills for thinking, increasing learning capacity, transferring learning to other situations, reducing impulsivity, and building intrinsic motivation. Explicitly teaching toward the development of cognitive functions facilitates student capacity for making connections, identifying patterns, formulating rules, and applying abstract principles to new situations.

Additional methods include cooperative and collaborative learning to encourage active participation, individual accountability in work groups, and the improvement of social skills. Staff will guide and encourage students in discussion groups, peer coaching, inquiry-based learning, and collaborative projects. In order to be successful in life, learners must learn to adapt to new and ever-changing conditions and team situations; that is, it is imperative that they develop a process for lifelong learning in a 21st century style work world. SIATech Little Rock will combine this learner-centered focus with a **competency-based** academic approach founded on the learning organization work of Peter Senge *(The Fifth Discipline),* Michael Fullen's work on Professional Learning Communities *(Change Forces, Turnaround Leadership),* Ron Edmonds's research on the school effectiveness movement, Robert Marzano's *What Works in Schools,* Larry Lezotte's *Stepping Up!,* and Stephen Covey's *7 Habits of Highly Effective People.*

One of the most important components of the SIATech Little Rock system, **competency-based learning,** moves away from reliance on seat-time credits (a measure of the length of time a student studies a subject) to a system that awards credits based upon the demonstration of skill-level mastery; with success based on a willingness to break the confinement of grade-level boundaries. As a student acquires a defined level of skill or competency, the student is guided toward the next set of Student Learning Expectations (SLEs) in the Arkansas Frameworks, regardless of grade level. Based on research and experience, a competency-based model brings the following benefits:

- Personalization and relationships
- Relevance and engagement
- Rigor and high standards
- Results - desirable outcomes
- Accelerated opportunities for earning credit towards graduation
- Empowered educators with expanded roles as "learning facilitators"

Competency-based learning regards each student as an individual with different learning needs. SIATech's experience with 'At-Promise' students demonstrates that competency-based learning is a natural way to assist students' progress from **dropout recovery** to lifelong learners. Students see first-hand the benefits of competency-based learning as they enter the employment arena, realizing that real jobs seek to establish actual mastery—not just time on task. SIATech Little Rock will provide high expectations, an orderly atmosphere, strong emphasis on skill acquisition, and the frequent monitoring of student progress to promote student success. A small learning community allows for both a "high-tech" and a "high-touch" environment where students gain the academic skills and confidence to self-monitor their progress.

The SIATech philosophy is that relationships are the foundation of an effective, academic program. These relationships are built through cultivating a trust and respect through staff that believe in students and their ability to learn. Rather than seeing its student population as "at-risk," SIATech focuses on each student's strengths and believes all students are 'At-Promise'. SIATech facilitates the ability of staff to guide student learning through positive methods, without coercion and in an atmosphere of warmth and concern. The school culture will be based on both 1) quality work in mastering the curriculum and 2) self-responsibility, helping students discover that education is the key to their future.

Innovations of SIATech's program include a competency-based academic system (waiver request for competency to determine credits vs. Carnegie units based on hours in the classroom), authentic portfolio assessments, workplace-designed classroom environments, a custom-designed academic curriculum, small class sizes, standards-based testing, multimedia presentations of each student's work, daily access to industry-standard software, computer workstations for every student, and an elective program that includes career-technical ***classes with some*** certification~~s~~ ***options.*** ~~through the partnership with Job Corps.~~

Much of the students' academic learning is guided by teachers using ConTech Learning Strategies©, SIATech's own curriculum (described more fully in Standard 8). This integrated core curriculum embeds academic skills into learning industry-standard software programs such as Microsoft Office Suite, AutoCAD, and the Adobe CS3 Suite. In this custom curriculum, students learn to manipulate software applications to move through SLEs from the Arkansas Curriculum Frameworks in a classroom-based instructional setting. Competency is demonstrated in benchmark assessments and culminates in the presentation of Senior Projects and a Graduation Portfolio, representing a broad sampling of student learning.

SIATech's custom-designed curriculum and instructional program provides:

- Complete integration of Arkansas Curriculum Frameworks and Common Core Standards (in progress).
- High-interest, real-life projects and assignments
- Academic skills of mathematics, science, English/language arts, and social studies learned through real-world problems and situations
- Interactive multimedia tutorials to learn math, grammar, writing, and technology
- Academic skills embedded in learning high-end technology
- Collaboration, with students doing, learning, collaborating with others, sharing, and teaching other students what they've discovered
- Interwoven connections with vocations, career-technical, and employability skills
- Each student's multimedia presentation of Senior Projects and a Graduation Portfolio
- Hands-on career-technical training providing students with relevance for academic learning
- **Learner-centered** and individualized self-pacing, providing options and opportunities for students to

create meaning from prior and current knowledge and experiences.

Core Subject Areas

The core academic subjects of English/language arts, math, science, and social studies are fully aligned with the Arkansas Frameworks. Students of SIATech Little Rock will demonstrate numerous competencies upon graduation:

- **English/Language Arts** – Students will demonstrate proficiency in reading, literary analysis, the writing process and writing applications, the research process, media literacy, and presentation skills —in multiple forms of expression (written, oral, multimedia). Students will show communication skills appropriate to the purpose, setting, and audience. Additionally students will comprehend and critically interpret multiple forms of expression, ranging from literature to informational reading and complex technical directions.
- **Mathematics** – Students will demonstrate abilities to reason logically, problem solve, and apply mathematical processes and concepts encompassing algebra, discrete mathematics, geometry, and statistics. Trigonometry and calculus courses are available as needed for advanced students. Students will demonstrate how standards from these strands are interwoven through different mathematical tasks including AutoCAD, Excel, and math senior projects.
- **Science** –Students will show their knowledge of essential concepts in science including the nature of science, biology, physical science, and chemistry. Students will show competency in strands such as scientific inquiry, cell biology, genetics, ecology, physiology, chemistry, and physics. Lab activities are fully integrated throughout. Students will demonstrate other core skills such as critical thinking, problem-solving, measurement, lab procedures and safety, and data and graphical analysis.
- **Social Studies** – Students will demonstrate and apply civic, historical, economic, and geographical knowledge in order to serve as productive citizens in today's world of diverse cultures and global perspectives. More specifically, students will demonstrate proficiency and understanding of essential concepts about U.S. and Arkansas history, world history, geography, economics, and civics and U.S. government. Recent updates to ConTech© curriculum have put special emphasis on student demonstration of financial literacy.

Underlying and utilized throughout each of these core academic areas will be other core skills, such as the critical thinking skills of problem-solving, analyzing, and applying knowledge as well as the effective use of technology through its infusion across the curriculum. The content of all core academic skill areas is based upon the standards, objectives, and outcomes of both the Arkansas Frameworks for 9-12 and the new Common Core State Standards. Thus, SIATech Little Rock students will be well positioned to acquire specific subject-area skills and demonstrate a year's worth of learning for each year they are enrolled in SIATech Little Rock as measured by the End-of-Course exams in Algebra, Geometry, and Biology; the Grade 11 Literacy Exam; the STAR Reading and Math growth assessments, and SIATech Little Rock's own on-demand writing assessments.

Many students come to SIATech with a history of negative experiences at school and in their home life. SIATech's ultimate goal is to transform these young men and women who have given up on school and themselves. SIATech Little Rock seeks to **TRANSFORM** former dropouts into **LEARNERS** who can access their prior knowledge to construct new understandings to guide their actions (Mezirow, 2000); who are open to alternatives and more emotionally capable of change; and who are ready to engage in critical thinking and discourse.

In summary, SIATech curriculum and instructional methods are based on currently recognized **"best practices"** for learning. Throughout, teachers and staff will facilitate, guide, and coach students:

- Through active participation in thoughtfully organized learning experiences that meet personal and career goals

- Within projects and themes that pose significant questions and present challenging problems
- With curricula that are interrelated and embedded in learning technology
- With involvement in hands-on activities through career-technical classes

Students leave SIATech with a solid academic knowledge base as well as marketable technical skills, increased academic confidence, and a high school diploma.

Rationale for Enhanced Educational Options for Target Student Population

SIATech currently serves over 3,500 former drop-outs in campuses located in four states (Florida, New Mexico, Arizona and California). The charter school re-engages disconnected students through an innovative program that blends technology with academics and provides youth the opportunity to earn a high school diploma. SIATech's unique curriculum meets the needs of a high school population specifically designed for reluctant or disengaged learners who have dropped out of traditional high schools. In addition, SIATech provides this rigorous academic program coupled with an electives program emphasizing career-technical ***courses and*** certifications***s for designated courses.*** ~~through vocational programs like Job Corps. This educational option is possible in Little Rock because of the partnership with the Job Corps program that will provide facilities and elective high school credits for students in the career-technical training program.~~

For the past twelve years, SIATech has been honing strategies that give disadvantaged youth the chance to complete their secondary education in a technology-rich environment that supports academic achievement and career-technical proficiency. SIATech's high-tech, competency-based, integrated curriculum provides incentive for students to build their skill sets and achieve their goals.

Emphasis on Real-Life Skills "Beyond the Schoolhouse Door"

Through partnership with Little Rock Job Corps, SIATech students will participate in career training and service in the workplace and the community beyond the schoolhouse door. Career training and community service activities enable students to achieve the following:

- Learn and practice workplace competencies in real-world situations
- Experience the connection between school-based academic learning and the larger, interconnected local/regional/national/global communities
- Gain personal experience with the infrastructure of local communities and experience the importance of being a contributor to the well-being of the larger community
- Participate in apprentice-like learning and hands-on experiences that prepare them for careers and advanced levels of learning, collegiality, and responsibility.

The Little Rock Job Corps Center offers an array of career-technical certification programs as a response to the current economic crisis and rising unemployment. Because the Job Corps career-technical program provides the majority of each student's elective course credits ***for SIATech Little Rock Students enrolled in Little Rock Job Corps***, many graduates from SIATech Little Rock will also hold an industry-standard certification in a career-technical area. Career-technical training programs available to students at the Little Rock Job Corps Center are presented below:

Training Program	Course: Certification
Business Technology	*Certiport*
Culinary Arts	National Restaurant Association
Facilities Maintenance	OSHA, NCCER (National Center for Construction Education and Research),
Health Occupations	State Licensure
Heating, Ventilation and Air Conditioning (HVAC)	OSHA, NCCER (National Center for Construction Education and Research),

Training Program	Course: Certification
Network Cable Installation	Adobe System, Inc.
Plumbing	OSHA, NCCER (National Center for Construction Education and Research),
Security	IFPO (Certification International Foundation for Protection Officers

One of the reasons SIATech has been so successful with this student population is the partnership with vocational institutions like the Little Rock Job Corps Center. Students spend part of their day in academic classes, gaining the language, reading, numerical, and study skills needed for success in vocational classes. They spend the other part of their day gaining hands-on work experience in their chosen career-technical training vocation.

SIATech students, not co-enrolled in the Little Rock Job Corps program, will also participate in career techical training byond the school house door through a choice of Career Focus electives in lieu of Job Corps Career Technical Training. These electives will enable students to meet Arkansas high school graduation requirements as they learn and practice workplace competencies. Students will have the opportunity to explore careers through "hands-on" practice while developing marketable skills. Through research, service projects and/or internships, students will experience connection with communities on all levels: local, regional, national and global.

Through both the academic and career-technical programs, ***SIATech Little Rock*** students develop "real-life" skills that equip them to continue learning through healthy adult lives:

- Planning, initiating, and completing both short and long-term projects
- Study skills and habits, such as note taking, Internet research skills, planning strategies
- Reflecting on and evaluating one's own and others' learning
- Collaborating effectively with others in teams and work groups
- Financial management skills (e.g., budget development, banking, credit cards, entrepreneurship, spreadsheets, etc.)
- Professional communication skills – both oral and written
- Job readiness and career development skills (e.g., résumés and career websites, online job postings, interviewing skills)
- Employability skills (e.g., punctuality, attendance, proper attire)

Students will demonstrate fulfillment of these competencies through completion of coursework, mastery testing, projects, oral presentations, and reflections. Placement after graduation is an important focus for SIATech students. ***For SIATech students co-enrolled in Job Corps,*** ~~P~~part of the Job Corps measurement system includes a six-month and one-year follow up on student placement. This helps to focus attention on continued success for many students after graduation.

SIATech supports an ideology whose time has arrived. Never has *"Real Learning for Real Life"* been more critical to the success of our nation's students and our educational system. Competency-based education coupled with rigor, relevance and relationship, in a high- tech and high-touch environment, facilitates a unique learning experience and meaningful transformation that creatively meets the needs of 21st century learners.

School Day and Year

SIATech Little Rock will be an open-entry open-exit school to support the needs of the 'At-Promise' (at-risk) student population. The school will follow a ~~year-round~~ ***178 instructional*** calendar ***using a slightly longer***

school day and summer intersession opportunities in order to offer maximum opportunities for these students to meet their academic goals. The campus will have 6~~.5~~ instructional hours per day ***and a calendar of 194 teacher day, inclusive of two parent meeting days, 10 professional development days and 4 staff work days.*** ~~with 1.5 additional hours for lunch and breaks~~. The proposed hours of operation ***will align with the public transportation system. A proposed schedule is attached, but may change according to public bus schedules.*** ~~for staff are 7:30 am to 4:30 pm with students attending 8:00 am to 4:00 pm~~.

~~SIATech Little Rock will follow an extended school calendar of approximately 200 instructional days each calendar year. The campus will be closed for most national holidays and for three-week breaks in winter and summer (a total of 6 weeks). The precise dates will depend on the Little Rock Job Corps center calendar.~~ The longer school year, coupled with ***a competency-based program,*** an open-enrollment policy, ***summer intersession hours and a slightly longer school day*** will ~~enable~~ ***support At-Promise*** students ***achievement*** ~~to work on requirements for~~ ***of*** a high school diploma in ***a*** classroom-based ***high-***tech~~nology~~ environment~~on a year round basis~~.

SIATech's proven success throughout the nation in educating and training 'At-Promise' youth confirms that the ***open-access and technology-rich environment*** ~~extended-year and extended-day model have~~ ***addresses the needs of this student population.*** ~~dramatically increased the graduation rate and accelerated performance in other SIATech schools that operate in partnership with the Job Corps program.~~

STANDARD 7 – ACADEMIC ACHIEVEMENT GOALS

Performance-Based Goals and Measurable Objectives

As a career-technical training and competency-based academic program, SIATech's academic purpose is to improve students' literacy, numeracy, and technology skills to help them complete high school and to prepare them for higher education and careers. SIATech is committed to increasing student learning and achievement for each individual student. As students attend SIATech for months, rather than years, academic growth is most effectively measured individually student-by-student rather than annually by four-year cohort groups. It is our goal to transform individuals, empowering them to become life-long problem solvers and learners who are productive members of society and the workforce. All SIATech Little Rock students, excepting those noted for exception according to state education law will participate in the Arkansas standard state assessments (augmented Benchmarks, General and High-Stakes End-of-Course, and High School Literacy) following the guidelines established by the Arkansas State Board of Education and adhering to state graduation requirements. As a year round school, with open entry/exit, students will need to access assessments when offered regardless of where they are in coursework. For this reason, assessments not available throughout the year are not included in the school's performance based goals or measurable objectives. Instead SIATech has chosen to focus on 'distance-traveled' vs. 'point-in-time' assessment results.

Specialty high schools face inherent difficulties in meeting student proficiency targets and graduation rates required of traditional district high schools. Formal requests have been made to the United States Department of Education to permit schools serving predominantly alternative student populations to be judged accountable for student improvement in ways other than and in addition to the accountability measures used for traditional district high schools.

SIATech proposes an "Individual Student Growth' model as an appropriate way to measure the success and progress of a specialty school serving a predominantly alternative student population, 90%+ under-represented and 95%+ free and reduced lunch eligible students, nearly all of whom have previously dropped out of school at least once. This accountability will focus, first and foremost, on individual student 'expected' and/or 'value-added' growth in literacy and numeracy. Expected growth, minimally, is a year's academic growth for each 10 month period enrolled in school. 'Value-added' looks at each student's past assessment

performance and uses it to project future performance. The difference between the actual and expected/projected results is the estimated 'value' that SIATech adds during the year. School results reflect the average of the assessment outcomes for all students during the period analyzed. The cohort group referenced below refers to all exiting students, annually, SIATech graduates and any students enrolled for a minimum of 10 months. It is also of significant importance to focus on raising the expectations of the school's 'At-Promise' students with respect to their future (Goals 4-6).

For Goals 1, 2 and 3: SIATech Little Rock will implement a system of measuring individual student math/reading learning gains using the Renaissance STAR math/reading baseline and growth assessments and the SIATech Writing Growth Evaluation Process. Student STAR growth results will be evaluated by an independent expert (Dr. John Schacter/Value-Added Analysis Network[5]) using Renaissance STAR norming tables and Stanford & UCLA statistics professors. Writing growth will be evaluated as a measurement for years 2, 3, 4 and 5. The expected percentage (%) of individual cohort students meeting expectations each year is as follows:

Math and Reading		Writing*
Year 2:	**65%**	**55%**
Year 3:	**70%**	**60%**
Years 4 thru 5:	**75%**	**65%**

** The % is lower for this assessment due to the inexact human grading process and the use of a holistic, 4 point rubric.*

Goal 1: Student Math Progress: 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.

Goal 2: Student Literacy Progress (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.

Goal 3: Student Literacy Progress (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.

For Goals 4 and 5: SIATech Little Rock will implement practices promoting student future success by implementing both career and educational planning for students. Using the participation average from year 1 and 2 as a baseline, graduates in years 3 thru 5 will accomplish the following tasks at a rate (%) equal to or greater than the previous years' average (e.g. Year 4 average participation will meet or exceed the average of years 1, 2 & 3).

Goal 4: Student readiness to enter the workforce: After completing the requirements for a high school diploma, an increased % of SIATech Little Rock graduates, annually, will register with a minimum of three online career search engines in a career field of their choice as evidenced in their senior portfolio of student work (years 3 thru 5).

Goal 5: Student readiness to enter postsecondary institutions of learning: SIATech Little Rock will encourage an increase in graduates' enrollment in colleges and universities by promoting student participation in '*college going behaviors*' in years 3 thru 5.

- Increase the average % of graduates' participation in ACT or SAT college admission testing
- Increase the % of graduates' completion of applications for financial aid
- Increase the % of graduates' completing an application(s) to a college or university

[5]Value-added Analysis Network, https://valueadded.teachingdoctors.com/register/

Goal 6: Student Growth as a Transformed Learner: 95% of SIATech Little Rock graduates will demonstrate individual growth as a Transformed Learner by presenting a portfolio of work, as part of their Senior Project Presentation, demonstrating growth in:

- The four core academic content areas (English **[specific focus reading comprehension]**, mathematics **[specific focus on math reasoning]**, science, social studies)
- The use and understanding of technology

This will be evaluated as a measurement for years 1-5.

Much of the SIATech Continuous Improvement Process is founded on Steven Covey's[6] *7 Habits of Highly Effective People.* Over the past six years, SIATech employees have participated in this training, which helps individuals improve interpersonal communication, take initiative, establish greater trust, strengthen relationships, increase influence, and balance key priorities. Additionally staff has participated in Franklin Covey's[7] Time Management Solutions, helping them to define their values, set goals, and plan weekly and daily in order to focus on their highest priorities and accomplish what counts. Both of these trainings have been provided to all levels of the organization, from Boards to school site staff and support staff. Additionally, Steven Covey Leadership training (*FOCUS: Achieving Your Highest Priorities™)* has been provided for leadership and Board members. This training assists leaders in learning to clarify, focus on, and execute their highest priorities. Time is spent on the skills of planning and organizing so time is spent on tasks that really matter. Individuals discover how to define goals and break them into key tasks; eliminate unnecessary activities to reduce stress, balance work and life priorities; and master information management with a proven planning system. SIATech has developed a strong professional development program for all staff and individualizes support for each site in their improvement efforts. Individual, team and organizational goal achievement is addressed using *'The Four Disciplines of Execution' and its xQ Service*[8], a web-delivered survey. The SIATech Superintendent is a trained Covey facilitator, providing in-house professional development using Covey materials.

The use of the *xQ Service*, gauges individual employees and teams' focus on and execution of the organization's top priorities and provides direction for improvement. Leaders are able to improve the consistency of their execution and performance and to assess knowledge and practice as it relates to organizational mission, vision and values and execution on highest priorities. Individual leadership is measured by the LQ, an individual Leadership Quotient assessment which is administered every two years. The result of each person's survey is confidential and has done much to help all SIATech leaders develop leadership skills and attributes. Goal setting and evaluation tools are aligned with the elements of strong leadership.

Each department within the organization designs and utilizes scoreboards as visual representations of their progress toward achieving goals. Scoreboards are updated on a monthly basis, and shared and fine tuned in ongoing and regular meetings with a representative from Franklin Covey. Members of each department use scoreboards not only to monitor their progress, but also as incentive to do what it takes to maximize their efforts in reaching their goals. As part of communication efforts by the organization, selected departments present their goals and related scoreboards to their colleagues during the monthly scheduled Administrative Cabinet meetings. This exercise builds on personal/departmental accountability and provides alignment among all components of the organization, helping the organization as a whole to effectively meet its objectives.

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[6] The 7 Habits of Highly Effective People®, https://www.stephencovey.com/7habits/7habits.php
[7] http://www.franklincovey.com/tc/solutions/the-7-habits-solutions
[8] http://www.franklincovey.com/tc/solutions/business-execution-solutions/xq-service

An additional way of assessing current practices and employee satisfaction, SIATech staff (site staff and central office staff) is surveyed using a SIATech developed, web-based survey in July of each year.

STANDARD 8 – CURRICULUM DEVELOPMENT AND ALIGNMENT

SIATech® Curriculum

The SIATech curriculum has been developed and improved over the course of twelve years to prepare students with real-life skills that can be transferred to the world of work and/or higher education. The SIATech model has been successful at eight campuses in California, two in Arizona, one in New Mexico, and five in Florida.

The SIATech core academic curriculum focuses on intellectual development. The instructional plan is theme-centered, integrated, interdisciplinary, problem-focused, and project-based. The student-as-worker/teacher-as-coach is a central concept.

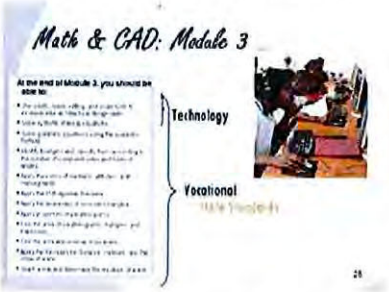
Student learning is guided by highly qualified teachers using ConTech Learning Strategies© (ConTech©), SIATech's custom curriculum. Instruction with this curriculum is facilitated by highly qualified professional educators who believe in students. ConTech© curriculum, aligned with the Arkansas framework, was developed for the school's community of learners who share the philosophy that the best way to achieve and learn is through active participation in thoughtfully organized experiences that meet personal, educational, career, and graduation goals.

ConTech Learning Strategies© curriculum was developed for SIATech charter schools because it implements "best practices for learning" to meet the unique needs of 'At-Promise' students. It integrates the demands of modern industry to produce an academically strong and technology-fluent workforce, and provides students who were previously unsuccessful in the traditional school setting the academic support to earn a high school diploma. This innovative curriculum and learning approach captures students' imaginations and interests by weaving academic knowledge with technology and real-world applications in a work-like setting.

Curriculum Innovations

SIATech's use of the innovative ConTech© curriculum will provide students who were previously unsuccessful in a traditional school setting with the relevance, flexibility, and staff support to earn a high school diploma.

The ConTech© curriculum objectives are designed specifically for students in a dropout recovery/dropout prevention program and help students build numerous, discrete technical and academic skills integrated throughout a comprehensive program. A sampling of these skills appears on the cover page of each ConTech© module, as shown in the illustration.



SIATech Little Rock will employ professional educators who are skilled at adapting the flexible learning activities in each module to individual student needs, abilities, learning styles, and interests while still meeting the curriculum objectives. SIATech teachers have found that offering students options for topics, learning partners, self-pacing, projects, and/or technology builds intrinsic rewards for learners.

The model that SIATech uses for curriculum delivery is also innovative. To support the needs of a diverse student population and offer even more flexibility, SIATech uses a **blended delivery model** that is dependent upon the skills of highly qualified teachers. Many ConTech© tutorials,

tests, activities, and resources are embedded in SIATech's learning management system (LMS), Angel Learning Management, for online delivery. With this blended model, students have daily access to both classroom instruction with in-person teachers in all content areas, and also an eLearning environment.

SIATech is also pioneering in its belief that all students can and will learn if provided relevant learning experiences that are fully integrated with state-of-the-art, industry-standard software and technology. For example, students will learn the full range of language arts standards as they simultaneously acquire technology skills in the Microsoft Office 2007—Word, Excel, PowerPoint, and Publisher. Similarly, while learning standards-based mathematics from arithmetic to trigonometry, students will simultaneously gain skills with Excel and AutoCAD software. Students will discover graphic arts and website design through the Adobe CS3 Suite, even developing their own resume websites. Skills are not taught in isolation but are always integrated with high-end software packages and workplace readiness skills. Classrooms will be equipped with high-end, Internet-accessible workstations that simulate a modern office environment rather than a traditional school classroom. Scanners, laser printers, digital and video cameras, and video editing and other multimedia equipment will support student learning throughout. In addition to the integration of technology with curriculum, the SIATech program is thematic, with many lessons scaffolding towards larger, more comprehensive projects. The culminating Senior Projects and multimedia presentation of the Graduation Portfolio represent larger outcomes that demonstrate a full array of student learning.

SIATech Smart Core Curriculum for a High School Diploma			
Subject Areas	Credits	AR Frameworks - Gr 9-12	Assessments
English* **Modules A, B, C** **Writing and Technology** **Senior Projects** English 9 English 10 English 11 English 12 Oral Communication (.5) ***integrating science, social studies, technology, and senior projects**	**4** **.5**	**English Language Arts** *Oral and Visual Communication* Standards 1-3 *Writing* Standards 4-7 *Reading* Standards 8-11 *Inquiry/Researching* Standard 12 **Library and Media** *Inquiry* Standards 1-2 *Application* Standards 3-9 *Connection* Standards 7-9	Grade 11 Literacy Exam Minimum of 3 out of 4 on rubric-scored writing 80% minimum on module tests Proficiency Exam Challenge Tests Formative oral assessments Senior Projects Portfolio STAR Reading Test English Language Development Assessment (ELDA)

Mathematics* **Modules 1, 2, 3, & 4** **STEM Module (Science, Technology, Engineering, Mathematics)** Algebra I Algebra II Geometry or Investigating Geometry Statistics **integrating science, technology, and senior projects**	**4**	**Mathematics** *Algebra* Standards 1-5 *Algebra II* Standards 1-6 *Geometry* Standards 1-5 *Statistics* Standards 1-11	End-of-Course Exams (Algebra 1, Geometry, Algebra II) Placement tests Proficiency Exam 80% minimum on final tests Formative oral assessments Math Senior Project STAR Math Assessment
Science* Biology Physical Science Physics ***integrating laboratory requirements, math, social studies, and technology**	**3**	**Science** *Biology* Standards 1-15 *Physical Science* Standards 1-14 *Physics* Standards 1-7, 9,13,16-21.	End-of-Course exam (Biology) Minimum of 3 out of 4 on rubric-scored projects & writings 80% minimum on final tests Formative oral assessments Rubric-scored labs
Social Studies* Civics (.5) World History (1) American History (1) Economics** (.5) ***integrating financial literacy, AR History, reading, writing, technology, & senior projects**	**3**	**Social Studies** *Civics/American Government* Standards 1-13 *American History (U.S. History)* Standards 1-19 *World History* Standards 1-10 *Economics*** Standards 1-13 ****will be taught by a licensed social studies teacher**	Minimum of 3 out of 4 on rubric-scored units, essays, and projects 80% minimum on tests Formative oral assessments
Health and Safety (.5) Physical Education (.5) Fine Arts (.5 unit)	**1.5**	*Health and Safety* Standards 1-7 *Physical Education and Leisure* Standards 1-4 *Art* Standards 1-5	80% minimum on tests Minimum of 3 out of 4 on rubric-scored units, writing, projects Performance-based assessments
Career Focus for a High School Diploma			

~~Career-Technical*~~ ~~*courses to be determined in partnership with Little Rock Job Corps~~ *Career-Technical/~~Focus~~ Electives*	~~6~~		~~Training Achievement Records (TARS)~~
Career-Technical/~~Focus~~ Electives *Career Focus Electives* *492150 Digital Communication I: Layout & Design (0.5)* *492160 Digital Communication II: Imaging (0.5)* *492360 Digital Communication III: Digital Media (0.5)* *492370 Digital Communication IV: Audio & Video Production (0.5)* *492120 Computerized Business Applications (1.0)* *492470 Word Processing I (0.5)* *492480 Word Processing II (0.5)* *492490 Computer Applications I (0.5)* *492500 Computer Applications II (0.5)*	*6.0*	*Digital Communication I Standards 1-5* *Digital Communication II Standards 1-5* *Digital Comm. III Standards 1-5* *Digital Comm. IV Standards 1-4* *Computerized Business Applications Standards 1-7* *Word Processing I Standards 1-8* *Word Processing II Standards 1-7* *Computer Applications I Standards 1-7* *Computer Applications II Standards 1-7* *Please see career-technical electives listed below*	*80% minimum on tests* *Minimum of 3 out of 4 on rubric- scored units, writing, projects.* *As part of their Career Focus electives, students, in conjunction with staff will design a senior project to integrate career focus electives, personal career interests, and academic work.* *Upon graduation, each student will have completed a portfolio of work related to their career interests.*
Total Credits	**22**	**Required for graduation**	

There will be a phasing in of courses, based on student input and demand for the following electives:

Course Code	Credit	Course Title
415000	1.0	Journalism I
493640	1.0	Fundamentals of Audio/Video Technology & Film
493190	0.5	Personal & Family Finance
494700	1.0	Drafting & Design

Dependent upon student interest, SIATech may pursue ADE course credit for the following nationally-recognized certifications, some of which are currently offered by SIATech:

- ***Certiport IC3 Certification Course***
- ***Certiport IC3 Fundamentals***
- ***Certiport IC3 Living Online***
- ***Key Applications***
- ***Microsoft Office Specialist Examinations: MS Word***

SIATech will continue to offer accepted ADE electives in Health and Physical Fitness, and will seek ADE approval for Digital Art coursework, supporting student achievement of the half-credit graduation requirement in each of these areas.

As a result of these changes and the ability of SIATech staff to support students in making informed decisions with respect to their total instructional program, there will likely be an increased focus on college prep coursework. SIATech will ensure all interested students will be provided with additional college readiness skills in addition to the career training.

SIATech schools have achieved outstanding results in recovering students who have experienced difficulty in school. Measurable academic success, as well as student and staff feedback on surveys and interviews, have given SIATech schools an outstanding track record of achieving *Real Learning for Real Life* to increase and improve learning opportunities for 'At-Promise' students; thereby preparing them to achieve a high school diploma and to succeed in both career technical/vocational careers and higher education.

Curriculum Alignment

Based upon an analysis of the Arkansas Frameworks for 9-12 and the Arkansas Department of Education's high school graduation requirements, SIATech is confident that the curriculum is aligned with and embeds the Arkansas Frameworks. SIATech's curriculum provides a special emphasis on those standards related to literacy and numeracy and will require students to meet the Smart Core graduation requirements (22-credits) as indicated on the previous chart.

In addition, SIATech is taking steps to align the ConTech© curriculum to the new Common Core State Standards (CCSS) to prepare for future integration of CCSS fully into the Arkansas Frameworks.

Curriculum Evaluation – Ongoing Review & Updates

SIATech Little Rock will utilize the Comprehensive School Improvement Plan to review and improve the SIATech curriculum and educational program so students will excel in learning and academic achievement on an ongoing basis. The integration of real-life skills that can be transferred to the world of work within the curriculum helps to support student engagement, self-monitoring of their learning and integrating new information with prior knowledge.

The SIATech program has been and will be continually assessed and improved through several means:

- Analysis of baseline and growth student achievement data in reading, mathematics, and writing to determine if students are showing a year or more of learning for each year of enrollment
- Tracking annual graduation numbers to determine how many former dropouts are returning to school and graduating with a high school diploma after completing the SIATech educational program
- Meeting the standards for accreditation adopted by the Arkansas Department of Education and the U.S. Regional Accreditation through AdvancedED (AdvancedED, NCA-CASI)[9]
- Implementing annual school improvement activities
- Annual curriculum reviews by a Curriculum Development Coordinator and curriculum team to maintain a high quality of acceptable student work.
- Professional development meetings between the curriculum team and subject area lead teachers at "Roundtable Workshops" to analyze student performance data and plan curriculum improvements.
- Continuous updates to SIATech curricula to reflect content enrichment, best practices in curriculum delivery, industry-standard technology updates, and alignment to the most current state standards
- Professional development program driven by data and facilitated by a Professional Development Coordinator in a collaborative, interactive setting focused on improving student learning outcomes in literacy and numeracy.

Most importantly, to bring joy and excitement about learning and to maximize each student's learning potential, the SIATech school community will reflect an atmosphere of respect, a belief system that every student can and will learn, and a school culture of inclusion, collaboration, and caring.

"No significant learning occurs without a significant relationship of mutual respect." Comer[10]

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[9] AdvancedED Arkansas, http://www.advanc-ed.org/locations/arkansas-office

STANDARD 9 – GEOGRAPHICAL SERVICE AREA

SIATech will be located at ***6724 I-30, less than a mile from*** ~~on the campus of~~ the Little Rock Job Corps Center in Little Rock, Arkansas. ~~The Little Rock Job Corps Center provides full services to its residential students, e.g. food services, medical, dental, etc, approximately 85% of its student population.~~ The target population of SIATech Little Rock ~~is~~ ***will continue to be*** Out of School Youth, students who for a variety of reasons have previously dropped out of school. ~~It has been the experience of SIATech Charter Schools housed at fourteen other Job Corps Centers that the greater majority of the SIATech student enrollment comes from students attending Job Corps.~~ We anticipate that ***Job Corps will send students to the new location and we will do outreach in this area for*** students coming from the local community.. ~~and not participating in Job Corps will be from Little Rock, North Little Rock and Pulaski County Special School Districts.~~

STANDARD 10 - ANNUAL PROGRESS

SIATech Little Rock will ensure compliance with annual report requirements as stated in the *Standards for Accreditation*, Section II, Goals and Administration of Arkansas Public Schools and School Districts. School staff will develop, with appropriate community involvement, a comprehensive report describing the school accomplishments with respect to: student academic performance objectives, program goals, accreditation standards, including state benchmark assessments, and a School Improvement Plan. This will be done in accordance with Department guidelines. There will also be an annual curricular review to ensure alignment with state standards.

The report will be filed with and reviewed by the Arkansas Department of Education (ADE) and published annually in the *Arkansas Gazette* (or other appropriate news media) on or before November 14th. The report will also be available to the public through the school website which is accessible to students, parents and the community. The website will also include program updates and highlights of student achievement.

SIATech, Inc. will host an annual public meeting to present, review and discuss the annual report, explain its policies, programs, and goals, and gather community and stakeholder feedback. This meeting will be held at a time and place convenient for a majority of the school stakeholders and employees and will be in compliance with all annual report policy and procedural requirements of Arkansas public schools for reporting to parents/guardians, the community and the State Board of Education.

STANDARD 11 - ENROLLMENT CRITERIA AND PROCEDURES

This charter will target enrollment so as to address the needs of youth who have previously dropped out of school and are seeking to re-commit to their future by completing the requirements to earn an Arkansas high school diploma. Youth seeking this opportunity, who are also in need of special education services and/or English Language Learners, are encouraged to seek admittance. In accordance with federal and state laws, no high school eligible youth will be

[10] Foundation for Educational Administration, http://www.featraining.org/turning_in-depth.aspx

denied admittance based or race, ethnicity, national origin, ethnicity, sexual orientation, gender or disability. Meeting the academic needs of out-of-school youth is a SIATech priority.

SIATech may provide for exclusion of a student who has been expelled from another public school district as authorized by Arkansas Code 6-18-510. Admission of students previously expelled from any public or private school is only allowed in exceptional circumstances, with partner support. Failure of parent or students of majority age to disclose this information or the provision of false information can, and most likely will, result in immediate dismissal.

~~To ensure sufficient enrollment, school staff will work with the Little Rock Job Corps Center to ensure that all their high school eligible student-trainees are informed about the school program. The orientation program at the Job Corps Center will serve as a primary means of information outreach. Other~~ ***SIATech staff will utilize outreach*** strategies ~~for outreach include~~ ***such as those listed below***:

- Community child welfare agencies
- Ethnic and social organizations to achieve and maintain a racial/ethnic balance reflective of the community
- City and county workforce agencies
- Workforce training institutions including, but not limited to community colleges and public workforce training institutions

Achievement of a racial/ethnic balance

SIATech Little Rock will not charge tuition for enrollment nor for participation in the school program. The school will be open to any high school eligible student living in Arkansas, but will focus its recruitment efforts mainly toward students who have dropped out of school. SIATech Little Rock will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law and, as such, will be both racially and ethnically diverse.

As previously indicated, based on the proven success of SIATech throughout the nation in educating and training special needs and at-risk youths and ***the SIATech sister school, 'MYcroSchool' (a SIATech school located in the community and not on a Job Corps Center),*** ~~due to the uniqueness of our partnership with the Job Corps Center~~, it is anticipated that most of the students who will apply to SIATech Little Rock will be students ***who are under-credit and over-age (e.g. 17+ years, without credits commensurate with their grade level).*** ~~enrolled at the Little Rock Job Corps Center.~~ Students who have a desire and understand the value of a high school diploma, likely require a non-traditional approach to education in order to be successful. Anticipated diversity is demonstrated from current SIATech school's student demographic data. Please see estimates listed below:

Race/Ethnicity	SIATech Charter High Schools
White Non-Hispanic	13.5%
Black Non-Hispanic	75.7%
Hispanic	9.3%
Asian/Indian	0.5%
Pacific Islander	0.3%
Other	0.7%

Enrollment policies and procedures
A request waiving uniform dates for the beginning and end of each school year provides open entry and exit options for out-of-school youth providing them the required 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 under the terms of the charter, a random, anonymous lottery will be held to ensure open access to all eligible public high school applicants. The drawings will be held on the ***new school site*** ~~Job Corps Center~~ 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.
Parents/guardians of students who will enroll in SIATech Little Rock will receive an Enrollment Packet containing information about the school and forms necessary for registration. The Enrollment Packet will include a registration form; the Department of Health's Cumulative School Health Record form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an emergency. Parents/guardians will be given a copy of the Student Handbook and will be required to sign a form indicating that they have received the handbook and read its contents. The form will be kept in the student's file. The Student Handbook includes descriptions of the policies and procedures that will be utilized to ensure student and parent/guardian due process rights.

A student orientation meeting will take place prior to enrollment in the school. The orientation meeting will serve to acquaint students and parents/guardians with the facility, introduce school policies and procedures, and provide information that will be of benefit for the first days of school.

STANDARD 12 – STAFFING/JOB DESCRIPTONS

Principal

The school principal will serve as the school's educational leader. While not requiring administrative certifications (see waiver request), the SIATech Little Rock management and SIATech Little Rock Board of Directors will look only for the most highly qualified individual to serve as principal. The principal will be accountable to the SIATech Little Rock, Inc., Board of Directors. The principal will work as a peer in learning and using shared values and moving the school community toward achievement of a common mission and vision. A key component in this work is building the capacity of stakeholders; the principal will serve as an instructional leader and be responsible for the following duties:

- Supervise daily operations of staff, program, and instructional leadership.
- Certify attendance & ancillary reports.
- Work with partners to schedule students.
- Assign/coordinate staff schedules (calendars).
- Interview qualified applicants and recommend new employee hires.

- Monitor student progress toward earning a high school diploma (matrix, senior check-off).
- Update student records regularly.
- Enroll new students.
- Certify student graduation requirement completion.
- Provide timely reports as required to SIATech central.
- Evaluate staff, minimally once/year on the established evaluation schedule.
- Order equipment/site inventory/maintenance.
- Maintain site records of student academic progress and attendance.
- Serve as on-site liaison to partner.
- Conduct site trainings as needed.
- Conduct weekly site staff meetings.
- Attend scheduled management meetings.
- Maintain appropriate qualifications and certifications for site leadership.
- Participate in professional growth opportunities/workshops to improve leadership and management skills.

The principal will be paid based on a combination of years of experience and education.

Teachers

The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore, the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. While the school will not require teacher certification (except in Special Education), it is the intent of the school to employ only degreed highly qualified teachers with exceptional qualities in training, experience and teaching ability. Teacher hiring will be consistent with the school mission and will ensure a low student-to-teacher ratio. Special Education Teachers will have the appropriate certification needed in alignment with Arkansas Law. The assigned responsibilities of the teacher are as follow:

- Develop and teach skills and knowledge in one or more courses and/or grade level utilizing course(s) of study adopted by SIATech Little Rock.
- Instruct students in citizenship, basic communication skills, and other general elements of the course of study specified by state law and SIATech Little Rock policy and procedures.
- Maintain proper control and discipline in a positive manner by establishing good, wholesome rapport through healthy, human relationships between individuals involved in the learning process and in accordance with SIATech Little Rock policy and procedure.
- Evaluate student progress, consistent with school policy and philosophy, keep appropriate records, prepare appropriate student reports, and effectively communicate with students, supervisors, and parents.
- Provide multiple opportunities for students to upgrade work and improve their performance.
- Perform basic attendance accounting and business services as required.
- Maintain professional competence through participation in professional growth activities.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Develop lesson plans and instructional materials and provide individualized and/or group instruction in order to adapt the curriculum to the needs of students with varying abilities, and cultural backgrounds.

- Create, with assistance from students, a functional and attractive environment for learning through displays, bulletin boards, and interest centers.
- Work collaboratively with subject area teams. Attend and contribute to collaboration meetings.
- Select and requisition books, instructional aides, instructional supplies, and maintain required inventory records.
- Ensure a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Administer group-standardized tests.
- Assume responsibility for a reasonable amount of non-teaching activities such as directing of extra-curricular work, teachers' meetings, professional study, in-service training, curricula revision, student supervision, and other similar activities.
- Plan, coordinate, evaluate the work of technical and house assistants, and other assigned staff.
- Be familiar with state teaching standards and proficient with teaching to content standards.

The teacher pay scales are competitive with local districts (Attachment F). Pay scales, payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Administrative Assistant

The primary function of the administrative assistant will perform a wide variety of specialized clerical and secretarial functions independently in support of the administration. The administrative assistant will be responsible for board meeting organization and minutes of the board meeting. In addition, the administrative assistant will have the following responsibilities:

- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Schedule meetings, conferences, and appointments.
- Provide work directions to others as assigned.
- Independently compose written communication.
- Maintain confidentiality of records and information.
- Prepare all board packets for quarterly board meetings.
- Notify all board members regarding meetings, etc.
- Responsible for taking minutes and transcribing minutes for all board meetings.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Registrar

The registrar will perform various complex record keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures, evaluating student transcripts, maintaining student records and providing assistance in general functions of the school office. In addition, the registrar will have, minimally, the following responsibilities:

- Perform various complex clerical and statistical record-keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures; enter information and data into computer
- Prepare and maintain permanent records and cumulative folders, transcript files, and demographic information on enrolled and incoming students; request necessary records and initiate telephone and written communication relative to student records.
- Process and forward transcripts and records to colleges and other institutions from student permanent records according to established guidelines and procedures.
- Evaluate incoming student transcripts and transcribe credits to conform to the SIATech Little Rock system; enter new students' grades into the computer to create a history file and transcript; process, enter, or change grade, race, immunization and other related student information according to established procedures; maintain student test scores as required.
- Prepare and maintain State and SIATech Little Rock reports and files; prepare four year cards, compose correspondence, memos, reports, etc. for counselors/administrators as needed; prepare and distribute diplomas, NCAA forms, and others as required.
- Operate office equipment including computer and printer, typewriter, facsimile and copier.
- Prepare withdrawal papers, retrieve files and print transcripts; assure student accounts are maintained according to established policies for appropriate grade clearance.
- Assist students, counselors, parents, and others in person or on the telephone regarding student records, transcript requests, and enrollment procedures.
- Input student grades earned, course units, adult school, and independent study, advocate and County school course work.
- Provide grading materials to certificated instructors; assure timely return for processing student grade cards and graduation notices.
- Communicate with a variety of school personnel, parents, and outside organizations to exchange information, resolve issues, answer questions, and coordinate activities.
- Provide certificated instructors with academic warnings and report card materials as requested; provide class rosters and class enrollment records.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Instructional Aides

The instructional aides will assist students by providing instruction to individual students or small groups of students in a classroom or other learning environment and incorporating technical skills and curriculum in all areas of learning. In addition, the instructional aide will have the following responsibilities:

- Assist in the presentation of instruction to individuals/small groups of students, reinforcing teacher instruction; assist students in their understanding and comprehension of curriculum, performing remedial exercises and other basic instruction as required.
- Assist in planning and implementing instructional strategies to meet curriculum objectives and development of computer knowledge and skills.
- Assist students in comprehending language and academic subject matter, monitor individuals and groups of students in computerized learning activities; explain and demonstrate theories and principles of the assigned subject area.

- Repeat and reinforce instruction of computer based curriculum to assist students' comprehension and understanding, provide more individual assistance to students experiencing learning difficulty; explain errors and answer questions.
- Report student performance progress and behavior as required; provide input and assist with determining student advancement through established curriculum and computer programs.
- Communicate with students about their own performance and behavior.
- Assist in the preparation of instructional materials as directed by the teacher, and/or site principal.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.
- Administer, correct, and record tests, writings, and projects as directed. Perform a variety of clerical duties such as recording grades, taking attendance, maintaining records and files, and preparing classroom materials.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Inform and make recommendations to teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.
- Assist co-workers in completing assignments and projects as assigned.
- Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers.
- Responsible for providing support to staff and students with computer based curriculum.
- Attend ongoing technical training to keep current with ever-changing technology

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Testing Specialist

The Testing Specialist will coordinate and organize all student testing including internal tests (reading, writing and math) and state mandated tests. The Testing Specialist will also provide assistance to individual students or small groups of students in a classroom or other learning environment and provide guidance for students seeking postsecondary education. In addition, the Testing Specialist will:

- Ensure all eligible SIATech Little Rock students are participating as required in all ~~GED test, TABE~~, ACT/SAT tests, Benchmark tests, and ELDA tests.
- Maintain accurate and complete data records through the use of the Arkansas Public School Computer Network and other approved student data systems.
- Understand, follow and implement all state and SIATech Little Rock policies and procedures regarding testing administration.
- ~~Obtain all testing and academic data from the local partners as it pertains to the SIATech Little Rock students and enter all testing data into The Arkansas Public School Computer Network in a timely manner.~~
- Coordinate all test prep activities and comply with all state mandates regarding testing to ensure compliance and testing accountability.
- Maintain documentation for state reports regarding enrollment in remedial test prep courses.

- In conjunction with the principal and local partners, coordinate dates and location of testing as well as students mandated to complete testing in a timely manner.
- Provide minor students' parents with the proper documentation regarding testing and scores in a timely manner.
- Work with the Resource Instructor/Special Education team to ensure appropriate and mandated accommodations and/or modifications are made for testing.
- Order and prepare testing materials for the site in accordance to state and SIATech Little Rock procedures.
- Return all testing documents to the administrative office in a complete and orderly fashion.
- Coordinate and proctor initial reading, writing and math pre-tests as students are enrolled into the SIATech Little Rock program within the first four weeks on ~~center~~ ***site***.
- Coordinate and proctor post reading and math tests at the appropriate time. Obtain final writing scores and input data.
- Identify students and administer ELDA initial and follow-up tests for all English Language Learners.
- Work with the instructors to determine students' remedial test prep needs, including coordination and facilitation of test prep courses as indicated by the site leader.
- Coordinate and proctor all current and new state required end of course testing to ensure maximum testing opportunities for all students.
- Provide guidance and assistance to students registering for the SAT, ACT, ASVAB or other college/career placement tests.
- Analyze testing data to provide site leader with information about student progress, graduation status and testing needs.
- Provide appropriate training to site staff on testing procedures.
- Report progress regarding student performance and behavior as required; provide input and assist instructors with determining student advancement through established curriculum and testing milestones.
- Communicate with students about their own performance and behavior.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Articulate with teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.

Below are the proposed staffing needs for the 2011-2012 school year

Position	**Number**
Principal	1
Teachers	5 – 6 (English, Math, Science, Soc Sci, Sp. Needs *(Senior Projects*)*
Administrative Assistant	1
Registrar	1
Instructional Aides	1-2
Testing Specialist	1

* *If a Senior Project Teacher is hired there will only be 1 Instructional Aide (part time possibility).*

Job Corps provides adjunct staff for much of the SIATech Little Rock elective program. Adjunct staff provide instruction and certifications in the career-technical fields noted in Standard 6. SIATech Little Rock provides a limited elective program, primarily in the area of technology.

New Position (2013-14)
The Instructional Aide/Testing Specialist responsibilities will be a new position, implemented for the 2013-14 school year. The job description for this new combined position is listed below. This new position will be implemented at the start of the 2013-14 school year. The single positions of Instructional Assistant and Testing Specialist, as described above, may be brought back, in the future, as enrollment is maximized.

Instructional Aide/Testing Specialist (IA/TS)
The primary function of the Instructional Aide/Testing Specialist (IA/TS) is to coordinate and organize all students testing including internal tests (reading, writing and math) and state mandated tests. Ensure all eligible SIATech students are participating in required tests, ACT/SAT tests, Benchmark tests, and second language assessments. Maintain accurate and complete data records (from all SIATech and local partners' tests) through the use of Power school and other approved student data systems for use by all site staff as well as administrators. When testing duties are completed, provide assistance to individual students or small groups of students in a classroom or other learning environment. Provide guidance for students seeking postsecondary education. Participate in test administration meetings and provide in-service training to staff. Coordinate all Test Prep activities. Comply with all state mandates regarding testing to ensure compliance and testing accountability. In addition, the TA/TS will have the following responsibilities:

- ***Understand, follow and implement all state and school policies and procedures regarding testing administration.***
- ***Obtain all testing and academic data as it pertains to the students and enter all testing data into Powerschool in a timely manner.***
- ***Maintain documentation for state reports regarding students enrolled in remedial test prep courses.***
- ***In conjunction with the principal coordinate dates and location of testing as well as students mandated to complete testing in a timely manner.***
- ***Provide minor students' parents with the proper documentation regarding testing and scores in a timely manner.***
- ***Work with the Resource Instructor/Special Education team to ensure appropriate and mandated accommodations and/or modifications are made for testing.***
- ***Work closely with the administrative offices to identify testers for the state tests and order materials.***
- ***Comply with all state mandates regarding testing to ensure compliance and testing accountability.***
- ***Order and prepare testing materials for the site in accordance to state and school procedures.***
- ***Return all testing documents to the administrative office in a complete and orderly fashion.***
- ***Meet all deadlines.***

- ***Coordinate and proctor initial reading, writing and math pre-assessments as students are enrolled into the school program within the first four weeks in school.***
- ***Coordinate and proctor post reading and math assessments at the appropriate time. Obtain final writing scores and input data.***
- ***Identify students and administer second language initial and follow-up tests for all English Language Learners.***
- ***Based on testing data, work with the instructors to determine students' remedial test prep needs, including coordination and facilitation of test prep courses as indicated by the principal.***
- ***Coordinate and proctor test to ensure maximum testing opportunities for all students.***
- ***Provide guidance and assistance to students registering for the SAT, ACT, ASVAB or other college/career placement tests.***
- ***Analyze testing data to provide principal with information about student progress, graduation status and testing needs.***
- ***Provide appropriate training to site staff on testing procedures.***
- ***Report progress regarding student performance and behavior as required; provide input and assist instructors with determining student advancement through established curriculum and testing milestones.***
- ***Communicate with students about their own performance and behavior.***
- ***Observe, model, and assist students in learning appropriate behavior in and out of the classroom.***
- ***Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.***
- ***Operate and help maintain a variety of computer and classroom equipment.***
- ***Articulate with teachers concerning programs and materials to meet individual student needs.***
- ***Participate in meetings and in-service training programs as assigned.***
- ***Assist co-workers in completing assignments and projects as assigned.***
- ***Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers.***
- ***Responsible for providing support to staff and students with computer based curriculum.***
- ***Attend ongoing technical training to keep current with ever-changing technology.***
- ***Other related duties as assigned.***

Below are the proposed staffing needs for the 2013-2014 school year

Position	Number
Principal	1
Teachers	***7 (Inclusive of Special Education, Core & Elective Teachers)***
Administrative Assistant	1
Registrar	1
Instructional Aide/Testing Specialist	***1***

There will also be Health Services and Security Services (Contracted Services or employees) and contracted food services.

STANDARD 13 – BUSINESS AND BUDGETING PLAN

a. Establish an Accounting System

The school will utilize the Arkansas Financial Accounting Handbook as its guide for financial reporting. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required. This system will allow the school to track and report on multiple funds, functions, objects, etc. across multiple budget periods to meet their reporting requirements and demonstrate financial accountability. The attached budget has been simplified to accommodate the initial Arkansas Charter School Application. Future budgets prepared for the Arkansas Department of Education (ADE) and our charter board will have significantly more detail as outlined in the accounting handbook.

b. Establish Internal Financial Controls

It is anticipated that primary business functions will be outsourced to New Education for the Workplace, Inc. ("NEWCorp") an educational support services provider. NEWCorp currently functions as a "District Office" for eight of the sixteen existing SIATech Little Rock charter school sites. Numerous control activities have been established to ensure fiscal integrity and financial accountability for the SIATech Little Rock schools. Controls include 1) various levels of approval, authorization and verifications, 2) reconciliations, 3) asset security, 4) performance reviews (budget to actual), 5) adequate segregation of duties, 6) information system controls, and 7) policy and procedure adoption, among others. A general description of the anticipated flow of information for major financial processes is provided below.

i. Budget – During initial budget preparation for the application, input was solicited from all departments in NEWCorp including the founding board, finance, human resources, payroll, risk management, curriculum, information technology & others regarding school needs that must be considered in the budgetary process. The primary objective was to identify all anticipated budget requests and ensure those requests align to the mission of the school. It is anticipated that future budgets will also seek similar input from all stakeholders in the charter school. Staff will develop a budget calendar to ensure all budget adoption requirements are satisfied including publicly noticed meetings as required by ADE. The calendar timelines will ensure timely submission of budgetary documents to the ADE and charter board. The budgetary process usually begins in March/April each year. Modifications are made as more data becomes available (i.e. funding is determined by the legislature, salary adjustments are established, insurance rate adjustments become known, professional development calendars are established, etc). The budgetary process concludes with final budget approval by the Charter School Board at their June meeting and submission to the ADE. Further modifications to the budget will be brought to the board for review during the year as budget amendment requests. Explanations as to why a budget amendment is requested will be presented. The board would then discuss and approve/deny budget amendment requests. Included in the financial statements presented at each board meeting will be budgetary comparisons to actual expenditures with variances noted.

Prudent fiscal management will be a priority for the school. The school intends to build ***a sufficient*** reserves ***to meet unexpected/unbudgeted expenditures resulting from*** ~~of at least 5% of State revenues over the first few years to ensure sufficient resources to weather~~ economic downturns, lower than expected enrollment, ***and other*** cost increases greater than expected, etc. ~~without negatively impacting student programs.~~

ii. Revenue – The primary source of revenues for the school will be payments received directly from the authorizing agency. It is anticipated these payments would be received directly into the school's general operating account through wire transfer. Any miscellaneous receipts would be received through normal receipting process with controls including 1) accounting for cash as it is received using consecutively pre-numbered receipts, 2) ensuring the separation of incompatible duties, 3) safeguarding of receipts prior to deposit, 4) prompt deposits of significant items, 5) reconciliations, and 6) monitoring of the process by administrators.

iii. Purchasing - The school principal will first approve purchase requests by school staff. If the principal approves the request, the purchase requisition will be forwarded to the Chief Financial Officer ("CFO") for budget approval. If funds are not available, the purchase request will be returned to the principal requesting a budget transfer. If funds have been budgeted and are not encumbered, the request will be approved and forwarded to the purchasing office. Purchase orders will be prepared, signed by an administrator and forwarded to the vendor for procurement of the goods. Upon receipt of the goods, the packing slips will be sent to the purchasing department to be matched with the purchase order and will be filed pending the receipt of an invoice from the vendor. When the invoice is received, it will be matched with the corresponding purchase orders and packing slips, reviewed to ensure charges are appropriate and in agreement with supporting documentation, and forwarded for check preparation and subsequent entry into the general ledger system. Checks will be printed by the Accounts Payable ("A/P") department, presented to an administrator with supporting documentation for signature, mailed to the vendor, and copies of all information will then be filed. It is important to note for internal control purposes that the CFO will have responsibility for all entries into the General Ledger, but will not have access to any cash in the organization, and will have no signature authority on disbursements. Procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school. SIATech will be in full compliance with all Arkansas law governing procurement.

iv. Payroll – ***Prior to the beginning of each school year, returning employees will be given an offer of employment for the ensuing school year. Annual salary and other salary related benefits will be presented to the employees at that time.*** ~~Annual contracts will be in place for all salaried employees.~~ ~~Hourly~~ ***Non-exempt*** employees ~~(if applicable)~~ will record work time on timesheets for submittal to the payroll department after approval by the principal. Timesheets for all employees will be maintained at the school site and forwarded to the payroll department twice per month for semi-monthly payrolls. After a preliminary review to ensure that all transactions are accounted for (i.e. overtime, sick leave taken, etc), a payroll transmittal will be submitted to the CFO to process payroll. The resulting checks/vouchers will be returned to the Human Resources ("HR") department for verification that the proper amounts have been paid. HR then mails the checks/vouchers to the sites for distribution. The CFO then releases the direct deposit files to the bank, prepares the payroll tax/withholding deposits, and prepares any necessary reports for regulatory agencies (i.e. quarterly payroll reports, monthly retirement reports, monthly state withholding reports, etc.). Depending upon the capacity of APSCN's, some processes may need revision. Again, procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school.

v. Fixed Assets – SIATech Little Rock will develop policies to ensure the safeguarding of all assets purchased with public funds. For those items meeting the capitalization threshold, detailed lists will be maintained including all information necessary to accurately identify property items (i.e. description, serial numbers, cost, funding source, etc.). Physical asset inventories will be taken annually, at a minimum, by individuals independent of those with custody of the assets. Discrepancies will then be resolved. Asset disposals will be in accordance with rules and regulations of the ADE.

vi. General Accounting and Reporting - SIATech Little Rock will use the accepted state codification of accounts for Arkansas school accounting through its use of the APSCN system. An annual budget will be adopted by the Board of Directors ("Board"). Financial statements, including budget to actual comparisons, will be prepared for the Board and ADE. The CFO will be responsible for submitting all financial reports to the ADE, State of Arkansas, and other regulatory agencies on prescribed forms.

c. Payroll/Benefit System

SIATech Little Rock schools already have an established payroll system in place for sixteen high school sites operating in other states. Benefits consist of F.I.C.A, teacher/state retirement, unemployment, life insurance, and health benefits including medical, dental, vision, and behavioral modification. Employees will also be able to select additional insurances paid through payroll deductions. Modifications to this established system would be made to incorporate items specific to Arkansas including, but not limited to, 1) development of competitive Arkansas salary schedules, 2) enrollment in the Teachers' Retirement System of Arkansas, 3) compliance with Arkansas laws, rules and regulations as they pertain to payroll taxes and other payroll issues, and 4) modification of our processes to satisfy APSCN requirements.

d. Funding

FTE estimates will be prepared well in advance of the start of the fiscal year. ~~Based upon our targeted student population and our history in other Job Corps schools, enrollment is expected to remain relatively constant at approximately 210 FTE.~~ The budget was conservatively prepared giving no consideration to the possibility of Federal Start-Up Grant funding. Since these grants are competitive, there is no guarantee of this revenue. Therefore, they were not given consideration in our planning budget.

New Education for the Workplace, Inc (NEWCorp), a non-profit 501(c)(3) organization dedicated to promoting charter schools, will provide initial planning funds and in-kind services to open the charter. NEWCorp will also advance the necessary funds in order to purchase equipment to open the school. It is anticipated that SIATech Little Rock would need a cash flow loan of approximately $200-225k to purchase the necessary technology equipment to begin operations. Due to SIATech Little Rock's unique partnership with the Job Cop and the numerous in-kind services provided through the partnership, SIATech Little Rock anticipates these funds could be repaid by the end of the current year operating budget. NEWCorp routinely provides interest-free short term cash flow loans to its charters in its mission to promote charter schools. If, however, the school is successful in securing Federal Start-up grant funding, they would use these funds in the first year (2011-2012) to purchase all capital items allowed under the grant and not seek the loan from NEWCorp for the purchase of technology equipment. The school would use the Start-Up funds for any allowable expense in the budget which would free up general revenues for additional

instructional support and fund balance increases. Future budgets will continue to be reviewed and modified as changing economic conditions become known. Included in the budget in **Attachment E** is a conservative estimate of all public dollars available per student.

e. Data Reporting

The school will establish an internal audit function to ensure the proper reporting of FTE and financial submissions to the ADE. Independent verification of all students will be performed regularly.

f. State and Federal Grants

SIATech Little Rock will comply with the state and federal monitoring requirements for schools receiving state and federal grant funds. The SIATech Little Rock organization has developed internal controls which provide reasonable assurance that the use of state and federal resources is consistent with applicable laws, regulations and award terms. Processes have been established to safeguard resources against waste, loss and misappropriation. Additionally, reporting standards ensure that data is reliable and fairly disclosed in financial reporting documents. In the event Federal funding exceeds $500,000, the Board will ensure that the Single Audit is performed and all federal monitoring requirements of OMB Circular A-133 are satisfied.

g. Transportation, Food Service and Other Funds

SIATech Little Rock will operate an approved Child Nutrition Program and make free or reduced price meals available to eligible children for Breakfast and Lunch. Meals will be available for purchase by all other students and staff. SIATech Little Rock anticipates receiving funding to operate an approved Child Nutrition Program. Additionally, SIATech Little Rock will provide bus passes for public transportation to students identified as eligible for free or reduced meals under the national school lunch program. ~~SIATech Little Rock does not anticipate receiving transportation or food service funding.~~ ***Previously,*** ~~T~~these services ~~are generally~~ ***have been*** provided by our Job Corps partner for the majority of our students. ***Many more community students are anticipated in the future.*** In addition, the school does~~n't~~ anticipate the need for ~~any~~ fundraising activities, ~~nor does it expect to receive any other~~ ***and will seek out grant funding and/or*** major contributions from outside sources. ~~Federal, State and Local revenues have been sufficient to offer quality educational programs to our students in other SIATech Little Rock schools.~~

h. Internal Financial Reporting

Monthly financial reports will be prepared for internal management use. Minimally, quarterly financial reports will be presented at Board meetings. The quarterly financial statements will be prepared in a governmental format and will include:

i. Government-Wide Financial Statements
   1. Statement of Net Assets
   2. Statement of Activities

ii. Fund Financial Statements
   1. Governmental Funds – Balance Sheet
   2. Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Assets
   3. Governmental Funds – Statement of Revenues, Expenditures, and Changes in Fund Balance

4. Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the District-Wide Statement of Activities
5. Various Fund Budgetary Comparison Schedules as appropriate.

i. External Financial Reporting

SIATech Little Rock will provide all budgetary and financial information required by the ADE under the terms of the Charter contract. Information will be provided on the forms or in the format prescribed by the ADE. Information will be submitted electronically to the ADE if this option is available to the charter school through APSCN.

j. Business Office Staffing

It is anticipated that the school's finances will be managed by NEWCorp's CFO, Richard Trainor, CPA, with the assistance of several support staff. Mr. Trainor holds a bachelor's degree in accounting from the University of Florida and a master's degree in accounting from the University of North Florida. Mr. Trainor has a strong financial background and experience in school business management. He is well versed in governmental and non-profit accounting practices. He was formerly employed as Chief Financial Officer (CFO) for the Alachua School District in Gainesville, Florida, with oversight responsibilities in payroll, budget development, and financial management and reporting. He has worked at the Florida State Department of Education in the funding and financial reporting division, as well as the Florida Auditor General's Office where he performed operational, financial and compliance audits of school districts. He has twenty one years of business/financial management experience, with seventeen of those related to school finance. Mr. Trainor was hired by New Education for the Workplace, Inc. beginning school year 2004 as the Chief Financial Officer. Support staff will consist of accounting, payroll, purchasing, accounts payable and clerical staff. ***SIATech will utilize staff from both NEWCorp and Complete Consulting, a local accounting firm, to adopt sound accounting policies, to maintain an adequate and efficient accounting system, to safeguarding assets, to authorizing transactions, to retain supporting documentation for those transactions, and to devise and implement a system of internal controls that will, among other things, help assure the preparation of proper financial statements and to prevent and detect fraud.***

k. Additional Funding

SIATech Little Rock will ***No Longer*** receive various in-kind services from the contractor who operates the Federal Job Corps program site where the school will be located. ~~Services and benefits provided by the Job Corps partners include, but are not limited to, 1) facility space and maintenance, 2) energy services (electricity, water, gas, etc.) 3) food and nutrition services, and 4) limited transportation.~~ SIATech Little Rock does ~~not~~ anticipate the need for ~~any~~ fundraising activities, ~~nor does it expect to receive any~~ ***and will seek*** other major contributions from outside sources ***(e.g. grants)***. ~~There is no charge for facilities by Job Corps (in-kind).~~ ***SIATech Little Rock has secured a $250,000 grant from the Walton Family Foundation to support its relocation. Projected cost to prepare the proposed facility for its intended use is $166,000 which includes $125,000 in building renovations and $41,000 in IT infrastructure. We will utilize the balance of this grant to support students' transportation and community outreach efforts. The school anticipates the need for fundraising activities and will pursue this avenue in the future.***

STANDARD 14 – FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The SIATech Little Rock Board will ensure that adequate funds are budgeted annually for payment of audit services. The school's governing board will form a selection committee in order to select a qualified firm to provide future audits. If the audit is not going to be performed by the Division of Legislative Audit, the committee will ensure the selection of an independent Certified Public Accounting firm eligible to practice in the State of Arkansas. The letter of engagement shall make certain that the annual audit will be completed and ready for submission to the ADE no later than the date established in the charter. The audit will also be presented to the charter board as part of the school's official records.

SIATech Little Rock will continue with the following or similar practices to ensure program quality:

- Accreditation by the National Accreditation agencies (e.g. SACS-CASI, NCA-CASI, WASC) and state accreditation processes
- External evaluation on an intermittent basis (see description below of external evaluation 2006-07)
- The SIATech Quality Review Process as described below

SIATech has worked with Learning Innovations at WestEd[11] since 2006 to improve teaching and learning to better serve our 'At-Promise' population. The school's first collaborative project was an external review of the SIATech instructional program by WestEd staff during 2006-07. SIATech has used that evaluation to drive change and program improvement. Summary language from that report follows. *"This report offers up to SIATech stakeholders a compendium of voices and points of view, gathered over the course of the 2006-07 school year, from teachers, site leaders, board members, students, and central staff with roles in curriculum and professional development. These stakeholders have generously contributed their time and reflection to this evaluation work and should be commended for offering their candid thoughts and insights, as should the senior management for engaging in this work and encouraging such broad input. The amount of data and number of ideas provided in this document can certainly make one's head spin, but the major themes that emerge are clear and informative. During the evaluation period, SIATech, of course, has continued its course of organizational development, based on informal and formal communication and listening and engaging SIATech stakeholders, making organizational changes and beginning new initiatives. Because of this pro-active approach, many issues raised in this report are already being addressed through organizational changes.*

Given all the stakeholder views within this report and all of the improvement work already underway at SIATech, perhaps it is most important to recognize foremost, some overarching findings—first of all, an overwhelmingly high level of commitment from all stakeholders to the work and the students of SIATech, and second, the notably safe educational environment created and nurtured at SIATech—a safe environment for staff to speak their minds and try new ideas, and a safe environment for students to begin to shake free from destructive behaviors and defenses built up perhaps over a lifetime. It offers a safe and encouraging environment for staff,

[11] Learning Innovations at West Ed, http://www.wested.org/cs/we/view/pg/13

advisors, and students to become leaders and contributors to continuous improvement of the organization and its work, always looking toward the "promise" of a better future."

One of the follow-up recommendations from this report was to develop and implement a process, for self-review and internal accountability. Two years ago, the school initiated a SIATech Quality Review process for just this purpose. Each school participates in a self-study and site visit by a trained team of SIATech staff members every 6-7 years. Included in this process is a mid-term follow-up visit. The Quality Review has proved to be invaluable in terms of improvement, not just for the school being visited, but as professional development for the staff members serving as Visiting Team members. A summary of this process can be found below.

The **Quality Review (QR)** is a system for QR visiting teams to visit schools--observing, gathering data, and providing feedback to school personnel (staff/student surveys & interviews, focus groups with students/staff and classroom observations.) Summary observations are provided to staff and students, with a presentation by the Visiting Team at the end of the visit. A detailed written report is provided to the staff a few weeks after the visit. The visit is not evaluative, rather observational, with essential questions for the staff to consider as they move forward. It is a system and process specifically designed by and *for* SIATech Little Rock and its sites.

"The purposes of the Quality Review is to create a process for all SIATech sites that will: *Reflect the needs and voices of site/school stakeholders; Focus on improving educational opportunities and achievement of all students; Build ownership of the process throughout the system; and Increase collaboration and communication about school improvement within and across sites/schools and among central staff.*

And to implement a process so that: *The system gains critical information needed for supporting improvement in each of the participating schools; Each school has a sense of ownership of the process; Each school engages fully in the process, learning from it, and taking appropriate action to improve; Candid sharing of successes and struggles takes place among schools and within the whole system; There is maintenance of pressure to take action and improve without a sense of threat; and School and central staff works together in a positive, constructive way to make needed improvements."*

Thus far, six SIATech school sites have gone through an initial Quality Review and one site has experienced a follow-up visit. Two initial visits and a follow-up visit are scheduled for the 2010-11 school year.

STANDARD 15 - ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCE

SIATech Little Rock will participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, pursuant to the requirements of Arkansas Code Annotated §§ 6-11-105, 6-11-128, Act 723 of the 86th Arkansas General Assembly and/or the State Board of Education Rule. SIATech Little Rock will include sufficient funds in its budget to ensure adequate training of individuals in all aspects of APSCN for data reporting.

STANDARD 16 - FACILITIES

~~The high school facility will be housed within the Little Rock Job Corps (LRJC) Center in the heart of southwest Little Rock on 21 acres. The center address is: 6900 Scott Hamilton Drive, Little Rock, AR 72209. The LRJC Center is a federally-owned facility, subject to federal building codes/guidelines and is designed as an educational/vocational training site with residential living spaces for students. This facility was newly constructed and opened in January 2009. The budget includes funds for the upgrading of classrooms to satisfy the program's technology requirements. Upgrades are primarily to enhance the classroom's electrical systems, cable/network line installation, and server room upgrades. SIATech has a strong relationship with Job Corps Centers throughout the nation and is currently located on fourteen centers in four states. SIATech considers a partnership with the LRJC to be a valuable resource for the proposed charter school.~~

~~SIATech Little Rock will utilize classrooms on center for the high school program. Students enrolled in the school will be considered as high school students only when attending classes, from 8 am to 4 pm and when participating in school sponsored events/field trips off center. Outside of this specific timeframe (i.e. students in the dorms for the evening, weekends, etc.) the students are the responsibility of Job Corps or their parents/guardians (i.e. weekends at home).~~

~~SIATech Little Rock and the Little Rock Job Corps Center will utilize a Memorandum of Understanding (MOU in **Attachment D**) detailing academic classroom and administrative space, facility maintenance, utilities and security that are provided by the Little Rock Job Corps Center to the school at no cost. The school is responsible for dedicated telephone/data lines, and installation costs related thereof. The space to be provided will include administrative offices and classrooms, as well as the use of the activity room, media center, and kitchen and dining facility (cafeteria).~~ Classrooms and office space will comply with all requirements for accessibility in accordance with the Individuals with Disabilities Education Act (IDEA) and Americans with Disability Act (ADA) as well as meet all city, state, and federal fire code, health and safety requirements. Parking ~~and outdoors recreational areas~~ will also be available for the charter school's staff and/or student use through the MOU.

[redacted]SIATech Little Rock plans to designate the opening of school to coincide with the Little Rock School District opening day of school. There is an ~~extended school year and an~~ extended school day. ***Intersession activities will be planned annually during traditional summer break time to provide extended year learning opportunities.***

~~The Little Rock Job Corps Center was built as an educational and vocational training facility for youth 16 to 24 years of age, in 2009 by the federal government. Students must check into the center at the security entrance. Additionally, Job Corps is in the process of installing a gated car entry and security fencing around the entire property.~~

The proposed site for the SIATech School is located at 6724 I-30 Little Rock 92209. The site is approximately 0.7 miles from the present SIATech School at the Job Corp Center which is located at 6900 Scott Hamilton Ave, Little Rock. During the search for a new site the SIATech established three priorities in selecting a site:

- *Access to the target population (out-of-school youth and high level of poverty)*
- *Availability of bus transportation*
- *Proximity to the Job Corps Center*

The building is a 12,000 square foot free standing building that is located in a area which allows a public school. The building has large classrooms, commercial interior doors, new air conditioning equipment, and a large break room with additional space to accommodate equipment for food service, large restrooms that meet the American Disability Act (ADA) requirements and sufficient space to support a full enrollment of 275 students and administrative services. The site is essentially ready for occupancy following basic aesthetic improvements such as painting, new floor coverings, new and updated drop ceiling with an upgraded lighting system and completed IT infrastructure to support the instructional program.

The site was formerly used as a Day School Program and has been vacant for months. The zoning is in place that permits a public high school to be operated in this facility. On January 22, 2013, the Little Rock Board of Directors unanimously approved a special use permit identified as a PID (Planning Industrial Development) that allows a public school while retaining the uses currently available in the existing 1-2 zoning category. The anticipated cost of the I-30 site is $5.50 per square foot net, after taxes, insurance, and maintenance that is incorporated into the proposed budget as part of this application.

The SIATech staff is negotiating with the owner towards a final negotiated lease. SIATech believes it has an agreement in principal with the owner having already consented to the re-zoning and the basic components of the lease such as rent and maintenance. It is expected the proposed lease will be finalized prior to the March State Board meeting, contingent upon the final approval of this application by the Arkansas State Board of Education.

STANDARD 17 – STUDENT SERVICES

A. Guidance Program

~~The SIATech Little Rock partnership with the Little Rock Job Corps Center provides SIATech Little Rock students with counseling and guidance starting with outreach and admissions, through the student's high school and career technical training, continuing through graduation and transition to jobs and/or higher education. Students are also offered career guidance services for one year after graduation. SIATech is proud that through its Job Corps partnership students have access to five counselors and one counseling manager on a daily basis. Job Corps students have access to counseling services, 24 hours a day, 7 days a week and non-Job Corps SIATech Little Rock students will have access to counseling services, during school hours, as part of the partnership.~~

SIATech Little Rock will provide counseling services aligned with the mandated ratio of staff to students, either through contracted services or part time counselor employment. The SIATech philosophy is that relationships are the foundation of an effective, academic

program. These relationships are built through cultivating a trust and respect through staff that believe in students and their ability to learn. The SIATech Little Rock principal and staff will work closely with counseling services or a staff counselor to identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.

All SIATech Little Rock students receive guidance regarding their academic needs and an Individual Learning Plan (ILP) is developed for every student with the school principal. The ILP is a living document and student's progress and completion of credits is reflected in the ILP as students move towards graduation. Students also receive counseling and guidance regarding their Career Technical path and training and each student has a***n Individual Learning*** ~~Personal Career Development~~ Plan (~~PCDP~~ ***ILP***) developed to integrate academic and career goals.

D. Health Services

~~All SIATech Little Rock students have access to an on-campus Wellness Center that is open daily for basic medical, dental, and optometrist services which are provided at no cost to Job Corps students. Students can get basic medical care before classes start, during their lunch period, and after school. The Wellness Center also provides 24-hour emergency medical services. Student access to the Job Corps nurse is a part of the partnership arrangements. An additional focus of the Wellness Center is to educate students about employability in the health field and to provide some of the health related knowledge needed to assist them when students enter their respective career fields. Existing community resources will also be accessed to meet the emergency needs of non-Job Corps students enrolled in SIATech Little Rock.~~
SIATech Little Rock shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Arkansas Department of Education.

E. Media Center

A primary purpose of the high school media center is to teach students to learn to access and use media for educational and resource purposes. Every student has access to a wide variety of multi-media resources. Classrooms are media centers equipped with high-end, Internet-accessible workstations for every student that simulate an office environment rather than a traditional classroom. Scanners, laser printers, and digital cameras support student work on Senior Projects and Graduation Portfolios. The SIATech Little Rock instructional design mandates that classes be small, student-centered, and provide for authentic assessment. The high-tech environment, with a computer workstation for, ***minimally every two students (1:1 in som e classrooms)*** ~~each student,~~ provides a motivating gateway for thinking to SIATech Little Rock's 'At-Promise' population. ~~Students that live on center will have access to a learning resource room with computers that can be accessed during evening time in the dormitories.~~ SIATech Little Rock subscribes to a variety of library websites for student research projects. Some examples of these are:

- SIATech Little Rock's own Google CSE (Custom Search Engine) which searches about 1000 educational websites selected by SIATech Little Rock staff

- NetTrekker – subscription service; search engine of educational websites selected & evaluated by educators
- Learn 360 – subscription collection of educational videos
- BrainPop – subscription of animated, instructional videos on a wide variety of academic topics
- Total Training – subscription service; instructional videos on a wide variety of software applications

Classrooms have content specific books for research purposes, checkout and reading instruction.

D. Transportation

SIATech Little Rock will ~~not~~ provide ***bus passes for public*** transportation ***to students identified as eligible for free or reduced meals under the national school lunch program. SIATech Little Rock will act as the receiving school and district for students who qualify and desire to transfer to SIATech Little Rock per the rules of the Arkansas Opportunity Public School Choice Act. SIATech Little Rock, the receiving district or charter school, may transport students to and from the transferring district or charter school, and the cost of transporting students shall be the responsibility of the transferring district or charter school except as provided under Sections 5.08.1 and 5.08.2 of these rules.***
~~services for students as it is anticipated that a majority of the students will live on center. The budget does allocate monies for student use of local public transportation, as adult age students, not living on center, may elect this option.~~

E. Special Education

SIATech Little Rock has a clear understanding of state and federal requirements regarding the education of exceptional students. Public Law 94-142, the Education for all Handicapped Children Act, guarantees a free public education to disabled persons from 3-21 years of age in the least restrictive environment. When the law was reauthorized and renamed the Individual with Disabilities Education Act (IDEA), traumatic brain injury and autism were included. SIATech Little Rock will offer a free public education to exceptional children. Hiring practices will reflect a clear understanding of PL 101-336, the Americans with Disabilities Act, making it unlawful to discriminate against people with disabilities because of their disability.

The goal of special education at SIATech Little Rock is consistent with the goal of general education for all high school students: to support students in developing the knowledge and skills they require in order to live meaningful, self-fulfilling lives with as much independence as possible in their communities.

In accordance with the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973, SIATech Little Rock will assure that each student with a disability will be educated in the least restrictive environment (LRE), appropriate to the student's needs as determined by the Individual Education Plan (IEP) team. With regard to progression, promotion, and graduation options for students with disabilities, SIATech Little Rock will provide students with the skills necessary to graduate and attain a high school diploma.
SIATech Little Rock will support the education of students with special learning needs within the general education classroom setting as the first choice of placement. Only when the general

education placement does not meet the needs of a student will alternative settings on a part-time or full-time basis be considered.

SIATech Little Rock will provide students with programs implemented in accordance with Arkansas State Board of Education Rule and Regulations for Special Education mandates, Section 300.46 of Title 34 of the Code of Federal Regulations including the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973. This includes but is not limited to:

1) A Non-Discriminatory Policy regarding identification, location, evaluation, and selection
2) Free and Appropriate Public Education (FAPE)
3) Individual Education Plan (IEP)
4) Least restrictive environment (LRE)
5) Appropriate evaluation
6) Parent and student participation in decision making
7) Procedural due process

SIATech Little Rock will create public awareness of its special education opportunities and will advise parents of the services it can provide to students with disabilities. SIATech Little Rock will also advise parents of the rights of students with disabilities and provide written procedures in the primary language of the home. This will assure that information regarding the rights of students with disabilities is made available in plain language and phraseology that will be understandable to parents, regardless of their ethnic, linguistic, or cultural background.

SIATech Little Rock will strive to be a full-inclusion program. The IEP team will explore every opportunity for placing students with exceptionalities in appropriate inclusive settings to the maximum extent possible. The key to successful inclusion will be collaboration, communication, and prior planning using best research practices.

Procedures for Identification of Students with Special Needs

SIATech Little Rock will disseminate information to its staff regarding the procedures to be utilized for identifying students with special needs as outlined in the Arkansas Special Education Policies and Procedures. For students identified as needing additional academic or behavioral support in order to succeed in the general education environment, SIATech Little Rock will utilize a multi-tiered Response to Intervention (RTI) model for the implementation of research-based instruction and intervention. A student's progress during these interventions will be monitored by the schools' RTI team.

School Support Team

If a student is not making progress and the interventions are being implemented as planned, the students will be referred to the School Support Team (SST). Initially, the SST will be led by the principal. The team will consist of at least one general education teacher, the referring staff member, the principal, parent/guardian, and the Special Education Teacher when appropriate. This team will be critical in leading the entire staff in the development of instructional and behavioral interventions.

The SST will establish interventions to be agreed upon by the teachers and parents in accordance with state and federal regulations. In addition, the SST will support referring staff members with ideas and strategies on how best to support the student in an effort to build in successes for all

students and reduce the number of referrals to special education (goal of IDEA 2004). Implementing this process of interventions will help to identify whether the concern about a student is academic and/or behavioral in nature. All "pre-referral screening" activities will take place in this setting prior to referral for consideration of specific learning disabilities, intellectual disabilities, and/or gifted and talented students. Parents will be kept informed of the planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

Referral

Academic and behavioral interventions that are attempted prior to referral for Special Education services will be attempted for a minimum of three weeks. The SST will then analyze the student's progress and document whether the interventions were successful. If the interventions are making a positive difference, the SST will continue to monitor on a monthly basis. If the measures prove ineffective, another set of interventions will be established and implemented for another three weeks. At this point, a school psychologist will be made available.

The SST will review the progress monitoring data and all other pertinent records in order to determine if the school will need to conduct an evaluation to determine the student's eligibility for specially designed instruction and services as a student with a disability. The referral of a student for an evaluation for possible placement in a Special Education program will be made under the direction of the SST after documenting that the parent has received a written notification of meeting, written information pertaining to their rights regarding the comprehensive evaluation, and following the receipt of written consent of the parent for testing. The written request for the parent's permission to evaluate will be in the primary language of the home.

SIATech Little Rock will provide a copy of the procedural safeguards notice to the parents of a student with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the student, and receipt of a request for due process. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and student's placement pending due process hearings.)

Evaluation and placement

After informed written parental consent has been obtained, SIATech Little Rock will work with the appropriate Special Education personnel to schedule an initial evaluation, which will be conducted by a multidisciplinary team of school district personnel as required by law. A psychological evaluation will be administered to determine whether student needs warrant an IEP and special education and/or related services in accordance with 20 USC Sec. 1400, the IDEA 2004 and/or the Rehabilitation Act of 1973. Other areas may also be assessed, as needed (such as speech or language).

After evaluation, written documentation of the team's determination of eligibility for disability services will include the following:

- A statement about whether the student has a disability
- The basis for making the determination
- The relationship of that behavior to the student's academic functioning

- The educationally relevant medical findings if any
- A statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services
- The determination of the team concerning the effects of environmental, cultural, or economic disadvantage

Screening Forms
SIATech Little Rock will use the required screening forms to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs, and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents to understand the nature of disabilities.

Individual Education Plans (IEP)
The written individualized educational plan for each student will include a statement of the student's present levels of educational performance; annual measurable goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education programs and the extent to which the student will participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and anticipated duration of services; objective criteria, evaluation procedures, and benchmarks. Transition planning (to help a young person prepare for life after school) will be included on the IEP as well. Due process rights transfer from the parent to the student when the child reaches the age of 18, unless the child has been determined to be incompetent by a court of law.
Status reports shall indicate whether measurable goals for Special Education students are being met at the same rate as those for general education program students. Where students with disabilities are included in the general education classes, it may be necessary to delineate an explanation of the grading criteria and explanation about necessary curriculum modifications on the IEP. Such modifications will include increases or decreases in instructional time; varied instructional strategies and modified test administration procedures as permitted by the test protocol. Accommodations and supports required by students with disabilities will be documented on the IEP.

SIATech Little Rock will ensure that to the maximum extent possible, students with disabilities are educated with students who are non-disabled in the least restrictive environment. Special classes or removal of students with disabilities from the general education environment will occur only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily, and if indicated on the student's IEP. SIATech Little Rock will assure that FAPE is available to all students with disabilities until the end of the school year in which the student turns 22, in accordance with Arkansas Public Schools Special Education Policies and Procedures.
SIATech Little Rock will work with Arkansas Program Development personnel in an effort to provide regular professional development training activities to staff members in the areas of confidentiality, continuum of services, legal ramifications of special education, strategic classroom instruction, how to modify and/or supplement core curriculum, best practices, the uses of assistive technologies, general support/assistance, and other related topics.

504 Plans

SIATech Little Rock will comply with the Americans with Disabilities Act Amendments Act of 2008, effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA). In accordance with this amendment to the Rehabilitation Act of 1973 which affected the meaning of disability in Section 504, the SIATech Little Rock SST will write a 504 plan for any student who the team identifies as having a physical or mental impairment that substantially limits one or more major life activities. This will include any student who has a record of such impairment, or is regarded as having an impairment. Major life activities as defined in the Rehabilitation Act of 1973 include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The team will meet to determine the eligibility and write a Section 504 plan that will detail and outline the accommodations that SIATech Little Rock teachers will provide to support the student's educational program.

An annual review of the 504 plan will be conducted, and the team may update the plan at any time to reflect changes and recommendations based on observations and evaluations from the general education classroom teacher. As outlined under Section 504, teachers will ensure they are flexible in their teaching techniques and expectations for students with disabilities and make necessary accommodations as specified in the Section 504 accommodation plan.

Commitment to serving the full range of needs of exceptional students

In an effort to meet the full range of needs of exceptional students, SIATech Little Rock will provide a continuum of services within the full-inclusion program model. Therefore, when pull-out services are determined to be needed as outlined in a student's IEP, the team will determine what services, materials, and possible program modifications may be needed, and provide them to the extent determined by each individual IEP. The Special Education teacher will meet with the general education teachers to ensure the success of the student's IEP and will record quarterly updates of the student's progress on the IEP.

SIATech Little Rock students who do not have success with classroom strategies outlined in the IEP or 504 Plan will work directly with the Special Education teacher and/or an instructional assistant in individual and small-group settings. Alternative materials will be utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the solutions are not working, the IEP will be modified making necessary accommodations to permit students with disabilities to access learning opportunities on the same basis as general education students. No student with a disability will be unlawfully excluded from participation in any program or activity of SIATech Little Rock, nor will any student be subject to discrimination by SIATech Little Rock.

For students with needs beyond the traditional classroom setting and standard curriculum, SIATech Little Rock will provide the following services:

- Academic pullouts for students who require extra services or instructional assistance for tutoring by a certified Special Education teacher as determined as part of the IEP
- Consultation and Collaboration for students who do not require pull-out services but require assistance and extensive monitoring as part of the IEP
- Contracted speech therapy, physical therapy, and occupational therapy as necessary and according to each student's IEP
- Enriched curriculum for gifted students

SIATech Little Rock will also provide accommodations and modifications of the curriculum as necessary to permit access to technology-based learning and related services provided on the student's IEP. These modifications/adaptations will include:

- Adapted curriculum assignments
- Test modifications
- Adapted computer devices or assistive technology, as necessary

SIATech Little Rock will employ one full-time teacher who will meet all licensure and/or certification requirements that apply to the area in which the individual is providing special education. This teacher will provide general education in-class support and services for students with disabilities based on their individual educational plans (IEPs). The teacher will provide any pull-out services as needed. SIATech Little Rock will contract with licensed and certified consultants for speech and language services on an as-needed basis. The school will utilize the school psychologist, vision/hearing screening specialist, and other designated instructional services in accordance with Arkansas state credentials and mandates. Compliance of the Special Education program at SIATech Little Rock will be evaluated on an annual basis through contracted/purchased personnel services. SIATech Little Rock will work in advance with its own assigned Special Education Director to ensure that all regulations are met.

F) Alternative Education

SIATech Little Rock ***will continue*** ~~strives~~ to provide an individualized approach to students, ~~by default and alternative approach made possible by the support of its partner, Job Corps~~ ***through the use of a personalized and individualized instructional approach, a blended learning model and the employment of technology within*** ~~and~~ a small ~~sized~~ high school environment. SIATech Little Rock embodies many of the practices described in the **Exemplary Practices in Alternative Education: Indicators of Quality Programming**[12]. Key areas of alignment appear in all of the multiple areas described in this document; however, several areas stand out as drivers promoting SIATech Little Rock success in serving a targeted student population, school dropouts. These areas are Program Evaluation (see Standard 7) and Professional Development to improve teaching and learning at an atypical school.

<u>The SIATech Little Rock Professional Development Program Purpose and Need</u>

In order to successfully educate 'At-Promise' students, we have numerous professional growth programs that continue to keep us well-informed and well-prepared to meet the needs of our student population, ~~our partnership with Job Corps~~, and state and federal education trends. The following are current Programs offered to SIATech Little Rock staff, specifically designed to meet the needs of an 'At-Promise' student population.

I. ***New Staff Orientation (NSO)*** New staff attends a three-day training that introduces philosophy, practices, and curriculum. They are also paired with an on-site Mentor/Support Provider for a minimum of eight weeks.

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[12] **Exemplary Practices in Alternative Education: Indicators of Quality Programming,** *Copyright © A 2009 publication of the NAEA,*
http://www.tennessee.gov/education/learningsupport/alted/doc/ExemplaryPracticesinAE.pdf

II. ***Academic Content Training Staff*** involved in each academic content area, attend one or two meetings a year within each core subject area: English Language Arts, Mathematics, Social Science and Science.

III. ***Specialty Training Meetings*** Specialty meetings are scheduled once or twice a year to address areas such as: Special Education, English Language Learners, Rubric Training, Senior Projects/Creative Technology, and AutoCAD.

Professional Growth Programs

IV. ***Induction*** SIATech Little Rock offers a two-year support plan for teachers new to the profession. This program provides professional development, a mentor support system, and a formative assessment system that guides their professional growth. Each instructor participates in an action research/teacher inquiry allowing them to research an issue relevant to their 'At-Promise' student's learning.

V. ***Site-Based Professional Development*** Each site develops an annual professional development plan. These site-based plans allow for professional growth opportunities at the staff's location. A variety of courses are offered from the SIATech Little Rock Course Catalog.

VI. ***Capacity Building Pathways*** All SIATech Little Rock staff will have the opportunity to achieve in-house certification in Administrative Leadership, Instructional Leadership, Non-Instructional Leadership, VPSS, and Curriculum. These pathways are under development. One of the strategies currently in place is partnering with a Mentor/Support Provider.

VII. ***Professional Growth Resources*** SIATech Little Rock offers various avenues for staff members to improve their individual professional performance, including: Resource Library, Web Resources, Conference Resources, Digital Discussion, Coursework and other opportunities. *(Please refer to SIATech Little Rock's Web site under Professional Development for more information.)*

English Language Learners (ELLs) are welcome at all SIATech sites. SIATech Little Rock provides English Language Development and content-based instruction to all ELL students. Staff utilizes sheltered language teaching approaches including scaffolding instruction through the use of visuals, providing students with comprehensible input, developing content language vocabulary, accessing students' background knowledge, and providing opportunities for students to interact with one another in the context of meaningful content.

SIATech Little Rock's effectiveness in serving ELLs will be evaluated based on several criteria:

- Annual English Language Development Assessment (ELDA) gains, including the number of students who improve on ELDA overall proficiency levels with respect to time enrolled in SIATech Little Rock
- The number of ELLs reclassified as Fluent English Proficient (FEP) annually with respect to time enrolled in SIATech Little Rock
- Course grades
- Career Technical training program progress and completion
- End of Course pass rates
- TABE/STAR reading growth
- Teacher evaluations
- Student reflections

DynEd will be used as a supplemental resource for SIATech Little Rock ELL students. The program is intended to help second language students, particularly beginners, gain access to the core curriculum. DynEd is the most frequently-used language learning software in kindergarten through grade 12 settings. The program features research-based multimedia English as a Second Language (ESL) courseware for all ages. DynEd exposes students, from beginning levels to advanced, to everyday English so that they may understand and speak English as well as learn English grammar and pragmatics. SIATech Little Rock staff utilizes DynEd software in combination with mastery-based practice exercises and small-group, direct instruction to prepare students for the SIATech Little Rock English curriculum. The program is intended to help students, particularly beginners, gain access to the core curriculum.

G) Gifted and Talented Program

Due to its unique program design in drop-out recovery, SIATech Little Rock will not offer separate gifted courses. However, SIATech Little Rock will provide services to gifted students via the Consultation Model. These services will be provided by a certified teacher who has Gifted Endorsement or one who is in the process of attaining the Gifted Endorsement. Students enrolled in SIATech Little Rock who are identified as gifted will have an active Education Plan (EP) indicating consultative service. SIATech Little Rock's goal is to provide each student with a learning environment conducive to developing and expanding their individual areas of giftedness. SIATech Little Rock recognizes a gifted student as a student who has superior intellectual development and is capable of high performance. For students identified as gifted, an educational plan (EP) shall be developed. The EP team will make the following considerations when developing the EP:

- The strengths of the student and needs resulting from the student's giftedness.
- The results of recent evaluations, including class work and state or district assessments.
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

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

Each student identified as being eligible for gifted services is entitled to receive a FAPE. SIATech Little Rock will provide appropriate challenging coursework for all students, along with opportunities to accelerate in order to maximize each student's potential, through a variety of options including but not limited to modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. These services will occur in a general education class. SIATech Little Rock's classroom environment is designed to challenge and nurture gifted learners. Independent projects, enrichment activities, learning styles, mentors, and leveling assignments are just a few of the strategies that are used to address the needs of all. Coursework can be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material is presented.

SIATech Little Rock will evaluate its effectiveness in serving its gifted and talented students based on several criteria:

- EP goal progress and attainment
- End-of-Course exam grades

- Module course grades
- Career Technical Training progress
- State required assessment results
- Baseline and growth assessments in reading and mathematics (CAS STAR)
- Baseline and growth assessments in SIATech Little Rock CAS Writing
- Teacher evaluations

STANDARD 18 – FOOD SERVICES

SIATech Little Rock will participate in the Child Nutrition Program and will follow all regulations/rules of the program and will maintain food warming, serving and dining areas. SIATech Little Rock will be legally responsible for the conduct of the food service program and shall supervise the food service operations in such manner as will ensure compliance with the rules and regulations of the Arkansas Child Nutrition Program and the USDA. Students not qualified for the Child Nutrition Program may bring their own meals to school or purchase them at school. Students attending from the Job Corps Center will continue to have their meals provided by the center.

The Little Rock Job Corps Center provides all food service needs at no charge to students who participate in the Job Corps program. Minimally, non-resident students receive breakfast and lunch; ~~students who live on center are provided a full service food program. SIATech Little Rock will allocate monies to assist in defraying the cost of lunch for students. Students in need of any specific services with respect to food services will be provided for and all requirements of IDEA will be attended to. SIATech Little Rock will not participate in the National School Lunch Program due to the anticipated low number of students needing to pay for lunch and cost effectiveness. The Little Rock Job Corps Center has a full kitchen and dining facility in place and will operate a full service food program to its students. School meals are wholesome, nutritious, and appetizing and will meet the Dietary Guidelines for Americans and other federal nutrition requirements. The Job Corps Center's kitchen and dining facilities meet all applicable health regulations. Job Corps complies with all local, state, and federal health, safety and sanitation guidelines and will make the food service area available for inspection by Little Rock School District or other appropriate personnel~~.

STANDARD 19 - PARENT INVOLVEMENT

SIATech Little Rock will reach out to parents/guardians of students, primarily through electronic media, ***telephone contact, and hard copies sent home w/students or delivered by mail,*** and the Job Corps partnership ***Parents who have internet access will also be contacted through email, and they will have access to school and student information on our website.*** ~~Students who commute to school on a daily basis will also receive additional information, both in hard copy & electronic, and notifications. Job Corps serves as in loco parentis for most of its youth 16 and 17 years of age, driving a strong supportive and interactive relationship between SIATech Little Rock and its Job Corp partner~~. It is anticipated that most of the student population will be 18 to 21 years of age. SIATech Little Rock will work with these students ***and, with student permission,*** their parents/guardians ~~with permission from the students~~, to learn explicit advocacy and coping skills to make the transition from a protected and caring environment to the real world.

SIATech Little Rock will require students to participate in regular and ongoing goal setting using their initial and updated Individual Learning Plans (ILP) as a base. Parents/Guardians ***of minor***

students will be provided the updated ILPs, minimally quarterly and asked to engage in regular and ongoing conversations with their children about their progress at SIATech Little Rock. Parents/Guardians will be notified and invited to the annual school meeting for discussion on the annual school report, invited to attend Senior Project presentations, ~~participate in a seminar series on High Expectation High Results~~ and asked to consider participation on the SIATech Little Rock Advisory Team, with their student forming an "extended family." ***The school will also set aside two days/evenings for parent-teacher conferences each year. In addition, faculty will be available for conferences by appointment throughout the year.***

[redacted]

Teachers will also be made aware of the influential effects of caring adults as part of the classroom environment training offered by SIATech Little Rock to all its employees. This is particularly important at SIATech Little Rock, as, for many of our students; the caring adult(s) may be someone who is not a direct family member.

SIATech Little Rock staff will provide parent/guardian education seminars, minimally once a year to discuss parent/guardian and family involvement at this stage of the education process:

- High expectations for academic achievement from parents/guardians and the commensurate academic achievement of students
- High standards and beliefs from parents/guardians of their students' schoolwork and achievement in school and the communication of these beliefs usually result in high student perceptions of their ability and achievement
- Interest from parents/guardians coupled with clear and regular expectations for schoolwork outside of school time generally result in higher academic achievement of students
- High educational expectations from family, particularly parents, and friends is a powerful message to youth and promotes increased educational attainment from youth[13]

[13] Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education, 5*, 149-177.

STANDARD 20 – REQUESTS for WAIVERS

A.C.A. § 6-10-106 - Uniform Dates for the Beginning and End of Each School Year
Standards for Accreditation – 10.01.3
SIATech Little Rock will provide a longer school year providing open entry and exit. Job Corps staff conferences may be used in lieu of parent conferences, using meetings throughout the year.

A.C.A. § 6-11-129 - Posting of Information on District Website
Standards for Accreditation – 15.01
SIATech Little Rock has a website that is up and running and is regularly updated.

A.C.A. § 6-13-109 – School Superintendent
SIATech Little Rock is a charter school and will be led by a school principal reporting to the SIATech Little Rock Inc, Board of Directors, additional administrative support will be contracted.

A.C.A. § 6-13-604 – 611, School districts with five or more directors

A.C.A. § 6-13-608 - Length of Directors' Terms

A.C.A. § 6-13-611 - Vacancies generally

A.C.A. § 6-13-616 - Qualifications

A.C.A. § 6-13-620 – Powers & Duties
Board of Director Terms, membership, qualifications, filling of vacancies, will be designated in the SIATech Little Rock, Inc. by-laws. Board will select principal in lieu of superintendent.

A.C.A. § 6-13-616(a) - Qualifications of Directors
This is not-applicable to open-enrollment charter schools, which have no district boundaries.

A.C.A. § 6-15-902 – Grading Scale
SIATech Little Rock may adopt a grading scale more rigorous than provided in this statute.

A.C.A. § 6-15-702 – Parental Involvement
As the majority of students attending SIATech Little Rock will be emancipated adults and residing at the Job Corps center, the parental involvement plan will be designed to meet the unique needs of the school's students and parents.

Standards for Accreditation – 2.04 - School Reporting of Student Performance and 15.04-Professional Development (PD): teacher/administrator parent involvement training
Communication with parents of adult students (18+yrs) will occur only with student permission
Student-parent meetings will be scheduled without grade-level differentiation.
PD addressing partner involvement (Job Corps) or other important adult(s) in the students' life will also meet parent involvement hour requirement.

A.C.A. § 6-15-1004 – Qualified Teachers in Every Classroom
Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock. See **A.C.A § 6-17-401 - et seq.** below.

A.C.A. § 6-16-102 - School Day
There may be a need for school day flexibility to meet partner needs. The school day will be regularly scheduled from 8:00 am to 4:00 pm with an hour for student lunch and breaks.

A.C.A. § 6-16-124 - Arkansas History – Required Social Studies Course

Arkansas history will be integrated into the ConTech© Social Science Curriculum Modules and not delivered through a dedicated course.

A.C.A. § 6-17-111 - Duty Free Lunch Period
SIATech Little Rock will have a few meetings scheduled during lunch times, primarily to address partner needs.

A.C.A. § 6-17-114 - Daily Planning Period
SIATech Little Rock will work with its Job Corp partner to provide teacher planning time but it is not guaranteed to meet the minimum minutes/week. Additionally, SIATech Little Rock utilizes curriculum experts to develop and update curriculum, assessments, and many of the other teacher required materials for each of the academic content areas. This helps to address the lack of a regular daily planning period.

A.C.A § 6-17-203 - Personnel Policy Committees
SIATech Little Rock will not be large enough to meet the statutory composition of this committee.

A.C.A § 6-17-301 - Employment of Certified Personnel
As SIATech Little Rock will only hire "at will" this law would be restrictive. However, the school ensures that constitutional due process will be followed in all employee dismissal events.

A.C.A § 6-17-302 - Public School Principals-Qualifications and Responsibilities
The Board of Directors will expect the principal to have managerial and human resource skills and understand the concept of day to day operation in school system regardless of whether he/she holds a valid supervisory or administrative certificate.

A.C.A § 6-17-309 - Certification – Waiver
Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock.

A.C.A § 6-17-401 - et seq. Teachers License Requirement
Standards for Accreditation – 15.03.1-15.03.3 – Licensure and Renewal
SIATech Little Rock will only hire highly qualified but not necessarily certified in the specific content area assigned for all or part of the day. SIATech Little Rock strives for 100% certification and HQT compliance.

A.C.A § 6-17-418 - Teacher Certification - Arkansas History Requirement
Please see waiver request 6-17-401

A.C.A. § 6-17-902 - Definition of a Teacher
SIATech Little Rock may need to utilize contracted personnel services for specialized topics for short periods of time making full compliance with this statute restrictive.

A.C.A. § 6-17-908 - Teachers' Salary Fund
Insurance decisions are based on committee consensus from affordable selections commensurate with local school district options (4)(B).

A.C.A § 6-17-919 - Warrants Void Without Valid Certificate and Contract
As SIATech Little Rock will not necessarily employ only certified teachers, it would need a waiver from this restriction. A valid offer of employment will be on file with SIATech Little Rock's Personnel Support Services and a copy will be given to the employee.

A.C.A. §6-17-1501 - et seq. Teacher Fair Dismissal Act of 1983
SIATech Little Rock will ensure that all due process procedures will be followed for all employee dismissals.

A.C.A § 6-17-1701 et seq. - Public School Employee Fair Hearing Act
The school charter may be revoked for non-performance, the same right needs to be provided for the timely dismissal of employees who are not providing for the academic progress of students.

A.C.A. § 6-17-2302 - (Act of 1591 of 2007, regarding Business Managers)
ADE Rules Governing "Highly Qualified Teachers"; ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) consecutive Days and for Granting Waivers
Standards for Accreditation – X. Personnel
The School reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools.

A.C.A. 6-17-2403 - Minimum Teacher Compensation Schedule
ADE Rules – Certified Salary Schedule
Act 847 of 2007 Concerning Public School Certified/Classified Employee Alt. Pay Programs
The school will provide compensation that is competitive with local public school districts. The school reserves the right to determine specific salary schedules. An employee who seeks employment with the school is assumed to have given understood approval for participation in the school's performance pay compensation plan.

A.C.A. 6-18-213 - Attendance records and reports generally. (f)(1 & 2)
SIATech Little Rock operates on an open entry/exit, year round system. Students will enroll/exit any day of the school year. Ten+ days of absence may occur for some residential students visiting home.

A.C.A. 6-18-508 - Alternative Learning Environment
A charter school is a school of choice and provides a learning environment that is appropriate and serves the interest of a specific target student population.

A.C.A. 6-25-101 et seq. - Public School Library Media and Technology Act
Media will be available through on-line research links, encyclopedias, and a variety of internet resources in addition to local public libraries. No media specialist will be employed. Instructional staff in each classroom will serve to teach students to access services outside of school, using technology and as teachers of information and technology skills.
Standards for Accreditation – 16.02 Support Services/Media
The intent/purpose of this act may be met through agreements with public libraries and museums throughout the community and digital library/information access.

A.C.A. 6-42-101 et seq. – Gifted and Talented Children
ADE Rules Regarding Gifted and Talented Program
Standards for Accreditation – 18 - Gifted and Talented Education
The school will provide integrated services within its extended school year to meet the needs of students and not have a Gifted and Talented Program Advisory Council.

ADE: Rules Gov. AR Mandatory Attendance Requirement for Students in Grades 9-12
ADE: Final AR Rules and Regulations (5.0 Educational Standards) Governing Four-Day School Weeks

Standards for Accreditation – 14.03 – Graduation Requirements
Request to waive completion of a specific amount of time to receive units of curriculum credit required for graduation "A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours." SIATech Little Rock will utilize a competency based model which will award credits based on student demonstration of required knowledge and understandings as opposed to seat time in classes.

ADE: Rules Governing Nutrition and Physical Activity Standards
The school size prohibits the implementation of an Advisory Committee.

Standards for Accreditation – 16.01.3 - Support Services/Guidance and Counseling
Counseling services will be provided by the Job Corps partners (5 counselors [1:60 ratio] and 1 Counseling Manager). Job Corps counselors may or may not be certified.

Standards for Accreditation – 16.03.3 – Health and Safety Services
~~The s~~***S***chool health services ~~will~~ ***may*** be provided by Job Corps ***for students also attending Job Corps***, ~~with~~ ***and*** current health appraisal records maintained for all students in accordance ***with Arkansas public school*** guidelines. ~~developed by the Department of Labor and Job Corps Program Requirement Handbook~~. ***Health and safety services will be available for all SIATech students in compliance with Arkansas public school requirements.***

STANDARD 21 – DESEGREGATION ASSURANCES
SIATech Little Rock has carefully reviewed the potential impact of this application upon the efforts of the Little Rock, North Little Rock and Pulaski County Special School Districts to create and maintain a unitary system of desegregated schools, and finds as follows:
The goal of SIATech Little Rock is not one of interference or direct competition with the existing, traditional Public School districts in Pulaski County. Through SIATech Little Rock's affiliation with the Little Rock Job Corps (LRJC) center and the common goals shared between SIATech Little Rock and the LRJC, there should be no impact to the school districts within central Arkansas. A unique aspect of this charter school proposal is that it does not directly compete with existing school districts, while having a proven track record of success with students across the United States. The students targeted for enrollment in the SIATech Little Rock Charter School are students who are not currently enrolled in any school. SIATech Little Rock and the LRJC center will be reaching out to students classified as socio-economically disadvantaged AND currently not enrolled in any school. This unique program can be viewed as a specialty program for disadvantaged, dropout youth. Thus, the impact on any desegregation orders or any other federal order regarding the racial make-up of schools in the Central Arkansas area will be non-existent.

ATTACHMENTS

Attachment 1. Interim Virtual and In-Person Instructional Plan

Attachment 2.
a. I-30 Location Schematic
b. DRAFT Facility Use Plan
c. Public Transportation / Proximity to site
d. Bus Route
e. Location of Public Bus Stop

Attachment 3. SIATech Little Rock 3 Year Budget Projection

Attachment 4.
a. SIATech DRAFT Daily Schedule
b. SIATech Child Nutrition Program
c. Draft School Calendar 2013-14

Attachment 5. Letter of Support: Adams & Associates, LRJC Center Director

Attachment 1. Interim Virtual and In-Person Instructional Plan

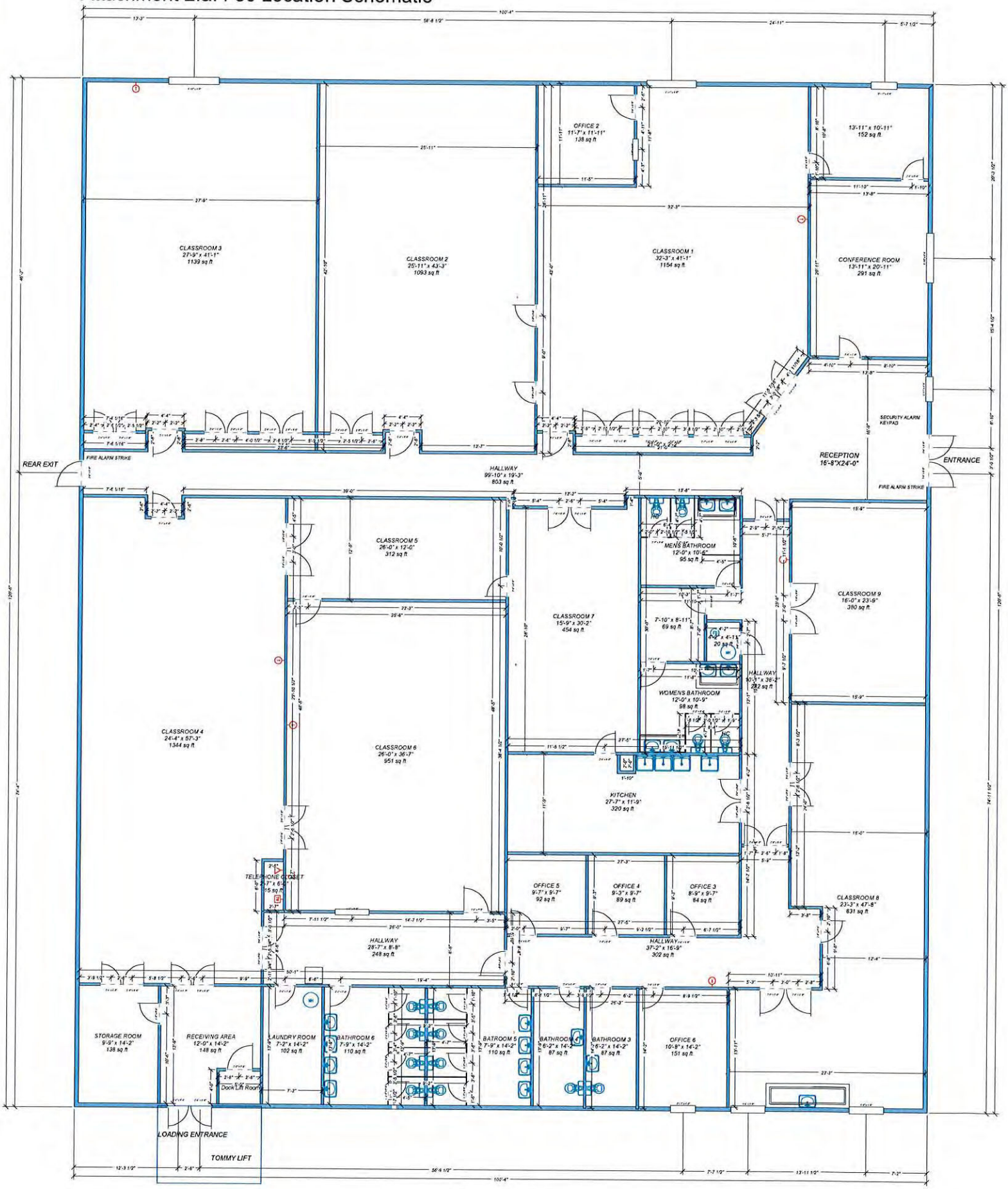
Meeting needs of the community student currently not allowed on center

Virtual Instruction:
Certified teachers are providing online office hours and tutoring to the indicated community student on a regular basis. Little Rock teachers are leading many of these sessions providing synchronous, virtual instructional support to the student and providing additional in-person content instruction at the local public library (Dee Brown Library, 6325 Baseline Road, Little Rock, AR). Online collaboration software (Blackboard Collaborate) enables two-way audio, video, interactive whiteboard, and other instructional tools. Teachers support the student's progress in core content and elective areas, virtually and in-person.

Virtual Instruction
The SIATech Virtual Learning Specialist continues to provide concurrent training and support to SIATech Little Rock site staff, building each individual's capacity for Virtual Instruction at that site. Training includes instructional methodology, technical knowledge, and online troubleshooting.

In-Person Instruction
SIATech Little Rock staff is meeting with the student at designated times during the week at a public library for personal instruction.

Attachment 2.a. I-30 Location Schematic



6724 I-30 FRONTAGE RD
LITTLE ROCK ARKANSAS

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Levine Trust

Lessee (Tenant): Arkansas Siatech, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Currently Vacant

Altacare School Facility

Premises: 6724 I-30 Little Rock, AR
address

Square Footage

Twelve Thousand (12,000) Square Feet

Terms of Lease: Five Years (5) with 2- Five Year renewal options

Rental Amount: Beginning rent $ 66,000.00 annually based on Five Dollars and Fifty Cents per square foot per year with 3% annual adjustments therefafter.

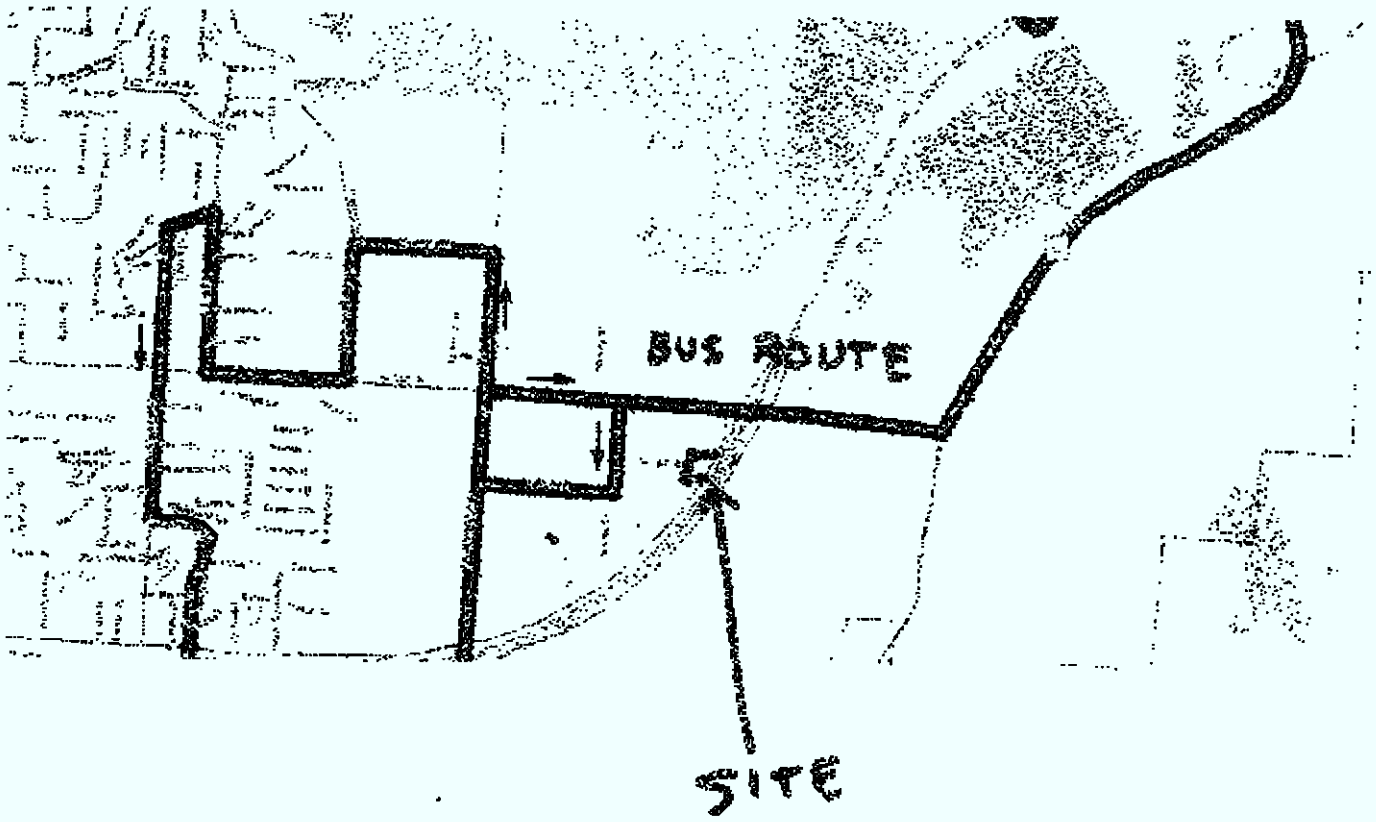
Contingency: The terms of this agreement are contingent upon

Arkansas Siatech, Inc. (sponsoring entity) Receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

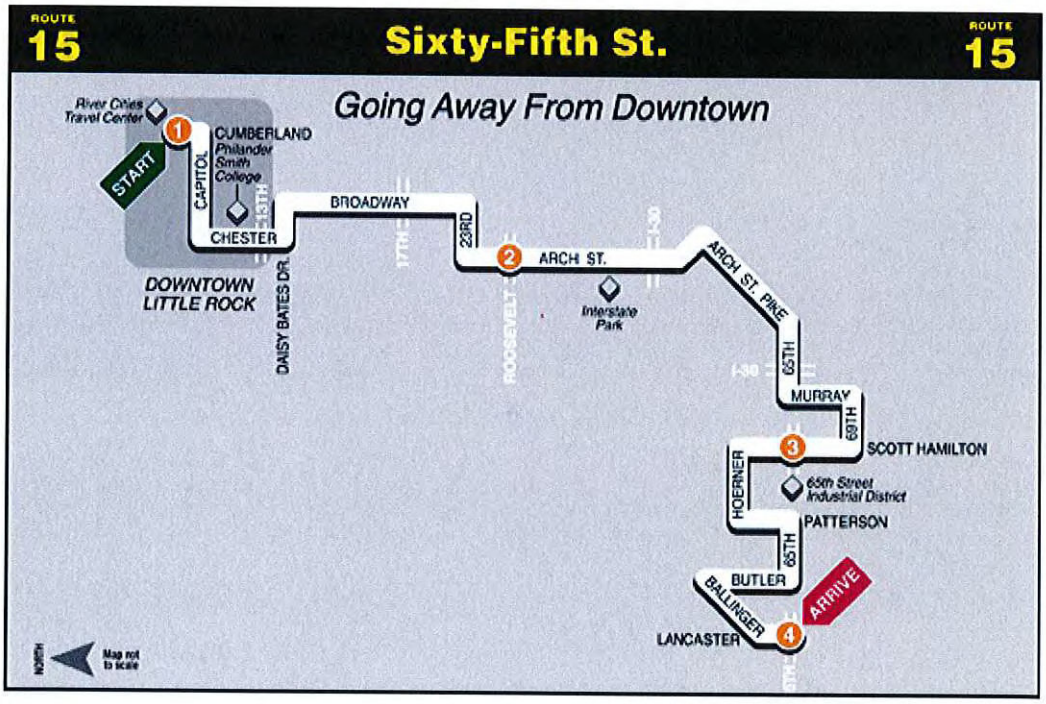
Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit or taxing power of the state or its political subdivisions.

Lessee:	Lessor:
Arkansas Siatech, Inc.	Levine Trust
By _____	By _____
Date _____	Date _____

Attachment 2.c. Public Transportation: Proximity to Site: #1 I-30



Attachment 2.d.



Attachment 2. e. Location of bus stop – 697 feet from school site I-30

Attachment 3

	2014 Projected	2015 Projected	2016 Projected
Actual Enrollment	200	275	275
Prior Year Enrollment	125	200	275
Growth	60%	38%	0%
Poverty Level	85%	85%	85%
REVENUE			
Local revenue			
Meal sales	12,015	16,521	16,521
Total Local revenue	12,015	16,521	16,521
State assistance			
Charter foundation	783,375	1,253,400	1,723,425
Student Growth	470,025	470,025	-
Professional development	5,424	8,678	11,932
National School Lunch (NSLA)	-	175,610	241,464
Total State assistance	1,258,824	1,907,713	1,976,821
Federal assistance			
Lunch Reimbursements	69,235	95,198	95,198
Breakfast Reimbursements	37,522	51,593	51,593
Title VI-B	21,150	33,840	46,530
Medicare Reimbursements	500	500	500
ARMAC	500	500	500
Total Federal assistance	128,907	181,631	194,321
TOTAL REVENUE	**1,399,746**	**2,105,865**	**2,187,663**
EXPENDITURES			
Payroll - certified			
Classroom teachers	266,818	311,288	311,288
Special ed teacher	44,470	44,470	44,470
Extended Program	11,200	11,200	11,200
School counselor	23,000	23,000	23,000
Principal	76,550	78,802	78,802
Total Payroll - certified	422,038	468,759	468,759
Payroll - classified			
APSCN specialist/registrar	44,590	45,645	46,726
ITA/Instructional staff	29,685	59,370	59,370
Administrative assistant	29,277	30,156	31,060
Food service	12,000	12,000	12,000
Total Payroll - classified	115,552	147,170	149,156
Total payroll	537,590	615,930	617,915
Benefits (34% of salary)	182,781	209,416	210,091

Attachment 3

	2014 Projected	2015 Projected	2016 Projected
Total payroll & benefits	720,371	825,346	828,007
Professional & Technical Services			
Central adminstration	33,842	46,532	46,532
Board expense	1,000	1,000	1,000
Substitute teachers	21,750	29,000	29,000
Curriculum development	33,842	46,532	46,532
Curriculum/network services	252,000	495,000	495,000
Special ed supervisor	13,000	13,000	13,000
Related services - speech/OT/PT	31,710	42,116	42,116
Student assessments	4,000	5,500	5,500
Nurse & health services	14,592	20,064	20,064
Security - school resource officer	40,000	40,000	40,000
Professional development	5,424	8,678	11,932
Audit & Tax services	1,000	1,000	1,000
Accounting services	33,842	46,532	46,532
Legal services	3,000	3,000	3,000
Total Professional & Technical Services	489,001	797,956	801,210
Purchased Property Services			
Utilities services	14,400	14,400	14,400
Waste disposal	4,800	4,800	4,800
Custodial services	25,000	25,000	25,000
Lawn care	2,500	2,500	2,500
Repair & maintenance	9,000	9,000	9,000
Building lease	60,000	60,000	60,000
Copier lease	7,580	9,580	9,580
Total Purchased Property Services	123,280	125,280	125,280
Other Purchased Services			
Student transportation	36,432	50,094	50,094
Property insurance	6,000	6,000	6,000
Liability insurance	7,400	7,400	7,400
Student accident insurance	7,552	10,384	10,384
Telecommunications	7,200	7,200	7,200
Postage	2,500	2,500	2,500
Internet service	9,600	9,600	9,600
Food service - catered meals	110,737	152,264	152,264
Travel	12,000	12,000	12,000
Total Other Purchased Services	199,421	257,442	257,442
Materials and Supplies			
Classroom supplies	15,000	20,625	20,625
Nurse supplies	3,000	4,125	4,125
Office supplies	7,000	9,625	9,625

Attachment 3

	2014 Projected	2015 Projected	2016 Projected
Building/custodial supplies	10,000	13,750	13,750
Total Materials and Supplies	35,000	48,125	48,125
Other Expenditures			
Dues and fees	4,500	4,500	4,500
Miscellaneous expenditures	500	500	500
Total Other Expenditures	5,000	5,000	5,000
TOTAL EXPENDITURE	**1,572,074**	**2,059,148**	**2,065,063**
NET CHANGE IN FUND BALANCE	**(172,328)**	**46,717**	**122,600**
FUND BALANCE - JULY 1	**180,731**	**8,404**	**55,121**
FUND BALANCE - JUNE 30	**8,404**	**55,121**	**177,720**

Attachment 4.a.

Proposed Bell Schedule - 3-minute passing		
Period	**Time**	**Minutes**
1st period	8:05 - 8:50	45
2nd period	8:53 - 9:40	47
3rd period	9:43 - 10:30	47
4th period	10:33 - 11:15	42
5th period (A)	11:18 - 11:58	40
1st lunch (B)	11:18 - 11:58	40
5th period (B)	12:00 - 12:40	40
2nd lunch (A)	12:00 - 12:40	40
6th period	12:43 - 1:30	47
7th period	1:33 - 2:20	47
8th period	2:23 - 3:08	45
Dismissal	3:08	360 instructional minutes

The advantages of the three-minute passing period:

1. Students can use the restroom during independent work periods or when necessary.
2. Studies have shown that people will pay close attention to their time management when an odd time is specified for an appointment or meeting. For example, students will start 4th period at 10:33am.
3. Students that are assigned to "5th (A) period" would take their lunch break during "2nd Lunch (A)". Students that are assigned to "5th (B) period" would take their lunch break during "1st Lunch (B)".
4. Teachers would have a common time for prep and intermittent faculty meetings/trainings from 3:15-4:00.

Attachment 4.b. SIATech Child Nutrition Program

SIATech expects approximately 80% percent of our students will be eligible for free or reduced lunch. We plan to operate an approved child nutrition program for our students. Our goals for our meal service program are as follows:

- Recognize and respond to student needs in terms of supporting regular healthy meals which provide important daily nutrients
- Serve meals responsive to student tastes
- Meet/exceed the meal pattern and nutrition standards of the Healthy Hunger-Free Kids Act of 2010
- Ensure all food is safe through adherence to health department and food handling regulations

To date, we have met informally with three other charter schools in the Little Rock area to discuss food service options. One school used a local caterer, another school contracted with Preferred Meal Systems, and the third school prepared all meals in house. At this time, we believe it would be best to contract with a reputable vendor for our first year as opposed to the option of preparing meals in house or using a local caterer.

In November, 2012, we met with a representative from Preferred Meal Systems to gain a detailed understanding of their program. Preferred Meals will supply frozen meals, either in pre-packaged individual portions or in cafeteria-style portions. As part of their contract, they also provide all necessary freezers, refrigerators, and microwaves. We would be required to provide a three-basin sink, hand washing station, a prep table, and serving table(s). A company representative will assist us with equipment layout. Preferred Meals will make bi-weekly deliveries of the frozen components of each meal and contract with local vendors for weekly deliveries of bread and fresh fruit and vegetables. Delivery personnel will unload and store all food. We will need to provide labor to prepare, serve, and clean up meals which we anticipate to be one person for four - five hours/day. At this time we are considering this as our preferred option.

During the upcoming year, we will evaluate the responsiveness of the selected vendor to our goals listed above and determine whether we wish to consider in-house food preparation.

SIATech Little Rock Charter High School Academic Calendar
2013-2014

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ
1																																											
2																																											
3	2013-2014	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	ST Day	WV SV H	WD PC	SD	TCD
4					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
5	AUGUST								NSR	NSR	NSR	NSR	NSR			NSR	NSR	NSR	NSR	NSR			*																10	0	2	3	15
6																WD	WD	SD	SD	SD																							
7								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
8	SEPTEMBER								H																														20	1	0	0	20
9																																											
10			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										
11	OCTOBER																			WD			PC																21	0	2	0	23
12																																											
13						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
14	NOVERMBER											SD	SD												H	H	H												16	3	0	2	18
15																																											
16								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
17	DECEMBER																													WV	WV	H	WV	WV			WV	WV	15	7	0	0	15
18																																											
19				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
20	JANUARY			H	WV	WV			SD	SD													H																17	4	0	2	19
21																																											
22							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28									
23	FEBRUARY																			WD			PC																18	0	2	0	20
24																																											
25							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
26	MARCH																						SV	SV	SV	SV	SV							SD					15	5	0	1	16
27																																											
28			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23																		
29	APRIL																																						22	0	0	0	22
30																																											
31					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
32	MAY																													H									21	1	0	0	21
33																																											
34								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
35	JUNE										#	SD	SD																										3	0	0	2	5
36												IW	IW																														
37			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										
38	JULY																																						0	0	0	0	0
39																																											
40																																											
41	Legend																																						Total:	178	21	6	10	194
42																																											
43	* - First day of school																																										
44	WV - Winter Vacation																																										
45	SV - Spring Vacation																																										
46	H - Holiday																																										
47	SD - Staff Development																																										
48	NSR - New Student Registration																																										
49	WD - Non-Student Workday																																										
50	PC - Parent Conference																																										
51	ST - Student Days																																										
52	TCD - Total Contract Days																																										
53	IW - Inclement Weather Make-up Day																																										
54	# - Last Day of School																																										

Little Rock Job Corps Center

Adams Associates, Inc

January 29, 2013

Kris Mallory
SIATech Charter High School
2611 Temple Heights Drive, Ste. A
Oceanside, CA 92056

RE: Relocation of Little Rock Site

Dear Kris,

As you have discussed, we know that you my have to move the location of the Charter School. Please know we value your partnership and we will work to continue to supply students that need a high school program. If the school has to be relocated, we have every intention of continuing our partnership.

Please let me know if you need any further information.

Sincerely,

Patty Wooten
Center Director

6900 Scott Hamilton Dr
Little Rock, AR 72209
(501) 618-2500 Fax: (501) 618-2590

LEASE AGREEMENT

THIS LEASE, dated for reference purposes only _____, 2013, is made by and between Willard LeVine Trust, or a corporation to be named by Lessor ("Lessor") and Little Rock School for Integrated Academics and Technologies, Inc., an Arkansas corporation ("Lessee").

RECITALS:

This lease is made with reference to the following facts and objectives:

(a) Lessor is the sole owner of the Premises described below, and desires to lease the Premises to Lessee for the purpose of operating a Public Charter High School.

(b) Lessee desires to lease the Premises for such purposes and any activities related thereto.

(c) The parties desire to enter into a lease agreement defining their rights, duties and liabilities relating to the Premises.

AGREEMENT:

NOW, THEREFORE, in order to consummate the desires of the parties set forth in the foregoing recitals, which are made a contractual part of this Lease, and in consideration of the mutual agreements, provisions and covenants herein contained, the parties hereby agree as follows:

1. **Premises.** Lessor hereby leases to Lessee and Lessee leases from Lessor for the term described herein that certain real property located at 6724 I-30 Frontage Road, in the City of Little Rock, County of Pulaski, State of Arkansas, more particularly described as: Tract 82, Little Rock Industrial District, City of Little Rock, Pulaski County, Arkansas, all of which property shall hereinafter be referred to as the **"Premises".**

2. **Term.** The term of this Lease shall be as follows:

(a) **Effective Date**. The effective date of this Lease for purposes of commencement of the parties' respective rights and obligations hereunder shall be upon the mutual execution and acceptance of this Lease by both parties, the "Effective Date". Notwithstanding the foregoing, approval by the Arkansas State Board of Education of Lessee's application to use the Premises as a Public Charter High School shall be a strict condition precedent to the performance of Lessee's obligations hereunder. In the event that such approval has not been obtained by April 15, 2013, Lessee shall notify Lessor within fifteen (15) days. Lessor shall immediately return to Lessee all sums paid to Lessor upon execution of this Lease, and this Lease shall terminate with neither party having any obligation to the other.

(b) **Rent Commencement Date.** The Rent Commencement date of this Lease shall be August 1, 2013.

(c) **Term**. The term of this Lease shall be Seven (7) years from the Rent Commencement Date.

(d) **Possession**. Lessor shall deliver possession of the Premises to Lessee on or before May 1, 2013.

(e) **Renewal Options.** Lessee shall have the option to renew and extend this Lease for two (2) additional term of Five (5) years, upon the same terms and conditions as provided herein except for the rental payable, by giving Lessor written notice of its election at least one-hundred, eighty (180) days prior to the expiration of the primary or renewal term. Rent for each option term shall follow the schedule in section 3 below.

3. **Rental.** Lessee shall pay to Lessor as rental for the Premises during the Primary term of this Lease, in advance, rent based upon the following schedule:

INITIAL TERM RENT SCHEDULE

PERIOD	MONTHLY	ANNUAL
August 1, 2013 – July 31, 2014	$5,000.00	$60,000.00
August 1, 2014 – July 31, 2015	$5,000.00	$60,000.00
August 1, 2015 – July 31, 2016	$5,125.00	$61,500.00
August 1, 2016 – July 31, 2017	$5,253.00	$63,038.00
August 1, 2017 – July 31, 2018	$5,384.00	$64,613.00
August 1, 2018 – July 31, 2019	$5,519.00	$66,229.00
August 1, 2019 – July 31, 2020	$5,657.00	$67,884.00

FIRST OPTION TERM RENT SCHEDULE

PERIOD	MONTHLY	ANNUAL
August 1, 2020 – July 31, 2021	$5,798.00	$69,582.00
August 1, 2021 – July 31, 2022	$5,943.00	$71,321.00
August 1, 2022 – July 31, 2023	$6,092.00	$73,104.00
August 1, 2018 – July 31, 2019	$6,244.00	$74,928.00
August 1, 2019 – July 31, 2020	$6,400.00	$76,800.00

SECOND OPTION TERM RENT SCHEDULE

PERIOD	MONTHLY	ANNUAL
August 1, 2020 – July 31, 2021	$6,560.00	$78,720.00
August 1, 2021 – July 31, 2022	$6,724.00	$80,688.00
August 1, 2022 – July 31, 2023	$6,892.00	$82,704.00
August 1, 2018 – July 31, 2019	$7,064.00	$84,768.00
August 1, 2019 – July 31, 2020	$7,240.00	$86,880.00

DRAFT

The first rental payment shall be $10,000.00, one-half of which shall be retained by Lessor as security for Lessee's performance hereunder. The initial monthly rental payment and the security deposit shall be payable upon execution of this Lease. Thereafter, the monthly rental payment shall be due and payable on the first day of each successive month throughout the term, commencing on September 1, 2013. Rental for any portion of a calendar month shall be prorated on a per diem basis. Lessee shall pay Lessor a late payment charge of $200.00 if any rental payment is not paid on or before ten (10) days after its due date.

In the event Lessee fails to receive its necessary funding for a Public Charter High School from the applicable facility funding source, then Lessee shall have the right to terminate this Lease upon written notice to Lessor. Lessee shall provide written proof of the inadequacy of such funding to Lessor simultaneous with the written notice of termination.

Notwithstanding anything to the contrary contained elsewhere in this Lease, it is expressly understood and agreed between the parties hereto that LESSEE is granted an option to cancel this Lease upon one hundred eighty (180) days written notice to LESSOR at any time after July 31, 2014. Termination shall be sffective six (6) months from the date of written notification to Lessor of termination of this Lease based only on the inadequacy of Public funding for Tenant as a public charter school by the Arkansas Department of Education. Until the effective day of such termination Lessee shall be fully obligated to comply with the terms of this Lease.

In the event Lessee elects to terminate this Lease pursuant to the above state provision, but then seeks funding, receives funding, opens and operates a SIA Tech school in any other location in the State of Arkansas it shall pay rent to the Lessor as if Lessee occupied the building for the Primary Term of the Lease, or however long Lessee operates such school, whichever is shorter.

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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 of Arkansas or its political subdivisions.

4. **Use of Premises**. The Lessee may use and occupy the Premises for a Public Charter High School and such purposes ancillary thereto , and Lessee shall not use or occupy nor permit the Premises or any part thereof to be used or occupied for any unlawful business, use or purpose, nor for any business, use, or purpose deemed extra-hazardous, or which would void or make voidable any insurance coverage, nor any purpose or in any manner which is in violation of any present or future governmental laws or regulations.

5. **Condition of Premises.** Lessor hereby represents and warrants that the Premises, including all equipment and improvements situated thereon are being delivered in accordance with the provisions of Addendum "A," and are structurally sound, are in a state of good and sufficient condition and repair and are generally suitable for the uses and purposes permitted by this Lease.

Lessor has received no notice, actual or constructive, of violation of any applicable zoning regulation, ordinance or other law, order or regulation whether federal, state or local (including all such laws as relate to: health; safety; pollution of air, soil, surface water or subsurface water; and application, use, storage, handling, or disposal of pollutants or toxic substances) relating to operations heretofore conducted at the Premises. Lessor warrants that the Premises and their contemplated use hereunder are not in violation of any applicable zoning regulation, ordinance or other law, order or regulation relating to the Premises.

Lessor represents and warrants that the Premises (including the land, improvements and groundwater) are not contaminated with any chemicals, pollutants or other toxic substances in quantities exceeding levels permitted by applicable laws. Lessor represents and warrants that any waste materials heretofore generated from the Premises have been disposed of in accordance with all applicable federal, state and local environmental laws and regulations. Lessor represents and warrants that neither Lessor nor Lessee is or would be liable under the Comprehensive Environmental Response Compensation and Liability Act of 1980, as amended, the Resource Conservation and Recovery Act, the Toxic Substances Control Act, or any other federal, state or local law, ordinance or regulation for the protection of person or the environment.

Lessor represents and warrants that the facilities and improvements making up the Premises have been constructed and installed in accordance with then current federal, state and local laws, rules and regulations regarding structural requirements and safety standards including the Americans with Disabilities Act. If it is brought to the attention of Lessor or Lessee that the Premises were not so constructed thereby constituting a violation or infraction of such laws, rules or regulations, Lessor agrees to proceed promptly to cure any such violations at its sole expense. Lessor's representations and warranties shall survive the term of this Lease.

6. **Non-Disturbance Agreement.** In the event this Lease is or might be subject or subordinate to any lien of mortgage, security interest, contract for deed or other encumbrance, and any modifications, amendments, replacements or extensions thereof, which may now or hereafter affect the Premises or Lessee's rights hereunder, Lessor shall within fifteen (15) days after the Effective Date hereof or prior to the Effective Date of such encumbrance, in the case of encumbrances arising after the Effective Date hereof) obtain from the holder of any such interest in agreement whereby, if such holder or any successor in interest shall come into possession of the Premises, or any part thereof, by dispossession, foreclosure or otherwise, or shall become the owner of such property, or take over the rights of Lessor to such property,

said holder shall not disturb the possessions, use or enjoyment of the Premises by its successors or assigns, nor disaffirm this Lease or Lessee's rights or estate granted hereunder so long as Lessee performs all of its obligations substantially in accordance with the terms of this Lease. The failure of Lessor to obtain such non-disturbance agreement shall constitute a default by Lessor.

7. **Signs, Lessee Improvements**. Lessee may erect such signs on the Premises as are reasonably necessary in the judgment of Lessee to apprise the public of Lessee's business, provided that any such signage shall comply with all local ordinances and restrictions. Lessee may remove such signs at the expiration of the term of this Lease and shall repair any damage caused by the installation or removal.

Lessee shall have the right to make additional modifications to the Premises beyond the Tenant Work as set out in Addendum "B," by erecting or installing improvements, machinery or other equipment thereon, and any other construction or modification which Lessee deems necessary to make the Premises more useful or productive, so long as such modification or construction does not materially diminish the value of the Premises; provided, however, as to any such modification estimated to cost in excess of Ten-thousand and No/100 Dollars ($10,000.00), Lessee shall give Lessor not less than fifteen (15) days prior written notice of the intended modification and brief description thereof. Lessor shall not be liable for the cost of such modifications or changes, the total cost of which, including maintenance and repair thereof and any ad valorem tax thereon, shall be borne by Lessee. Lessee shall obtain all necessary permits and approvals from the appropriate regulatory agency(ies) prior to commencement of any improvements described within this section and Lessee shall warrant that any such repairs shall be constructed in accordance with all applicable building, health and safety, and environmental regulations.

Lessee may, but shall not be required to, remove any improvements, machinery, equipment and structures placed on the Premises by Lessee after the Effective Date hereof; provided, however, that Lessee shall repair any damage caused to the Premises by such removal. Any such improvements not removed by Lessee after thirty (30) days written notice following the termination of this Lease shall become the property of Lessor and shall not be removable thereafter by Lessee.

8. **Maintenance and Repairs**. Lessor shall maintain the roof, foundation and structural soundness of the exterior walls of the Premises in good condition and repair during the term of this Lease. Lessee shall maintain and repair, at its own cost and expense, all of the premises except the roof, foundation and structural soundness of the exterior walls, including, but not limited to the exterior walls and facia, heating, ventilation, and air conditioning (HVAC) systems, electrical, plumbing, carpeting, painting, and landscaping, provided, however that such items have been delivered in accordance with Exhibit "A." Lessee shall be responsible for maintaining the parking lot in good repair throughout the term, or any extensions, of this Lease. In the event of a dispute between Lessor and Lessee with regard to repairs to be performed on the parking lot, Lessor and Lessee shall each select a licensed paving contractor to provide

an estimate for repairs. If Lessor and Lessee are then not able to agree on the amount or necessity for repairs, then the two licensed paving contractors selected by the Lessor and Lessee, respectively, shall jointly select a third licensed paving contractor to determine the amount or necessity for repairs to the parking lot. The decision of the third licensed paving contractor shall be final and shall be binding upon both Lessor and Lessee, and Lessee shall have the stipulated repairs made. Lessee shall, at its own expense perform ordinary repairs and maintenance to the Premises as may become necessary to maintain the Premises in a good and safe condition, including ordinary wear and tear, and excepting casualty losses, which shall be governed by the provisions of section 13.

Lessee shall also perform such general maintenance as is necessary to maintain a general appearance about the Premises substantially equal to their appearance at the commencement of the term of this Lease, ordinary wear and tear and damage by casualty excepted. All repairs, renewals, replacements, maintenance and restoration required under this Section shall be commenced and prosecuted to completion with reasonable diligence and shall be made in a good and workmanlike manner. Any work required to be done by Lessor shall be conducted in such a way as to minimize disruption of or interference with Lessee's business.

9. **Insurance.**

(a) **Insurance on the Premises.** Lessee agrees that it will keep the leased improvements, structures, machinery and equipment on the Premises insured, at a minimum, against loss or damage by fire with extended coverage "all risk" endorsement, vandalism and malicious mischief and rental insurance reimbursement coverage in an amount sufficient to prevent either party from being a co-insurer under the terms of the applicable policies but in any event in an amount not less than ninety percent (90%) of the full replacement value of the Premises as determined from time to time. Such insurance shall be issued by financially responsible insurers duly authorized to do business in the state of Arkansas, and shall contain a provision that no act or omission of Lessor or Lessee shall affect or limit the obligation of the insurance company to pay the amount of any loss sustained and shall contain the standard form of waiver of subrogation. The insurance company shall be required to give Lessee and Lessor not less than thirty (30) days notice in the event of cancellation or material alteration of such coverage. Lessee shall be deemed to be a self-insurer as to the deductible or any co-insurance applicable to such Insurance coverage and shall pay any deductible or co-insurance in the event of such loss or damage. Lessor shall be added as an additional named insured on all insurance covering the Premises and shall be given a duplicate copy of the policy.

(b) **Lessee's Insurance.** Lessee agrees to maintain, at its own expense, fire and extended "all risk" coverage, malicious mischief and vandalism insurance on Lessee's property located at the Premises, including inventory, which insurance policy shall contain the standard form of waiver of subrogation, and will provide Lessor with a

certificate of insurance properly executed by its insurance company evidencing such coverage upon written request by Lessor.

(c) **Waiver of Subrogation.** The parties hereby release each other and their respective officers, employees and agents from all claims for damage to the Premises and to the fixtures, personal property, equipment and improvements of either Lessor or Lessee in or on the Premises, notwithstanding that any such loss or damage may be due to or result from the negligence of either of the parties or their respective officers, employees or agents.

10. **Indemnity.**

(a) **Insurance Requirements.** For purposes of this Section 10, Lessee agrees during the term hereof to maintain adequate public liability and other insurance with reputable insurance companies as hereinafter set forth and pursuant to the terms and conditions of Section 9, and, upon request, to furnish Lessor with certificates of insurance properly executed by its insurance company evidencing such fact, and requiring its insurer to give at least thirty (30) days notice to Lessor in the event of cancellation or material alteration of such coverage. The insurance coverage to be maintained by Lessee shall be as follows:

(i) Comprehensive general liability insurance, including contractual liability coverage as respects this Lease, against claims for bodily injury, death and property damage occurring in or about the Premises, affording minimum single limit protection of Two-Million and No/100 Dollars ($2,000,000.00) with respect to personal injury or death and property damage occurring or resulting from one occurrence; and

(ii) Worker's Compensation and employer's liability insurance in accordance with the statutory requirements of Arkansas.

Lessor shall be added as additional named insured to the liability insurance provided in section 10(a)(i) above.

(b) **Indemnity by Lessee.** Lessee agrees to indemnify, defend and hold harmless Lessor, its agents, officers, and employees from and against all third party claims of whatever nature arising from any act, omission or negligence of Lessee, or Lessee's agents, officers, or employees, or arising from any accident, injury or damage whatsoever caused to any such third party, or to the property of any third party, occurring during the term of this Lease in or about the Premises, unless such claims arise from the act or omission of Lessor.

(c) **Costs and Expenses.** This indemnity and hold harmless agreement shall include indemnity against all costs, expenses and liability in or in connection with any such claim or proceeding brought thereon and the defense thereof, including reasonable attorneys' fees.

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11. **Surrender.** On the last day of the term hereof, or upon any sooner termination as provided herein, Lessee shall surrender the Premises to Lessor in substantially the same condition as when received, ordinary wear and tear, natural deterioration beyond the control of Lessee, and damage by fire, tornado or other casualty or act of God excepted, and except for the roof for which Lessor had the obligation of maintenance and repairs. If Lessee fails to vacate the Premises at the end of the Term, then Lessee shall be a tenant at will and, in addition to all other damages and remedies to which Lessor may be entitled for such holding over, Lessee shall pay a rental equal to 125% of the monthly rent payable during the last month of the Term.

12. **Eminent Domain.**

(a) **Termination of Lease.** If the whole of the Premises, or such portion thereof as will make the Premises unsuitable or untenantable for Lessee's continued use, is condemned for any public use or purpose by any legally constituted authority then, in either of such events, this Lease shall terminate effective as of the time of taking by such authority and rental shall be accounted for between Lessor and Lessee as of such date. Such termination shall be without prejudice to the rights of either Lessor or Lessee to recover compensation from the condemning authority for their respective loss or damage caused by such condemnation and nothing in this Section or Section 12(b) shall be construed as limiting the Lessee's right to claim business damages and moving expenses from the condemning authority. Neither party shall have any rights in or to any award made to the other by the condemning authority.

(b) **Continuation of Lease.** If any part of the Premises shall be so taken and this Lease shall not terminate under the provisions of the preceding subsection, then the rental shall be equitably reduced in proportion to the areas so taken and its effect on Lessee's use, and Lessor shall restore the remaining portion of the Premises at its own expense to the extent necessary to render the Premises suitable for the purposes for which they were leased, and make all repairs to the driveways and the improvements on the Premises to the extent reasonably necessary to constitute the building and improvements a complete architectural and functional unit and to restore the Premises as nearly as possible to their prior condition.

If the parties are unable to agree as to the amount, of reduction of rental as herein provided, then the parties shall appoint a qualified, impartial M.A.I. real estate appraiser, as is mutually satisfactory to the parties, who shall determine the fair market rental value of the Premises as a result of such condemnation and whose appraisal shall be binding upon the parties unless otherwise agreed.

(c) **Notice of and Participation in Proceedings.** Lessee shall have the right to notice of and to participate in all eminent domain proceedings, together with Lessor and any mortgagee. Lessor shall not settle any such eminent domain proceedings or sell the Premises or any part thereof under threat of such proceedings without the prior written consent of Lessee, which consent shall not be unreasonably withheld or delayed.

13. **Casualty to Premises.**

(a) **Total Destruction.** If the improvements on the Premises shall be totally or substantially destroyed by fire or other casualty so that the Premises shall be untenantable or unsuitable for the conduct of Lessee's business, then either party shall have the right to terminate this Lease by giving notice to the other party of its election within fifteen (15) days following the occurrence of such damage or destruction, and all rents and other charges shall be adjusted and prorated as of the date of such destruction. As used in this Section, the term "substantially destroyed" shall mean damage to Lessor's building and improvements equal· to or in excess of twenty-five percent (25%) of the fair market value thereof prior to such destruction. All insurance proceeds attributable to the Premises shall be paid to Lessor, and the amount of the deductible, if any, shall be paid by Lessee to Lessor.

(b) **Partial Destruction.** In the event that the Premises shall be partially damaged or destroyed by fire or other casualty, so that the same are still reasonably tenantable and fit for the continued conduct of Lessee's business (or if neither party elects to terminate under Section 13(a) above), Lessor shall with all reasonable diligence, using the insurance proceeds attributable to the Premises and the amount of any deductible to be paid by Lessee to Lessor, repair the damage and restore the Premises to substantially its condition immediately prior to the happening of such event. In the event that the Premises are not restored and repaired within one hundred twenty (120) days of the date of the occurrence, Lessee may, at its option, terminate this Lease by written notice to Lessor, which termination shall be effective upon receipt by Lessor. In the case of termination by Lessee, insurance proceeds and deductible shall be treated the same as in section 13(a)

(c) **Abatement of Rent**. In the event of damage or destruction of Premises, rent shall partially abate from the date of such damage or destruction to the extent the Premises are untenantable until the improvements have been repaired or restored and the Premises have been delivered to Lessee in the manner and in the condition provided by this section. If the parties exercise their option to terminate this Lease because of such casualty, rent shall be prorated until the date of termination.

14. **Taxes.** Lessor shall pay all real estate taxes last due and payable for the Premises during the Lease Term. Lessee shall reimburse Lessor, during the Lease Term, for payment of said taxes. It is understood that a pro rata adjustment shall be made for the first and last year of the Lease Term.

Each year during the Lease Term, Lessor shall notify Lessee of the amount of real estate taxes last due and payable without penalty, and together with such notice shall furnish Lessee with a copy of the tax bills for each current year. Lessee shall reimburse Lessor not later than thirty (30) days following receipt of a copy of the County Tax Bill, which shall be deemed as adequate evidence of the tax assessment for the Premises. In the event any holder of a first mortgage or trust deed requires the creation

of an escrow account for the payment of such real estate taxes, Lessee agrees to pay such taxes in accordance with the terms of the escrow account. In the event tax years shall not coincide with the Lease years, taxes for the first and last Lease Year shall be prorated.

Lessor shall also notify Lessee of any notice of a change in the assessment of the Premises, as soon as reasonably possible after its receipt of such notice, and sufficiently in time for Lessee to take timely action to protest the same.

Lessee may, at its own expense and in the name of the parties hereto and at its sole discretion, take any proceedings for an adjustment or review of the real estate taxes, and Lessor agrees to fully cooperate in any such proceedings for the purpose of assisting Lessee in any attempt by it to effect a reduction thereof. Lessor shall provide Lessee, upon request, all relevant information for purposes of determining valuation for property tax purposes.

Any and all taxes imposed upon the fixtures and any personal property belonging to the Lessee shall be the responsibility of the Lessee.

15. **Utilities.** Lessee shall pay all charges or fees for use or consumption of all separately metered utilities provided to the Premises including water, gas, electricity, telephone and other utilities and services together with any taxes thereon.

16. **Quiet Enjoyment; Access to Premises.** Lessor covenants, warrants and represents that it has full right and power to execute this Lease and to grant the estate demised herein and, so long as Lessee is not in default under any of the terms and conditions of this Lease, Lessee shall peaceably hold and quietly enjoy the Premises, and shall have the right of ingress and egress to and from the Premises. Lessor shall have such right of access to the Premises as is reasonably necessary to inspect or repair the Premises from time to time at such times as are reasonable; provided, however, Lessor shall not unreasonably interfere with or disrupt Lessee's business operations in doing so.

17. **Default.**

(a) **Nonpayment of Rent**. If Lessee shall default in the payment of rent herein reserved when due, failure of Lessee to cure such default after fifteen (15) days written notice shall, at the option of the Lessor, constitute a default event.

(b) **All Other Defaults.** If Lessee shall be in default in performing any of the terms or provisions of this Lease other than the provision requiring the payment of rent, and if Lessor shall give Lessee notice in writing of such default and if Lessee shall fail to cure such default within twenty (20) days after the date of receipt of such notice or if the default is of such a character as to reasonably require more than twenty (20) days to cure then, if Lessee shall fail to use reasonable diligence in curing such default within such additional time as is reasonably necessary to do so, such default shall then constitute a default event. Lessor shall have the right to cure such default and the sums

reasonably expended by Lessor in going so shall be deemed to be additional rent and on demand shall be paid by Lessee on the day when rent shall next become due and payable.

(c) **Failure of Lessee to Cure.** Upon written notice of a default event and the failure of Lessee to cure its default within thirty (30) days of such written notice, Lessor shall have the immediate right to terminate this Lease, at its option and to pursue whatever rights and remedies it may have against Lessee by reason of such default. The remedies provided to Lessor herein are nonexclusive and cumulative and the pursuit by Lessor of one remedy does not waive its right to pursue any and all other remedies it may have.

18. **Severability.** The invalidity of any provision of this Lease as determined by a court of competent jurisdiction shall in no way affect the validity of any other provisions hereof. The parties represent that the terms and provisions set forth herein are the result of arms-length negotiations between the parties and, therefore, this Lease shall not be construed either for or against a particular party by reason of draftsmanship or otherwise but, rather, shall be interpreted in accordance with the general tenor of the language in order to reach an equitable result.

19. **Time of the Essence.** The parties hereto agree that with respect to the performance of all terms, conditions, and covenants of this Lease, time is of the essence.

20. **Captions.** Section captions are not a part hereof and are inserted merely for the convenience of the parties.

21. **Incorporation of Prior Agreements and Amendments.** This Lease contains all agreements of the parties with respect to any matter mentioned herein. No prior agreement or understanding pertaining to any such matters shall be effective. This Lease may be only modified by written agreement, signed by the parties in interest at the time of such modification.

22. **Waiver.** No waiver by Lessor or Lessee of any provision hereof shall be deemed a waiver of any other provision hereof or of any subsequent breach by the other party of any other provision.

23. **Holding Over.** If the Lessee remains in possession of the Premises or any part thereof after expiration of the term hereof with the consent of Lessor, such occupancy shall be a tenancy from month to month upon all of the terms hereof applicable to a month-to-month tenancy.

24. **Binding Effect; Choice of Law.** Subject to any provisions hereof, this Lease shall bind the parties, their personal representatives, successors and assigns. This Lease shall be governed by the laws of Arkansas.

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25. **Attorneys' Fees.** If either party named herein or its successor brings an action, at law, in equity, or arbitration to enforce the terms hereof or declare rights hereunder, the prevailing party in any such action, on trial or appeal, shall be entitled to its reasonable attorneys' fees to be paid by the losing party as fixed by the court.

26. **Authority.** Each individual executing this Lease on behalf of Lessor and Lessee represents and warrants that he is duly authorized to execute and deliver this Lease on behalf of said entity, and that this Lease is binding upon said entity.

27. **Notices.** All notices under this Lease must be in writing and either hand delivered or sent by United States certified or registered mail, postage prepaid, addressed as follows, except that any party may by written notice given as aforesaid change its address for subsequent notices to be given hereunder:

Lessor: Willard LeVine Trust
Robert Testa, Trustee
PO Box 6749
La Quinta, CA 92248
Tax ID#:

With a copy to: Mr. Peter LeVine
2600 El Camino Real, Suite 418
Palo Alto CA 94306

With a copy to: Excel Realty Group, Inc.
David Carpenter, SIOR
5111 Jerry Drive, Suite B
Little Rock AR 72223

Lessee: Little Rock School for Integrated
Academics and Technologies, Inc.
2611 Temple Heights Dr. Suite A
Oceanside, CA 92056-3582
Telephone: (760) 945-1227
Fax: (760) 631-3401
Tax ID#:

With a copy to:

28. **Recording; Memorandum of Lease.** Lessee shall have the right to record a memorandum of this Lease. Lessor agrees to execute a Memorandum of Lease suitable for recording at the request of Lessee.

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29. **Brokers.** Each Party warrants that it had no dealings with any broker or agent in connection with this Lease, other than Excel Realty Group, Inc. on behalf of Landlord, and Signature Equity Group, Inc. (SEG) and Flake and Kelly Commercial on behalf of Tenant. Real estate commission in the total amount of 6% of the total aggregate gross Lease amount for the initial and any subsequent renewal term shall be paid by Lessor upon occupancy of the premises by Tenant in the following manner: 3% to Excel Realty Group and 1.5% to SEG and 1.5% to Flake and Kelly Commercial. Each Party agrees to hold the other Party harmless against any claims for brokerage commissions arising out of any conversations or negotiations had by it with any broker other than those referenced in this Section.

IN WITNESS WHEREOF, this Lease has been executed in multiple counterparts on the date and at the place indicated by each signature, each of which for all purposes shall be deemed an original and all of which shall evidence but one agreement between the parties hereto.

Executed at _____
On_____ ,2013

Willard LeVine Trust

By_____
Robert Testa, Trustee

Lessor

Executed at _____

On_____ ,2013

Little Rock School for Integrated Academics and Technologies, Inc

By_____

Title_____

Lessee

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Hughes School District
LEA # 6202
St. Francis County

Fiscal Distress Indicators and Additional Concerns:

Material state or federal audit exceptions or violations

District Profile:	2008-09	2009-10	2010-11	2011-12
Superintendent	**Ray Nassar**	**Ray Nassar**	**Ray Nassar**	**Jimmy Wilkins**
4 QTR ADM	448	427	415	389
Assessment	49,007,566	48,879,091	50,397,589	51,579,004
Total Mills	39.40	39.40	39.40	39.40
Total Debt Bond/Non Bond	810,377	736,673	662,584	588,091
Per Pupil Expenditures	12,146	14,842	15,558	14,466
Personnel-Non-Fed Certified FTE	49.13	41.74	35.12	48.40
Personnel-Non-Fed Certified Clsrm FTE	44.08	38.69	32.07	45.35
Avg Salary-Non-Fed Cert Clsrm FTE	45,443	50,519	57,593	37,242
Avg Salary-Non-Fed Cert FTE	44,167	47,923	50,031	36,574
Net Legal Balance (Excl Cat & QZAB)	1,766,818	1,387,784	2,225,583	1,653,181

Total Debt includes Bonded and Non-bonded filed with ADE.
Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

On October 9, 2012, Ms. Sheryl Owens was hired as Interim Superintendent for the Hughes School District.

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

February 19, 2013

Ms. Sheryl Owens, Acting Superintendent
Hughes School District
P.O. Box 9
Hughes, AR 72348

Dear Ms. Owens:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Hughes School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, the Hughes School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- Material state or federal audit exceptions or violations.

This identification is also based on acts or violations determined to jeopardize the fiscal integrity of the district including without limitations failure to fully develop and implement adequate corrective actions for previously identified audit findings and deficiencies.

The State Board of Education (SBE) will consider whether to classify the Hughes School District as being in Fiscal Distress at its meeting on, April 8, 2013. The meeting will begin at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas.

Please find included in this mailing a copy of the Department's Rules on Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. This document outlines the identification and classification of Fiscal Distress. It also provides the process by which a district may appeal the classification of Fiscal Distress to the SBE. If submitted within 30 days of this notice, an appeal would be heard at the same April 8, 2013, SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

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

An Equal Opportunity Employer

Ark. Code Ann. §6-20-1907 states that no school district identified by the Department as being in Fiscal Distress may incur any debt without prior written approval from the Department. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

Should the district have questions or comments, please contact the Fiscal Distress Services, at (501) 682-5124.

Sincerely,

Hazel Burnett

Hazel Burnett,
ADE Coordinator Fiscal Distress Accountability and Reportiing

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner of Education
Mr. Tony Wood, Deputy Commissioner of Education
Mr. Jeremy Lasiter, General Counsel
Mr. Jared A. Cleveland, Assistant Commissioner
Senator Keith Ingram
Representative Reginald Murdock
Mr. Rudolph Robinson, President of the Board
Ms. Lethia Cupples
Ms. Earnestine Jackson
Mr. Donnie Mooney
Mr. Hudie Hardaway
Mr. Lincoln Barnett
Ms. Johnnie M. Ware

HUGHES SCHOOL DISTRICT NO. 27
ST. FRANCIS COUNTY, ARKANSAS SCHEDULE OF
FINDINGS AND QUESTIONED COSTS FOR THE YEAR
ENDED JUNE 30, 2012

SECTION II ·FINANCIAL STATEMENT FINDINGS

MATERIAL WEAKNESSES

2012-1. Internal Control

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring.* Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting records were not adequately segregated among employees. Specifically, certain key weaknesses included the following: receipting, depositing, posting, and reconciling was performed by the same employee, without compensating controls. Additionally, payroll checks were prepared by the same employee responsible for changes to the payroll amounts, without compensating controls.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit objectives was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the Identified weaknesses in the above internal control component.

Cause: District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal controls that Initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements and that will safeguard District assets.

Views of responsible officials and planned corrective actions: We concur with the recommendation and will implement corrective procedures to the extent possible.

HUGHES SCHOOL DISTRICT NO. 27
ST. FRANCIS COUNTY, ARKANSAS SCHEDULE OF
FINDINGS AND QUESTIONED COSTS FOR THE YEAR
ENDED JUNE 30,2012

SECTION II-FINANCIAL STATEMENT FINDINGS (Continued)

MATERIAL WEAKNESSES (Continued)

2012-2. Misstatements not Detected by Internal Control System

Criteria or specific requirement: Financial accounting records should be accurate to ensure preparation of reliable financial statements that are fairly presented in conformity with the regulatory basis of accounting.

Condition: The District's internal control system did not prevent, or detect and correct material errors in the financial accounting records. Such records are utilized in the preparation of the District's financial statements. The accounting records contained numerous errors totaling $1,136,915 in the general fund. The financial statements were subsequently corrected by adjusting journal entries during audit fieldwork. The errors are summarized as follows:

	General Fund
Unrecorded prior year audit corrections	$ 549,721
Unrecorded investments	450,000
Expenditure misclassifications	72,636
Unrecorded payables	35,081
Errors in recording of revenue	22,985
Unrecorded reimbursements to federal programs	6,492

A similar finding was reported in the previous two audits.

Context Necessary adjustments to accounting records.

Effect: .Misstatements were not detected by the District's internal control system.

Cause: District personnel incorrectly classified various transactions and financial accounting records were not properly monitored.

Recommendation: To achieve accurate financial accounting records, District management should implement procedures to ensure all transactions are properly classified and financial accounting records should be properly monitored.

Views of responsible officials and planned corrective actions: The District will make all necessary corrections found by Legislative Audit in a timely manner. Investments will be recorded and coded correctly. The District will take extra measures to make sure all expenditures are classified properly. The superintendent will monitor and sign off on receipts, deposits, bank statements, and bank reconciliations on a regular basis. The Treasurer will work diligently with the Federal Coordinator to make sure all reimbursements to the programs are recorded and monitored. The District will also give careful attention to each fund and monitor them closely for correct coding and disbursements.

HUGHES SCHOOL DISTRICT NO. 27
ST. FRANCIS COUNTY, ARKANSAS SCHEDULE OF
FINDINGS AND QUESTIONED COSTS FOR THE YEAR
ENDED JUNE 30, 2012

SECTION III·FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

MATERIAL WEAKNESS

U.S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES- CFDA NUMBER 84.010
PASS-THROUGH NUMBER 62-02
AUDIT PERIOD- YEAR ENDED JUNE 30, 2012

2012-3. Reporting

Criteria or specific requirement: The District is required to budget Title I expenditures as part of the Arkansas Comprehensive School Improvement Plan (ACSIP) and submit the ACSIP to the Arkansas Department of Educational (ADE). Expenditures may not exceed the budgeted amount by more than 10 percent of the total budget without prior approval from the ADE and the submission of budget amendments or adjustments. Additionally, the annual financial report is compiled at the end of the fiscal year for the program.

Condilion: Title I expenditures for function 1591 (Title I Schoolwide instruction) exceeded the budgeted amount by $29,325 more than the 10 percent budget variance allowed. A similar finding was reported in the previous two audits.

Context: Comparison of budgeted expenditures to actual expenditures as reported on the annual financial report.

Effect: The District did not record the Title I expenditures within the approved budget classifications.

Cause: The District failed to properly monitor expenditures against the approved budget.

Recommendation: The District should Implement procedures to ensure costs are incurred within the applicable budget categories and contact the ADE for further guidance regarding this matter.

Views of responsible officials and planned corrective actions: The District will monitor the Title I budget with the Federal Programs Coordinator to keep In compliance, ensure the budget is correct, and guarantee that expenditures are taken from the correct categories without overspending the allowable 10 percent. The District will seek advice from the Arkansas Department of Education if needed.

SECTION III-FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

NONCOMPLIANCE (FEDERAL PROGRAM NOT AUDITED AS A MAJOR PROGRAM)

U. S. DEPARTMENT OF AGRICULTURE
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS)- CFDA NUMBER 10.553 AND 10.555
PASS- THROUGH NUMBER 62-02-0000
AUDIT PERIOD- YEAR ENDED JUNE 30, 2012

2012-4. Program Income

Criteria or specific requirement: The District has been approved to utilize the alternative Provision 2 for the child nutrition programs. Under Provision 2, the District serves meals to participating children at no charge. By electing the Provision 2 alternative, the District Is required to pay the difference between the Federal reimbursement and the cost of providing all meals at no charge. The difference must be paid from sources other than Federal funds.

Condition: The District did not pay to the child nutrition programs the required cost differential for applicable meals served. Based on the year-end information of reduced price and paid breakfasts and lunches served, the District calculated an amount due to the child nutrition programs of $4,076. A similar finding was reported in the previous two audits.

Context: Examination of consolidated year to date financial report from the monthly Claims for Reimbursement and recalculation of the cost differential amount.

Effect: The program income of the child nutrition programs was understated and not properly monitored by District personnel.

Cause: District personnel did not comply with the prescribed procedures regarding the payment of the cost differential to the child nutrition programs.

Recommendation: Contact the Arkansas Department of Education, Child Nutrition Unit for proper resolution of this matter.

Views of responsible officials and planned corrective actions: The District will make sure that it uses the correct spreadsheet developed by the Child Nutrition Department for monthly calculations. The District will contact the ADE, CNU for help with this matter if needed.

HUGHES SCHOOL DISTRICT NO. 27
ST. FRANCIS COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS •
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 4

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

2011 -Finding 2011-3: Title I Grants to Local Educational Agencies- CFDA Number 84.010

Condition: Title I (non-ARRA) expenditures for Function 1591 (Title I Schoolwide Instruction) exceeded the budgeted amount by $35,072 more than the 10 percent allowed. Additionally, the District expended $23,714 from function 1592 (Title I Summer School) and $210 from object code 68000 (Other Objects) that were not budgeted. A similar finding was reported in the previous audit.

Recommendation: The District should implement procedures to ensure costs are incurred within the applicable budget categories and contact the Arkansas Department of Education for further guidance regarding this matter.

Current Status: Exceptions were observed in the current audit period. See Finding 2012-3 at Schedule 3.

U. S. DEPARTMENT OF AGRICULTURE
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS)

2011- Finding 2011-4: Child Nutrition Cluster (Cash Assistance Programs)- CFDA Numbers 10.553 and 10.555

Condition: The District did not pay to the child nutrition programs the required cost differential for applicable meals served. Based on the year-end information of reduced price and paid breakfasts and lunches served, the District calculated an amount due to the child nutrition program of $12,376. A similar finding was reported in the previous audit.

Recommendation: Contact the Arkansas Department of Education, Child Nutrition Unit for proper resolution of this matter.

Current Status: The required cost differential for the 2011 fiscal year was remitted to the child nutrition programs; however, exceptions were detected in the current audit period. See Finding 2012-4 at Schedule 3.

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

2011 -Finding 2011-5: Title I Grants to Local Educational Agencies- CFDA Number 84.010

Condition: Unallowable costs paid from the Title I (non-ARRA) program totaling $2,208 for the year ended June 30, 2011 were revealed. These expenditures were an overpayment to an employee due to clerical errors involving sick leave records.

Recommendation: The District should contact the Arkansas Department of Education for guidance regarding this matter and implement proper controls over program expenditures.

Current Status: Corrective action was taken.

January 30, 2013

Willie Murdock
Lee County School District
188 W. Chestnut St.
Marianna, AR 72360

Re: Academic Distress Notification
(VIA CERTIFIED MAIL)

Dear Superintendent Murdock:

Pursuant to Ark. Code Ann. § 6-15-428, please accept this letter as notice that the Arkansas Department of Education has identified the Lee County School District as a district in academic distress. The Lee County School District meets the definition of "academic distress" as set forth in Section 3.02.1.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP Rules).

According to Section 3.02.1.1 of the ACTAAP Rules, a school district may be identified as in academic distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period. The most recent three years of test data for math and literacy shows that 47.64 percent of students in your district were proficient and advanced.

Your school district may appeal this determination to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of this notification. You may send any appeal to Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201-1019. Any appeal should contain written justification as to why the Lee County School District should not be classified as in academic distress. If your school district does appeal this identification, the State Board shall hear the appeal within sixty (60) days of receipt of the written appeal in the commissioner's office. In the event of an appeal, you will be provided separate notice of the time and date of the State Board hearing during which the matter will be considered.

A copy of the Arkansas laws related to academic distress is attached. You may review a complete copy of the ACTAAP rules at:

http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP_-_Jan_2013.pdf

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

Thank you for your attention to this matter. Please contact me at (501) 682-1298 should you have any questions or require additional information.

Sincerely,

John Hoy, Assistant Commissioner for Public School Accountability

Enclosure

cc: Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Jeremy Lasiter, General Legal Counsel
Arkansas Department of Education
Kendon Gray, Board President
Tammekia Fraction, Board Vice President
Wayne Williams, Board Secretary/Treasurer
David Waldrip, Board Member
Precilla Wade, Board Member
Cheryl Massey, Board Member
Toya Logan, Board Member

UNITED STATES POSTAL SERVICE.

Lee County SD
Willie Murdock Supt

Date Produced: 02/11/2013

ARKANSAS DEPARTMENT OF EDUCATION

The following is the delivery information for Certified Mail™ item number 7199 9991 7031 4709 2623. Our records indicate that this item was delivered on 02/04/2013 at 10:42 a.m. in MARIANNA, AR, 72360. The scanned image of the recipient information is provided below.

Signature of Recipient: Betty Jean Jones
Betty J. Jones

Address of Recipient:

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Sincerely,

United States Postal Service

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Customer Reference Number: 1374024 49281348350614 aw

UNITED STATES POSTAL SERVICE.

Lee County SD
Hendon Gray, BP

Date Produced: 02/11/2013

ARKANSAS DEPARTMENT OF EDUCATION

The following is the delivery information for Certified Mail™ item number 7199 9991 7031 4709 2616. Our records indicate that this item was delivered on 02/04/2013 at 10:42 a.m. in MARIANNA, AR, 72360. The scanned image of the recipient information is provided below.

Signature of Recipient: Betty Jean Jones
Betty J. Jones

Address of Recipient:

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Sincerely,

United States Postal Service

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ARKANSAS DEPARTMENT OF EDUCATION

March 15, 2013

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Willie Murdock, Superintendent
Lee County School District
188 W. Chestnut St.
Marianna, AR 72360

Re: 2013-2014 Academic Distress Determination
(VIA CERTIFIED AND REGULAR MAIL)

Dear Mr. Murdock:

On January 30, 2013, the Arkansas Department of Education (ADE) notified you and each school board member via certified mail that the Lee County School District met the criteria for "Academic Distress" as defined in Section 3.02.1.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). The notice informed you that your school district could appeal the academic distress notification to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education within thirty (30) calendar days of receipt of the notification. Your school district did not file an appeal concerning the academic distress notification.

This letter serves as notification that the Academic Distress Report identifying the academic distress status of Lee County School District will be presented to the State Board during the regularly scheduled meeting to be held **April 8, 2013, 9:00 a.m. in the Arkansas Department of Education Auditorium, Four Capitol Mall, Little Rock, AR 72201.** At that time, ADE staff will recommend to the State Board that the Lee County School District be classified as being in academic distress. The State Board will consider this matter pursuant to the authority granted to it by Ark. Code Ann. § 6-15-428. You, along with other members of your school district board of directors or school district staff may wish to be present during the April 8, 2013 meeting to answer any questions members of the State Board may have concerning this matter.

Please be advised that pursuant to Ark. Code Ann. § 6-15-430, the State Board shall have the following authority regarding any public school district in academic distress:

(1) To require the superintendent of the school district to relinquish all authority with respect to the school district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;

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Little Rock, AR
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(2) To suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;

(3) To allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education;

(4) To waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983 (Ark. Code Ann. § 6-17-1501 et seq.), and the Public School Employee Fair Hearing Act, (Ark. Code Ann. § 6-17-1701 et seq.), or ADE rules and regulations;

(5) To require the annexation, consolidation, or reconstitution of the public school district; and

(6) To take any other necessary and proper action, as determined by the State Board, that is allowed by law.

Please also be advised that any student attending a public school district classified as being in academic distress shall automatically be eligible and entitled, pursuant to the Arkansas Public School Choice Act of 1989, (Ark. Code Ann. § 6-18-206) to transfer to another geographically contiguous school district not in academic distress during the time period that a school district is classified as being in academic distress. The cost of transporting the student from the resident district to the nonresident district shall be the cost of the resident district and the nonresident district shall count the student for average daily membership purposes. (Ark. Code Ann. § 6-15-430).

You may find the Arkansas laws related to academic distress at Ark. Code Ann. §§ 6-15-425 and 6-15-428 through 6-15-431. You can find the Arkansas Department of Education rules governing academic distress at:

http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP_-_Jan_2013.pdf

Thank you for your attention to this matter. Please contact me at (501) 682-1298 should you have any questions or require additional information.

Sincerely,

John Hoy, Assistant Commissioner
Public School Accountability

JH/ll

cc: Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Jeremy Lasiter, General Legal Counsel
Arkansas Department of Education
Cindy Smith, Board President
Fredrick Baker, Board Vice President
Stacy Bolton, Board Member
Edwin Boswell, Board Member
Carrie Daniels, Board Member
Boyd Fife, Board Member
Leisa McLemore, Board Member

January 30, 2013

Saul Lusk
Strong-Huttig School District
P. O. Box 735
Strong, AR 71765

Re: Academic Distress Notification
(VIA CERTIFIED MAIL)

Dear Superintendent Lusk:

Pursuant to Ark. Code Ann. § 6-15-428, please accept this letter as notice that the Arkansas Department of Education has identified the Strong-Huttig School District as a district in academic distress. The Strong-Huttig School District meets the definition of "academic distress" as set forth in Section 3.02.1.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP Rules).

According to Section 3.02.1.1 of the ACTAAP Rules, a school district may be identified as in academic distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period. The most recent three years of test data for math and literacy shows that 45.44 percent of students in your district were proficient and advanced.

Your school district may appeal this determination to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of this notification. You may send any appeal to Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201-1019. Any appeal should contain written justification as to why the Strong-Huttig School District should not be classified as in academic distress. If your school district does appeal this identification, the State Board shall hear the appeal within sixty (60) days of receipt of the written appeal in the commissioner's office. In the event of an appeal, you will be provided separate notice of the time and date of the State Board hearing during which the matter will be considered.

A copy of the Arkansas laws related to academic distress is attached. You may review a complete copy of the ACTAAP rules at:

http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP_-_Jan_2013.pdf

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

Thank you for your attention to this matter. Please contact me at (501) 682-1298 should you have any questions or require additional information.

Sincerely,

John Hoy, Assistant Commissioner for Public School Accountability

Enclosure

cc: Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Jeremy Lasiter, General Legal Counsel
Arkansas Department of Education
Cindy Smith, Board President
Fredrick Baker, Board Vice President
Stacy Bolton, Board Member
Edwin Boswell, Board Member
Carrie Daniels, Board Member
Boyd Fife, Board Member
Leisa McLemore, Board Member

UNITED STATES POSTAL SERVICE.

Strong-Huttig SD

Saul Lusk, Supt

Date Produced: 02/11/2013

ARKANSAS DEPARTMENT OF EDUCATION

The following is the delivery information for Certified Mail™ item number 7199 9991 7031 4709 2517. Our records indicate that this item was delivered on 02/04/2013 at 10:15 a.m. in STRONG, AR, 71765. The scanned image of the recipient information is provided below.

Signature of Recipient: Vera Herrin

Address of Recipient: PO Box 735

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Sincerely,

United States Postal Service

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Customer Reference Number: 1374024 49281348350614 aw

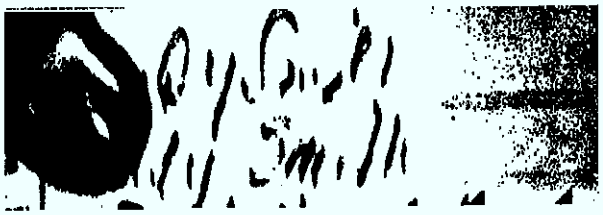
UNITED STATES POSTAL SERVICE.

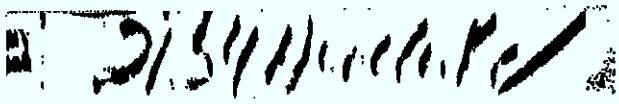
Strong. Huttig SD
Cindy Smith, BP

Date Produced: 02/11/2013

ARKANSAS DEPARTMENT OF EDUCATION

The following is the delivery information for Certified Mail™ item number 7199 9991 7031 4709 2524. Our records indicate that this item was delivered on 02/05/2013 at 08:32 a.m. in STRONG, AR, 71765. The scanned image of the recipient information is provided below.

Signature of Recipient: 

Address of Recipient: 

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Sincerely,

United States Postal Service

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ARKANSAS DEPARTMENT OF EDUCATION

March 15, 2013

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Saul Lusk, Superintendent
Strong-Huttig School District
P. O. Box 735
Strong, AR 71765

Re: 2013-2014 Academic Distress Determination
(VIA CERTIFIED AND REGULAR MAIL)

Dear Mr. Lusk:

On January 30, 2013, the Arkansas Department of Education (ADE) notified you and each school board member via certified mail that the Strong-Huttig School District met the criteria for "Academic Distress" as defined in Section 3.02.1.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). The notice informed you that your school district could appeal the academic distress notification to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education within thirty (30) calendar days of receipt of the notification. Your school district did not file an appeal concerning the academic distress notification.

This letter serves as notification that the Academic Distress Report identifying the academic distress status of Strong-Huttig School District will be presented to the State Board during the regularly scheduled meeting to be held **April 8, 2013, 9:00 a.m. in the Arkansas Department of Education Auditorium, Four Capitol Mall, Little Rock, AR 72201.** At that time, ADE staff will recommend to the State Board that the Strong-Huttig School District be classified as being in academic distress. The State Board will consider this matter pursuant to the authority granted to it by Ark. Code Ann. § 6-15-428. You, along with other members of your school district board of directors or school district staff may wish to be present during the April 8, 2013 meeting to answer any questions members of the State Board may have concerning this matter.

Please be advised that pursuant to Ark. Code Ann. § 6-15-430, the State Board shall have the following authority regarding any public school district in academic distress:

(1) To require the superintendent of the school district to relinquish all authority with respect to the school district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;

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(2) To suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;

(3) To allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education;

(4) To waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983 (Ark. Code Ann. § 6-17-1501 et seq.), and the Public School Employee Fair Hearing Act, (Ark. Code Ann. § 6-17-1701 et seq.), or ADE rules and regulations;

(5) To require the annexation, consolidation, or reconstitution of the public school district; and

(6) To take any other necessary and proper action, as determined by the State Board, that is allowed by law.

Please also be advised that any student attending a public school district classified as being in academic distress shall automatically be eligible and entitled, pursuant to the Arkansas Public School Choice Act of 1989, (Ark. Code Ann. § 6-18-206) to transfer to another geographically contiguous school district not in academic distress during the time period that a school district is classified as being in academic distress. The cost of transporting the student from the resident district to the nonresident district shall be the cost of the resident district and the nonresident district shall count the student for average daily membership purposes. (Ark. Code Ann. § 6-15-430).

You may find the Arkansas laws related to academic distress at Ark. Code Ann. §§ 6-15-425 and 6-15-428 through 6-15-431. You can find the Arkansas Department of Education rules governing academic distress at:

http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP_-_Jan_2013.pdf

Thank you for your attention to this matter. Please contact me at (501) 682-1298 should you have any questions or require additional information.

Sincerely,

John Hoy, Assistant Commissioner
Public School Accountability

JH/ll

cc: Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Jeremy Lasiter, General Legal Counsel
Arkansas Department of Education
Kendon Gray, Board President
Tammekia Fraction, Board Vice President
Wayne Williams, Board Secretary/Treasurer
David Waldrip, Board Member
Precilla Wade, Board Member
Cheryl Massey, Board Member
Toya Logan, Board Member

Listening. Learning. Leading.

Multistate Standard-Setting Technical Report

PRAXIS™ CORE ACADEMIC SKILLS FOR EDUCATORS
READING (5712)
WRITING (5722)
MATHEMATICS (5732)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

February 2013

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing passing scores (cut scores) for the Praxis™ Core Academic Skills for Educators Reading (5712), Writing (5722), and Mathematics (5732) subtests, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING JURISDICTIONS

Panelists from 23 states, Washington, DC, and Guam were recommended by their respective education agency. The education agencies recommended panelists with (a) experience preparing teachers candidates and (b) familiarity with the knowledge and skills required of candidates entering a teacher preparation program.

RECOMMENDED PASSING SCORES

ETS provides recommended passing scores from the multistate standard-setting study to help education agencies determine appropriate operational passing scores. For the Praxis Core Academic Skills for Educators subtests, the recommended passing scores[1] are

- Reading. The recommended passing score is 31 out of a possible 50 raw-score points. The scaled score associated with a raw score of 31 is 156 on a 100–200 scale.
- Writing. The recommended passing score is 44 out of a possible 70 raw-score points. The scaled score associated with a raw score of 44 is 162 on a 100–200 scale.
- Mathematics. The recommended passing score is 29 out of a possible 50 raw-score points. The scaled score associated with a raw score of 29 is 150 on a 100–200 scale.

[1] Results from two panels participating in the study were averaged to produce the recommended passing score for each subtest.

To support the decision-making process of education agencies establishing passing scores (cut scores) for the Praxis™ Core Academic Skills for Educators Reading (5712), Writing (5722), and Mathematics (5732) subtests, research staff from ETS designed and conducted a multistate standard-setting study in January 2013 in Princeton, New Jersey. Education agencies[2] recommended panelists with (a) experience preparing teachers candidates and (b) familiarity with the knowledge and skills required of candidates entering a teacher preparation program. Twenty-three states, Washington, DC, and Guam (see Table 1) were represented by 74 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1

Participating Jurisdictions and Number of Panelists

Alaska (2 panelists)	North Dakota (2 panelists)
Arkansas (4 panelists)	Nebraska (4 panelists)
Connecticut (4 panelists)	New Hampshire (3 panelists)
Delaware (3 panelists)	New Jersey (3 panelists)
Guam (4 panelists)	Nevada (3 panelists)
Hawaii (3 panelists)	Rhode Island (2 panelists)
Iowa (1 panelist)	South Carolina (4 panelists)
Kentucky (2 panelists)	Tennessee (2 panelists)
Louisiana (4 panelists)	Vermont (2 panelists)
Maryland (4 panelists)	Washington, DC (1 panelist)
Maine (4 panelists)	Wisconsin (2 panelists)
Mississippi (4 panelists)	West Virginia (4 panelists)
North Carolina (3 panelists)	

The following technical report contains three sections. The first section describes the content and format of each subtest. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides recommended passing scores from the multistate standard-setting study to education agencies. In each jurisdiction, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing scores for

[2] States and jurisdictions that currently use Praxis were invited to participate in the multistate standard-setting study.

each subtest in accordance with applicable regulations. This study provides recommended passing scores, which represents the combined judgments of two panels of experienced educators. Each jurisdiction may want to consider the recommended passing scores and other sources of information when setting the final Praxis Core Academic Skills for Educator passing scores (see Geisinger & McCormick, 2010). A jurisdiction may accept the recommended passing scores, adjust one or more of the scores upward to reflect more stringent expectations, or adjust one or more of the scores downward to reflect more lenient expectations. There are no *correct* decisions; the appropriateness of any adjustment may only be evaluated in terms of its meeting the jurisdiction's needs.

Two sources of information to consider when setting the passing scores are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis Core Academic Skills for Educators subtests and the latter, the reliability of panelists' passing-score recommendations. The SEM allows a jurisdiction to recognize that any test score on any standardized test—including the Praxis Core Academic Skills for Educator subtests—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allow a jurisdiction to gauge the likelihood that a recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each jurisdiction should consider the likelihood of classification error. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The jurisdiction needs to consider which decision error may be more important to minimize.

OVERVIEW OF THE PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS

The Praxis Core Academic Skills for Educators *Test at a Glance* documents (ETS, in press) describes the purpose and structure of each subtest. In brief, the Praxis Core Academic Skills for Educators subtests measure whether candidates entering a teacher preparation program have the necessary reading, writing, and mathematical knowledge/skills. Each subtest — Reading, Writing, and Mathematics — is administered and scored separately.

- Reading. The 85-minute subtest contains 56 multiple-choice items[3] covering three content areas: *Key Ideas and Details*, *Craft, Structure and Language Skills*, and *Integration of Knowledge and Ideas*.
- Writing. The 100-minute subtest contains 40 multiple-choice items[4] covering two content areas: *Text Types, Purposes and Production* and *Language and Research Skills for Writing* .
- Mathematics. The 85-minute subtest contains 56 multiple-choice and numeric-entry items[5] covering four content areas: *Number and Quantity*, *Algebra and Functions*, *Geometry*, and *Statistics an Probability*.

The reporting scale for all three Praxis Core Academic Skills for Educators subtests ranges from 100 to 200 scaled-score points.

[3] Six of the 56 multiple-choice items are pretest items and do not contribute to a candidate's score.
[4] Six of the 40 multiple-choice items are pretest items and do not contribute to a candidate's score.
[5] Six of the 56 multiple-choice or numeric entry items are pretest items and do not contribute to a candidate's score.

PROCESSES AND METHODS

The design of the standard-setting study included multiple expert panels. The first panel (Panel 1) reviewed each of the three subtests. The remaining three panels (Panels 2, 3 and 4) each reviewed one of the subtests. Thus, each subtest was reviewed by two independent expert panels.

Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for each subtest. This review helped familiarize the panelists with the general structure and content of the Reading, Writing, and Mathematics subtests.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the Praxis Core Academic Skills for Educators (all three subtests), provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for Panel 1. (Agendas for Panels 2, 3 and 4 were variations depending on the subtest being reviewed.)

REVIEWING THE SUBTEST

The standard-setting panelists first took the particular subtest (Reading, Writing, or Mathematics) and then discussed it.[6] This discussion helped to bring the panelists to a shared understanding of what the subest does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the subtest. Panelists were asked to remark on any content areas that would be particularly challenging for candidates entering a teacher preparation program and areas that address content that would be particularly important for candidates entering a teacher preparation program.

[6] Panel 1 reviewed each of the three subtests; Panels 2, 3 and 4 reviewed one of the subtests for the purpose of the standard-setting study. Panels 2, 3 and 4 reviewed a second subtest as part of a research project (not included in the recommended passing scores).

Defining the Target Candidate

Following the review of the subtest, panelists described the target candidate. The *target candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the subtest score that aligns with this description.

Panel 1 created a description of the target candidate — the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the target candidate. The full panel then reconvened and, through whole-group discussion, created the description of the target candidate to use for the remainder of the study.

The written description of the target candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the target candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the target candidate descriptions for each of the three subtests).

For Panels 2, 3 and 4, the panelists began with the description of the target candidate developed by Panel 1. Given that the multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use consistent target candidate descriptions to frame their judgments. The panelists reviewed the target candidate description, and any ambiguities were discussed and clarified.

Panelists' Judgments

The standard-setting process for the Praxis Core Academic Skills for Educators was conducted separately for each subtest. Two subtests — Reading and Mathematics — include only dichotomously-scored items (multiple-choice items for Reading and multiple-choice and numeric-entry items for Mathematics). The Writing subtest includes both dichotomously-scored (multiple-choice items) and constructed-response (essays) items. Panelists received training in two distinct standard-setting approaches: one standard-setting approach for the dichotomously-scored items contained on all three subtests and another approach for the constructed-response items on the Writing subtest.

A panel's passing score for the Reading or Mathematics subtests is based on passing scores recommended by panelists for the dichotomously-scored items. For the Writing subtest, a panel's

passing score is the sum of the interim passing scores recommended by the panelists for (a) the dichotomously-scored items and (b) the essays. As with scoring and reporting, the panelists' judgments for the essays were weighted such that they contributed approximately 51% of the overall Writing score.

Dichotomously scored items. The standard-setting process for the multiple-choice items on the Reading, Writing, and Mathematics subtests, as well as the numeric-entry items on the Mathematics subtest, was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the target candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the target candidate would answer the item correctly because the item is difficult for the target candidate. The higher the value, the more likely it is that the target candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the target candidate and the item and decided if, overall, the item would be difficult for the target candidate, easy for the target candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the target candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the target candidate are in the .40 to .60 range.
- Easy items for the target candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the target candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Constructed-response (essay) items. An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for the constructed-response (essay) items on the Writing subtest.

For this portion of the study, a panelist decided on the assigned score value that would most likely be earned by the target candidate for each essay. Panelists were asked first to review the definition of the target candidate and then to review the essay and its rubric. The rubric for an essay defines (holistically) the quality of the evidence that would merit a response earning a particular score. During this review, each panelist independently considered the level of knowledge/skill required to respond to the essay and the features of a response that would earn a particular score, as defined by the rubric. Each panelist decided on the score most likely to be earned by the target candidate from the possible values a test taker can earn.

A test-taker's response to an essay on the Writing subtest is independently scored by two raters, and the sum of the raters' scores is the assigned score[7]; possible scores, therefore, range from two (both raters assigned a score of one) to twelve (both raters assigned a score of six). For their ratings, each panelist decided on the score most likely to be earned by a target candidate from the following possible values: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or 12. For each of the essays, panelists recorded the score (2 through 12) that a target candidate would most likely earn.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Multiple Rounds. Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. For dichotomously-scored items, items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the target candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

[7] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that item assigns the score, which is then doubled.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the target candidate, results from Panel 1 were not shared with Panels 2, 3 and 4. The item-level judgments and resulting discussions for Panels 2, 3 and 4 were independent of judgments and discussions that occurred with Panel 1.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panels included 74 educators representing 23 states, Washington, DC, and Guam. (See Appendix A for a listing of panelists.) In brief, 53 were college faculty, 15 were administrators or department heads, and six held another position. All but one faculty members' job responsibilities included training of teacher candidates.

The number of experts by panel and their demographic information are presented in Appendix D (see Table D1).

Table 2

Panel Member Demographics (Across Panels)

	N	%
Current position		
College faculty	53	72%
Administrator/Department head	15	20%
Other	6	8%
Race		
White	56	76%
Black or African American	10	14%
Hispanic or Latino	3	4%
Asian or Asian American	1	1%
Native Hawaiian or Other Pacific Islander	2	3%
Other	2	3%
Gender		
Female	50	68%
Male	24	32%
Are you currently supervising or mentoring beginning teachers?		
Yes	63	85%
No	11	15%
Are you currently involved in the training/preparation of teacher candidates?		
Yes	73	99%
No	1	1%
Not college faculty	0	0%
In all, how many years have you taught teacher candidates?		
3 years or less	11	15%
4 - 7 years	17	23%
8 - 11 years	15	20%
12 - 15 years	15	20%
16 years or more	16	22%

STANDARD-SETTING JUDGMENTS

Tables 3-5 summarize the standard-setting judgments (Round 2) of panelists. The tables also include estimates of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments.[8] It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the subtest. For each of the subtests, the confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable.

Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (see Tables D2 and D3).

Table 3

Summary of Round 2 Standard-setting Judgments – Reading

	Panel 1	Panel 2
Average	30.62	30.23
Lowest	22.50	22.10
Highest	37.35	37.00
SD	3.49	4.42
SEJ	0.71	1.07

Table 4

Summary of Round 2 Standard-setting Judgments – Writing

	Panel 1	Panel 3
Average	42.99	43.73
Lowest	37.80	34.20
Highest	48.75	54.80
SD	2.90	4.48
SEJ	0.59	1.06

[8] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Table 5

Summary of Round 2 Standard-setting Judgments – Mathematics

	Panel 1	Panel 4
Average	26.92	29.59
Lowest	19.05	25.60
Highest	32.20	34.30
SD	3.20	3.00
SEJ	0.65	0.80

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for each subtest and for each panel (see Tables D2 and D3 in Appendix D). The Round 2 average score is the panel's recommended passing score.

Reading. The panels' passing score recommendations for the Praxis Core Academic Skills for Educator Reading subtest are 30.62 for Panel 1 and 30.23 for Panel 2 (out of a possible 50 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended passing scores — 31 for both Panel 1 and Panel 2. The scaled score associated with 31 raw points is 156.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score for the Reading subtest. The panels' average passing score recommendation for the Reading subtest is 30.43 (out of a possible 50 raw-score points). The value was rounded to 31 (next highest raw score) to determine the functional recommended passing score. The scaled score associated with 31 raw points is 156.

Table 6 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score for the Reading subtest. A standard error represents the uncertainty associated with a subtest score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 6

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score: Reading[9]

Recommended passing score (CSEM)		Scale score equivalent
31 (3.47)		156
- 2 CSEMs	25	140
-1 CSEM	28	148
+1 CSEM	35	166
+ 2 CSEMs	38	174

Note. CSEM = conditional standard error of measurement.

Writing. The panels' passing score recommendations for the Praxis Core Academic Skills for Educator Writing subtest are 42.99 for Panel 1 and 43.73 for Panel 3 (out of a possible 70 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended passing scores — 43 for Panel 1 and 44 for Panel 3. The scaled scores associated with 43 and 44 raw points are 160 and 162, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score for the Writing subtest. The panels' average passing score recommendation for the Writing subtest is 43.36 (out of a possible 70 raw-score points). The value was rounded to 44 (next highest raw score) to determine the functional recommended passing score. The scaled score associated with 44 raw points is 162.

Table 7 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score for the Writing subtest. A standard error represents the uncertainty associated with a subtest score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

[9] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next highest whole number and the rounded values are converted to scaled scores.

Table 7

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score: Writing[10]

Recommended passing score (CSEM)		Scale score equivalent
44 (3.90)		162
- 2 CSEMs	37	150
-1 CSEM	41	158
+1 CSEM	48	170
+ 2 CSEMs	52	176

Note. CSEM = conditional standard error of measurement.

Mathematics. The panels' passing score recommendations for the Praxis Core Academic Skills for Educator Mathematics subtest are 26.92 for Panel 1 and 29.59 for Panel 4 (out of a possible 50 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended passing scores — 27 for Panel 1 and 30 for Panel 4. The scaled scores associated with 27 and 30 raw points are 146 and 154, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score for the Mathematics subtest. The panels' average passing score recommendation for the Mathematics subtest is 28.26 (out of a possible 50 raw-score points). The value was rounded to 29 (next highest raw score) to determine the functional recommended passing score. The scaled score associated with 29 raw points is 150.

Table 8 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score for the Mathematics subtest. A standard error represents the uncertainty associated with a subtest score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

[10] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next highest whole number and the rounded values are converted to scaled scores.

Table 8

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score: Mathematics[11]

Recommended passing score (CSEM)		Scale score equivalent
29 (3.53)		150
- 2 CSEMs	22	132
-1 CSEM	26	142
+1 CSEM	33	162
+ 2 CSEMs	37	172

Note. CSEM = conditional standard error of measurement.

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing scores.

Panelists were also shown their panel's recommended passing score for the subtest(s) they reviewed and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the evaluation results is presented in Appendix D.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All panelists reported that the description of the target candidate was at least *somewhat influential* in guiding their standard-setting judgments; 49 of the 74 panelists indicated the description was *very influential*. All but one of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Approximately three-quarters of the panelists (52 of the 74 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

[11] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next highest whole number and the rounded values are converted to scaled scores.

- Reading. Across Panels 1 and 2, all but one of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 29 of the 41 panelists were *very comfortable*. Forty of the 41 panelists indicated the recommended passing score was *about right* with the remaining panelist indicating that the passing score was *too high*.
- Writing. Across Panels 1 and 3, 38 of the 42 panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 25 of the 42 panelists were *very comfortable*. Thirty-eight of the 42 panelists indicated the recommended passing score was *about right* with the remaining four panelists indicating that the passing score was *too high*.
- Mathematics. Across Panels 1 and 4, all but two of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 30 of the 39 panelists were *very comfortable*. Thirty-six of the 39 panelists indicated the recommended passing score was *about right* with the remaining three panelists indicating that the passing score was *too low*.

SUMMARY

To support the decision-making process of education agencies establishing passing scores (cut scores) for the Praxis Core Academic Skills for Educators Reading, Writing, and Mathematics subtests, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

ETS provides recommended passing scores from the multistate standard-setting study to help education agencies determine appropriate operational passing scores. For the Praxis Core Academic Skills for Educators subtests, the recommended passing scores[12] are

- Reading. The recommended passing score is 31 out of a possible 50 raw-score points. The scaled score associated with a raw score of 31 is 156 on a 100–200 scale.
- Writing. The recommended passing score is 44 out of a possible 70 raw-score points. The scaled score associated with a raw score of 44 is 162 on a 100–200 scale.
- Mathematics. The recommended passing score is 29 out of a possible 50 raw-score points. The scaled score associated with a raw score of 29 is 150 on a 100–200 scale.

[12] Results from two panels participating in the study were averaged to produce the recommended passing score for each subtest.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

Panelist	Affiliation
Travis Allen	Husson University (ME)
Gwendolyn Autin	Southeastern Louisiana University (LA)
Karen Berard-Reed	Rhode Island College (RI)
Gina Bittner	Peru State College (NE)
Simone Bollinger	Guam Community College (GU)
Amy D. Broemmel	University of Tennessee – Knoxville (TN)
Gary Bunn	University of Central Arkansas (AR)
Debbie Bush	West Virginia Wesleyan (WV)
Roland Caron	University of Maine at Fort Kent (ME)
LaShundia Carson	Alcorn State University (MS)
Agnes Cave	The Catholic University of America (DC)
Anita S. Charles	Bates College (ME)
John Ciochine	University of New Haven (CT)
Cecil Clark	Delaware State University (DE)
Debra Coventry	Henderson State University (AR)
Allison Swan Dagen	West Virginia University (WV)
Jane Dalton	Maine College of Art (ME)
Mark Dewalt	Winthrop University (SC)
John Doak	University of Arkansas – Fort Smith (AR)
Sara Eisenhardt	Northern Kentucky University (KY)
Valjeaner Ford	University of North Carolina at Pembroke (NC)
Robin Kesterson Franklin	Charleston Southern University (SC)
Daphne Ghorbani	University of Mary (ND)
Cyndi Giorgis	University of Nevada Las Vegas (NV)
Adam Goldberg	Southern Connecticut State University (CT)
Donna Grace	University of Hawaii at Manoa (HI)
Anthony Graham	North Carolina Agricultural and Technical State University (NC)
Jo Hoffman	Kean University (NJ)

Participating Panelists With Affiliation

Panelist	Affiliation
Gilda M. Jones	Southern University at New Orleans (LA)
Jennifer Jordan	University of Tennessee (TN)
Ute Kaden	University of Alaska Fairbanks (AK)
Cindy Leonard	University of Vermont (VT)
Emily Lin	University of Nevada, Las Vegas (NV)
Frank Livoy	University of Delaware (DE)
Calandra D. Lockhart	University of Charleston (WV)
Jeffrey L. Lofthus	University of Alaska Southeast (AK)
Rexton Lynn	Ramapo College of New Jersey (NJ)
Elaine McClure	Morris College (SC)
Debra Poole Miller	Stevenson University (MD)
Mary Jane Miller	University of Guam (GU)
Margaret Mize	Chaminade University of Honolulu (HI)
Lori Navarrete	Nevada State College (NV)
Linda Neuzil	University of Pikeville (KY)
Kathleen Norris	Plymouth State University (NH)
Norman Norris	Nicholls State University (LA)
Michael A. Nugent	University of Maryland Eastern Shore (MD)
Alan Olson	Valley City State University (ND)
Janet Painter	Lenoir-Rhyne University (NC)
Margaret Queenan	University of Bridgeport (CT)
Elaine Razzano	Lyndon State College (VT)
Juliette Relihan	Salve Regina University (RI)
Kathryn (Kass) Rempp	Hastings College (NE)
Karen Rigoni	University of Wisconsin – Milwaukee (WI)
David Roloff	The University of Wisconsin – Stevens Point (WI)
Kim Rotruck	Frostburg State University (MD)

Participating Panelists With Affiliation

Panelist	Affiliation
Scott Rozell	iteachHawaii (HI)
Annette Rycharski	Felician College (NJ)
John Sanchez	University of Guam (GU)
Michelle M. S. Santos	University of Guam (GU)
Jesse Sealey	Chadron State College (NE)
Donna Shea	Mississippi State University (MS)
Patricia R. Sherblom	Wesley College (DE)
Ron Siers, Jr.	Salisbury University (MD)
Susan Stachowski	Mississippi Community College (MS)
Tanya Sturtz	Keene State College (NH)
Darrell Thompson	Bluefield State College (WV)
Loretta Walton-Jaggers	Grambling State University (LA)
Maureen Ward	SAU 18 (NH)
Karen C. Waters	Sacred Heart University (CT)
Elizabeth A. Wells	The University of Arkansas at Pine Bluff (AR)
Kelly Welsh	University of Nebraska – Omaha (NE)
Dennis Williams	Jackson State University (MS)
Reginald Harrison Williams	South Carolina State University (SC)
Barbara C. Wilt	Morningside College (IA)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis™ Core Academic Skills for Educators (5712, 5722 & 5732)
Standard-Setting Study

Day 1

Welcome and Introductions

Overview of Standard Setting and the Praxis **"Core"** Test

"Take" the Praxis "Core" Test: Reading
(Take breaks as needed)

Discuss the Praxis **"Core"** Test: Reading

Break

Who is the Just Qualified Candidate (JQC)?

Define the Knowledge/Skills of a JQC: Reading

Lunch

Standard-Setting Training for Multiple-Choice Items

Round 1 Standard-Setting Judgments: Reading

Break

Round 1 Feedback and Round 2 Judgments: Reading

Collect Materials; End of Day 1

AGENDA

Praxis™ Core Academic Skills for Educators (5712, 5722 & 5732)
Standard-Setting Study

Day 2

Overview of Day 2

"Take" the Praxis "Core" Test: Writing
(Take breaks as needed)

Discuss the Praxis **"Core"** Test: Writing

Define the Knowledge/Skills of a JQC: Writing

Break

Review Standard-Setting for Multiple Choice Items & Standard Setting Training for Constructed-Response Items

Round 1 Standard-Setting Judgments: Writing

Lunch

Round 1 Feedback and Round 2 Judgments: Writing

"Take" the Praxis "Core" Test: Mathematics
(Take breaks as needed)

Discuss the Praxis **"Core"** Test: Mathematics

Collect Materials; End of Day 2

AGENDA

Praxis™ Core Academic Skills for Educators (5712, 5722 & 5732)
Standard-Setting Study

Day 3

Overview of Day 3

Define the Knowledge/Skills of a JQC: Mathematics

Review Standard Setting for Multiple Choice Items

Round 1 Standard-Setting Judgments: Mathematics

Lunch

Round 1 Feedback and Round 2 Judgments: Mathematics

Break

Feedback on Round 2 Recommended Passing Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

TARGET CANDIDATE DESCRIPTIONS

Description of the Target Candidate[13]

A target candidate ...

Reading:

1. Can infer logically from an informational text
2. Can identify specific details of text including how and why individuals, events or ideas interact as well as drawing inferences or making implications
3. Can summarize central ideas, themes, and key details
4. Can identify text organization in terms of cause/effect, compare/contrast, problem/solution, and fact/opinion
5. Can identify author's point of view
6. Can apply knowledge and use of language (vocabulary multiple meanings, use of context clues) to comprehend when reading
7. Knows how evidence relates to an argument within a text
8. Can apply ideas from reading to draw conclusions and make predictions

Writing:

1. Organize and develop ideas logically, making coherent connections and supporting with appropriate details
2. Establish clear theses (i. e., focus)
3. Use effective sentence structures to strengthen writing
4. Effectively edit sentences for grammar, conventions, and usage
5. Effectively revise sentences for style and clarity
6. Identify information and credit sources that are relevant and credible to a particular research topic

Mathematics:

1. Use ratios and proportions to solve real world problems
2. Understand mathematical operations with rational numbers (e.g., whole numbers, negative numbers, decimals and fractions)
3. Solve real-world and mathematical problems using geometric concepts (e.g., angles, area, volume) and applying basic formulas
4. Use numerical and algebraic expressions to solve real-world and mathematical problems
5. Solve one-variable equations and inequalities
6. Analyze equations and graphical representations of real-world problems
7. Can summarize (central tendency, variability), represent and interpret data
8. Understand sampling and probability to evaluate outcomes
9. Understands the relationship between two sets of data

[13] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

RESULTS

Table D1

Panel Member Demographics (By Panel)

	Panel 1		Panel 2	
	N	%	N	%
Current position				
College faculty	18	75%	10	59%
Administrator or Department head	5	21%	5	29%
Other	1	4%	2	12%
Race				
White	17	71%	13	76%
Black or African American	4	17%	3	18%
Hispanic or Latino	0	0%	0	0%
Asian or Asian American	1	4%	0	0%
Native Hawaiian or Other Pacific Islander	1	4%	1	6%
Other	1	4%	0	0%
Gender				
Female	19	79%	9	53%
Male	5	21%	8	47%
Are you currently supervising or mentoring beginning teachers?				
Yes	20	83%	14	82%
No	4	17%	3	18%
Are you currently involved in the training/preparation of teacher candidates?				
Yes	23	96%	17	100%
No	1	4%	0	0%
In all, how many years have you taught teacher candidates?				
3 years or less	4	17%	3	18%
4 - 7 years	3	13%	6	35%
8 - 11 years	5	21%	3	18%
12 - 15 years	9	38%	2	12%
16 years or more	3	13%	3	18%

Table D1 (continued)

Panel Member Demographics (By Panel)

	Panel 3		Panel 4	
	N	%	N	%
Current position				
College faculty	15	83%	10	67%
Administrator or Department head	1	6%	4	27%
Other	2	11%	1	7%
Race				
White	13	72%	13	87%
Black or African American	2	11%	1	7%
Hispanic or Latino	2	11%	1	7%
Asian or Asian American	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
Other	1	6%	0	6%
Gender				
Female	12	67%	10	67%
Male	6	33%	5	33%
Are you currently supervising or mentoring beginning teachers?				
Yes	16	89%	13	87%
No	2	11%	2	13%
Are you currently involved in the training/preparation of teacher candidates?				
Yes	18	100%	15	100%
In all, how many years have you taught teacher candidates?				
3 years or less	2	11%	2	13%
4 - 7 years	5	28%	3	20%
8 - 11 years	3	17%	4	27%
12 - 15 years	1	6%	3	20%
16 years or more	7	39%	3	20%

Table D2

Passing Score Summary by Round of Judgments — Reading

	Panel 1		Panel 2	
Panelist	Round 1	Round 2	Round 1	Round 2
1	25.70	26.10	29.70	29.70
2	28.50	28.30	35.70	35.80
3	36.70	37.35	22.00	23.10
4	29.40	29.30	25.85	25.35
5	30.40	31.30	22.00	22.10
6	21.05	29.70	30.10	31.10
7	32.20	32.80	29.70	29.90
8	30.10	30.90	30.00	30.60
9	31.20	30.90	26.65	28.00
10	33.30	33.50	34.85	34.85
11	34.10	34.35	24.90	25.20
12	29.05	28.55	30.55	30.65
13	32.30	32.30	34.20	32.20
14	29.15	30.65	30.70	30.70
15	35.95	35.75	31.95	31.45
16	31.00	31.60	37.55	36.20
17	33.50	33.25	37.20	37.00
18	22.90	22.50		
19	28.95	30.55		
20	27.60	28.00		
21	25.05	25.55		
22	35.35	35.65		
23	28.20	27.50		
24	27.80	28.60		
Average	29.98	30.62	30.21	30.23
Lowest	21.05	22.50	22.00	22.10
Highest	36.70	37.35	37.55	37.00
SD	3.92	3.49	4.80	4.42
SEJ	0.80	0.71	1.16	1.07

Table D3

Passing Score Summary by Round of Judgments — Writing

	Panel 1		Panel 3	
Panelist	Round 1	Round 2	Round 1	Round 2
1	42.30	42.30	35.90	46.80
2	42.20	39.90	42.45	42.05
3	51.05	48.75	34.00	34.20
4	42.80	42.40	42.30	42.30
5	40.80	40.00	36.50	37.20
6	43.10	44.50	40.60	41.10
7	43.20	45.60	41.80	41.20
8	38.00	37.80	43.10	42.30
9	45.50	45.20	33.20	46.30
10	45.00	43.00	45.65	43.95
11	37.20	40.10	48.35	48.45
12	42.45	42.25	42.00	44.30
13	42.10	42.10	54.80	54.80
14	40.75	40.25	46.80	46.80
15	48.35	48.15	42.40	42.40
16	44.40	45.50	47.50	47.20
17	44.75	44.75	43.70	43.70
18	41.30	41.20	41.60	42.00
19	43.80	44.00		
20	40.40	42.20		
21	43.10	43.10		
22	48.10	48.10		
23	40.80	40.90		
24	38.90	39.60		
Average	42.93	42.99	42.37	43.73
Lowest	37.20	37.80	33.20	34.20
Highest	51.05	48.75	54.80	54.80
SD	3.21	2.90	5.34	4.48
SEJ	0.66	0.59	1.26	1.06

Table D4

Passing Score Summary by Round of Judgments — Mathematics

	Panel 1		Panel 4	
Panelist	Round 1	Round 2	Round 1	Round 2
1	29.00	29.00	27.50	28.00
2	22.80	23.80	35.50	32.95
3	30.90	30.80	24.60	25.90
4	30.70	29.30	24.25	25.85
5	20.50	21.80	34.30	34.15
6	25.80	27.10	26.85	27.65
7	31.80	31.20	28.65	28.50
8	27.70	27.50	23.90	25.60
9	26.60	25.80	33.20	32.70
10	25.75	26.45	34.95	34.30
11	29.40	29.50	29.60	29.50
12	21.85	24.20	28.05	28.75
13	27.60	27.60	32.10	29.65
14	22.60	24.00	33.30	30.70
15	32.90	32.20		
16	28.90	29.20		
17	26.20	24.75		
18	17.40	19.05		
19	33.70	30.70		
20	24.85	25.65		
21	24.90	25.00		
22	29.10	29.60		
23	24.60	24.70		
24	26.50	27.20		
Average	26.75	26.92	29.77	29.59
Lowest	17.40	19.05	23.90	25.60
Highest	33.70	32.20	35.50	34.30
SD	3.99	3.20	4.11	3.00
SEJ	0.81	0.65	1.10	0.80

Table D5

Final Evaluation: Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	*N*	%	*N*	%	*N*	%
• I understood the purpose of this study.	24	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	23	96%	1	4%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	24	100%	0	0%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	18	75%	6	25%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	22	92%	2	8%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	21	88%	3	13%	0	0%	0	0%

Table D5 (continued)

Final Evaluation: Panel 1

How influential was each of the following factors in guiding your standard-setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	%	*N*	%	*N*	%
• The description of the target candidate	22	92%	2	8%	0	0%
• The between-round discussions	16	67%	8	33%	0	0%
• The knowledge/skills required to answer each test item	19	79%	5	21%	0	0%
• The passing scores of other panel members	6	25%	15	63%	3	13%
• My own professional experience	17	71%	7	29%	0	0%

Overall, how comfortable are you with the panel's recommended passing scores?	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	*N*	Percent	*N*	Percent	*N*	Percent
• Reading	19	79%	5	21%	0	0%	0	0%
• Writing	18	75%	6	25%	0	0%	0	0%
• Mathematics	17	71%	5	21%	1	4%	1	4%

Overall, the recommended passing score is:	Too Low		About Right		Too High	
	N	Percent	*N*	Percent	*N*	Percent
• Reading	0	0%	24	100%	0	0%
• Writing	0	0%	23	96%	1	4%
• Mathematics	3	13%	21	88%	0	0%

Table D6

Final Evaluation: Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	*N*	%	*N*	%	*N*	%
• I understood the purpose of this study.	13	76%	4	24%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	14	82%	3	18%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	11	65%	6	35%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	12	71%	5	29%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	12	71%	5	29%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	9	53%	8	47%	0	0%	0	0%

Table D6 (continued)

Final Evaluation: Panel 2

How influential was each of the following factors in guiding your standard-setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	%	*N*	%	*N*	%
• The description of the target candidate	10	59%	7	41%	0	0%
• The between-round discussions	9	53%	8	47%	0	0%
• The knowledge/skills required to answer each test item	12	71%	5	29%	0	0%
• The passing scores of other panel members	1	6%	13	76%	3	18%
• My own professional experience	14	82%	3	18%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score?	10	59%	6	35%	1	6%	0	0%

	Too Low		About Right		Too High	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing score is:	0	0%	16	94%	1	6%

Table D7

Final Evaluation: Panel 3

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	*N*	%	*N*	%	*N*	%
• I understood the purpose of this study.	16	89%	2	11%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	16	89%	2	11%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	13	72%	5	28%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	11	61%	6	33%	1	6%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	14	78%	3	17%	1	6%	0	0%
• The process of making the standard-setting judgments was easy to follow.	12	67%	6	33%	0	0%	0	0%

Table D7 (continued)

Final Evaluation: Panel 3

How influential was each of the following factors in guiding your standard-setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	%	*N*	%	*N*	%
• The description of the target candidate	7	39%	11	61%	0	0%
• The between-round discussions	8	44%	9	50%	1	6%
• The knowledge/skills required to answer each test item	13	72%	5	28%	0	0%
• The passing scores of other panel members	2	11%	11	61%	5	28%
• My own professional experience	13	72%	5	28%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score?	7	39%	7	39%	3	17%	1	6%

	Too Low		About Right		Too High	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing score is:	0	0%	15	83%	3	17%

Table D8

Final Evaluation: Panel 4

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	*N*	%	*N*	%	*N*	%
• I understood the purpose of this study.	15	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	15	100%	0	0%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	15	100%	0	0%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	10	67%	4	27%	1	7%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	12	80%	3	20%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	12	80%	3	20%	0	0%	0	0%

Table D8 (continued)

Final Evaluation: Panel 4

How influential was each of the following factors in guiding your standard-setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	%	*N*	%	*N*	%
• The description of the target candidate	10	67%	5	33%	0	0%
• The between-round discussions	10	67%	5	33%	0	0%
• The knowledge/skills required to answer each test item	9	60%	6	40%	0	0%
• The passing scores of other panel members	4	27%	9	60%	2	13%
• My own professional experience	8	53%	7	47%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score?	13	87%	2	13%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing score is:	0	0%	15	100%	0	0%

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS
_____, 2013

1.00 Title

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, and 25-15-201 et seq.

2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.

3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this Code of Ethics for Arkansas Educators. By establishing standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the code of ethics, procedures, and recommendations for enforcement.

5.00 Definitions

5.01 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code as set forth in

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these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)

5.02 **Code of Ethics or Code** means the code of ethics for educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.

5.03 **Conviction** includes a plea of guilty or a plea of nolo contendere, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

5.04 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.

5.05 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

5.06 **Educator** means a person holding a valid Arkansas teacher's or administrator's license issued by the State Board of Education.

5.07 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the code of ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.

5.08 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics compliant if it finds there is no ethics violation.

5.09 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to

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follow the instructions of a supervisor would result in an adverse job action against the educator.

5.10 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.

5.11 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As s a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education..

5.12 **Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Subcommittee may recommend to the length of the monitoring period to the State Board of Education.

5.13 **Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.

5.14 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.

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5.15 **Public Information** for the purpose of these rules is information coming from news media or public record.

5.16 **Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.

5.17 **Received** means the date the ethics complaint was presented to the Subcommittee for authorization of an investigation.

5.18 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.

5.19 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.

5.20 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.

5.21 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.

5.22 **Student** is any individual enrolled in the state's public or Private schools from pre-kindergarten through grade 12.

5.23 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.

5.24 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.

5.25 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.

5.26 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical

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conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

6.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**

6.02 **Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.**

6.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**

6.04 **Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**

6.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**

6.06 **Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law.**

6.07 **Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students.**

7.00 Recommended Disciplinary Action

7.01 The PLSB Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The PLSB Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

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a. An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.

b. Following an evidentiary hearing before the Ethics Subcommittee, the Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.

c. A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.

d. Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

e. Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.

7.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.

7.03 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.

8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

8.01 In considering and investigating complaints brought before it, the Subcommittee shall follow the procedures set forth in Appendix A to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

9.00 Fines and Fees

9.01 The State Board, for violations of the Code in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:

a. May impose fines up the amounts listed in Appendix B to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.

b. May impose fees for action taken pertaining to an educator's license as set forth in the attachment Appendix B.

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c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per Appendix B of these Rules for the operation of the Professional Licensure Standards Board.

d. Failure to pay fines and fees may result in the Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Professional Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.

10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Professional Licensure but are not posted in its electronic database. The Office of Professional Licensure will report reprimands or warnings if requested.

10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.

10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.

10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

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Procedures for the Investigative Process
and Final Recommendation for Disposition of an Ethics Complaint

1. Applicability of the Administrative Procedure Act

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. Freedom of Information Act (FOIA):

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator's or a teacher's license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. Allegations:

Any person or party wishing to submit an allegation must use the appropriate allegation of violation form as developed by the PLSB. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. Allegations Received by the PLSB Ethics Subcommittee:

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

i. Initial Review: The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.

ii. Authority to Investigate: The Ethics Subcommittee will determine whether to grant authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if

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true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1, 2008. Any member of the Ethics Sub-Committee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated

a) Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.

b) Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.

c) Automatic Investigation: The following will automatically go to the Ethics Sub-Committee of the PLSB for the opening of an investigation:

(1) Public information that an educator may have committed a violation the Code of Ethics. In the event that PLSB staff or PLSB Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Subcommittee may request that the Subcommittee Chair file an allegation form with the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.

(2) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

iii. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Subcommittee Chair file an allegation form with

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the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.

iv Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:

(1) A copy of the documents and evidence concerning the investigation of the ethics complaint and,

(2) Written notice that the Ethics Subcommittee will consider taking action against the named educator and,

(3) A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and

(4) A copy of the rules in effect at the time the ethics complaint is filed.

(5) The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing. At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator's response to the members of the Ethics Sub-committee.

v. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Subcommittee shall issue an initial decision and may recommend any appropriate action as set forth in Appendix B. The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

a) Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a

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reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.

b) Private Letter of Caution: The Ethics Sub-Committee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.

vi. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.

vii. If the educator accepts the Subcommittee's recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of a Subcommittee Evidentiary Hearing

i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:
   a. Educator if the time limitation is imposed upon the Ethics Subcommittee; or
   b. Ethics Subcommittee if the time limitation is imposed upon the educator; or
   c. A written stipulation between the educator and the PLSB staff attorney with the approval of the Subcommittee.

ii. Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Subcommittee's evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or object and request a review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

iii. Waiver of State Board Review: If an educator fails to respond to notification of the Subcommittee's evidentiary hearing recommendation within fourteen (14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is

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received and promptly transmit the motion(s) to the Subcommittee for its consideration at the next available Subcommittee meeting.

b. Filing a motion that requests that the Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.

c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

i. The educator and the PLSB may be represented by representatives of their choosing.

ii. The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary evidence by the deadline so that the Subcommittee will be prepared to expeditiously address the case at the evidentiary hearing.

iii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the Subcommittee. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.

iv. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.

v. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Subcommittee first.

vi. Any written documents, photographs or any other items of evidence may be presented to the hearing Subcommittee with the permission of the chairperson. The items of evidence shall be marked as either "PLSB Exhibit Number 1(et seq.)" or "Educator's Exhibit Number 1 (et seq.)." After an item of evidence has been allowed to be presented to the Sub-committee by the chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the chairperson.

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vii. After one party has questioned a witness, the other party shall have the same opportunity.

viii. Members of the hearing Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.

ix. While the scope of each party's presentation ultimately lies within the chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

x. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.

xi. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.

xii. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.

xiii. After closing statements have been made (or the opportunity to make them has been waived), the hearing Subcommittee may orally announce its decision. Alternatively, the hearing Subcommittee may take the case under advisement and render a written decision at a later time.

xiv. During an evidentiary hearing, the "preponderance of the evidence" standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.

xv. A written decision reflecting the hearing Subcommittee's final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson's signature. A copy of the findings and recommendation s shall be transmitted in a timely manner to the educator. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

xvi. The educator shall have fourteen (14) days from the receipt of the final findings and recommendations to object and request a State Board Review pursuant to Section 9 of this Appendix. Should the educator not request a review by the State Board within the above-referenced fourteen (14) day time period, the findings and recommendations of the Subcommittee shall become final.

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8. Subpoena Power:

i. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.

ii. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.

iii. The subpoena shall:

a) Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;

b) State the name of the proceeding; and

c) Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:

(i) In person;

(ii) Before a certified court reporter under oath at the place of the witness' residence or employment;

(iii) By video-taped deposition at the place of the witness' residence or employment; or

(iv) By live video communications from the witness' residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.

d) The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.

iv. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.

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v. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.

vi. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.

vii. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.

viii. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.

ix. A witness who has been served with a subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.

9. State Board Review

a. When an educator objects to the Subcommittee's evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.

b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs regarding the Subcommittee's evidentiary hearing findings and recommendation.

c. The PLSB attorney may file a written response to the educator's exceptions and brief within ten (10) days of receipt of the educator's exceptions and brief.

d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.

e. The PLSB's findings and recommendations, the educator's exceptions and brief, and the PLSB's response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.

f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB's attorney will then have (10) minutes for oral argument in support of the findings and recommendations. Upon good cause shown, the Chairperson of the State Board may grant either party additional time for oral argument.

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g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated. The educator shall be served personally or by mail with a copy of the final decision or order.

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LIST OF ACTIONS & APPLICABLE FINES

Action Taken	Maximum Fine Amount
Complaint is not substantiated – No action taken; Case closed.	$0
Educators who violate testing procedures of the state and for whom the Ethics Sub-Committee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing procedures by the state.	All expenses paid by the educator.
Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.	All expenses paid by the educator.
Private Letter of Caution	$0
Written Warning	$0
Written Reprimand	$50
Probation of License	$75
Suspension of License	$100
Permanent Revocation of License	$0

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LIST OF APPLICABLE FEES

License Issued	New or Renewal	Fee Amount
One-Year Provisional Teacher's License	New Renewal	$0.00 $0.00
~~Three-Year Initial Teacher's License~~	~~New~~	~~$0.00~~
Five-Year Standard ~~or Advanced~~ Teacher's License	New Renewal	~~$100.00~~$75.00 ~~$100.00~~$75.00
Five-Year Vocational Permit	New Renewal	~~$100.00~~$75.00 ~~$100.00~~$75.00
One-Year Professional Teaching Permit	New	$35.00
Lifetime Teacher's License **(Must be 62 years of age.)**	New	$0.00
Adding Area or Level to Existing License	Not Applicable	$0.00
Adding Degrees to Existing License (If not occurring at the time of renewal)	Not Applicable	$0.00
Duplicate License	Not Applicable	$50.00

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Appendix C

Explanations and Guidelines to Clarify the Intent of The Code of Ethics

The purpose of Appendix C is to provide greater clarity and intent of each ethical standard listed in Section 6.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6.00.

Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6.00 of these rules or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this Code of Ethics.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public's respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights.

Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom.

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of educator/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help.

Standard 2 An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

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This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5 An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions

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involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6 An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed or required by law.

At times educators are entitled to and/or for professional reasons need access to certain student records, other educators' records, and standardized testing materials. Much of this information is confidential, and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators' personnel records and should maintain the confidentiality of those records. Educators should be reminded that this standard is in addition to conduct prohibited under Ark. Code Ann. §§ 6-15-438, 6-17-410(d)(1)(A)(iii) and the Arkansas Department of Education Rules Governing Testing Improprieties. The State Board may take direct action against an educator to revoke, suspend, or place on probation, the license of an educator whose conduct violates this section without the filing of an ethics complaint.

Standard 7 An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs while on school property or at school-sponsored activities involving students.

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