



AGENDA

STATE BOARD OF EDUCATION

November 10, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

- I. State Board Work Session (8:30-9:30 a.m.)
 - Teacher Pipeline
 - Presenter: Chair Mireya Reith
- II. Call to Order
Presenter: Chair Mireya Reith
- III. Recognition
 1. Recognition of EAST Program 13
Presenter: Matt Dozier
 2. Recognition of Veterans Working at the Department
In honor of Veterans Day, which is November 11, 2016, ADE team members who are currently serving or have served in the armed forces will be recognized.
Presenter: Commissioner Key
- IV. Consent Agenda
 1. Minutes 16
Presenter: Deborah Coffman
 2. Newly Employed, Promotions and Separations 29
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. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government

guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: Greg Rogers and Clemetta Hood

3. Consideration of Report on Waivers to School Districts for Teachers 30

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 124 school districts covering a total of 468 waivers. There were also requests for long-term substitutes from 48 school districts requesting a total of 92 waivers for long-term substitutes. These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Ivy Pfeffer

4. My Child/My Student Report 81

The ADE Communications Unit provides a quarterly report about the My Child/My Student public awareness campaign. The latest campaign resources are available on the ADE website at <http://www.arkansased.gov/divisions/communications/my-childmy-student>.

Presenter: Kimberly Friedman

5. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #17-008 – Ashley Rene Burns

Violation of Standard 8. An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a one (1) year probation; assess a \$75.00 fine; and provide a letter from a licensed therapist to the PLSB, stating that she is fit to return to classroom. Letter should

be provided within thirty (30) days of State Board's final order. Ms. Burns did not respond within the required period.

Presenter: Eric James

6. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #17-030 – Morgan Kelsey Coble
Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand; assess a \$50.00 fine; and completion of training through Arkansas IDEAS, specifically Course TCC14435: Professional Licensure Standards Board (PLSB): Social Media Guidelines. Training to be completed within thirty (30) days of the State Board's final order and all costs paid by educator. Ms. Coble accepted the recommendation on September 12, 2016.

Presenter: Eric James

7. Progress Report on the Status of Districts Classified in Fiscal Distress 82
Currently five (5) districts are classified by the State Board of Education as being in Fiscal Distress. 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 five (5) districts in Fiscal Distress are Dollarway, Guy-Perkins, Lee County, Maynard and Yellville-Summit. The Progress Report on the status of each district contains a District Profile and an Unrestricted Financial Report which includes a summary of revenues and expenditures. The Department is requesting the State Board of Education 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 (6) months.

Presenter: Greg Rogers and Cindy Smith

8. Consideration of Legislative Reports 125
Pursuant to Ark. Code Ann. § 6-13-112, a quarterly status report is

provided for each school district currently under state authority.

Presenter: Cindy Smith and Dr. Richard Wilde

V. Action Agenda A. 10:00am

Time: 10:00

1. Consideration of Resolution for Arkansas School Board Member Recognition Month 395
Presenter: Dr. Tony Protho, Executive Director
2. Consideration of Resolution for American Education Week, November 14-18, 2016 396
AEA President Ms. Brenda Robinson requests the State Board recognize November 14-18, 2016, as American Education Week.
Presenter: Brenda Robinson
3. Consideration of Resolution for Computer Science Education Week, December 5-11, 2016 397
Mr. Owen will request the State Board recognize the week of December 5 through 11, 2016, as Arkansas Computer Science Education Week.
Presenter: Anthony Owen
4. Consideration of the Annual Student Discipline Report 398
Ark. Code Ann. § 6-18-516 requires the ADE to evaluate the impact of school discipline on student achievement and report findings to the State Board of Education and school districts.
Presenter: Office for Education Policy Faculty Director Dr. Gary Ritter
5. Arkansas Teacher Corps 433
Presenter: Dr. Gary Ritter
6. District Request for Waivers Granted to Open-Enrollment Charters: Watson Chapel School District 450
Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Watson Chapel School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

7. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards Advisory Subcommittee, for Suspension of License – Evelyn James
Evelyn James holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board Advisory Committee, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. James concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

8. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards Advisory Subcommittee, for Suspension of License – Robin Hosier-Whitenton

Robin Hosier-Whitenton holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board Advisory Committee, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Hosier-Whitenton concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

9. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards Advisory Subcommittee, for Suspension of License – Shara Wade
Shara Wade holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board Advisory Committee, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms.

Wade concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

10. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards Advisory Subcommittee, for Suspension of License – Sita Montgomery

Sita Montgomery holds an Arkansas Standard Teaching License.

The Office of Educator Effectiveness, National Board Advisory Committee, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Montgomery concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

11. Consideration of the Department of Education Recommendation for the Waiver from Repayment of NBPTS Program Funding is made by the NBPTS Advisory Subcommittee regarding – Brittney Breedlove
Brittney Breedlove's Arkansas Teaching License has been revoked. Ms. Breedlove received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program. Because of circumstances explained in accompanying documents, Ms. Breedlove was unable to fulfill the requirement of teaching in an Arkansas Public School for three consecutive years following certification. Therefore, Mr. Breedlove has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$2,652.25. Based on extenuating circumstances as determined by the NBPTS Advisory Subcommittee, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

12. Consideration of the Department of Education Recommendation for

the Waiver from Repayment of NBPTS Program Funding is made by the NBPTS Advisory Subcommittee regarding – Linda Hughey
Linda Hughey is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms. Hughey has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,445.00. Based on extenuating circumstances as determined by the NBPTS Advisory Subcommittee, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

VI. Action Agenda B 1:00pm

1. Progress Report related to Arkansas Department of Education 462

provided recommendations for schools classified in Academic Distress: Dollarway School District

Dollarway School District has two schools classified in Academic Distress. The Arkansas Department appointed review teams to conduct onsite reviews and to provide recommendation.

Recommendations were provided to the district in June 2016. School and district leadership will present current status of progress towards Recommendation 1.

Presenter: Dr. Richard Wilde

2. Progress Report related to Arkansas Department of Education 507

provided recommendations for schools classified in Academic Distress: Little Rock School District

Little Rock School District has five schools classified in Academic Distress. The Arkansas Department appointed review teams to conduct onsite reviews and to provide recommendation.

Recommendations were provided to the district in June 2016. School and district leadership will present current status of progress towards Recommendation 1.

Presenter: Dr. Richard Wilde

3. Arkansas Department of Education Site Review Team 602
Recommendations for Mineral Springs High School
Presentation of recommendations for Mineral Springs High School classified in Academic Distress on August 11, 2016. ADE assigned a team of educators to conduct an onsite review and make recommendations to the State Board of Education, the Superintendent of the school district, and principal of the school. Once reviewed by the State Board of Education, the recommendations becoming binding on the district for implementation.
Presenter: Dr. Richard Wilde
4. Haas Hall Academy Quarterly Report on Partnership and Diversity 612
On July 14, 2016, the State Board met and approved Haas Hall Academy's request to license a new campus in Springdale with the requirement of a quarterly report on efforts toward diversity and on collaboration efforts with the surrounding school districts. This report has been composed by Haas Hall Academy to fulfill that requirement.
Presenter: Alexandra Boyd
5. Consideration of the Charter Authorizing Panel Decision on the 624
Open-Enrollment Charter School Amendment Request: Haas Hall Academy, Fayetteville, Arkansas
On October 19, 2016, representatives of Haas Hall Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a vote of seven-to-one, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
Presenter: Alexandra Boyd
6. Consideration of the Charter Authorizing Panel Decision on the 687
Open-Enrollment Charter School Amendment Request: KIPP Delta

Public Schools, Helena-West Helena, Arkansas

On October 19, 2016, representatives of KIPP Delta Public Schools appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Kelly McLaughlin

7. Consideration of the Charter Authorizing Panel Decision on the Open-Enrollment Charter School Amendment Request: Arkansas Arts Academy, Rogers, Arkansas 810

On October 19, 2016, representatives of Arkansas Arts Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

8. Consideration of the Charter Authorizing Panel Decision on the District Conversion Charter School Amendment Request: Cross County High School 865

On October 19, 2016, representatives of Cross County High School appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Kelly McLaughlin

9. Consideration of the Charter Authorizing Panel Decision on the Open-Enrollment Adult Education Public Charter School Application: The Excel Center, Little Rock, Arkansas 875

On October 19, 2016, representatives of The Excel Center appeared before the Charter Authorizing Panel requesting a charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

10. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Application: River Valley Virtual Academy, Van Buren, Arkansas 1085

On October 20, 2016, representatives of River Valley Virtual Academy appeared before the Charter Authorizing Panel requesting a charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

11. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Application: Harrisburg College and Career Preparatory School, Harrisburg, Arkansas 1201

On October 20, 2016, representatives of Harrisburg College and Career Preparatory School appeared before the Charter Authorizing Panel requesting a charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Kelly McLaughlin

12. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Application: Harrison High School, Harrison, Arkansas 1298
- On October 20, 2016, representatives of Harrison High School appeared before the Charter Authorizing Panel requesting a charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
- Presenter: Alexandra Boyd
13. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Application: Hot Springs Junior Academy, Hot Springs, Arkansas 1520
- On October 21, 2016, representatives of Hot Springs Junior Academy appeared before the Charter Authorizing Panel requesting a charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
- Presenter: Kelly McLaughlin
14. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Application: North Little Rock Center of Excellence, North Little Rock, Arkansas 1641
- On October 21, 2016, representatives of North Little Rock Center of Excellence appeared before the Charter Authorizing Panel requesting a charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
- Presenter: Alexandra Boyd

15. Consideration of the Charter Authorizing Panel Decision on the 1853

District Conversion Public Charter School Application: Prairie Grove High School, Prairie Grove, Arkansas

On October 21, 2016, representatives of Prairie Grove High School appeared before the Charter Authorizing Panel requesting a charter.

By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Kelly McLaughlin

16. Consideration for Final Approval: Proposed ADE Rules Governing the 1977
Arkansas Financial Accounting and Reporting System and Annual
Training Requirements (AFARS)

Acts 345 of 2015 amended Ark. Code Ann. § 6-20-2204 regarding the Educational Financial Accounting and Reporting Act required training.

A public comment hearing was held on September 1, 2016. The public comment period ended on September 19, 2016. Public comments were received, but no substantive changes were made.

Governor's approval was received on September 21, 2016.

Department staff respectfully requests that the State Board give approval for these rules.

Presenter: Jennifer Davis

VII. Reports

1. Chair's Report

Presenter: Mireya Reith

2. State Board Standing Committees, Special Committees, Liaisons, 2001
and Appointments Report

Presenter: State Board Members

3. Commissioner's Report

Presenter: Johnny Key

4. 2016 Arkansas Teacher of the Year Report 2016

The 2016 Arkansas Teacher of the Year will report on current topics

of opportunities for educators.

Presenter: Meghan Ables

VIII. Adjournment

News Release

Oct. 27, 2016

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EAST Initiative honored by Silicon Valley Education Foundation for STEM Innovation

SAN JOSE, CA. – The EAST Initiative, an educational nonprofit based in Little Rock and serving schools throughout Arkansas and four other states, was one of four organizations recognized by the Silicon Valley Education Foundation (SVEF) for doing exceptional work to advance STEM education in its 6th annual STEM Innovation Awards.

The awards are sponsored by leading Silicon Valley companies and honor top STEM education programs that inspire students and teachers and help students prepare for college-level learning and technology careers. Each awardee will receive a \$5,000 grant to reinvest in their programs.

Other 2016 STEM Innovation Award winners were: Girl Scouts of Northern California, MK Level Playing Field Institute, and Abraham Lincoln High School Computer Science Program.

"These organizations represent the best and brightest organizations that bring learning and inspiration to students to explore STEM fields as future career choices," said SVEF CEO Muhammed Chaudhry. "They are bringing this work to the forefront to address the critical need to alleviate our dire STEM

workforce shortage.”

Last year’s honorees included Project Lead The Way, Inc., Engineering Projects in Community Service (EPICS), Girlstart and e-NABLE Educators’ Exchange.

As part of the selection process, potential award recipients are supported by recommendations from agencies familiar with their work. The EAST Initiative was supported by the Office of Arkansas Gov. Asa Hutchinson and the University of Arkansas Clinton School of Public Service Center on Community Philanthropy.

“We are extremely grateful to have our work and the work our EAST students do recognized as innovative by leaders in Silicon Valley, a culture synonymous with the very concept,” said Matt Dozier, CEO and president of the EAST Initiative. “More than 200,000 EAST students have pushed the boundaries of technology over the last 20 years, with most students today having more technological horsepower at their fingertips — literally, in their cell phones — than the first EAST students had in their whole classroom. Yet they continue to find new ways to improve, to improvise and to impress as they strengthen their communities.

“We are proud that our model of STEM education, which focuses on using sophisticated technology in pursuit of service to the community, has proven itself as a significant learning opportunity, and that organizations like SVEF are helping us tell our story and celebrate the many ways in which EAST students are leading and learning,” Dozier continued.

The 2016 STEM Innovation Award winners will be honored at SVEF’s 12th annual Pioneers & Purpose Celebration for Education to be held on Wednesday, Nov. 9th at the San Jose Convention Center. The event will also honor technology

industry leader Diane Greene as SVEF's 2016 Pioneer Business Leader and John Haynes, of John F. Kennedy Middle School in Redwood City, as Elevate Teacher of the Year.

The STEM Innovation Award winners were selected by a group of educated thought leaders who have demonstrated outstanding work in the STEM community and included Tom Baker SVEF board member; Diane Solinger from Google, Anvita Sahai from EY, Kira Burke from Google, Mujeeb Ijaz from Apple, Eric Heitmann from CBRE and Eric Hoarau from Flex.

About SVEF

Silicon Valley Education Foundation is a nonprofit resource and advocate for students and educators. It drives scholastic achievement in the critical areas of science, technology, engineering, and math (STEM) by combining resources and partnerships to provide innovative academic programs. The SVEF is a catalyst for policy solutions in public education whose mission is to make Silicon Valley the leader in academically prepared students.

About EAST

The EAST Initiative is an educational nonprofit organization that provides all learners the opportunity to have relevant, individualized, life-changing educational experiences. EAST supplies students with the latest in sophisticated hardware and software tools and challenges them to apply this cutting-edge technology in identifying and solving problems and improving the communities in which they live. In addition to establishing these unique classrooms and offering technical support, the EAST Initiative also offers powerful technology training both to students and educators, including providing professional development focusing on integrating technology into any classroom, regardless of subject.

Minutes
State Board of Education Meeting
Thursday, October 13, 2016

The State Board of Education met Thursday, October 13, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 10:01 a.m.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; Meghan Ables, 2016 Teacher of the Year, and Johnny Key, Commissioner.

Absent: None

Consent Agenda

Dr. Barth moved, seconded by Ms. Chambers, to approve the consent agenda, less consent items 7, 8, 9, and 12. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes – September 8, 2016
- Minutes – September 9, 2016
- Review of Loan and Bond Applications
- Newly Employed, Promotions and Separations
- Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann.§ 6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-099 – David Wesley Waddell
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-088 – Keresia Lorraine Jones
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-119 – Debra Ann Duford
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-120 – Christopher M. Horne
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-134 – Annette Susan Queck

Action Agenda

Consent Items 7, 8, 9, and 12 moved to the Action Agenda:

#7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-096 – Mary Lorene Horton

Professional Licensure Standards Board (PLSB) Chief Investigator Mr. Eric James said any changes or recommendations would be sent back to the educator and PLSB Ethics Subcommittee for consideration.

Ms. Newton moved, seconded by Ms. Zook, to send consent item #7 back to the PLSB Ethics Subcommittee for consideration of adding professional development for the educator. The motion carried unanimously.

#8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-101 – Mallory Dawn Rorie

Ms. Newton moved, seconded by Ms. Dean, to send consent item #8 back to the PLSB Ethics Subcommittee for consideration of additional review of the suspension time for the educator. Dr. Barth voted no. The final vote was 7-1. The motion carried.

#9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-109 – Ruby Jean Fowler

Ms. Newton moved, seconded by Ms. Chambers, to send consent item #9 back to the PLSB Ethics Subcommittee for consideration of professional development and/or reflection by the educator. The motion carried unanimously.

#12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-131 – Jeremy E. Ellis

Ms. Newton moved, seconded by Ms. Zook, to send consent item #12 back to the PLSB Ethics Subcommittee for consideration of professional development for the educator. Dr. Barth voted no. The final vote was 7-1. The motion carried.

A-1 Consideration of Resolution for Arkansas School Bus Safety Week, October 17-21, 2016

Senior Transportation Manager Mr. Mike Simmons introduced special guests Ms. Susie Everett, representing Everett Buick GMC, Ms. Michelle Cadle and Ms. Trina Kuklaw, representing Arkansas PTA, and Mr. Tom Farmer, representing Bryant School District, and said they were instrumental in the Flashing Red. Kids Ahead. campaign. Mr. Simmons requested the State Board of Education recognize October 17-21, 2016, as Arkansas School Bus Safety Week.

Ms. Zook moved, seconded by Dr. Hill, to accept the resolution to recognize October 17-21, 2016, as Arkansas School Bus Safety Week. The motion carried unanimously.

Ms. Zook also encouraged drivers to follow the speed limit in school zones.

A-2 Consideration of Resolution for Arkansas Safe Schools Week, October 16-22, 2016

Director for Arkansas Center for School Safety Dr. Cheryl May requested the State Board of Education recognize October 16-22, 2016, as Arkansas Safe Schools Week. She recognized Safe School Committee members Captain Jamie Hammond, Mr. Bubba Jones, Ms. Otistene Smith, Ms. Deborah Coffman, Ms. Kimberly Friedman, and Mr. John Kaminar.

Mr. Williamson moved, seconded by Mr. Black, to approve a resolution to recognize October 16-22, 2016, as Arkansas Safe Schools Week. The motion carried unanimously.

A-3 Consideration of Petition for Minimum School District Size Waiver Filed by the Strong-Huttig School District

General Counsel Ms. Lori Freno said the Strong-Huttig School District had fewer than 350 students in the two years immediately preceding the current school year. Consequently, Ark. Code Ann. § 6-13-1603 required the district to be consolidated with or annexed to another school district unless the State Board granted the district's petition for a minimum school district size waiver pursuant to Ark. Code Ann. § 6-13-1613. She said the State Board shall grant the petition for waiver if the District demonstrates the several factors set forth in Ark. Code Ann. § 6-13-1613. She said the district must request the waiver yearly. She said currently the district was not in academic, fiscal, or facilities distress. She said the district was not in probationary status for violation of the standards of accreditation.

Strong-Huttig School District Superintendent Mr. Jeff Alphin said all buildings were safe and have been met all mandated maintenance requirements. He said the 2016-2017 budget has been submitted to the Department. He said the district utilized a financial consultant and a state audit. He said instruction was continuing to improve. He said the district continued to prepare graduates to become successful citizens. He said the current enrollment was 311 students.

Representative John Baine said Ark. Code Ann. § 6-13-1613 was a unanimous decision by the General Assembly. He said small, rural schools could be effective for students due to the new technologies available for learning. He encouraged the Board to consider this waiver because the Strong-Huttig School District is a viable district willing and committed to students and the community.

Mr. Alphin said the district had a broadband tower on-site and had excellent broadband access. He said each student will have a laptop. He said the district had a plan to improve academic achievement. He said Advanced Placement and concurrent credit courses are available to students.

Ms. Zook moved, seconded by Dr. Hill, to grant the petition for Minimum School District Size Waiver for the Strong-Huttig School District. The motion carried unanimously.

The Board encouraged the district to consider opportunities for the district for the upcoming years.

A-4 District Request for Waivers Granted to Open-Enrollment Charters: Hope School District

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. She said the waiver request was for three (3) years.

Hope School District Superintendent Mr. Bobby Hart said the long-term library media specialist retired and the only applicant for the position was hired as a long-term substitute. He requested a waiver from educator licensure for library media specialist to allow time for the applicant to enroll in a program of study to meet licensure requirements.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said this was an appropriate avenue for waiver for this position. She said library media specialist was an endorsement (add on) to a standard teaching license.

Dr. Hill moved, seconded by Ms. Newton, to approve district request for waivers granted to Open-Enrollment Charters for the Hope School District. The motion carried unanimously.

A-5 District Request for Waivers Granted to Open-Enrollment Charters: Kirby School District

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. She said the waiver was requested for three (3) years.

Kirby School District Superintendent Mr. Pike Palmer requested waivers for class size and teacher licensure. He said the request for class size increases was for Kindergarten, 1st grade – 3rd grade, and 4th grade – 6th grade. He said the district was under the 350 student enrollment and therefore needed larger class sizes to maximize the funding for the district. He said the waivers granted to Kirby Elementary School would permit the school to have a maximum of 25 students in Kindergarten, 28 students in grades 1-3, and up to 30 students in grades 4-6. He said the licensure waiver would allow a paraprofessional to teach elementary physical education. He said the paraprofessional would receive additional professional development. He said he would collect data regarding the effects of the waiver on student achievement.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said this was an appropriate avenue for waiver for the position.

Elementary Principal Ms. Dolores Cowart said the district had a certified Orton-Gillingham dyslexia teacher.

Ms. Newton moved, seconded by Dr. Barth, to deny the district request for waivers granted to Open-Enrollment Charters for the Kirby School District for class size for Kindergarten. Ms. Zook voted no. The final vote was 7-1. The motion carried.

Dr. Barth moved, seconded by Ms. Newton, to deny the district request for waivers granted to Open-Enrollment Charters for the Kirby School District for class size for grades 1-3. Ms. Zook and Ms. Chambers voted no. The final vote was 6-2. The motion carried.

Ms. Newton moved, seconded by Dr. Barth, to approve district request for waivers granted to Open-Enrollment Charters for the Kirby School District for class size for grades 4-6. The motion carried unanimously.

Ms. Zook moved, seconded by Ms. Newton, to approve district request for waivers granted to Open-Enrollment Charters for the Kirby School District for licensure. Dr. Barth voted no. The final vote was 7-1. The motion carried.

A-6 Consideration of Recommendation to Adopt Art: Content Knowledge (5134) Replacing Art: Content and Analysis (5135) to Accommodate Test Takers

Public School Program Coordinator Ms. Joan Luneau said the Educational Testing Service (ETS) offers two art content assessments: Praxis® Art: Content Knowledge (5134) and Praxis® Art: Content and Analysis (5135). The Praxis® Art: Content and Analysis (5135) is the current art content test adopted for Arkansas educator licensure in Art (K-12). Praxis® Art: Content and Analysis (5135) has 85 selected-response (multiple choice) questions and three (3) constructed-response (written discussion) questions and is offered four (4) testing periods a year (March, June, September, and December). The Praxis® Art: Content Knowledge (5134) has 120 selected-response questions and is offered every month (12 testing periods a year). She said to accommodate the art licensure test being offered more frequently, the Department recommended adopting the Praxis® Art: Content Knowledge (5134) with a cut score of 158, effective October 1, 2016. She said the Department also recommended allowing candidates to take either the 5134 or 5135 until December 31, 2016.

Ms. Zook moved, seconded by Mr. Williamson, to approve recommendation to adopt Art: Content Knowledge (5134) replacing Art: Content and Analysis (5135) to accommodate test takers. The motion carried unanimously.

A-7 Consideration of Waiver Request for Teaching License – Sean F. Steiger

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Sean F. Steiger was seeking a first time teaching license. On July 21, 2016, the Department notified Mr. Steiger that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Mr. Steiger requested a waiver of the disqualifying offense. Ms. Liwo said the Department recommended that the State Board grant the waiver request. Mr. Steiger did not attend the meeting.

Ms. Dean moved, seconded by Ms. Chambers, to grant the waiver of the disqualifying offense for Mr. Sean F. Steiger. The motion carried unanimously.

A-8 Consideration for Next Steps for the Little Rock Area Public Education Stakeholder Group

Ms. Ann Brown Marshall said the Stakeholder Group received information regarding research firms and requested guidance from the State Board on next steps. She said the Stakeholder Group wanted to make decisions based on data.

The Board discussed, focusing on data that are currently available, research from Effective Schools, and collaboration among traditional and charter schools south of the river. The Board recommended focusing on question #6, how collaboration between traditional public schools and open-enrollment charter educational offerings can maximize the achievement of students and fiscal efficiency of the system of public education south of the river. The work should move forward focused on (1) What is working? (2) How do we get to collaboration? and (3) How to include this information in ESSA?

Ms. Reith asked Dr. Barth to be the liaison to the Little Rock Area Public Education Stakeholder Group.

No additional action was taken at this time.

A-9 Consideration for Early Start Time on November 10, 2016

Chair Mireya Reith asked Board members to consider an early start time for the November 10 meeting because November 11 is a holiday. Board members will participate in a work session on the evening of November 9.

Ms. Chambers moved, seconded by Ms. Zook, to approve an early start time of 8:30 a.m. on November 10, 2016. The motion carried unanimously.

Reports

Report-1 Little Rock School District

Little Rock School District Superintendent Mr. Michael Poore presented the Power of Us – a call to action for LRSD Now.

Mr. Poore said the challenges for the district included academic performance, capital needs for multiple facilities, equity of support for wrap around services, middle school enrollment, antiquated business systems, loss of desegregation funds, and public perception. He said he would be reaching out to the community for a list of items that could be considered for cost savings. He said to overcome the budget issues he would be transparent and inclusive, provide timeline alignment, and encourage a willingness to invest in the district. He said the investment would restructure the LRSD debt, enhance community support programs to impact achievement, and support positive public relations for the district.

Mr. Poore said the improvements included Achieve Team, Literacy Council, Special Education Task Force, Bright Futures, Parent/Student/Staff/Community Engagement, Career Development Centers, K-10 Project Based Environments with a Middle School emphasis, Student Report Card, Athletics/Fine Arts, and Capital Improvements.

Mr. Poore said the Achieve Team model was focused on schools in academic distress and actions that can bring about improvement. Washington Elementary Principal Ms. Katherine Snyder said the Achieve Team conducted a needs assessment and planned pathways around barriers. She said the staff then identified how to move the work forward and designed an action plan. Henderson Middle School Mr. Frank Williams said the Achieve Team examined data and put the information into action for students. He said the work was focused on meeting the needs of individual students. He said the Achieve Team was working to make every classroom like an EAST classroom – project based learning. J.A. Fair High School Mr. Michael Anthony said the data indicated needed improvement in teaching and learning. He said the Achieve Team reflected on how to support the teachers. He said the district had an abundance of resources to support these needs.

Mr. Poore said Ms. Sadie Mitchell and Ms. Sabrina Stout are leading the work of the Literacy Council to improve reading and writing. He said parents and staff on the Special Education Task Force were working to improve the learning for all students. He said the Bright Futures program would meet the needs of children in the Little Rock Community by addressing needs within 24 hours. He said the City of Little Rock and Goodwill Industries are in full support of Bright Futures. He said the Parent/Student/Staff/Community engagement and outreach was evident in the teams that are walking in the communities to meet with patrons.

Mr. Poore said the district needed to create additional learning environments including career development centers, middle school partnerships, and project based learning opportunities. He said career development centers would include careers focused in construction, medical, aerospace, and technology. He said each high school needed a career center. He said the district could be growing their own educators with future educator programs. He said the students needed more opportunities for concurrent credit. He said the K-10 project-based environments (middle school emphasis) would partner with organizations such as UAMS, Heifer International, and First Security. He said the district was working on a student report card with better indicators of growth from fall to spring.

Mr. Poore said the capital improvements are needed now. Dr. Marvin Burton asked students to provide input on the new Southwest Little Rock High School. McClellan High School Student Ms. Faith Madkins said students need the new school now. McClellan High School Student Ms. Paola Vazquez said the old building issues caused disruptions in learning. She said the students need better labs and materials. She said a new school should be a vibrant, safe place to learn. J. A. Fair High School Alumni Mr. Ambrossiaal Rose Jr. said the new school would be more engaging for the students and more conducive to learning in the 21st century. Dr. Burton said the new school would provide a collegiate feel for learning in the academic village because of the focus on college and career readiness, culture and student engagement, health and wellness, and resource readiness.

Mr. Poore said the capital improvement projects would require a vote from the public to improve the roofs, HVAC systems, technology, athletic and fine arts facilities, and parking lots. He said the sense of urgency is now. He said the equity of opportunity was needed now.

Mr. Poore said Ms. Cathy Kohler and the educator association was instrumental in previous cost savings to the district. He said they would be engaged in the planning for the future. He said plans to restructure the debt was needed to do the right things for students.

Commissioner Key said the previous Little Rock School Board had planned for a millage increase to build the new high school. He said Mr. Poore was recommending debt restructuring to build the new high school and make other school improvements.

Mr. Poore said he would be asking the public to prioritize budget cuts. He said a school utilization team would be developed to discuss how current buildings can be repurposed. He said in November and December, the team would be in every zone. He said if a school was planned for closure the administration would be meet directly with the community.

Report-2 2016-2017 Novice Teacher and Beginning Administrator Mentoring Overview

Director of Educator Effectiveness Ms. Sandra Hurst provided a report on the enhancements and updates to the novice teacher and beginning administrator mentoring systems. She said educators may be mentored through the BloomBoard platform in addition to the one-to-one mentoring program. She said educators may achieve micro-credentials through the BloomBoard system.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Marilyn Johnson from the Arch Ford Cooperative was leading the work with the other education service cooperatives. She said educators are collaborating across the state.

Report-3 Educator Preparation Praxis Core Report

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said as a prerequisite to licensure, Arkansas candidates must demonstrate that they meet the requirement of basic skills, pedagogical, and content-area knowledge. The Praxis Core was adopted by the State Board of Education as the assessment for demonstrating basic skills. She said the report represented three years of pass rate data for the Praxis Core Academic Skills for Educators: Reading (5712), Praxis Core Academic Skills for Educators: Writing (5722), and Praxis Core Academic Skills for Educators: Math (5732). Pass rates are not disaggregated by educator preparation providers (EPP), since EPP do not prepare test takers for the Praxis Core. All skills assessed in the Praxis Core tests have been identified as needed for college and career readiness in reading, writing, and math.

Adjournment

Ms. Dean moved, seconded by Mr. Black, to adjourn. The motion carried unanimously. The meeting adjourned at 5:04 p.m.

Minutes recorded by Deborah Coffman

**Minutes
State Board of Education Meeting
October 14, 2016**

The State Board of Education met Friday, October 14, 2016, in the Arkansas Department of Education Auditorium. Vice Chair Dr. Jay Barth called the meeting to order at 9:05 a.m.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; Meghan Ables, 2016 Teacher of the Year, and Johnny Key, Commissioner.

Absent: None

Recognition

2016 Presidential Scholar – Jordan Lee

Public School Program Coordinator Dr. Mary Kathryn Stein recognized 2016 Presidential Scholar Mr. Jordan Lee. She said Presidential Scholars have demonstrated leadership, scholarship, contribution to school and community, and outstanding accomplishments in the arts, sciences, humanities, and other fields of interest.

2016 Prudential Spirit of Community Awards Recipient – Shelby Dunphy-Day

Public School Program Coordinator Dr. Mary Kathryn Stein recognized 2016 Prudential Spirit of Community Award Recipient Ms. Shelby Dunphy-Day. She said Prudential Spirit of Community Awards recipients have made meaningful contributions to their communities through volunteer service within the past 12 months. Ms. Day is a student in the Texarkana School District.

Ms. Day said she organized a 5-K run to raise \$17,000 for the local animal shelter. The event will be held again in January 2017, in Texarkana, Arkansas and Texarkana, Texas. Commissioner Key and Chair Reith presented Ms. Day a certificate of recognition.

Reports

Report-1 Chair's Report

Chair Mireya Reith said she participated in the annual Arkansas Teacher of the Year celebration on September 28, 2016, at the Capitol when the 14 regional finalists and the

four (4) state semi-finalists were announced. She applauded the exceptional teachers in Arkansas.

Report-2 State Board Standing Committees, Special Committees, Liaisons, and Appointments Report

Chair Mireya Reith said each subcommittee would give a report to keep the State Board and the public informed.

NASBE Science Grant Manager and Appointment Dr. Jay Barth said the new high school science courses public comment period has closed. Ms. Stacy Smith requested all emails be forwarded to her for inclusion in the public comments. Dr. Barth said the courses would be discussed at a future Board meeting.

ForwARd Arkansas Liaison Dr. Jay Barth said ForwARd Arkansas announced the five (5) ForwARd Communities - Batesville, Crossett, Marianna, Pea Ridge, and Springdale. He said the lessons learned from these communities could be transferred to future Forward Communities. He said ForwARd Arkansas would be working with legislators to move the vision forward.

NASBE Deeper Learning Grant Manager and Appointment Ms. Mireya Reith said she would be working with Dr. Francis Eberle to identify pre-reading materials for future work sessions.

ESSA Steering Committee Liaison Ms. Ouida Newton said she attended several Community Listening Forums. She said patrons are requesting an aligned accountability system. She said patrons wanted to include growth in the calculation of accountability. She encouraged all Board Members to attend a Community Listening Forum.

Director of Policy and Special Projects Ms. Tina Smith said attendance has ranged from 55-100 participants at the Community Listening Forums. She said the education cooperatives, University STEM Centers, and Educational Renewal Zones (ERZ) have worked diligently to advise the public of the forums. She said all notes and comments are posted on the ESSA webpage at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>. She said 74 ambassadors have registered. Steering Committee Member Mr. Anthony Bennett has already hosted two (2) Community Listening Forums. More forums are scheduled. The complete list is available at <https://docs.google.com/spreadsheets/d/1BTZ6ZbUTKSL2hR54M8uPm5h0RF50pv7G0V3x0oIzXwU/edit#gid=0>. She said advocate groups are sharing their

recommendations. She encouraged more advocates to respond to the surveys or provide public comment.

Commissioner Key said the ESSA work would continue because after the submission of the Arkansas plan to the USDOE in July 2017, the state will continue to study accountability for future revisions and submissions. The Steering Committee meetings are live streamed, recorded, and posted on the ADE website.

Standing Committee on Academic Distress Chair Diane Zook said the committee would be meeting with Hope High School, Watson Chapel High School, Pine Bluff High School, and Belair Middle School (Pine Bluff School District).

Chair Reith requested to add two more groups to the committee list – Little Rock Area Public Education Stakeholder Group Liaison Dr. Jay Barth and NASBE Liaison Ms. Mireya Reith. Ms. Reith said the Arkansas delegation to the NASBE conference would be Ms. Reith, Dr. Barth, and Ms. Chambers.

Report-3 Commissioner's Report

Commissioner Johnny Key said the Department applied for a grant from Equal Opportunity Schools (EOS). He said Arkansas did not receive the grant however EOS was interested in working with Arkansas. He said the Department leadership and a group of district administrators met recently with EOS to discuss methods for encouraging more students to enroll in Advanced Placement courses. He said there was currently an equity gap of approximately 8,300 underrepresented students that should be encouraged to enroll in more rigorous courses. He said Dr. Ken James and the AAIMS project has been working to close this gap and the partnership with EOS would complement the work.

Commissioner Key presented the Innovation in Arkansas Education series video of the Lakeside High School in the Lakeside School District. The video is available on the ADE website at <http://www.arkansased.gov/divisions/learning-services>.

Reports 4 and 5 were combined.

Report-4 Leading Attendance in Arkansas: How Principals Can Help Students Succeed by Reducing Chronic Absence

Report-5 Make Every Day Count: Reducing Chronic Absence in Arkansas Schools

Director for the Arkansas Campaign for Grade-Level Reading Ms. Angela Duran said the campaign goal is every child reading on grade level by third grade. She said five areas impact grade level reading: 1) parents engagement in their child's education; 2)

students ready for kindergarten; 3) schools utilizing the best reading instructional practices; 4) reducing summer reading loss; and 5) student attendance at school. She said a Chronic Absence Toolkit for Principals was available on the Arkansas Grade Level website at <http://www.ar-glr.net>. She said parent handouts are also available on the website.

Education Policy Director at Arkansas Advocates for Children and Families Ms. Ginny Blankenship said the report was a snapshot of one-year of data. She said chronic absenteeism was a widespread issue in Arkansas. She said 12 percent of kindergarten through third graders missed 18 or more days of school. In 2014-2015, 25 percent of the chronically absent students in grades K-3 were concentrated in 52 of the elementary schools in the state. She said chronically absent third graders are less likely to read on grade level. She provided four recommendations – (1) define chronic absenteeism, (2) inform parents, (3) daily monitoring of absenteeism by teachers, and (4) include absenteeism as ESSA metric.

Report-6 2016 Arkansas Teacher of the Year Report

2016 Arkansas Teacher of the Year Ms. Meghan Ables reported on various methods schools are using to meet the needs of the whole child. She said all of her school visits are reported on her blog <http://arteachblog.wordpress.com>.

Adjournment

Dr. Barth moved, seconded by Ms. Zook, to adjourn. The motion carried unanimously. The meeting adjourned at 10:39 a.m.

Minutes recorded by Deborah Coffman



NEWLY EMPLOYED FOR THE PERIOD OF September 17, 2016 – October 14, 2016

Sarah Banker – PLSB Senior Investigator, Grade C123, Division of Educator Effectiveness and Licensure, PLSB, effective 09/26/16.

*Todd Parker – Public School Program Advisor, Grade C122, Division of Public School Accountability, School Improvement, effective 09/26/16.

Christina Rigby – Administrative Specialist II, Grade C109, Division of Educator Effectiveness and Licensure, Educator Licensure, effective 09/26/16.

*Torrence Thrower – Public School Program Coordinator, Grade C123, DPSAFT, Facilities & Transportation, effective 09/12/16.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF September 17, 2016 – October 14, 2016

Connie Alford from a Computer Support Technician, Grade C115, Division of Research and Technology, Data Reporting and Systems, to a Software Support Analyst, Grade C121, Division of Research and Technology, Data Reporting and Systems, effective 09/19/16. Promotion

*Isrechea Bolden from an Administrative Analyst, Grade C115, Division of Educator Effectiveness and Licensure, Educator Licensure, to a Public School Program Advisor, Grade C122, Division of Educator Effectiveness and Licensure, Educator Licensure, effective 09/19/16. Promotion

Glenda Cupples from an Administrative Specialist III, Grade C112, Public School Accountability, School Improvement, to an Administrative Analyst, Grade C115, Public School Accountability, School Improvement, effective 09/19/16. Promotion

Dara Delony from a Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, to a Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 09/19/16. Lateral Transfer

SEPARATIONS FOR THE PERIOD OF September 17, 2016 – October 14, 2016

Barbara Cook – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 09/23/16. 0 Years, 5 months, 24 days. 01

Tiah Frazier – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 09/23/16. 2 Years, 3 months, 14 days. 01

*Jacqueline Rowlett – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 10/05/16. 9 Years, 2 months, 19 days. 01

*Minority

AASIS Codes:
01 – Voluntary

**Additional Licensure Waiver Requests
2016 - 2017 School Year
November State Board Meeting**

Total number of waivers requested this month – 468

Total number of waivers granted – 436

Total number of waivers denied – 32

Total number of School Districts requesting waivers – 92

**Waivers granted for schools classified as:
ESEA Needs Improvement Priority , Academic Distressed**

Forrest City School District

Forrest City Jr. High School – Eleanor Guzman – Bldg. Admin (276)

Renee Ratton SpEd (427)

Marvell Elaine School District

Marvel Elaine High School – Joseph Dorer- Comp Sci (528) Bus Tech (250)

Strong School District

Strong High School – Gregory Anthony – Social Studies (167)

Watson Chapel School District

Watson Chapel High School – Dederick Brown - English 7-12 (166)

Additional Licensure Waiver Requests
2016 - 2017 School Year
November State Board Meeting

EA	District Name	# Req.	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
	ALPENA SCHOOL DISTRICT	2	MCCLURE, CYNTHIA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	258	258-Special Education K-12	16-17	Granted
			SIMKINS, SAMANTHA	168-Middle Childhood Science/Math 4-8, 253-Elementary K-6, 255-Middle School English 4-8	258	258-Special Education K-12	16-17	Granted
	AR School for the Deaf	7	ALSTON, KIMBERLI	292-Special Ed Hearing Specialist 4-12, 291-Special Ed Hearing Specialist PK-4	259	259-Art K-12	16-17	Granted
			BOLAND, ELAINE	292-Special Ed Hearing Specialist 4-12, 291-Special Ed Hearing Specialist PK-4	529	529-American Sign Language K-12	16-17	Granted
			COBB, GRETCHEN	166-Eng Lang Arts 7-12, 230-Special Ed Inst Specialist 4-12, 292-Special Ed Hearing Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 291-Special Ed	114	114-Speech 7-12	16-17	Granted
			DETTA, REGINA	292-Special Ed Hearing Specialist 4-12, 291-Special Ed Hearing Specialist PK-4	255	255-Middle School English 4-8	16-17	Granted
			GREIMAN, JENNIFER	200-Mathematics 7-12, 230-Special Ed Inst Specialist 4-12	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
			WINTER, SHANNON	285-Sp Ed Hearing K-12	254	254-Middle School Math 4-8	16-17	Granted
			WOOTEN, KAREN	292-Special Ed Hearing Specialist 4-12, 001-Early Childhood Education PK-4, 291-Special Ed Hearing Specialist PK-4	529	529-American Sign Language K-12	16-17	Granted

32

ARKANSAS VIRTUAL ACADEMY	1	CARRICO, PAM	292-Special Ed Hearing Specialist 4-12, 291-Special Ed Hearing Specialist PK-4	529	529-American Sign Language K-12	16-17	Granted
ATKINS SCHOOL DISTRICT	5	BURK, CHRISTOPHER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16 16-17	Granted
		LAYMON, PENNY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
		MCKEE, HALEY	271-Coaching K-12, 500-P. E. & HEALTH K-12	257	257-Middle School Science 4-8	16-17	Granted
		PINION, RICHIE	056-Middle School English 5-8, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 159-Middle School Social Studies 5-8, 167-Social Studies 7-	528	528-Computer Science 4-12	16-17	Granted
		WEBB, STACEY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	16-17	Granted
AUGUSTA SCHOOL DISTRICT	5	HANLEY, KARA	200-Mathematics 7-12, 4546-Transitional Math 9-12	135	135-Physics 7-12	16-17	Granted
		KELLETT, KEENAN	500-P. E. & HEALTH K-12	255	255-Middle School English 4-8	15-16 16-17	Denied
		LONG, JORDAN	500-P. E. & HEALTH K-12	230	230-Special Ed Inst Specialist 4-12	13-14 16-17	Granted
		SANDERS, ANGELA	001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
		SCANLON, LORI	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted

BALD KNOB SCHOOL DISTRICT	1	ANDERSON, SHELLY	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16 16-17	Granted
BATESVILLE SCHOOL DISTRICT	2	DUNNAM, ELIZABETH	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	253	253-Elementary K-6	16-17	Granted
		PICKETT, SARAH	166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
BAUXITE SCHOOL DISTRICT	9	BROWN, JOSHUA	271-Coaching K-12, 500-P. E. & HFAI TH K-12	170	170-Life/Earth Science 7-12	16-17	Granted
		COX, HEATHER	083-Physical Education K-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 230-Special Ed Inst Specialist 4-12, 234-Social Ed Inst Specialist 4-12	113	113-Drama 7-12	16-17	Granted
		COX, TYLER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	16-17	Granted
		CULVER, KEELEY	002-Middle Childhood Lang Arts/SS 4-8	258	258-Special Education K-12	15-16 16-17	Granted
		EDWARDS, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	16-17	Granted
		FINLEY, NICHOLAS	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	16-17	Granted
		ROBERTS, LINDSAY	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	288	288-Guid & Counseling K-12	16-17	Granted

		TATE, TWYLA	183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	286	286-Library Media Spec K-12	16-17	Granted
		WIMBERLY, TOMMY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	418	418-Career Development 4-8	16-17	Granted
		ANDERSON, GABRIEL	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
		BAGGETT, DAKOTA	268-Life Science 7-12	133	133-Chemistry 7-12	16-17	Granted
		BALLARD, VERONICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		BRADLEY, DAVID	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		COETZEE, ERIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
		DAVIS, CAROL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 207-ESL PK-8	286	286-Library Media Spec K-12	15-16 16-17	Granted
		DUTTON, BRIAN	200-Mathematics 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		EICHLER, MICHELLE	302-Building Level Administrator 5-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 312-Build Administrator PK-8-800 Child Communication K-12	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
		GIBBONS, JAMES	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		KAUFMANN, PAOLA	183-Elementary K-6 K-6	288	288-Guid & Counseling K-12	16-17	Granted
		KRAMER, JULIE	228-PE/Wellness/Leisure 7-12, 411-Career Orientation Endorsement 7-12, 227-	288	288-Guid & Counseling K-12	15-16 16-17	Granted
		LABASS, BRAD	056-Middle School English 5-8, 225-Business Tech 7-12	166	166-Eng Lang Arts 7-12	16-17	Granted
	24	LUNDY, REBECCA	167-Social Studies 7-12, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	16-17	Granted
		MATTHEWS, MELISSA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12	258	258-Special Education K-12	16-17	Granted
BENTONVILLE SCHOOL DISTRICT							

		MILAM, ANDREA	167-Social Studies 7-12, 184-Elementary 1-6, 298-Reading Specialist 7-12, 297-Reading Specialist PK-6	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		NIDA, RICHARD	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8, 500-P. E.	258	258-Special Education K-12	15-16 16-17	Granted
		NIDIFFER, ZACHARY	166-Eng Lang Arts 7-12, 417-Driver Education Endorsement 7-12, 258-Special Education K-12	500	500-P. E. & HEALTH K-12	16-17	Granted
		PECK, AMBER	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		POWELL, ALEXANDRA	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16 16-17	Granted
		SMITH, CHARLES	167-Social Studies 7-12	500	500-P. E. & HEALTH K-12	16-17	Granted
		STRAHAN, CODY	108-Journalism 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12, 1040-Journalism 7-12, 247-ESL K-12	258	258-Special Education K-12	15-16 16-17	Granted
		VAN SLYKE, MARK	261-Art 7-12	259	259-Art K-12	16-17	Granted
		WRIGHT, RACHEL	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		ZERINGUE, DEBORAH	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 402-Elementary Principal K-9, 231-Special Ed Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	16-17	Granted
BERGMAN SCHOOL DISTRICT	2	GROSS, JENNIFER	255-Middle School English 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		JOHNSON, MORGAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 253-Elementary K-6	289	289-Gifted & Talented K-12	15-16 16-17	Granted
BLEVINS SCHOOL DISTRICT	3	BRANTLEY, DEBORAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood	133, 267	133-Chemistry 7-12, 267-Earth Science 7-12	16-17 16-17	Granted Granted
		OSBURN, KIMRA	166-Eng Lang Arts 7-12	288	288-Guid & Counseling K-12	15-16 16-17	Denied
BOST, INC.	2	BOOKOUT, MELISSA	056-Middle School English 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16 16-17	Granted
		JAQUA, CASSANDRA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16 16-17	Granted

BRYANT SCHOOL DISTRICT	1	CURRY, DANA	166-Eng Lang Arts 7-12	114	114-Speech 7-12	16-17	Granted
CABOT SCHOOL DISTRICT	10	DALMUT, STACY	083-Physical Education K-12, 087-Coaching 7-12, 114-Speech 7-12, 131-General Science 7-12, 132-Biology 7-12, 139-Middle School Science 5-8, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12, 271-	167	167-Social Studies 7-12	16-17	Granted
		DAVIS, SHELBY	200-Mathematics 7-12	289	289-Gifted & Talented K-12	16-17	Granted
		MADAR, EMILY	200-Mathematics 7-12, 4546-Transitional Math 9-12	258	258-Special Education K-12	15-16 16-17	Granted
		MCGHEE, STACY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	16-17	Granted
		MENDOZA, ANDREA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
		PELTS, SHELLY	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 312-Build Administrator PK-8	258	258-Special Education K-12	16-17	Granted
		REED, KAYLON	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
		REED, LEEANN	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
		TONNESSEN, JACQUELINE	183-Elementary K-6 K-6, 230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	410	410-Career Academy Endorsement 7-12	16-17	Granted
		YORK, STEPHANIE	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted

CAMDEN FAIRVIEW SCHOOL DISTRICT	7	ATKINS, AMANDA	256-Middle School Social Studies 4-8, 257-Middle School Science 4-500-P. E. & HEALTH K-12	133	133-Chemistry 7-12	16-17	Denied
		CECIL, ALLIE		254	254-Middle School Math 4-8	16-17	Granted
		KLOBER, SHARON	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	258	258-Special Education K-12	16-17	Granted
		LAWRENCE, AMBER	250-Business Technology 4-12	200	200-Mathematics 7-12	16-17	Granted
		LEGG, MELISSA	054-Journalism 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
		MAGBY, MEGAN	001-Early Childhood Education PK-	255	255-Middle School English 4-8	16-17	Granted
		MORGAN, JASON	083-Physical Education K-12	257	257-Middle School Science 4-	16-17	Granted
CEDAR RIDGE SCHOOL DISTRICT	8	ALEXANDER, CHARISSA	001-Early Childhood Education PK-	288	288-Guid & Counseling K-12	16-17	Granted
		HAYNES, JOE	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	256	256-Middle School Social Studies 4-8	16-17	Granted
		JOHNSON, JARED	167-Social Studies 7-12	200	200-Mathematics 7-12	16-17	Granted
		LIMBAUGH, ABBI	001-Early Childhood Education PK-	254	254-Middle School Math 4-8	16-17	Granted
		LINVILLE, CRISSIE	001-Early Childhood Education PK-	258	258-Special Education K-12	16-17	Granted
		LOWERY, COLTON	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	16-17	Granted
		MCDERMOTT, MALERIE		166	166-Eng Lang Arts 7-12	16-17	Denied
SMITH, BRITTNEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Denied		
CHARLESTON SCHOOL DISTRICT	2	HARPER, SARAH	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	255	255-Middle School English 4-8	16-17	Granted
		WOMACK, AMY	159-Middle School Social Studies 5-8, 184-Elementary 1-6	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted

CLARKSVILLE SCHOOL DISTRICT	1	SOSEBEE, SHELLEY	004-Spanish 7-12, 006-French 7-12, 166-Eng Lang Arts 7-12	302	302-Building Level Administrator 5-12	16-17	Granted
CONCORD SCHOOL DISTRICT	1	CARR, BRITTNEY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	253	253-Elementary K-6	16-17	Granted
COSSATOT RIVER SCHOOL DISTRICT	7	BECK, KAYLA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
		BOYETTE, SAMANTHA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16 16-17	Granted
		DORSE, DEBORAH	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
		EVANS, KELLY	111-Middle School Mathematics 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 242-Build Administrator PK-8	258	258-Special Education K-12	16-17	Granted

		FUQUAY, SHANA	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	15-16 16-17	Granted
		NIX, STACI	215-Family & Con Sci 7-12	258, 428	258-Special Education K-12, 428-Special Ed. Resource-	16-17 16-17	Denied Granted
COTTER SCHOOL DISTRICT	2	BATEMAN, ALEXA	254-Middle School Math 4-8, 257-Middle School Science 4-8	253	253-Elementary K-6	16-17	Granted
		BYRD, ANNIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 267-ESL PK-8	428	428-Special Ed. Resource-Math 7-12	16-17	Granted
CROWLEY'S RIDGE ESC	3	PEARSON, TARA	001-Early Childhood Education PK-	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
		ROGERS, LESLEY	258-Special Education K-12	519	519-Age 3-4 Special Education endorsement P-K	16-17	Granted
		WALTERS, KATI	001-Early Childhood Education PK-	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
DARDANELLE SCHOOL DISTRICT	1	VEGA, CHRYSTAL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	418	418-Career Development 4-8	16-17	Granted

DEER/MT. JUDEA SCHOOL DISTRICT	1	MCCUTCHEON, MILDA	218-Agri Sci & Tech 7-12	418	418-Career Development 4-8	16-17	Granted
DEQUEEN SCHOOL DISTRICT	1	PARSON, JOSEPH	167-Social Studies 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16 16-17	Denied

DERMOTT SCHOOL DISTRICT	1	RODGERS, LA WARN	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
DOVER SCHOOL DISTRICT	5	KING, JOHN	170-Life/Earth Science 7-12, 6530-Chemistry 9-12, 6531-Advanced Chemistry 9-12, 6540-Physics 9-12, 6545-Physical Science 7-12, 6546-Physical Science 7-12, 6547-Physical Science 7-12	135	135-Physics 7-12	16-17	Granted
		REZANKA, HELEN	002-Middle Childhood Language Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12, 419-Grade 5/6	428	428-Special Ed. Resource-Math 7-12	16-17	Granted
		TAYLOR, SPENCER	271-Coaching K-12, 500-P. E. & HEALTH K-12	254, 256, 257	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle	16-17 16-17 16-17	Granted Granted Granted
EARLE SCHOOL DISTRICT	1	THOMPSON, ALISON	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted

EAST END SCHOOL DISTRICT	1	BELL, ERIN	133-Chemistry 7-12, 268-Life Science 7-12	135	135-Physics 7-12	16-17	Granted
EAST POINSETT CO. SCHOOL DIST.	1	ROACH, REGINA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	16-17	Granted
EL DORADO SCHOOL DISTRICT	10	BIBBY, TYRONZA	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
		BRIDGES, RYAN	271-Coaching K-12, 500-P. E. & HEALTH K-12	254	254-Middle School Math 4-8	16-17	Granted
		FULMER, KIMBERLY	001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
		KENNEDY, VARONICA	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
		LANSDELL, LUKE	500-P. E. & HEALTH K-12	200	200-Mathematics 7-12	16-17	Granted

DISTRICT		MASON, NATASHA	184-Elementary 1-6	258	258-Special Education K-12	15-16 16-17	Granted
		NELSON, NICHOLAS	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
		THOMAS, STEPHANIE	500-P. E. & HEALTH K-12	215	215-Family & Con Sci 7-12	16-17	Granted
		TURNER, CHELSEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	15-16 16-17	Granted
		WILSON, MEGAN	001-Early Childhood Education PK- 4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
ENGLAND SCHOOL DISTRICT	8	EVANS, TAYLOR	001-Early Childhood Education PK- 4	258	258-Special Education K-12	16-17	Granted
		GREGORY, CARMEN	001-Early Childhood Education PK- 4, 255-Middle School English 4-8, 257-Middle School Science 4-8, 110-Grade 5/6 Business Tech	254	254-Middle School Math 4-8	16-17	Granted
		GRIFFIN, JENNIFER	001-Early Childhood Education PK- 4	258	258-Special Education K-12	16-17	Granted
		LOOR, DHOLY	004-Spanish 7-12, 108-Journalism 7-12, 003-Spanish PK-8	288	288-Guid & Counseling K-12	16-17	Granted
		MANEK, SHERI	001-Early Childhood Education PK- 4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		TALLENT, BRANDY	001-Early Childhood Education PK- 4	258	258-Special Education K-12	15-16 16-17	Granted
		WHITMORE, LAUREN	254-Middle School Math 4-8, 255- Middle School English 4-8	256, 257	256-Middle School Social Studies 4-8, 257-Middle	16-17 16-17	Granted Granted
FARMINGTON SCHOOL DISTRICT	1	SHREVE, MAEGAN	001-Early Childhood Education PK- 4	258	258-Special Education K-12	15-16 16-17	Granted
		BEESLER, MANDI	271-Coaching K-12, 500-P. E. & HEALTH K-12	258	258-Special Education K-12	15-16 16-17	Granted

FAYETTEVILLE SCHOOL DISTRICT

29

BILITER, CHANAE	167-Social Studies 7-12, 228-PE/Wellness/Leisure 7-12	250	250-Business Technology 4-12	16-17	Granted
BRANCH, DARRENLEE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
BUCKLEY, LARA	001-Early Childhood Education PK-002-Middle Childhood Lang	247	247-ESL K-12	16-17	Granted
CHEEK, KELLY	Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	500	500-P. E. & HEALTH K-12	16-17	Granted
CORNELIUS, ROBBIE	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 208-ESL 7-12	229	229-Adult Educ PK-PS	16-17	Denied
CULVER, SHELBY	167-Social Studies 7-12, 256-Middle School Social Studies 4-8	255	255-Middle School English 4-8	16-17	Granted
DAVIDSON, JEFFREY	225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12, 271-	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
DAYANC, AHU	247-ESL K-12	229	229-Adult Educ PK-PS	16-17	Granted
EARLY, JESSICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
GIBSON, SARAH	200-Mathematics 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
KILLHAM, ALAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	256	256-Middle School Social Studies 4-8	15-16 16-17	Granted
LIGHT, STACEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 247-ESL K-12, 287-Reading K-	253	253-Elementary K-6	15-16 16-17	Granted
LINAM, MEREDITH	250-Business Technology 4-12	258	258-Special Education K-12	16-17	Granted
MCCONNELL, JESSICA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	16-17	Granted
MURPHY, CASSIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16 16-17	Granted
NEWMAN, SHAE	236-PE/Wellness/Leisure 7-12, 413-Career Ser Special Population 7-12, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12	253	253-Elementary K-6	15-16 16-17	Granted
PLEDGER, BRANDON	170-Life/Earth Science 7-12, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	15-16 16-17	Granted
RICHARDSON, TAMMI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	16-17	Granted

		RIDDELL, SHANE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 215-Family & Con Sci 7-12, 419-Grade 5/6	274	274-Speech/Drama K-12	16-17	Granted
		SEIFRITZ, KATY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	15-16 16-17	Granted
		SLAVIN, MOLLI	166-Eng Lang Arts 7-12	255, 256	255-Middle School English 4-8, 256-Middle School Social	16-17 16-17	Granted Granted
		SMITH, BRENT	104-Grade 5-6 Endorsement Science 5-6, 170-Life/Earth Science 7-12	256	256-Middle School Social Studies 4-8	15-16 16-17	Granted
		STRANGE, DIANA	159-Middle School Social Studies 5-8, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	229	229-Adult Educ PK-PS	14-15 15-16 16-17	Granted
		TREMAIN, ERIN	166-Eng Lang Arts 7-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
		TREMAIN, RYAN	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		YATES, ERIC	114-Speech 7-12	166	166-Eng Lang Arts 7-12	16-17	Granted
		YOUNG, CHRISTOPHER	225-Business Tech 7-12, 250-Business Technology 4-12	274	274-Speech/Drama K-12	16-17	Granted
FORDYCE SCHOOL DISTRICT	1	MORRIS, CARON	139-Middle School Science 5-8, 185-Graduate Elementary 1-6, 298-Reading Specialist 7-12, 306-Gift & Talented 7-12, 402-Elementary Principal K-9, 413-Career Ser Special Population 7-12, 297-Reading Specialist PK-8, 305-Gift & Talented PK-8	114	114-Speech 7-12	16-17	Granted
		GUZMAN, ELEANOR	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	16-17	Granted

FORREST CITY SCHOOL DISTRICT	2	RATTON, RENEE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary	427	427-Special Ed. Resource-Eng. Lang. Arts 7-12	16-17	Granted
FORT SMITH SCHOOL DISTRICT	16	BILLINGSLEY, AMBER	159-Middle School Social Studies 5-8, 167-Social Studies 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	528	528-Computer Science 4-12	16-17	Granted
		BURNETT, ERIC	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 417-Driver Education Endorsement 7-	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		CLARK, DEBORAH	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 225-Business Tech 7-12, 001-Early Childhood	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
		COFFEY, KERI	002-Middle Childhood Lang Arts/SS 4-8, 184-Elementary 1-6, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
		DEFFENBAUGH, CHARLOTTE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-	258	258-Special Education K-12	15-16 16-17	Granted
		GLASS, ANDREA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
		GOSCH, COURTNEY	001-Early Childhood Education PK-4	255, 256	255-Middle School English 4-8, 256-Middle School Social	15-16 16-17	Granted Granted
		HANCOCK, DANIELLE	167-Social Studies 7-12	258	258-Special Education K-12	15-16 16-17	Granted
		HUMPHREY, KIMBERLY	184-Elementary 1-6, 302-Building Level Administrator 5-12, 308-ESL 7-12, 307-ESL PK-8, 312-Build Administrator PK-8	418	418-Career Development 4-8	16-17	Denied
		IRVIN, JONATHON	167-Social Studies 7-12, 410-Career Academy Endorsement 7-	258	258-Special Education K-12	16-17	Granted
		LEMP, VICKIE	001-Early Childhood Education PK-	259	259-Art K-12	16-17	Granted
		MEYERS, SHERRIE	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	258	258-Special Education K-12	14-15 15-16 16-17	Granted
		SADLER, JR, CHARLES	082-Secondary Physical Education 7-12, 167-Social Studies 7-12, 2060-Economics 7-	412	412-Career Preparation Endorsement 7-12	16-17	Granted

		SHEPHERD, ELIZABETH	002-Middle Childhood Lang Arts/SS 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 207-ESL PK-8	258	258-Special Education K-12	15-16 16-17	Granted
		SMITH, RICKEY	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 403-Secondary Principal 5-12, 417-Driver Education Endorsement 7-	412	412-Career Preparation Endorsement 7-12	16-17	Granted
GENTRY SCHOOL DISTRICT	1	MARTIN, CHELSEA	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
GLEN ROSE SCHOOL DISTRICT	1	WALLACE, CHASITY	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted
		BOOTH, AUDREY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
		BOOTH, DWIGHT	167-Social Studies 7-12, 218-Agri Sci & Tech 7-12	258	258-Special Education K-12	16-17	Granted

GOSNELL SCHOOL DISTRICT	6	CLARK, DEANNA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		DAVEY, SUSAN	139-Middle School Science 5-8, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-	289	289-Gifted & Talented K-12	16-17	Granted
		EMMERT, MELANIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16 16-17	Granted
		WELCH JR, GROVER	166-Eng Lang Arts 7-12	289	289-Gifted & Talented K-12	15-16 16-17	Granted
GREENBRIER SCHOOL DISTRICT	2	CRASS, REBECCA	159-Middle School Social Studies 5-8, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	255	255-Middle School English 4-8	16-17	Granted
		ENGLER, MILLIE	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted
GREENWOOD SCHOOL DISTRICT	1	HINDMAN, REBEL	418-Career Development 4-8, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
GURDON SCHOOL DISTRICT	2	SHUMATE, TAMMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	276	276-Build Level Admin P-12	16-17	Granted
		WESTERMAN, ASHLEY	166-Eng Lang Arts 7-12, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	108	108-Journalism 7-12	16-17	Granted

GUY-PERKINS SCHOOL DISTRICT	2	COBB, RACHEL	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	258	258-Special Education K-12	16-17	Granted
		PEARCE, AMBER	254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	418	418-Career Development 4-8	16-17	Granted
HAMPTON SCHOOL DISTRICT	2	CHANLER, DONALDA (PFENNY)	159-Middle School Social Studies 5-8 184-Elementary 1-6	418	418-Career Development 4-8	16-17	Granted
		EVANS, DARCEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
HARRISBURG SCHOOL DISTRICT	1	KERSH, ROBERT	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 417-Driver Education Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
HARRISON SCHOOL DISTRICT	2	ELLISON, DORIS	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6 276-Build Level Admin P	280	280-Curriculum Prog Adm/Curriculum P-12	15-16 16-17	Granted
		RATCHFORD, LEIGHA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16 16-17	Granted

HEBER SPRINGS SCHOOL DISTRICT	1	HILL, JOHN	167-Social Studies 7-12, 413-Career Ser Special Population 7-12	255	255-Middle School English 4-8	16-17	Granted
HECTOR SCHOOL DISTRICT	1	EMERSON, CHRISTY	288-Guid & Counseling K-12	289	289-Gifted & Talented K-12	16-17	Granted

HELENA/ WEST HELENA SCHOOL DISTRICT	1	MILLER, TAMEKO	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
HILLCREST SCHOOL DISTRICT	3	BLEVINS, SAMANTHA	271-Coaching K-12, 500-P. E. & HEALTH K-12, 419-Grade 5/6 Business Tech Endors 5-6	257	257-Middle School Science 4-8	15-16 16-17	Denied
		HARRIS, MORGAN	254-Middle School Math 4-8, 257-Middle School Science 4-8, 268-Life Science 7-12	135	135-Physics 7-12	16-17	Granted
		WILSON, SANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
HOPE SCHOOL DISTRICT	1	GARNER, DONNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 4510-Mathematics 5-8, 4515-Pre-Algebra 5-8	254	254-Middle School Math 4-8	16-17	Granted

HORATIO SCHOOL DISTRICT	1	CASSADY, TIFFANY	202-Art 7-12, 201-Art PK-8	166	166-Eng Lang Arts 7-12	16-17	Granted
HOT SPRINGS SCHOOL DISTRICT	2	BATES, ANGELA	001-Early Childhood Education PK-	258	258-Special Education K-12	16-17	Granted
		WEST, LAURA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 207-ESL PK-8	289	289-Gifted & Talented K-12	16-17	Granted
HOXIE SCHOOL DISTRICT	2	BENNETT, SHAUNA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
		WATSON, CORY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	16-17	Granted
HUNTSVILLE SCHOOL DISTRICT	2	DAVIS, TAMMI	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 308-ESL 7-12, 4050-Oral Communications 7-12, 307-ESL PK-8, 312-Build Administrator PK-8,	277	277-District Administrator P-12	15-16 16-17	Granted
		KIMBALL, AUDRA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	15-16 16-17	Granted

IMBODEN CHARTER SCHOOL DISTRICT	1	MCLEOD, JAMES	167-Social Studies 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 311-District Administrator PK-12	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
JACKSONVILLE NORTH PULASKI SCHOOL DISTRICT	15	ALFRED, KOREY	131-General Science 7-12, 268-Life Science 7-12	288	288-Guid & Counseling K-12	16-17	Granted
		CHAMBERS, GREGORY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	16-17	Granted
		EASON, JOSEPH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
		FINCHER, LYDIA	236-PE/Wellness/Leisure 7-12	258	258-Special Education K-12	16-17	Granted
		GARRISON, TRACEY	200-Mathematics 7-12, 4546-Transitional Math 9-12	280	280-Curriculum Prog Adm/Curriculum P-12	16-17	Granted
		GENTRY, PAULA	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted
		HAMILTON, JESSICA	001-Early Childhood Education PK-	288	288-Guid & Counseling K-12	16-17	Granted
		JOHNSON, CHRISTOPHER	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	258	258-Special Education K-12	16-17	Denied
		JONES, MARY	255-Middle School English 4-8, 256-Middle School Social Studies	258	258-Special Education K-12	16-17	Granted
KEMP, SHAN	166-Eng Lang Arts 7-12, 215-Familv & Con Sci 7-12	286	286-Library Media Spec K-12	16-17	Granted		

		KRON JR, RICHARD	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 312-Build Administrator PK-8	289	289-Gifted & Talented K-12	16-17	Granted
		SCHNEIDER, APRIL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
		THOMAS, AMBER	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
		TUCKER, VERLANCIE	225-Business Tech 7-12, 308-ESL 7-12, 411-Career Orientation Endorsement 7-12, 307-ESL PK-8, 259-Business Technology 4-12	286	286-Library Media Spec K-12	16-17	Granted
		WALLS, APRIL	001-Early Childhood Education PK-	258	258-Special Education K-12	16-17	Granted
		ALEXANDER, DANA	184-Elementary 1-6	184	184-Elementary 1-6	16-17	Granted
		BRADY, TERESA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 259-Art 7-12	289	289-Gifted & Talented K-12	15-16 16-17	Granted
	4	CANNON, BELVA	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12, 306-Gift & Talented 7-12, 523-Guidance Secondary 5-12, 299-Guid & Counseling PK-8, 305-Gift & Talented 7-12	258	258-Special Education K-12	16-17	Granted
		MASON, MELANIE	167-Social Studies 7-12	302	302-Building Level Administrator 5-12	14-15 15-16 16-17	Granted
		BARTON, MELISSA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
	3	HOBSON, AMANDA	001-Early Childhood Education PK-	258	258-Special Education K-12	16-17	Granted
		SMITH, VIRGINIA	184-Elementary 1-6, 292-Special Ed Hearing Specialist 4-12, 001-Early Childhood Education PK-4, 294-Special Ed Hearing Specialist 4-12	258	258-Special Education K-12	16-17	Granted
		BEVINS, MEGAN	166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	16-17	Granted
	2	MCCASLIN, ERYC	271-Coaching K-12, 500-P. E. & HEALTH K-12	133	133-Chemistry 7-12	16-17	Granted
JUNCTION CITY SCHOOL DISTRICT							
KIPP DELTA PUBLIC CHARTER SCHOOL							
LAFAYETTE COUNTY SCHOOL DISTRICT							

LAKE HAMILTON SCHOOL DISTRICT	1	JOHNSON, JASON	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 131-General Science 7-12, 170-Life/Earth Science 7-12, 417-Driver Education Endorsement 7-12, 271-Coaching K-12	133	133-Chemistry 7-12	16-17	Granted
LAKESIDE SCHOOL DIST(GARLAND)	2	COX, CORRINNE	267-Earth Science 7-12, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	254	254-Middle School Math 4-8	16-17	Denied
		DAVENPORT, KARLIE	412-Career Preparation Endorsement 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Denied
LINCOLN SCHOOL DISTRICT	1	DONSON, CASEY	108-Journalism 7-12, 222-Marketing Tech 7-12, 412-Career Preparation Endorsement 7-12, 418-Career Development 4-8, 250-Business Technology 4-12	166	166-Eng Lang Arts 7-12	16-17	Granted
LISA ACADEMY	3	DOUGLAS, CATHERINE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	16-17	Granted
		DOWDY, DEYAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		HOWARD, WILLIAM	001-Early Childhood Education PK-	258	258-Special Education K-12	16-17	Granted

LONOKE SCHOOL DISTRICT	7	DODDS, ALLYSON	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
		FOOR, CHRISTOPHER	081-Health Education 7-12, 083-Physical Education K-12, 087-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
		MILLER, TANA	215-Family & Con Sci 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 9042-Work Place Readiness 7-12	288	288-Guid & Counseling K-12	15-16 16-17	Granted
		REITZ, JENA	168-Middle Childhood Science/Math 4-8, 255-Middle School English 4-8, 419-Grade 5/6 Business Tech Endors 5-6	200	200-Mathematics 7-12	13-14 16-17	Denied
		SMITH, NICHOLAS	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	15-16 16-17	Granted
		VINCENT, MARCEL	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 167-Social Studies 7-12, 271-Coaching K-12	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		WALLACE, SARAH	001-Early Childhood Education PK-4	259	259-Art K-12	16-17	Granted
MAGNOLIA SCHOOL DISTRICT	2	RODEN, ASHLEY	218-Agri Sci & Tech 7-12	257	257-Middle School Science 4-	16-17	Granted
		SUTTON, TRAVIS	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16 16-17	Denied
MANILA SCHOOL DISTRICT	1	NIX, BRANDON	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Denied
		BANKS, KIFFANY	001-Early Childhood Education PK-4	254,	254-Middle School Math 4-8, 257-Middle School Science 4-8	15-16	Granted
	257			15-16 16-17		Granted	

MARKED TREE SCHOOL DISTRICT	9	DREWETT, JON	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16 16-17	Granted
		FRAZIER, JAMES	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	170	170-Life/Earth Science 7-12	16-17	Granted
		JACKSON, LESLIE	001-Early Childhood Education PK-	255	255-Middle School English 4-8	16-17	Granted
		MINK, MATTHEW	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	14-15 15-16 16-17	Granted
		TAYLOR, TIFFANY	001-Early Childhood Education PK-	200	200-Mathematics 7-12	16-17	Granted
		THOMPSON, ASHLEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		WOLFE, HEATHER	167-Social Studies 7-12	255	255-Middle School English 4-8	16-17	Granted
MARVELL-ELAINE SCHOOL DISTRICT	1	DORER, JOSEPH	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 306-Gift & Talented 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8, 305-Gift & Talented PK-8	250	250-Business Technology 4-12	16-17	Granted

MAYNARD SCHOOL DISTRICT	1	BARNETT, JANET	002-Middle Childhood Lang Arts/SS 4-8, 035-Business Ed/Comp Tech Endors 7-12, 036-Business Ed/Voc Endors 7-12, 168-Middle Childhood Science/Math 4-8, 225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
MCCRORY SCHOOL DISTRICT	1	WINNINGHAM, SEBRINA	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	108	108-Journalism 7-12	15-16 16-17	Denied
MCGEHEE SCHOOL DISTRICT	2	FOWLER, AMANDA	001-Early Childhood Education PK-	255	255-Middle School English 4-8	16-17	Granted
		THOMPSON, DAVID	267-Earth Science 7-12	133	133-Chemistry 7-12	16-17	Granted

MENA SCHOOL DISTRICT	1	JOHNSON, EMILEE	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
MIDLAND SCHOOL DISTRICT	1	WILLIAMS, ROSE	184-Elementary 1-6	288	288-Guid & Counseling K-12	14-15 15-16 16-17	Granted
MONTICELLO SCHOOL DISTRICT	4	BLACKMON, D'ERICA	001-Early Childhood Education PK-	253	253-Elementary K-6	16-17	Granted
		DURHAM, CHELSEA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	253	253-Elementary K-6	16-17	Granted
		FAULKNER, ASHLEY	001-Early Childhood Education PK-	253	253-Elementary K-6	16-17	Granted
		SKINNER, ANITA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Denied
MOUNT IDA SCHOOL DISTRICT	2	BELL, JOHN	166-Eng Lang Arts 7-12, 302- Building Level Administrator 5-12, 412-Career Preparation Endorsement 7-12, 418-Career Endorsement 7-12	167	167-Social Studies 7-12	16-17	Granted
		WUICHET, ZACKARY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235- PE/Wellness/Leisure PK-8, 271- Coaching K-12	256	256-Middle School Social Studies 4-8	15-16 16-17	Granted

MOUNTAIN HOME SCHOOL DISTRICT	4	MARTENS, TERESA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	16-17	Granted
		THOMAS, JERI	183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	286	286-Library Media Spec K-12	15-16 16-17	Granted
		WELIVER, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		WEST, JERRY	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 236-PE/Wellness/Leisure 7-12, 256-Middle School Social Studies 4-8, 274-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
MOUNTAINBURG SCHOOL DISTRICT	1	JAMES, CAITLIN	254-Middle School Math 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	16-17	Granted

MT. VERNON/ENOLA SCHOOL DISTRICT	1	CASEY, LESLIE	231-Special Ed Ech Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	16-17	Granted
NEWPORT SCHOOL DISTRICT	2	HOGGARD, HEATHER	215-Family & Con Sci 7-12, 413- Career Ser. Special Population 7- 254-Middle School Math 4-8, 255- Middle School English 4-8, 257- Middle School Science 4-8	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		TODDY, BRANDI		231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
NORFORK SCHOOL DISTRICT	1	RUNSICK, AMBER	215-Family & Con Sci 7-12	418	418-Career Development 4-8	16-17	Granted

OMAHA SCHOOL DISTRICT	1	GREEN, AMANDA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	276	276-Build Level Admin P-12	16-17	Granted
OSCEOLA SCHOOL DISTRICT	3	GARDNER, PHILIP	167-Social Studies 7-12	410	410-Career Academy Endorsement 7-12	16-17	Granted
		GEORGE, BRANDI	001-Early Childhood Education PK- 4	289	289-Gifted & Talented K-12	15-16 16-17	Granted
		PILGRIM, DONNA	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6, 214- Family & Con Sci 4-8, 224- Business Tech 4-8, 411-Career Orientation Endorsement 7-12, 418-	286	286-Library Media Spec K-12	15-16 16-17	Granted
OUACHITA RIVER SCHOOL DISTRICT	1	STROTHERS, DAVELYNN	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	259	259-Art K-12	14-15 15-16 16-17	Granted

OUACHITA SCHOOL DISTRICT	8	DUNNE, MIMS	111-Middle School Mathematics 5-8, 112-Basic Math Endorsement 7-12, 184-Elementary 1-6, 200-Mathematics 7-12, 4546-Elementary Math 6-8	135	135-Physics 7-12	16-17	Granted
		HIXON, BRUCE	170-Life/Earth Science 7-12, 293-Coaching 7-12, 6530-Chemistry 9-12, 6545-Physical Science 7-12, 271-Coaching K-12	135	135-Physics 7-12	16-17	Granted
		JACKSON, TAMARA	202-Art 7-12, 001-Early Childhood Education PK-4 201-Art PK-8	113	113-Drama 7-12	15-16 16-17	Granted
		NAIL, ANTHONY	167-Social Studies 7-12	254, 256, 257	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle	16-17 16-17 16-17	Granted Granted Granted
		PRICHARD, LORI	308-ESL 7-12, 001-Early Childhood Education PK-4 307-002-Middle Childhood Lang	253	253-Elementary K-6	16-17	Granted
		SPURLIN, KANDY	Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	169	169-Phys/Earth Science 7-12	15-16 16-17	Granted
OUR Coop	1	MATTOX, ALICIA	001-Early Childhood Education PK-4, 258-Special Education K-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
OZARK MOUNTAIN SCHOOL DISTRICT	2	KNAPP, AUTUMN	166-Eng Lang Arts 7-12	108, 274	108-Journalism 7-12, 274-Speech/Drama K-12	16-17 16-17	Granted Granted
PEA RIDGE SCHOOL DISTRICT	8	CLOUD, TRAVIS	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 257-Middle School Science 4-8, 271-Coaching K-12	167	167-Social Studies 7-12	16-17	Granted
		GIBSON, JOHN	002-Middle Childhood Lang Arts/SS 4-8, 113-Drama 7-12, 168-Middle Childhood Science/Math 4-8, 418 Career Development 4-8	289	289-Gifted & Talented K-12	14-15 15-16 16-17	Granted
		KEENE, KELLI	268-Life Science 7-12, 419-Grade 5/6 Business Tech Endors 5-6	257	257-Middle School Science 4-8	15-16 16-17	Granted
		LADOUCE, LAUREN	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	16-17	Granted
		MOLINE, LESLIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4 307-ESL PK-6	276	276-Build Level Admin P-12	15-16 16-17	Granted
SENNETT, AURELIAN	133-Chemistry 7-12, 268-Life Science 7-12	528	528-Computer Science 4-12	15-16 16-17	Granted		

		TAYLOR, JORDAN	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
		TOLAND, RYAN	418-Career Development 4-8, 500-P F & HFAI TH K-12	253	253-Elementary K-6	16-17	Granted
PERRYVILLE SCHOOL DISTRICT	1	MONTGOMERY, JESSICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
PINE BLUFF SCHOOL DISTRICT	2	COMBS, SHENA	031-Business Ed/Sect Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	215	215-Family & Con Sci 7-12	15-16 16-17	Granted
		HOWARD, RISIE	131-General Science 7-12, 170-Life/Earth Science 7-12, 308-ESL 7-12, 4510-Mathematics 5-8, 4515-Pre-Algebra 5-8, 6526-Biology II 7-12, 6530-Chemistry 9-12, 6540-Physics 9-12, 6545-Physical Science 7-12, 7010-Arkansas History 5-8, 7015-American	248	248-French K-12	15-16 16-17	Denied
PRAIRIE GROVE SCHOOL DISTRICT	2	CARTE, BRANDY	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Denied
		GAY, HANNAH	001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted

Quapaw House Adolescent School	1	WILSON, MARCUS	184-Elementary 1-6	258	258-Special Education K-12	16-17	Granted
QUITMAN SCHOOL DISTRICT	2	BAKER, DEBBIE	253-Elementary K-6, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16 16-17	Granted
		WEBB, BETHANY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	288	288-Guid & Counseling K-12	15-16 16-17	Granted
RECTOR SCHOOL DISTRICT	2	HAYNES, ELDEN	131-General Science 7-12, 170-Life/Earth Science 7-12	133	133-Chemistry 7-12	16-17	Denied
		HENDRIX, COBI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	15-16 16-17	Granted
RIVERCREST SCHOOL DISTRICT 57	4	BELK, TERESA	001-Early Childhood Education PK-4, 253-Elementary K-6, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	254	254-Middle School Math 4-8	15-16 16-17	Granted
		BIRD, SEBREE	036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 413-Career Ser Special Population 7-12, 250-Business Technology 4-8	200	200-Mathematics 7-12	15-16 16-17	Granted
		DUFFEL, CARY	166-Eng Lang Arts 7-12, 274-Speech/Drama K-12	427	427-Special Ed. Resource-Enr Lana Arts 7-12	16-17	Granted
		RILEY, WANDA	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
		ALLRED, NATHAN	133-Chemistry 7-12, 268-Life Science 7-12	254	254-Middle School Math 4-8	16-17	Granted
		BRADLEY, PENNY	184-Elementary 1-6	253	253-Elementary K-6	15-16 16-17	Granted
		BRYANT, POWELL	255-Middle School English 4-8, 256-Middle School Social Studies	258	258-Special Education K-12	15-16 16-17	Granted

ROGERS SCHOOL DISTRICT

22

BUTLER, BRAD	271-Coaching K-12, 500-P. E. & HEALTH K-12	257	257-Middle School Science 4-8	15-16 16-17	Granted
COOK, JAMIE	002-Middle Childhood Lang Arts/SS 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 207-ESL PK-8	258	258-Special Education K-12	15-16 16-17	Granted
CROUCH, AARON	166-Eng Lang Arts 7-12	256	256-Middle School Social Studies 4-8	16-17	Granted
ELGIN, PAULA	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 207-ESL PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Denied
GASTINEAU, HANNAH	001-Early Childhood Education PK-4, 247-FSI K-12	253	253-Elementary K-6	16-17	Granted
GROSZE, HEATHER	036-Business Ed/Voc Endors 7-12, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	16-17	Granted
JOHNSON, JEANNINE	255-Middle School English 4-8, 256-Middle School Social Studies	258	258-Special Education K-12	16-17	Granted
KLEFFMAN, SHANNON	035-Business Ed/Comp Tech Endors 7-12, 036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 410-Career Academy Endorsement 7-12, 250-	418	418-Career Development 4-8	16-17	Granted
LOPEZ, ANTHONY	001-Early Childhood Education PK-	253	253-Elementary K-6	16-17	Granted
LUIGS, KELE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12, 637-Career-Flight	418	418-Career Development 4-8	16-17	Granted
MARTINEZ, MILTON	250-Business Technology 4-12	710	710-Spanish K-12	16-17	Granted
PAFFORD, JENNIFER	292-Special Ed Hearing Specialist 4-12, 291-Special Ed Hearing Specialist PK-4	258	258-Special Education K-12	16-17	Granted
PASCHAL, CATHERINE	056-Middle School English 5-8, 166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	215	215-Family & Con Sci 7-12	16-17	Granted
REID, CODY	254-Middle School Math 4-8, 257-Middle School Science 4-8, 271-Coaching K-12, 500-P. E. & HEALTH K-12	200	200-Mathematics 7-12	16-17	Granted
RICHEY, AMY	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16 16-17	Granted

		STITT, KAREN	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	16-17	Granted
		TOMLINSON, SUSAN	215-Family & Con Sci 7-12, 9042-Work Place Readiness 7-12, 9050-Career Orientation 7-12, 9051-Career Orn/Ass Fund 7-12	247	247-ESL K-12	16-17	Granted
		VANSTON, DAVID	001-Early Childhood Education PK-4 254-Middle School Math 4-8	253	253-Elementary K-6	15-16 16-17	Granted
		ZECHIEDRICH, MELODY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	247	247-ESL K-12	16-17	Granted
RUSSELLVILLE SCHOOL DISTRICT	5	HEDLER, JILL	114-Speech 7-12, 166-Eng Lang Arts 7-12	254, 255, 256	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social	16-17 16-17 16-17	Granted Granted Granted
		MCCORMICK, NATALIE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	16-17	Granted
		MCKINNEY, WENDY	001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
SHIRLEY SCHOOL DISTRICT	1	BRAMLETT, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 302-Building Level Administrator 5-12	312	312-Build Administrator PK-8	16-17	Granted

SILOAM SPRINGS SCHOOL DISTRICT	1	CAMPBELL, AYL A	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16 16-17	Granted
SLOAN-HENDRIX SCHOOL DISTRICT	1	MEEKS, WHITNEY	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	259	259-Art K-12	15-16 16-17	Denied
SMACKOVER-NORPHLET SCHOOL DISTRICT	2	BERRY, SHANNON	111-Middle School Mathematics 5-8	200	200-Mathematics 7-12	15-16	Granted
		ROBERTS, JAMES	184-Elementary 1-6 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted

SOUTH PIKE COUNTY SCHOOL DISTRICT	3	HENDERSON, ANDREW	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	15-16 16-17	Granted
		MARTIN, STEVEN	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	16-17	Granted
		MCRAE, MARC	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-	528	528-Computer Science 4-12	16-17	Granted
SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)	4	BESHEARS, MARIO	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 307-ESL PK-8, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
		BRACKETT, CHELSEA	268-Life Science 7-12	133	133-Chemistry 7-12	16-17	Granted
		HENLEY, BRYAN	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 271-Coaching K-12	428	428-Special Ed. Resource-Math 7-12	16-17	Granted
		JOHNSTON, FELICIA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
SPRING HILL SCHOOL DISTRICT	1	GUEST, KATHY	225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
		BREAUX, WARREN	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
		BRIGGS, TRISTA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted

SPRINGDALE SCHOOL
DISTRICT

17

BROWNSBERGER, ASHLI	001-Early Childhood Education PK-7-12, 228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 6525-Biology 7-12, 6535-Earth Science 5-8, 6550-Life Science 7-12, 227-PE/Wellness/Leisure PK-8, 294-	286	286-Library Media Spec K-12	16-17	Granted
BULLINGTON, JONATHAN	228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 6525-Biology 7-12, 6535-Earth Science 5-8, 6550-Life Science 7-12, 227-PE/Wellness/Leisure PK-8, 294-	135	135-Physics 7-12	16-17	Granted
HARRIMAN, JAMES	167-Social Studies 7-12	500	500-P. E. & HEALTH K-12	16-17	Granted
HOWARD, DAKOTAH	212-Industrial Tech Edu 7-12, 579-Fxnlor Ind Tech Fd 7-PS	418	418-Career Development 4-8	16-17	Granted
HRITZ, MORGAN	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
JAMES, DUSTIN	166-Eng Lang Arts 7-12	258	258-Special Education K-12	16-17	Granted
MARTINEZ, JESSICA	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	253	253-Elementary K-6	16-17	Granted
MCCASLIN, ELIZABETH	215-Family & Con Sci 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12, 510-P. E. & HEALTH 7-12	114	114-Speech 7-12	16-17	Granted
MCCORMACK, JAMES	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
MURCH, JESSICA	271-Coaching K-12, 500-P. E. & HEALTH K-12	170	170-Life/Earth Science 7-12	16-17	Granted
POEPEL, VIRGINIA	166-Eng Lang Arts 7-12, 248-French K-12	114	114-Speech 7-12	16-17	Granted
SAMARIN, ALISHA	001-Early Childhood Education PK-4	253	253-Elementary K-6	16-17	Granted
THOMPSON, CHRISTOPHER	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	16-17	Granted
WATTS, ELLEN	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	258	258-Special Education K-12	15-16 16-17	Denied
WEHUNT, VICTORIA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted

STRONG-HUTTIG SCHOOL DISTRICT	1	ANTHONY, GREGORY	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 413-Career Ser Special Population 7-12, 6520-General Science 7-12, 271-Coaching K-12, 276-Build Level Admin P-12	167	167-Social Studies 7-12	16-17	Granted
STUTTGART SCHOOL DISTRICT	4	BOWMAN, MICHAEL	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	254, 257	254-Middle School Math 4-8, 257-Middle School Science 4-8	14-15 15-16 16-17 14-15 15-16 16-17	Denied
		JAMES, KATHERINE	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	16-17	Granted
		ROBINSON, LATARA	001-Early Childhood Education PK-	253	253-Elementary K-6	16-17	Granted
TEXARKANA SCHOOL DISTRICT	4	CONWAY, DAMETRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	418	418-Career Development 4-8	16-17	Granted
		COOK, PAULA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 269-Physical Science 7-12	288	288-Guid & Counseling K-12	15-16 16-17	Granted
		THOMPSON, WILLIAM	253-Elementary K-6, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	167	167-Social Studies 7-12	16-17	Granted
		VAN HOOSE, JEANNIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16 16-17	Granted
TWO RIVERS SCHOOL DISTRICT	2	BIDDLE, MARCELLA	200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 4546-Transitional Math 9-12	289	289-Gifted & Talented K-12	16-17	Granted

DISTRICT		HURLEY, JOE	222-Marketing Tech 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	108	108-Journalism 7-12	16-17	Granted
VALLEY VIEW SCHOOL DISTRICT	4	BROWN, JENNY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		CREECH, ROBERT	200-Mathematics 7-12, 4546-Transitional Math 9-12	528	528-Computer Science 4-12	16-17	Granted
		FAGAN, JESSICA	159-Middle School Social Studies 5-8, 230-Special Ed Inst Specialist 4-12, 7070-Psychology 7-12, 231-Special Ed Ed Inst Specialist PK-4	288	288-Guid & Counseling K-12	16-17	Granted
		MCFARLANE, CHLOE	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	16-17	Granted
		BURNETT, LAURA	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 202-Art 7-12, 001-Early Childhood	108	108-Journalism 7-12	16-17	Granted
VAN BUREN SCHOOL DISTRICT	16	COUCH, JASON	167-Social Studies 7-12, 267-Earth Science 7-12	170	170-Life/Earth Science 7-12	16-17	Granted
		EVANS, HEATHER	255-Middle School English 4-8, 256-Middle School Social Studies	258	258-Special Education K-12	15-16 16-17	Granted
		HAGEN, LINDA	166-Eng Lang Arts 7-12, 308-ESL 7-12, 4050-Oral Communications 7-12, 307-ESL PK-8	410	410-Career Academy Endorsement 7-12	16-17	Granted
		HONEYMAN, SHEILA	166-Eng Lang Arts 7-12, 308-ESL 7-12, 4050-Oral Communications 7-12, 307-ESL PK-8	410	410-Career Academy Endorsement 7-12	16-17	Granted
		HUMPHREY, ALICE	183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	276	276-Build Level Admin P-12	16-17	Denied
		HURST, AMBER	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 201-Art PK-8	288	288-Guid & Counseling K-12	16-17	Granted
		MARTIN, HALEY	001-Early Childhood Education PK-4	259	259-Art K-12	16-17	Granted
		MCCABE, AIMEE	001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	16-17	Denied
		MCCLAREN, JILL	308-ESL 7-12, 001-Early Childhood Education PK-4	530	530-Special Education Resource Elementary K-6	16-17	Granted
		MYERS, TIFFANY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted

		REEVES, BRENT	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 131-General Science 7-12, 170-Life/Earth Science 7-12, 188-Computer Science 7-12	167	167-Social Studies 7-12	16-17	Granted
		RHODES, ERICKA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
		ROBINSON, SARAH	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
		TERRY, ALEXSIA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
		VAN HERPEN, MEAGAN	001-Early Childhood Education PK-4	259	259-Art K-12	16-17	Granted
VANTAGE POINT	2	LANE, MELANIE	184-Elementary 1-6	258	258-Special Education K-12	16-17	Granted
		SLOAN, SARAH	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
		ALLISON III, JOHN	200-Mathematics 7-12, 308-ESL 7-12, 410-Career Academy Endorsement 7-12, 307-ESL PK-8	528	528-Computer Science 4-12	16-17	Granted
		BENNETT, KATELYN	004-Spanish 7-12, 204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8, 214-Computer Science	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		BENZING, HARRIETT	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	410	410-Career Academy Endorsement 7-12	14-15 16-17	Denied
		BREWER, JOSEPH	218-Agri Sci & Tech 7-12	276	276-Build Level Admin P-12	15-16 16-17	Granted
		CANTRELL, JESSICA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Inst Specialist PK-4	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		DEWEY, CRAIG	218-Agri Sci & Tech 7-12, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8	410	410-Career Academy Endorsement 7-12	16-17	Granted
		EUBANKS, JAMI	268-Life Science 7-12, 269-Physical Science 7-12, 646-Career-Principles of Engineering 7-12, 630-Career-Civil Engineering and Architecture 7-12, 647-Career-Principles of Engineering 7-12	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		HARDIN, GLENNA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 410-Career Academy Endorsement 7-12	412	412-Career Preparation Endorsement 7-12	16-17	Granted

VILONIA SCHOOL DISTRICT	17	KIRBY, PENNY	031-Business Ed/Sect Endors 7-12, 035-Business Ed/Comp Tech Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		MCWILLIAMS, ELISSA	036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 418-Career Development 4-8, 9050-Career Orientation 7-12, 9051-Career Orn/Voc Fund 7-12, 250-	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		MONTGOMERY, CHARLES	167-Social Studies 7-12	410	410-Career Academy Endorsement 7-12	16-17	Granted
		MOORE, JUSTIN	167-Social Studies 7-12, 293-Coaching 7-12, 271-Coaching K-131-General Science 7-12, 170-Life/Earth Science 7-12, 200-Mathematics 7-12, 410-Career Academy Endorsement 7-12, 4546-	257	257-Middle School Science 4-8	16-17	Granted
		NOLAN, TONI	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		RAPPOLD, ERIN	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		RICE, JEFFREY	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		ROSE, LEZLIE	113-Drama 7-12, 114-Speech 7-12, 410-Career Academy Endorsement 7-12	412	412-Career Preparation Endorsement 7-12	16-17	Granted
		WIMBERLY, KARA	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-	276	276-Build Level Admin P-12	16-17	Denied
WALDRON SCHOOL DISTRICT	2	ROFFINE, LACY	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15 15-16 16-17	Granted
		GREEN, BRANDI	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	288	288-Guid & Counseling K-12	16-17	Granted
WARREN SCHOOL DISTRICT	3	JOHNSTON, ELLIE	001-Early Childhood Education PK-4, 286-Library Media Spec K-12	255	255-Middle School English 4-8	16-17	Granted
		TURNER, NOEL	228-PE/Wellness/Leisure 7-12	167	167-Social Studies 7-12	16-17	Granted

WATSON CHAPEL SCHOOL DISTRICT	4	ALLEN, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	428	428-Special Ed. Resource-Math 7-12	16-17	Granted
		BALLARD, ELAINA	253-Elementary K-6	170	170-Life/Earth Science 7-12	16-17	Granted
		BROWN, DEDERICK	264-P. E. & HEALTH K-6, 510-P. E. & HFAI TH 7-12	166	166-Eng Lang Arts 7-12	16-17	Granted
		NICHOLAS, HEATH	271-Coaching K-12, 500-P. E. & HFAI TH K-12	254	254-Middle School Math 4-8	16-17	Granted
WEST MEMPHIS SCHOOL DISTRICT	6	COATS, DONNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	16-17	Granted
		DANIEL, CRYSTAL	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	15-16 16-17	Granted
		GAREY, KATHERINE	001-Early Childhood Education PK-	255	255-Middle School English 4-8	16-17	Granted
		KING, KARLY	254-Middle School Math 4-8, 257-Middle School Science 4-8	255	255-Middle School English 4-8	16-17	Granted
		ROBINSON, YVONNE	001-Early Childhood Education PK-	258	258-Special Education K-12	16-17	Granted
		WHITTEMORE, COURTNEY	236-PE/Wellness/Leisure 7-12, 235-PF/Wellness/Leisure PK-8	530	530-Special Education Resource Elementary K-6	16-17	Granted
WEST SIDE SCHOOL DIST(CLEBURNE)	3	ALUMBAUGH, SALLIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16 16-17	Granted
		BIRMINGHAM, TERESA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16 16-17	Denied
		RICHEY, CODY	167-Social Studies 7-12	500	500-P. E. & HEALTH K-12	16-17	Denied
WESTERN YELL CO. SCHOOL DIST.	2	COGBURN, KRISTY	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 296-Lib Media Sci 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8, 205-Lib Media Sci PK-8	289	289-Gifted & Talented K-12	15-16 16-17	Granted
		LANE, DENISE	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	288	288-Guid & Counseling K-12	15-16 16-17	Granted
WESTSIDE SCHOOL DIST(JOHNSON)	4	BUSCH, KARRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	418	418-Career Development 4-8	16-17	Granted
		ESTEP, DEBORAH	036-Business Ed/Voc Endors 7-12, 215-Family & Con Sci 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12, 419-Grade 5/6 Business Tech Endors 5-6	286	286-Library Media Spec K-12	16-17	Granted
		HOLT, CANDIACE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted

		ROBINSON, LAKYN	202-Art 7-12, 201-Art PK-8	289	289-Gifted & Talented K-12	15-16 16-17	Granted
WONDERVIEW SCHOOL DISTRICT	1	ZIMMERMAN, WHITNEY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258	258-Special Education K-12	16-17	Granted
WOODLAWN SCHOOL DISTRICT	5	ADAIR, RICHARD	271-Coaching K-12, 500-P. E. & HFAI TH K-12	269	269-Physical Science 7-12	15-16 16-17	Granted
		DAVIS, MISTY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst	255, 256	255-Middle School English 4-8, 256-Middle School Social	16-17 16-17	Granted
		MEYER, ZACHARY	271-Coaching K-12, 500-P. E. & HFAI TH K-12	200	200-Mathematics 7-12	15-16 16-17	Granted
		REYNOLDS, KATHERINE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	14-15 15-16 16-17	Granted
YELLVILLE-SUMMIT SCHOOL DISTRICT.	2	STOOPS, KATHRYN	206-Instrumental Music 7-12, 205-Instrumental Music PK-8, 265-Vocal Music K-12	289	289-Gifted & Talented K-12	14-15 15-16 16-17	Granted
		VANCOTT, RHETA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 441-Curriculum Specialist K-12, 001-Early Childhood Education	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
Total Districts 124	468	Total # Waivers Requested this month					
						Total # of Waivers Granted	436
						Total # of Waivers Denied	32
						Total # of Waivers this month	468

District	Substitute	Cred.	Teacher of Record	Subject	Granted/Denied	Comment
AR School for the Deaf	Chesser, Beverly	MS	NA	3rd Grade	Granted	no teacher of record
Arkadelphia	Phillips, Jordan	BSE	Phillips, Jordan	Chem / En. Sci	Granted	No fully certified applic.
Arkadelphia	Smith, Maxine	MSE, BSE	Reynolds, Stephanie	SpEd	Granted	teacher terminated
Atkins	Efurd, Mariah	BS	NA	Sec Math	Granted	no teacher of record
Benton	Nix, Barbara	BSE	Doramus, Rachel	Sec English	Granted	teacher on leave
Bentonville	Fibelkorn, Brian	BS	Osborn, Mary	Music 5-6	Granted	FMLA
Bentonville	Lowery, Audra	BA	Allison, Amber	Sec Math	Granted	FMLA
Bismarck SD	Bowdon, Mahlona	BSE	Agee, Robin	Vocal Music	Granted	teacher on leave
Bismarck SD	Cash, Diana	BSE	McClure, Cindy	English 6	Granted	teacher on leave
Bryant SD	Roark, Martha	BA	Pickett, Jennifer	SpEd K-6	Granted	teacher on leave
Calico Rock	Ivy, Richard	BSE	NA	Sec Math	Granted	no teacher of record
Clinton Public School Dist	Hunt, Gretchen	BA	Smith, David	Res. Sec Math	Granted	teacher on leave
Clinton Public School Dist	Martin, Charlie	BSE	NA	6th grade math	Granted	no teacher of record
Drew Central	Howell, Lindsey	MAT	Smith, Pam	Music K-6	Granted	FMLA
Earle SD	Brown, Odell	BA	NA	Mid Lev Literacy	Granted	no teacher of record
Earle SD	Cheers, LaToyia	BA	NA	Mid Lev Literacy	Granted	no teacher of record
Earle SD	Robinson, India	BS	NA	Sec Science	Granted	no teacher of record
Earle SD	Robins, Jennifer	BS	NA	2nd Grade	Granted	no teacher of record
East Poinsett County	Williams-Johnson, Rosita	BSE	Smith, Casey	Library	Granted	teacher resigned
England	Yates, Kayla	BA	Yates, Kayla	English	Granted	No fully certified applic.
Fayetteville SD	Starr, Jana	MS	NA	Library	Granted	no teacher of record
Fayetteville SD	Hiroyasu, Annalisa	BA	NA	4th Grade	Granted	no teacher of record
Forrest City	Wilburn, Loretta	BA	NA	Journalism	Granted	no teacher of record
Fort Smith SD	Ogden, Shawna	BA	Harlan, Lindsey	FACS	Granted	teacher on leave
Gravette SD	Harmon, Tammy	MSE, BSE	Ramsey, Patsy	SpEd 3-4	Granted	teacher on leave
Greenland SD	Scott, Gary	BS	Grigg, Sabrina	Sec Math	Granted	teacher on leave
Hamburg	Parrott, Tammy	BS	NA	English, 6th	Granted	teacher on leave

Harrison SD	Campbell, Vallery	BA	Hudson, Shay	4th Grade	Granted	no teacher of record
Harrison SD	Evans, Tyler	BA	Hartman, Ryan	Math	Granted	military leave
Hazen SD	Booth, Susan	BSE	NA	MS Math	Granted	teacher resigned
Helena- West Helena	Chandler, Lakesia	BS	NA	Art 7-9th	Granted	no teacher of record
Helena- West Helena	Haymer, Jessica	BA	Whitfield, Michelle	3rd Grade	Granted	teacher on leave
Helena- West Helena	Newel, Shannon	BA	Means, John	PE	Granted	teacher on leave
Hillcrest SD	Clayton, Janice	BA	Randolph, Richard	Criminal Justice	Granted	teacher resigned
Hillcrest SD	Powell, Brent	BA	Loftin, Jeffery	Music	Granted	teacher on leave
Hope SD	Basilio, Alejandra	BS	NA	Math	Granted	no teacher of record
Hope SD	Henry, Jessie		Smith, Christina	Agri	Denied	teacher on leave
Hope SD	Hunter, Lois	MS	Merrich, Gloria	FACS	Granted	teacher on leave
Hope SD	Pineda, Minerva	BA	NA	Spanish	Granted	no teacher of record
Huntsville SD	Gulledge, Kimberly	BA	Foster, Brenda	Math/ Sci	Granted	teacher on leave
Jonesboro	Pointer, Stephanie	BS	Hicks, Chris	Bus	Granted	teacher resigned
Jonesboro	Rupard, Madison	BS	Gramling, Ali	FACS	Granted	teacher resigned
Lee County	Davis, Nadia	BA	NA	Music	Granted	no teacher of record
Lee County	Bogan, April	BS	NA	K-6 Art	Granted	no teacher of record
Lee County	Martin, Kimberly	BS	NA	3rd Grade	Granted	no teacher of record
Lee County	Ramey, Ashara	BS	NA	4th Grade	Granted	no teacher of record
Lee County	Gray, Dyamond	BA	NA	Kindergarten	Granted	class added due to enroll.
Lee County	Rogers, Tiffany	BS	NA	Math 4-8	Granted	no teacher of record
Lee County	Weaver, Naomi	MAT	NA	SpEd, HS	Granted	no teacher of record
LightHouse Acad. PB	Perry, Seymond	BA	Harris, Matthew	M/S LA/SS	Granted	teacher resigned
Lisa Academy	Thomasson, David	BA	McIntyre, Hannah	Resource English	Granted	teacher resigned
Lisa Academy	Hines, Mary	BA	Schoof, Cynthia	Resource English	Granted	teacher resigned
Monticello	Kirton, Mary		Tucker, Tiffany	Debate/Forensics	Denied	teacher on leave
Monticello SD	McDougald, Carla	BA	McKiever, Amanda	Kindergarten	Granted	teacher on leave
Mountain Home SD	Kreager, Cody	BS	Fisher, Roger	Science 7-8	Granted	teacher on leave
Nettleton Public Schools	Vaupel, Cindy	BSE	Robbins, Allie	Art	Granted	teacher on leave
Ouachita River	Holland, Samantha	BS	Myers, Kendra	3rd Grade	Granted	teacher on leave

PCSSD	Branch, Johnnie		Sims, David	GT Math	Denied	teacher transferred
Pocahontas SD	Caffrey, Andrea	BSE	Prevo, April	Kindergarten	Granted	teacher on leave
Poyen SD	Hartley, Spencer	BS	Hartley, Spenser	Phy Science	Granted	teacher updating license
Poyen SD	Barrett, Jaclyn	MAT	Barrett, Jaclyn	3rd/ 4th SS	Granted	no teacher of record
Poyen SD	Henry, Autumn	BA	Henry, Autumn	Sec Science	Granted	no teacher of record
Rogers	Obermeier, Diana	BS	McDaniel, Lauren	1st grade	Granted	teacher on leave
Rogers SD	Black, Christy	BSE	Latimer, Amber	1st Grade	Granted	teacher on leave
Rogers SD	Ake, Walter	BA	Hull, Sarah	6th LA/SS	Granted	teacher on leave
Rogers SD	Johnson, Holly	BA	Brown, Shawnee	SpEd	Granted	teacher on leave
Rogers SD	McBride, Lisa	BSE	Mills, Sarah	FACS	Granted	teacher on leave
Russellville SD	Morris, Traci	BA	Woods, Vickie	Reading/Comm	Granted	teacher on leave
Siloam Springs SD	Hanson, Mary	BSE	McCraic, Julie	4th Grade	Granted	teacher on leave
Sloan-Hendrix SD	Meeks, Whitney	BA	NA	Art K-12	Granted	no teacher of record
Smackover-Norphlet	Simmons, Tricia	BA	NA	GT	Granted	no teacher of record
Smackover-Norphlet	George, Danielle	BS	NA	SpEd K-12	Granted	no teacher of record
Spring Hill SD	Nichols, Lisa	BS	NA	Library	Granted	no teacher of record
Springdale SD	Smith, Michael	BS	Dominguez, Natalie	Math	Granted	teacher on leave
Springdale SD	Anderson, Heather	BS	Garcia, Kelsey	3rd Grade	Granted	FMLA
Springdale SD	Barr, William	BA	Smith, Krystal	6th grade SS	Granted	teacher on leave
Springdale SD	Sneed, Natalie	MAT	Bishop, Rosie	6th grade LA	Granted	teacher on leave
Springdale SD	Pena, Nicole	MAT	Pena, Nicole	EAST	Granted	teacher updating license
Springdale SD	Bailey, Scott	BA	Bertaccini, Megan	History	Granted	teacher on leave
Strong-Huttig SD	Ward, Shelby	BSE	NA	2nd Grade	Granted	no teacher of record
Stuttgart	Bueker, Frances	none	DeJarnette, Clifton	SS/PE	Denied	teacher on leave
Stuttgart	Withers, Sherrick	BS	Youngblood, Susan	3rd Grade	Granted	teacher on leave
Stuttgart	Warren, Shirley	BSE	NA	SpEd	Granted	no teacher of record
The Learning Center	Bell, Laura	BA	Tinsley, Sara	ECE SpEd	Granted	teacher on leave
Van Buren SD	Allen, Payton	BA	NA	Sec English	Granted	no teacher of record
West Memphis	Young, Marion	BA	Davis, Jeffrey	Health/PE	Granted	teacher on leave
West Memphis	Wright, Ernest	BA	Mosley, Tyrone	Art 7-12	Granted	teacher on leave
West Memphis	Nelms, Shirley	BSE	Randle, Callie	MS Math	Granted	teacher resigned

Westside Consolidated	Turner, Mackenzie	BSE	Pickering, Ashley	SpEd LA 5-7	Granted	teacher on leave
Westside Consolidated	Hughes, Judy	BS	Nichols, Taylor	2nd Grade	Granted	teacher on leave
Wonderview	Autrey, Debbie	MS	Autrey, Debbie	GT	Granted	No fully certified applic.
Wonderview	Lawson, Rebecca	BA	Lawson, Rebecca	Sec. English	Granted	No fully certified applic.

My Child/My Student Report

November 10, 2016

(Report Prepared October 28, 2016)

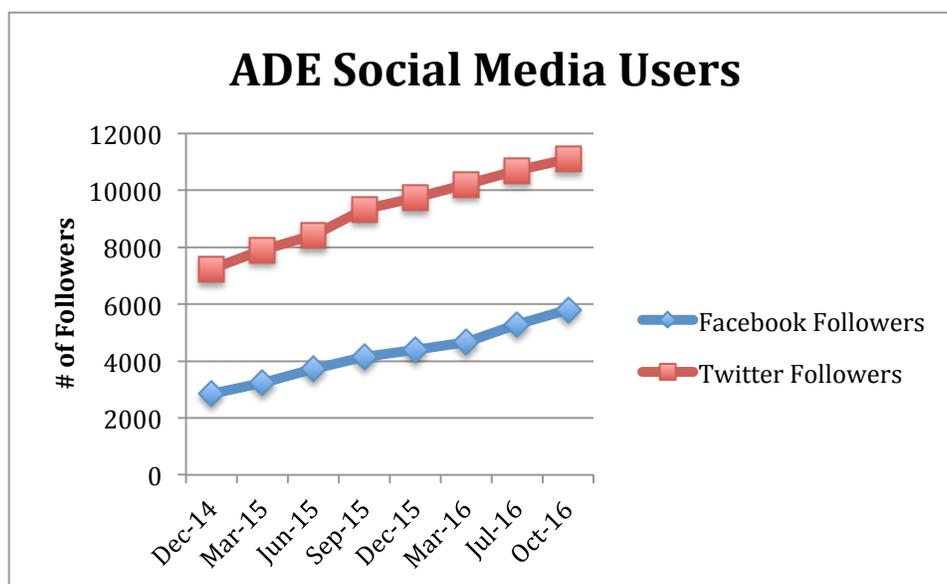
<http://www.arkansased.gov/divisions/communications/my-childmy-student>

The Arkansas Department of Education continues to promote the My Child/My Student public awareness campaign. The campaign was launched in August 2014 as an initiative of the ADE, the State Board of Education and educational advocacy organizations.

Since the last report in August 2016, the following has occurred.

- The 2016-2017 campaign began August 1, 2016. The ADE Communications Team posted 63 My Child/My Student messages (in English and Spanish) via Facebook and Twitter in August, September and October. Resources are available at <http://www.arkansased.gov/divisions/communications/my-childmy-student>.
- August, September and October newsletters for parents (English and Spanish) and teachers are available at <http://www.arkansased.gov/divisions/communications/my-childmy-student>.
- The following have shared My Child/My Student resources: Lake Hamilton School District, Jacksonville North Pulaski School District, Bryant School District, One Community, The Reform Alliance, Arkansas Campaign for Grade-Level Reading, State Board of Education Member and 2015 Arkansas Teacher of the Year Ouida Newton, and 2016 Arkansas Teacher of the Year Meghan Ables.

Social Media Data (numbers as of October 28, 2016)



Submitted By Kimberly Friedman, ADE Director of Communications

Dollarway School District
LEA #3502
Jefferson County

Classified in Fiscal Distress: April 14, 2016

Fiscal Distress Indicator and Additional Concerns:

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

District Profile:	2012-13	2013-14	2014-15	2015-16*
Superintendent	Frank Anthony	Bobby Acklin	Bobby Acklin/ Patsy Hughey	Patsy Hughey/ Tammi Dockett-Wilson/ Barbara Warren
4 QTR ADM	1,321	1,321	1,280	N/A
Assessment	98,947,811	101,766,685	106,204,634	106,570,005
Total Mills	40.80	40.80	40.80	40.80
Total Debt Bond/Non Bond	13,782,446	14,295,000	13,970,000	14,040,000
Per Pupil Expenditures	12,484	11,084	12,576	12,551
Personnel-Non-Fed Certified FTE	123.54	113.59	110.55	109.65
Personnel-Non-Fed Certified Clsm FTE	110.88	99.58	101.16	97.57
Avg Salary-Non-Fed Cert Clsm FTE	45,154	42,581	44,096	41,572
Avg Salary-Non-Fed Cert FTE	46,422	43,408	46,968	44,265
Net Legal Balance (Excl Cat & QZAB)	3,927,344	4,042,548	3,232,938	3,212,988
Unrestricted Fund Balance	3,886,102	3,979,775	3,208,012	3,210,000

* Preliminary information, prior to Annual Statistical Report (ASR) publication for 2015-16.

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

Data Source: APSCN, 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:

2016-2017

- Reduced licensed positions through attrition
- Reduced non-licensed positions through attrition
- Closed building, which will reduce utility and maintenance costs

The District has also completed the following additional actions:

- Reduced number of Pre-K classrooms, therefore reduced staffing levels

Dollarway School District
LEA #3502
Jefferson County

Comments:

The District was classified in Fiscal Distress on April 14, 2016. The District began their first full year of fiscal distress on July 1, 2016.

Patsy Hughey was appointed Interim Superintendent in April 2015. She was hired as Superintendent with a two-year contract on May 28, 2015.

Tammi Dockett-Wilson was appointed Interim Superintendent in November 2015. She was hired as Superintendent for the remainder of the 2015-16 school year on December 8, 2015.

The State Board of Education voted on December 10, 2015 to remove the Dollarway School District board of directors and to allow the Commissioner of the Department of Education to assume all authority of the board of directors. Mrs. Barbara Warren was appointed as Superintendent of the district.

Unrestricted Financial Summary

DOLLARWAY SCHOOL DISTRICT(3502000)

FY17 as of September 30, 2016			
Beginning Balance <u>7/1/2016</u>			Ending Balance <u>9/30/2016</u>
	Revenue	Expenditures	
3,210,000	1,751,314	1,867,824	3,093,491
FY17 Budget			
Beginning Balance <u>7/1/2016</u>			Projected Balance <u>6/30/2017</u>
	Revenue	Expenditures	
3,210,000	10,507,428	10,441,919	3,275,509
FY16			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>6/30/2016</u>
	Revenue	Expenditures	
3,208,012	11,525,811	11,523,824	3,210,000
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
3,999,608	11,104,617	11,896,213	3,208,012
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
3,886,102	11,138,511	11,044,838	3,979,775

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

Revenue

DOLLARWAY SCHOOL DISTRICT(3502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
11100	Property Taxes	0	0	0	0	71,941	71,941
11110	Property Taxes	2,464,701	2,688,133	3,457,180	3,385,315	202,334	(3,182,981)
11115	Property Tax Relief	274,985	292,224	99,413	141,000	140,724	(276)
11120	Property Taxes	600,324	566,192	121,812	120,000	0	(120,000)
11125	Property Tax Relief	153,256	36,474	148,599	125,000	0	(125,000)
11140	Property Taxes - Delinquent	264,885	294,578	237,396	230,000	66,785	(163,215)
11150	Excess Commission	5,815	45,429	0	10,000	0	(10,000)
11160	Land Redemption	44,477	95,864	52,147	50,000	3,693	(46,307)
11400	Penalties and Interest on Taxes	1,395	1,394	2,965	1,000	18	(982)
11500	Interest on Unapportioned Property Taxes	0	0	0	2	2	(0)
12800	Revenue in Lieu of Taxes	17,632	0	54,991	30,000	12,570	(17,430)
12900	Other - Taxes	0	0	124,096	0	0	0
15100	Interest on Investments	5,206	6,045	7,543	7,000	1,230	(5,770)
19130	LEA Buildings and Facilities	898	0	0	0	0	0
19800	Refunds of Prior Year Expenditures	0	0	67,730	45,000	0	(45,000)
19900	Misc Revenue from Local Sources	58,425	57,139	222,445	53,257	31,793	(21,464)
21200	Severance Tax	42	65	5	13	13	0
31101	Foundation Funding	6,005,484	6,064,511	5,743,266	5,139,313	934,420	(4,204,893)
31103	98% Tax Collection Rate Guarantee	43,377	139,097	53,737	50,000	0	(50,000)
31460	Declining Enrollment	373,607	17,444	133,886	336,952	0	(336,952)
31620	Supplemental Millage Incentive Funding	21,255	10,627	0	0	0	0
32225	Technology Grant	28,250	0	0	0	0	0
32250	Pathwise	7,600	20,800	12,800	10,000	0	(10,000)
32252	Ar Leadership Aca Team	0	0	0	10,029	19,922	9,893
32310	LEA Special Education Supervisor	4,880	5,068	4,584	0	0	0
32314	Special Ed Extended School Year	0	0	10,360	0	0	0
32355	Special Ed Catastrophic Loss Funding	0	23,036	28,368	25,000	0	(25,000)
32361	Gifted & Talented - AP	50	100	100	100	0	(100)
32710	Arkansas Better Chance (ABC)	626,210	646,105	838,681	650,000	215,750	(434,250)
32902	Coord School Health and Wellness	0	0	0	0	0	0
32909	Center Initiative (CSH & WCI)	0	0	500	0	0	0

Revenue

DOLLARWAY SCHOOL DISTRICT(3502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
32912	General Facilities Funding	9,106	4,553	0	0	0	0
32915	Debt Service Supplement	95,391	91,280	79,290	64,657	32,329	(32,328)
49150	Federal Flood Control	0	0	0	0	650	650
51100	Proceeds from Sale of Bonded Indebt	2,984	0	919	0	0	0
51800	Bonded Debt Refunding Savings	6,589	0	0	0	0	0
51999	Audit Adjustment for Prior Year	(751)	(1,540)	0	0	0	0
52300	Transfer from Building Fund	0	0	0	0	17,143	17,143
52900	Indirect Cost Reimbursement	22,439	0	23,000	23,790	0	(23,790)
Total Revenue		11,138,511	11,104,617	11,525,811	10,507,428	1,751,314	(8,756,113)

(Excluding transfers from 52000-52299 and 52400-52499)

EXPENDITURES

DOLLARWAY SCHOOL DISTRICT(3502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
61110	Certified	4,472,994	4,630,763	4,476,334	3,805,601	754,993	3,050,608
61120	Classified	1,677,167	1,935,659	1,908,162	1,653,853	356,120	1,297,733
61210	Certified	0	0	0	0	0	0
61220	Classified	0	0	0	0	0	0
61320	Classified	0	23,954	74,811	6,640	6,640	0
61510	Certified	0	110,848	0	0	0	0
61520	Classified	0	61,745	0	0	0	0
61710	Certified	0	0	0	0	0	0
61810	Certified Unused Sick Leave	1,425	375	0	0	0	0
61819	District Defined	0	0	738	0	0	0
61829	District Defined	0	0	0	2,312	2,312	0
61830	Certified Unused Vacation Leave	12,134	10,059	0	0	0	0
61840	Classified Unused Vacation Leave	4,452	0	0	0	0	0
62110	Certified	28,639	26,724	30,732	63,756	4,297	59,459
62120	Classified	27,340	44,479	18,363	9,176	3,465	5,711
62210	Certified	273,955	267,052	275,544	224,095	44,212	179,883
62220	Classified	89,857	112,850	118,721	120,125	21,602	98,523
62260	Certified	64,059	63,912	63,932	52,721	10,340	42,381
62270	Classified	21,026	27,456	27,209	21,844	5,052	16,792
62310	Certified	650,375	660,886	676,539	526,917	108,321	418,597
62320	Classified	222,591	234,332	223,970	184,364	48,138	136,227
62510	Certified	0	0	0	0	0	0
62520	Classified	17,280	0	0	0	0	0
62610	Certified	0	0	0	0	0	0
62620	Classified	36,084	0	0	0	0	0
62710	Certified	133,716	118,054	122,304	102,888	19,159	83,729
62711	Certified	0	8,473	13,372	12,096	2,678	9,418
62720	Classified	67,018	57,634	135,587	43,378	10,304	33,074
62721	Classified	0	3,038	4,973	5,640	1,305	4,335
62820	Classified	5,863	4,421	3,290	100	100	0
Salaries & Benefits Totals		7,805,973	8,402,713	8,174,579	6,835,508	1,399,038	5,436,470
63120	Management Service-Consulting	1,213	0	0	0	0	0
63130	Board of Education Services	6,250	0	0	0	0	0

88

EXPENDITURES

DOLLARWAY SCHOOL DISTRICT(3502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
63210	Instruction Services	8,515	0	0	0	0	0
63220	Substitute Teachers Purchased Service	196,868	172,586	257,033	1,000,000	2,430	997,570
63221	Substitute Classified Staff	14,294	0	0	0	0	0
63240	Student Assessment	18,293	0	0	0	0	0
63310	Certified	686	185	3,638	2,960	1,004	1,956
63320	Classified	945	200	520	550	50	500
63410	Pupil Services	12,288	11,500	11,500	10,000	0	10,000
63440	Legal	5,320	5,502	0	60,000	0	60,000
63445	Legal-Research and Opinions	0	0	56,094	60,000	0	60,000
63450	Medical	485	1,446	657	750	25	725
63460	Information Technology	7,555	6,898	0	0	0	0
63530	Software Maintenance & Support	0	0	3,997	4,000	0	4,000
63560	District Defined	0	0	10,244	10,500	6,729	3,771
63590	Other Technical Services	0	0	0	0	0	0
63900	Other Professional and Technical Services	181,861	215,224	230,634	236,506	65,776	170,731
64110	Water/Sewer	63,016	44,341	40,983	45,700	3,815	41,885
64210	Disposal/Sanitation	40,371	21,215	45,481	40,000	14,564	25,436
64310	Non-Tech-Related Repairs and Maint	133,364	94,506	60,553	62,680	1,606	61,074
64320	Tech-Related Repairs and Maint	90,262	33,600	85,197	87,280	22,433	64,847
64410	Rental of Land and Buildings	0	0	400	400	0	400
64420	Rental of Equipment and Vehicles	1,309	73	807	850	0	850
64430	Rental of Computers and Related Equip	71,084	90,758	14,261	14,600	835	13,765
64500	Construction Services	0	56,109	0	0	0	0
65110	Stud Trans Purch from LEA in the State	0	0	4,450	4,500	0	4,500
65210	Property Insurance	127,051	101,549	89,332	91,094	91,094	0
65240	Fleet Insurance	0	0	13,713	13,349	13,349	0
65250	Accident Insurance	9,555	9,200	9,200	9,500	0	9,500
65290	Other Insurance	0	0	68,903	70,000	0	70,000
65310	Telephone	87,060	133,126	124,456	116,100	25,838	90,263
65320	Postage	10,000	4,000	51	50	0	50
65330	Networking/Internet Services	10,122	5,905	29,543	50,000	32,210	17,790
65331	Broadband	0	0	0	35,000	0	35,000
65400	Advertising	5,754	6,876	5,935	6,050	984	5,066

89

EXPENDITURES

DOLLARWAY SCHOOL DISTRICT(3502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

06

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
65500	Printing and Binding	0	1,685	10,192	9,200	0	9,200
65610	Tuition to Other LEA within the State	0	0	0	0	0	0
65630	Tuition to Private Schools	0	0	8,645	9,000	0	9,000
65800	Travel	0	0	0	0	0	0
65810	Certified	99	0	0	0	0	0
65830	Out of District Certified	722	812	35	0	0	0
65840	Out of District Classified	689	2,550	71	200	103	97
65850	Out of State Certified	0	301	0	0	0	0
65870	Non-Employee	0	906	0	0	0	0
65880	Meals	2,087	4,715	4,493	5,000	70	4,930
65890	Lodging	1,617	11,746	5,904	7,250	486	6,764
65900	Miscellaneous Purchased Services	0	2,566	13,263	13,500	0	13,500
66100	General Supplies and Materials	526,772	649,512	398,842	327,355	85,363	241,992
66107	Low Value Equip Supplies	981	0	0	0	0	0
66210	Natural Gas	74,897	23,026	34,234	86,952	496	86,456
66220	Electricity	163,119	237,780	297,222	300,000	71,847	228,153
66260	Gasoline	113,323	118,537	37,642	75,000	13,892	61,108
66400	Books and Periodicals	0	0	0	0	0	0
66410	Textbooks	110,451	9,092	56,789	15,500	0	15,500
66420	Library Books	8,067	0	0	0	0	0
66430	Periodicals	0	0	336	330	0	330
66500	Technology Supplies	447	0	0	0	0	0
66510	Software	0	818	0	0	0	0
66527	Low Value Equip Tec Supplies	567	28,250	0	5,000	0	5,000
66600	Building Materials	0	0	15,100	15,000	0	15,000
67200	Buildings	0	0	0	0	0	0
67310	Machinery	1,833	0	0	0	0	0
67320	Vehicles	459	0	0	0	0	0
67330	Furniture and Fixtures	1,606	0	0	0	2,985	(2,985)
67340	Technology Related Hardware	14,004	12,990	22,767	12,000	0	12,000
67390	Other Equipment	28,550	6,608	0	1,000	572	428
67500	Technology Equipment	0	0	0	0	0	0
68100	Dues and Fees	28,361	106,598	26,356	28,651	5,623	23,028

EXPENDITURES

DOLLARWAY SCHOOL DISTRICT(3502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
68200	Judgments against the LEA	10,000	0	0	0	0	0
68300	Interest	420,531	469,901	120,462	423,501	0	423,501
68600	Penalties and Interest	0	0	450	0	0	0
68610	District Defined	0	0	258	0	0	0
68830	Property Tax	0	70	0	0	0	0
68900	Miscellaneous Expenditures	76,163	148,561	18,946	19,000	4,056	14,944
69100	Redemption of Principal	0	325,000	446,683	220,000	0	220,000
69330	Transfer to Building Fund	550,000	130,605	662,977	0	0	0
69380	Transfer to Food Service Fund	0	186,076	0	0	0	0
69400	Program Funding Return	0	0	0	552	552	0
Other Expenditure Totals		3,238,865	3,493,500	3,349,245	3,606,411	468,786	3,137,625
Overall Expenditure Totals		11,044,838	11,896,213	11,523,824	10,441,919	1,867,824	8,574,095

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 and 69340-69349)

Guy-Perkins School District
LEA #2304
Faulkner County

Classified in Fiscal Distress: June 11, 2015

Fiscal Distress Indicator and Additional Concerns:

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

District Profile:	2012-13	2013-14	2014-15	2015-2016*
Superintendent	David Westenhover	Brian Cossey	Brian Cossey	Brian Cossey/ Robert Stewart
4 QTR ADM	420	409	402	N/A
Assessment	58,352,916	54,020,102	54,365,204	54,698,349
Total Mills	39.50	39.50	39.50	42.00
Total Debt Bond/Non Bond	2,745,000	2,734,294	2,835,484	2,746,182
Per Pupil Expenditures	10,190	10,123	10,537	10,768
Personnel-Non-Fed Certified FTE	38.99	43.50	40.30	40.21
Personnel-Non-Fed Certified Clsrm FTE	36.11	39.02	36.77	35.48
Avg Salary-Non-Fed Cert Clsrm FTE	42,124	41,331	40,962	40,214
Avg Salary-Non-Fed Cert FTE	44,611	43,132	43,995	41,567
Net Legal Balance (Excl Cat & QZAB)	797,486	534,680	548,214	620,891
Unrestricted Fund Balance	784,529	521,583	532,950	600,000

* Preliminary information, prior to Annual Statistical Report (ASR) publication for 2015-16.

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

Data Source: APSCN, 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:

2015-2016

- Reduced 5 licensed employees through attrition
- Reduced 2 non-licensed employees through attrition
- Reduced summer maintenance costs
- Removed extended leave policy
- Reduced salary costs through reassignment
- Successfully pursued additional millage campaign
- Corrected reporting errors for Alternative Learning funds
- Changed medical providers for lower contract rate

2016-2017

- Passed additional millage, will begin collecting revenue in January 2017
- Increased NSL funding due to student eligibility increasing over 70%

The District has also completed the following additional actions:

- Reduce salary costs through reassignment
- Reduced 2 licensed employees through attrition
- Reduced 3 non-licensed employees through attrition
- Reduce Waste Management cost through contract renegotiation
- Non-renewal of consulting contract

Guy-Perkins School District
LEA # 2304
Faulkner County

Comments:

The District was classified in Fiscal Distress on June 11, 2015. The District began their second full year of fiscal distress on July 1, 2016.

Mr. Robert Stewart was hired on June 2, 2016, as Interim Superintendent for the remainder of the 2015-2016 school year and the 2016-2017 school year.

Unrestricted Financial Summary

GUY-PERKINS SCHOOL DISTRICT(2304000)

FY17 as of September 30, 2016			
Beginning Balance			Ending Balance
<u>7/1/2016</u>			<u>9/30/2016</u>
	Revenue	Expenditures	
600,000	229,775	521,522	308,253
FY17 Budget			
Beginning Balance			Projected Balance
<u>7/1/2016</u>			<u>6/30/2017</u>
	Revenue	Expenditures	
600,000	3,295,872	3,221,255	674,617
FY16			
Beginning Balance			Ending Balance
<u>7/1/2015</u>			<u>6/30/2016</u>
	Revenue	Expenditures	
532,950	3,612,932	3,545,882	600,000
FY15			
Beginning Balance			Ending Balance
<u>7/1/2014</u>			<u>6/30/2015</u>
	Revenue	Expenditures	
521,583	3,645,773	3,634,405	532,950
FY14			
Beginning Balance			Ending Balance
<u>7/1/2013</u>			<u>6/30/2014</u>
	Revenue	Expenditures	
784,529	3,425,716	3,688,663	521,583

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

Revenue

GUY-PERKINS SCHOOL DISTRICT(2304000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
11110	Property Taxes	1,132,316	1,107,135	1,171,712	1,150,000	261,282	(888,718)
11115	Property Tax Relief	63,832	62,792	72,785	65,000	49,209	(15,791)
11120	Property Taxes	460,974	671,123	448,402	450,000	0	(450,000)
11125	Property Tax Relief	108,057	114,866	109,340	105,000	0	(105,000)
11140	Property Taxes - Delinquent	59,430	79,452	59,654	60,000	8,165	(51,835)
11150	Excess Commission	77,706	83,270	82,658	80,000	0	(80,000)
11160	Land Redemption (Include State Land Sales)	4,691	5,244	20,107	15,000	822	(14,178)
11400	Penalties and Interest on Taxes	4,573	3,684	6,270	5,000	552	(4,448)
13160	Tuition from Public School Pre-K	35,419	19,365	18,204	25,000	5,890	(19,110)
15100	Interest on Investments	7,853	5,399	6,497	6,000	1,772	(4,228)
19200	Contributions and Donations from Private Sources	7,100	1,998	313	500	0	(500)
19800	Refunds of Prior Year Expenditures	0	1,704	0	0	0	0
19900	Miscellaneous Revenue from Local Sources	4,568	3,355	3,195	3,000	0	(3,000)
21100	County General Apportionment	1,192	0	0	0	0	0
21900	Other Revenue from County	0	0	1	0	0	0
31101	Foundation Funding	1,274,849	1,302,132	1,322,326	1,094,985	199,088	(895,897)
31103	98% Tax Collection Rate Guarantee	51,405	0	127,887	0	0	0
31450	Student Growth Funding	0	0	0	0	0	0
31460	Declining Enrollment	0	46,886	18,172	122,087	0	(122,087)
31620	Supplemental Millage Incentive Funding	7,682	3,841	0	0	0	0
31900	Other	0	0	733	0	0	0
32232	Arkansas School Recognition Program	10,611	0	0	0	0	0
32250	Pathwise	5,800	2,400	1,800	2,400	0	(2,400)
32260	AR Game & Fish Commission	1,204	637	0	0	0	0
32290	Other Grants and Aid from the State	0	0	263	0	0	0
32310	LEA Special Education Supervisor	1,532	1,594	1,415	1,500	0	(1,500)
32314	Special Education Extended School Year	0	370	0	0	0	0
32340	Children with Disabilities - Residential Treatment	5,741	0	0	0	0	0
32355	Special Education Catastrophic Loss Funding	9,902	36,550	38,489	35,000	0	(35,000)
32361	Gifted & Talented - Advance Placement	0	50	0	0	0	0
32710	Arkansas Better Chance (ABC) – Center Based	72,220	71,442	77,330	72,900	21,870	(51,030)

95

Revenue

GUY-PERKINS SCHOOL DISTRICT(2304000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
32912	General Facilities Funding	2,084	1,042	0	0	0	0
32915	Debt Service Supplement	0	161	0	0	0	0
32931	District Defined	0	4,378	0	0	0	0
32941	District Defined	0	0	20,000	0	0	0
42300	Mineral Leases	1	0	0	0	0	0
53100	Sale of Equipment	0	1,200	1,602	0	0	0
53400	Compensation for Loss of Fixed Assets	801	3,257	0	0	0	0
56300	Special Items	14,172	10,444	3,778	2,500	603	(1,897)
Total Revenue		1,518,709	1,521,889	1,648,274	3,295,872	229,775	(1,141,097)

(Excluding transfers from 52000-52299 and 52400-52499)

Expenditures
GUY-PERKINS SCHOOL DISTRICT(2304000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
61110	Certified	1,839,739	1,772,410	1,653,170	1,605,805	190,375	1,415,430
61120	Classified	368,719	465,497	431,701	375,397	89,201	286,196
61710	Certified	372	175	0	0	0	0
61720	Classified	1,817	17,955	740	750	0	750
61810	Certified Unused Sick Leave	4,230	0	1,680	3,640	0	3,640
61820	Classified - Unused Sick Leave	480	3,510	420	0	0	0
61829	District Defined	0	0	6,195	4,935	0	4,935
62210	Certified	111,679	108,286	98,685	101,094	11,478	89,616
62220	Classified	18,643	24,230	23,992	21,593	5,187	16,406
62260	Certified	26,137	25,325	23,080	23,639	2,684	20,955
62270	Classified	4,360	5,667	5,611	5,050	1,213	3,837
62310	Certified	265,267	258,646	236,453	228,311	27,193	201,118
62320	Classified	44,903	57,831	56,694	46,949	12,216	34,734
62510	Certified	0	83	91	100	0	100
62610	Certified	4,561	2,907	7,588	7,600	0	7,600
62620	Classified	4,561	2,907	7,588	7,600	0	7,600
62710	Certified	61,669	58,293	49,591	39,306	5,347	33,960
62711	Certified	0	2,692	3,603	2,781	400	2,381
62720	Classified	13,571	16,547	17,052	11,859	2,583	9,275
62721	Classified	0	464	851	604	132	473
Salaries & Benefits Totals		2,770,708	2,823,422	2,624,786	2,487,014	348,010	2,139,004
63110	Staff Service	31,398	0	24,286	0	0	0
63210	Instruction Services	0	24,323	0	0	0	0
63220	Sub Teachers Purchased Service	64,018	59,019	95,934	73,000	2,538	70,463
63310	Certified	2,792	3,177	113	0	450	(450)
63430	Accounting	8,729	0	0	0	0	0
63440	Legal	788	11,787	308	5,000	2,093	2,908
63445	Legal-Research and Opinions	100	0	0	0	0	0

Expenditures
GUY-PERKINS SCHOOL DISTRICT(2304000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
63450	Medical	38,808	24,254	49,070	24,176	15,805	8,371
63460	Information Technology	0	0	0	0	0	0
63480	Security	0	0	1,750	2,000	0	2,000
63490	Other Professional Services	65	0	0	0	0	0
63550	Novell License Renewals	1,125	0	0	0	0	0
63560	District Defined	0	0	522	500	3,794	(3,294)
64110	Water/Sewer	4,970	7,660	14,540	10,000	4,334	5,666
64210	Disposal/Sanitation	9,509	9,685	10,553	10,000	604	9,396
64230	Custodial	73,224	0	0	0	0	0
64240	Lawn Care	0	0	0	0	0	0
64310	Non-Tech-Related Repairs and Maint	70,814	65,592	46,043	50,000	3,496	46,504
64320	Tech-Related Repairs and Maint	14,960	1,308	489	5,500	3,385	2,115
64420	Rental of Equipment and Vehicles	14,300	3,601	0	1,000	184	816
64500	Construction Services	0	22,800	0	0	0	0
64900	Other Purchased Property Services	1,500	0	0	0	0	0
65210	Property Insurance	32,380	34,533	27,076	27,842	27,842	0
65220	Liability Insurance	4,325	0	12,204	12,200	0	12,200
65240	Fleet Insurance	4,125	3,508	3,233	3,500	3,323	177
65290	Other Insurance	50	50	50	50	50	0
65310	Telephone	8,328	7,888	8,005	8,000	260	7,741
65320	Postage	1,628	2,798	3,952	4,000	909	3,091
65331	Broadband	0	1,549	9,334	9,000	1,824	7,176
65400	Advertising	2,336	768	585	1,000	0	1,000
65500	Printing and Binding	1,770	0	0	0	0	0
65810	Certified	470	635	0	0	203	(203)
65820	Classified	368	486	0	0	0	0
65870	Non-Employee	0	29	0	0	0	0
65880	Meals	2,153	908	0	0	103	(103)

Expenditures
GUY-PERKINS SCHOOL DISTRICT(2304000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
65890	Lodging	2,499	2,539	1,414	0	1,006	(1,006)
65910	Services Purch from LEA in the State	0	0	0	29,611	0	29,611
66100	General Supplies and Materials	93,450	122,022	93,793	98,000	28,922	69,078
66107	Low Value Equip Supplies	3,065	140	0	0	0	0
66110	Other General Supplies	6,035	3,111	3,354	3,500	1,437	2,063
66210	Natural Gas	28,221	13,440	3,991	15,000	113	14,887
66220	Electricity	92,924	94,270	94,338	95,000	19,537	75,463
66260	Gasoline	38,801	14,970	13,958	25,000	573	24,427
66300	Food	15,097	120	0	0	0	0
66410	Textbooks	13,167	19,690	2,061	2,500	1,537	963
66420	Library Books	180	0	403	500	0	500
66430	Periodicals	221	483	0	250	0	250
66500	Technology Supplies	0	0	12,650	1,000	0	1,000
66510	Software	4,635	0	0	0	0	0
67300	Equipment	0	0	0	0	0	0
67310	Machinery	0	8,958	0	3,000	624	2,376
67320	Vehicles	0	0	4,950	0	0	0
67340	Technology Related Hardware	5,162	0	7,350	0	0	0
67390	Other Equipment	0	6,800	0	1,000	0	1,000
67500	Technology Equipment	0	0	0	0	0	0
68100	Dues and Fees	47,449	35,099	34,062	40,150	7,974	32,176
68300	Interest	96,663	61,285	78,183	82,000	38,192	43,808
68830	Property Tax	311	317	330	350	0	350
68999	Allocated Charges	0	15,595	0	0	0	0
69100	Redemption of Principal	60,000	19,895	89,298	84,843	2,404	82,438
69330	Transfer to Building Fund	0	92,026	145,919	2,770	0	2,770
69380	Transfer to Food Service Fund	0	13,865	12,069	0	0	0
69400	Program Funding Return	0	0	13,042	0	0	0

66

Expenditures

GUY-PERKINS SCHOOL DISTRICT(2304000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
69410	Remittance/Refund to ADE	6,393	0	0	0	0	0
69610	Student Meals for ABC Pre-K Students	8,647	0	1,884	3,000	0	3,000
69620	Student Meals for Provision 2 Schools	0	0	0	0	0	0
Other Expenditure Totals		917,954	810,983	921,096	734,241	173,513	560,728
Overall Expenditure Totals		3,688,663	3,634,405	3,545,882	3,221,255	521,522	2,699,733

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 and 69340-69349)

Lee County School District
 LEA # 3904
 Lee County

Classified in Fiscal Distress

May 8, 2014

Fiscal Distress Indicators and Additional Concerns:

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

District Profile:	2012-13	2013-14	2014-15	2015-16*
Superintendent	Willie Murdock	Willie Murdock	Willie Murdock	Willie Murdock
4 QTR ADM	904	889	808	N/A
Assessment	116,790,227	119,579,181	125,768,189	130,358,777
Total Mills	26.30	28.30	28.30	28.30
Total Debt Bond/Non Bond	155,000	1,355,000	1,275,000	1,305,000
Per Pupil Expenditures	12,785	11,994	12,863	11,216
Personnel-Non-Fed Certified FTE	80	90	66	76
Personnel-Non-Fed Certified Clsrm FTE	70	77	57	71
Avg Salary-Non-Fed Cert Clsrm FTE	40,765	44,185	43,345	41,340
Avg Salary-Non-Fed Cert FTE	42,669	41,609	45,694	43,346
Net Legal Balance (Excl Cat & QZAB)	239,693	367,255	1,244,485	3,644,388
Unrestricted Fund Balance	239,693	367,255	1,244,485	1,266,357

* Preliminary information, prior to Annual Statistical Report (ASR) publication for 2015-16.

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

Data Source: APSCN, 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:

2014-15

- Reduced licensed and non-licensed employees through Reduction in Force
- Reduced non-licensed employees through attrition

2015-16

- Decreased licensed employee contract from 192 to 190 days
- Closed Nunnley and Alternative Learning Buildings

2016-17

- District will receive payments for upkeep and utilities for use of the administrative building from the STRIVE Institute and the Men of Action Community Group

Lee County School District
LEA #3904
Lee County

Comments:

The District was classified in Fiscal Distress on May 8, 2014. The District began their third full year of Fiscal Distress on July 1, 2016.

The Lee County School District's general operating ending balance of \$2,656,434 on June 30, 2012 included journal entry errors totaling \$1,853,453. Those errors were corrected in 2012-13.

September 2013, voted for 2 additional M&O mills (26.30 to 28.30 total mills).

October 1, 2013, issued \$1,275,000 construction bond.

On April 10, 2014, after consideration of data and information pertaining to the district's academic distress classification, the Arkansas Department of Education voted to remove the Lee County School District board of directors and to place the district under the direction of the Commissioner of Education.

On February 12, 2015, the State Board of Education removed the Lee County School District from the designation of academic distress.

On March 12, 2015, the State Board of Education approved the removal of the Lee County School District from state authority upon the election and training of school board members.

On September 15, 2015, the following school board members were elected in Lee County:

Zone 1	J. Harvey Shaw
Zone 2	Evelyn Shackelford
Zone 3	Doris Wallace
Zone 4	Gussie Nicholson
Zone 5	G. Wayne Williams
Zone 6	Terry Warren, Jr.
Zone 7	Patrick Walton, Sr.

On October 1, 2015, the newly elected Lee County School District board members completed training.

Unrestricted Financial Summary
LEE COUNTY SCHOOL DISTRICT(3904000)

FY17 as of September 30, 2016			
Beginning Balance <u>7/1/2016</u>			Ending Balance <u>9/30/2016</u>
	Revenue	Expenditures	
1,266,357	1,225,781	1,235,112	1,257,026
FY17 Budget			
Beginning Balance <u>7/1/2016</u>			Projected Balance <u>6/30/2017</u>
	Revenue	Expenditures	
1,266,357	5,943,826	5,861,325	1,348,858
FY16			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>6/30/2016</u>
	Revenue	Expenditures	
1,244,485	6,458,814	6,436,942	1,266,357
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
367,255	6,593,297	5,716,067	1,244,485
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
239,693	7,179,594	7,052,032	367,255

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

Revenue

LEE COUNTY SCHOOL DISTRICT(3904000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/2016	Variance in FY17 Budget and FY17 YTD
11110	Property Taxes	1,594,523	1,669,632	2,035,977	1,956,000	750,666	(1,205,334)
11120	Property Taxes	1,187,216	814,978	703,937	1,000,000	0	(1,000,000)
11140	Property Taxes - Delinquent	95,883	50,369	193,965	50,000	10,904	(39,096)
11150	Excess Commission	0	12,096	0	12,000	(1,983)	(13,983)
11160	Land Redemption (Include State Land Sales)	102,472	185,943	262,808	185,000	31,711	(153,289)
11400	Penalties and Interest on Taxes	215	0	0	0	0	0
12800	Revenue in Lieu of Taxes	15,792	0	0	0	0	0
15100	Interest on Investments	975	1,306	2,725	2,070	636	(1,434)
17200	Sales	60	0	0	0	0	0
19130	LEA Buildings and Facilities	27,192	18,876	28,707	18,000	5,588	(12,412)
19140	Rental of Equipment and Vehicles	503	0	0	0	0	0
19800	Refunds of Prior Year Expenditures	18,856	65,048	48,413	40,000	16,032	(23,968)
19900	Miscellaneous Revenue from Local Sources	79,236	29,235	38,335	20,000	13,203	(6,797)
31101	Foundation Funding	2,953,190	2,802,907	2,238,718	1,834,258	333,502	(1,500,756)
31103	98% Tax Collection Rate Guarantee	174,539	183,449	176,626	170,000	0	(170,000)
31460	Declining Enrollment	133,997	88,979	239,098	171,168	0	(171,168)
31900	Other	59	30	0	0	0	0
32226	Recruitment/Retention Incentives	200,436	173,033	139,002	140,000	0	(140,000)
32250	Pathwise	6,336	2,400	3,600	0	0	0
32252	District Defined	0	0	0	7,202	7,202	0
32310	LEA Special Education Supervisor	3,317	3,232	3,003	3,000	0	(3,000)
32361	Gifted & Talented - Advance Placement	0	832	150	100	0	(100)
32420	Career Capital Equipment Grant	0	0	5,000	0	0	0
32710	Arkansas Better Chance (ABC) – Center Based	473,850	330,876	291,700	290,000	58,320	(231,680)
32912	General Facilities Funding	6,808	3,404	0	0	0	0
32915	Debt Service Supplement	71	0	0	0	0	0
32941	District Defined	0	0	20,000	0	0	0
42100	Forest Reserve	25,120	29,698	0	0	0	0
51100	Proceeds from Sale of Bonded Indebtedness	3,729	0	0	0	0	0
52900	Indirect Cost Reimbursement	75,220	124,413	27,050	45,028	0	(45,028)

Revenue

LEE COUNTY SCHOOL DISTRICT(3904000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/2016	Variance in FY17 Budget and FY17 YTD
53400	Compensation for Loss of Fixed Assets	0	2,563	0	0	0	0
Total Revenue		7,179,594	6,593,297	6,458,814	5,943,826	1,225,781	(4,718,046)

(Excluding transfers from 52000-52299 and 52400-52499)

Expenditures

LEE COUNTY SCHOOL DISTRICT(3904000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

106

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/2016	Variance in FY17 Budget and FY17 YTD
61110	Certified	3,393,793	2,547,102	2,373,831	2,621,846	384,145	2,237,701
61111	Certified	9,900	6,300	6,450	0	0	0
61120	Classified	906,496	643,792	678,164	693,946	149,154	544,792
61121	Classified	37,863	250	3,521	12,000	1,096	10,905
61210	Certified	12,114	0	0	0	0	0
61220	Classified	9,317	5,136	2,864	0	0	0
61320	Classified	0	250	3,000	0	0	0
61510	Certified	200,436	147,817	139,002	140,000	0	140,000
61610	Certified	600	1,250	0	0	0	0
61620	Classified	250	0	600	0	0	0
61710	Certified	8,107	7,447	7,135	0	0	0
61720	Classified	82,756	81,987	142,318	30,000	21,785	8,215
61810	Certified Unused Sick Leave	23,739	0	0	0	0	0
61820	Classified - Unused Sick Leave	18,163	0	0	0	0	0
62210	Certified	225,498	151,302	145,602	166,908	23,794	143,113
62220	Classified	57,130	46,023	47,900	40,038	9,491	30,547
62260	Certified	52,736	38,481	34,048	39,035	5,565	33,470
62270	Classified	13,361	10,764	11,203	9,400	2,220	7,180
62310	Certified	532,124	352,400	377,560	361,614	54,863	306,751
62320	Classified	131,848	108,223	109,730	92,726	21,900	70,826
62510	Certified	1,463	0	0	0	0	0
62520	Classified	1,951	6,517	0	0	0	0
62610	Certified	0	17,061	16,851	18,498	2,727	15,770
62620	Classified	6,050	14,597	18,113	16,843	3,693	13,150
62710	Certified	99,531	78,438	69,397	60,077	8,965	51,113
62720	Classified	48,550	33,677	20,846	19,464	3,553	15,911
62721	Classified	0	1,111	1,787	1,810	380	1,430
62820	Classified	3,621	936	911	782	226	557
Salaries & Benefits Totals		5,877,396	4,300,859	4,210,830	4,324,988	693,557	3,631,431

Expenditures

LEE COUNTY SCHOOL DISTRICT(3904000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/2016	Variance in FY17 Budget and FY17 YTD
63220	Sub Teachers Purchased Service	62,604	266,032	246,741	196,741	7,039	189,702
63310	Certified	2,529	2,384	0	0	0	0
63320	Classified	1,696	0	0	0	0	0
63440	Legal	0	707	0	0	0	0
63441	Legal-Litigation Defense of District	0	20,315	0	0	0	0
63445	Legal-Research and Opinions	30,969	23,271	26,396	26,396	0	26,396
63490	Other Professional Services	623	0	0	0	0	0
63900	Other Professional and Technical Services	82,024	116,691	130,945	137,145	10,531	126,615
64110	Water/Sewer	21,594	24,545	29,951	29,951	8,055	21,895
64210	Disposal/Sanitation	535	0	300	300	0	300
64240	Lawn Care	1,540	0	0	0	0	0
64310	Non-Tech-Related Repairs and Maint	42,255	25,116	12,441	12,441	0	12,441
64320	Tech-Related Repairs and Maint	338	125	0	0	0	0
64400	Rentals	0	0	0	0	0	0
64410	Rental of Land and Buildings	50	0	0	0	0	0
64420	Rental of Equipment and Vehicles	29,191	79,113	5,477	5,477	0	5,477
64430	Rental of Computers and Related Equip	10,465	28,729	38,865	38,865	8,892	29,973
64900	Other Purchased Property Services	952	282	0	0	0	0
65210	Property Insurance	118,465	5,396	114,803	112,555	112,555	0
65220	Liability Insurance	7,919	8,912	9,148	9,148	0	9,148
65240	Fleet Insurance	14,017	14,511	16,875	19,236	19,236	0
65250	Accident Insurance	10,476	10,476	0	10,176	10,176	0
65290	Other Insurance	0	0	10,176	0	0	0
65310	Telephone	36,330	39,836	42,206	52,206	10,780	41,426
65320	Postage	5,476	4,216	8,652	8,652	585	8,066
65330	Networking/Internet Services	277	153	3,392	28,392	24,507	3,885
65331	Broadband	0	0	0	0	0	0
65400	Advertising	6,117	1,084	1,800	4,800	3,194	1,606
65500	Printing and Binding	4,022	0	0	0	0	0

Expenditures

LEE COUNTY SCHOOL DISTRICT(3904000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/2016	Variance in FY17 Budget and FY17 YTD
65810	Certified	3,943	371	293	1,793	104	1,689
65820	Classified	1,307	1,144	219	1,119	443	676
65830	Out of District Certified	0	4,549	9,419	9,419	230	9,189
65840	Out of District Classified	0	2,699	771	771	0	771
65870	Non-Employee	4,171	0	290	1,290	1,120	169
65880	Meals	0	87	883	1,283	201	1,082
65890	Lodging	0	7,655	1,141	6,141	5,048	1,093
65900	Miscellaneous Purchased Services	0	0	8,429	5,429	0	5,429
66100	General Supplies and Materials	114,089	137,551	226,040	304,298	171,791	132,507
66101	District Defined	0	0	0	0	723	(723)
66210	Natural Gas	94,291	83,539	35,625	35,625	1,865	33,759
66220	Electricity	208,177	241,938	207,966	207,966	63,315	144,652
66260	Gasoline	35,762	32,471	41,073	41,073	0	41,073
66410	Textbooks	3,138	13,832	13,283	13,283	2,350	10,933
66430	Periodicals	24	24	461	461	0	461
66500	Technology Supplies	117	0	0	0	0	0
66510	Software	0	2,911	3,560	3,560	0	3,560
66520	Other	1,082	0	0	0	0	0
66527	Low Value Equip Tec Supplies	0	1,660	0	0	0	0
67300	Equipment	0	0	0	0	0	0
67310	Machinery	0	0	11,781	11,781	0	11,781
67330	Furniture and Fixtures	1,764	0	0	0	0	0
67340	Technology Related Hardware	4,709	0	27,417	27,308	0	27,308
68100	Dues and Fees	84,148	32,135	69,749	70,789	11,504	59,285
68200	Judgments against the LEA	0	0	0	0	0	0
68300	Interest	21,219	77,134	23,972	47,419	14,260	33,158
68600	Penalties and Interest	0	0	0	0	0	0
68900	Miscellaneous Expenditures	28,945	23,613	0	0	0	0
69100	Redemption of Principal	75,000	80,000	30,318	0	0	0

Expenditures

LEE COUNTY SCHOOL DISTRICT(3904000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/2016	Variance in FY17 Budget and FY17 YTD
69330	Transfer to Building Fund	0	0	800,000	53,050	53,050	0
69400	Program Funding Return	2,286	0	15,256	0	0	0
Other Expenditure Totals		1,174,636	1,415,208	2,226,112	1,536,337	541,555	994,783
Overall Expenditure Totals		7,052,032	5,716,067	6,436,942	5,861,325	1,235,112	4,626,214

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 and 69340-69349)

Maynard School District
LEA #6102
Randolph County

Classified in Fiscal Distress: May 14, 2015

Fiscal Distress Indicator and Additional Concerns:

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

District Profile:	2011-12	2012-13	2014-15	2015-16*
Superintendent	Larry Sullinger	Larry Sullinger	Pat Rawlings	Pat Rawlings
4 QTR ADM	444	457	432	N/A
Assessment	26,474,751	27,161,996	28,636,905	29,978,769
Total Mills	30.70	30.70	30.70	30.70
Total Debt Bond/Non Bond	176,272	145,725	1,704,836	1,668,594
Per Pupil Expenditures	10,436	9,268	10,303	9,217
Personnel-Non-Fed Certified FTE	43	41	40	39
Personnel-Non-Fed Certified Clsm FTE	40	37	37	35
Avg Salary-Non-Fed Cert Clsm FTE	39,172	40,081	40,314	38,710
Avg Salary-Non-Fed Cert FTE	41,364	42,640	42,022	40,974
Net Legal Balance (Excl Cat & QZAB)	581,655	405,121	415,389	682,409
Unrestricted Fund Balance	581,655	405,121	415,389	635,268

* Preliminary information, prior to Annual Statistical Report (ASR) publication for 2015-16.

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

Data Source: APSCN, 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:

2015-16

- Reduced licensed positions through attrition
- Reduced non-licensed positions through attrition
- Reclassified salary of a licensed employee from Operating to Categorical funds
- Removed stipends for Counselors

2016-2017

The District has also completed the following additional actions:

- Reduced licensed positions through schedule alignment

Maynard School District
LEA #6102
Randolph County

Comments:

The District was classified in Fiscal Distress on May 14, 2015. The District began their second full year of fiscal distress on July 1, 2016.

Unrestricted Financial Summary

MAYNARD SCHOOL DISTRICT(6102000)

FY17 as of September 30, 2016			
Beginning Balance <u>7/1/2016</u>			Ending Balance <u>9/30/2016</u>
	Revenue	Expenditures	
635,268	578,063	602,726	610,605
FY17 Budget			
Beginning Balance <u>7/1/2016</u>			Projected Balance <u>6/30/2017</u>
	Revenue	Expenditures	
635,268	3,141,668	3,189,011	587,925
FY16			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>6/30/2016</u>
	Revenue	Expenditures	
415,389	3,208,883	2,989,003	635,268
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
405,121	3,198,065	3,187,798	415,389
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
581,655	3,071,433	3,247,968	405,121

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

Revenue

MAYNARD SCHOOL DISTRICT(6102000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
11110	Property Taxes	296,888	303,250	376,091	379,852	41,543	(338,309)
11115	Property Tax Relief	93,093	86,270	87,433	88,307	38,086	(50,221)
11120	Property Taxes	135,257	152,522	169,963	171,663	19,114	(152,549)
11125	Property Tax Relief	106,788	122,975	131,341	124,205	19,278	(104,927)
11140	Property Taxes - Delinquent	27,262	29,625	33,278	33,611	3,161	(30,450)
11150	Excess Commission	7,571	8,251	10,624	7,849	0	(7,849)
11160	Land Redemption (Include State Land Sales)	17,596	36,806	30,869	30,188	638	(29,549)
11400	Penalties and Interest on Taxes	98	260	302	242	15	(226)
15100	Interest on Investments	3,618	1,654	6,854	1,500	1,349	(151)
19800	Refunds of Prior Year Expenditures	16,764	19,800	46,016	38,304	0	(38,304)
19900	Miscellaneous Revenue from Local Sources	5,975	4,561	5,667	4,000	50,649	46,649
21200	Severance Tax	252	528	852	350	0	(350)
31101	Foundation Funding	2,187,240	2,309,792	2,168,392	2,209,800	401,782	(1,808,018)
31103	98% Tax Collection Rate Guarantee	40,179	45,891	29,681	0	0	0
31450	Student Growth Funding	0	0	0	0	0	0
31460	Declining Enrollment	86,913	0	66,893	0	0	0
31620	Supplemental Millage Incentive Funding	8,316	4,158	0	0	0	0
32250	Pathwise	1,400	1,800	8,400	7,200	0	(7,200)
32260	AR Game & Fish Commission	788	1,075	500	0	0	0
32290	Other Grants and Aid from the State	0	1,375	2,100	0	0	0
32310	LEA Special Education Supervisor	1,732	1,739	1,707	2,142	0	(2,142)
32314	Special Education Extended School Year	1,258	1,480	1,406	0	0	0
32355	Special Education Catastrophic Loss Funding	23,713	51,531	24,222	37,411	0	(37,411)
32361	Gifted & Talented - Advance Placement	558	0	945	150	0	(150)
32912	General Facilities Funding	2,638	1,319	0	0	0	0
32915	Debt Service Supplement	5,536	6,480	5,345	4,896	2,448	(2,448)
32931	District Defined	0	3,191	0	0	0	0
51100	Proceeds from Sale of Bonded Indebtedness	0	407	0	0	0	0
52500	Transfer from Capital Outlay Fund	0	0	0	0	0	0
53100	Sale of Equipment	0	1,325	0	0	0	0
Total Revenue		3,071,433	3,198,065	3,208,883	3,141,668	578,063	(2,563,605)

(Excluding transfers from 52000-52299 and 52400-52499)

EXPENDITURES

MAYNARD SCHOOL DISTRICT(6102000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
61110	Certified	1,659,212	1,634,092	1,489,344	1,494,095	274,629	1,219,467
61120	Classified	444,269	426,410	420,680	444,680	73,403	371,277
61210	Certified	0	0	0	0	0	0
61220	Classified	4,433	4,417	4,658	4,100	0	4,100
61320	Classified	2,565	2,388	2,073	2,500	0	2,500
61510	Certified	0	22,000	0	0	0	0
61520	Classified	0	15,000	0	0	0	0
61710	Certified	32,329	35,093	0	16,150	3,315	12,835
61720	Classified	4,806	12,447	4,154	5,000	516	4,484
61810	Certified Unused Sick Leave	14,128	2,950	1,219	1,500	0	1,500
61819	District Defined	0	0	5,160	0	0	0
61829	District Defined	0	0	2,097	0	0	0
61830	Certified Unused Vacation Leave	3,451	0	0	0	0	0
62110	Certified	4,856	4,564	4,580	4,509	808	3,701
62120	Classified	2,906	2,769	2,486	4,482	408	4,074
62210	Certified	99,999	99,562	86,187	92,441	16,268	76,173
62220	Classified	25,836	25,934	26,942	28,572	4,374	24,198
62260	Certified	23,387	23,259	20,159	21,619	3,805	17,815
62270	Classified	6,042	6,056	6,298	6,682	1,023	5,659
62310	Certified	240,411	239,544	212,311	213,141	39,515	173,626
62320	Classified	62,716	62,497	57,803	60,115	9,745	50,369
62510	Certified	132	150	145	2,500	0	2,500
62520	Classified	0	0	54	150	0	150
62610	Certified	3,410	4,700	4,850	4,700	0	4,700
62620	Classified	4,520	2,809	3,101	3,000	0	3,000
62710	Certified	52,418	55,180	49,630	48,441	8,812	39,629
62711	Certified	0	2,355	3,125	3,304	620	2,685
62720	Classified	23,814	20,764	17,157	17,425	3,151	14,274
62721	Classified	0	798	1,030	991	175	816
Salaries & Benefits Totals		2,715,639	2,705,737	2,425,242	2,480,099	440,567	2,039,532

EXPENDITURES

MAYNARD SCHOOL DISTRICT(6102000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
63110	Staff Service	474	447	438	500	239	262
63210	Instruction Services	0	0	2,490	500	0	500
63220	Sub Teachers Purch Service	0	4,188	25,581	30,000	348	29,652
63221	Sub Class Staff Instructional Support	0	0	0	300	0	300
63420	Engineering and/or Facilities Coord	4,400	8,500	8,500	8,000	0	8,000
63450	Medical	462	365	388	500	103	397
63490	Other Prof Services	0	0	0	20,000	0	20,000
63900	Other Profand Tech Services	75,728	48,026	60,902	75,655	16,627	59,028
64110	Water/Sewer	7,098	7,624	6,477	7,800	755	7,045
64210	Disposal/Sanitation	6,927	6,583	6,945	7,000	1,084	5,916
64900	Other Purchased Property Services	7,269	5,123	8,253	8,500	308	8,192
65190	Stud Transp Purch from Other Sources	2,221	1,997	1,819	2,050	68	1,982
65210	Property Insurance	24,250	25,246	21,825	27,000	26,890	110
65240	Fleet Insurance	6,192	6,159	6,159	6,700	6,609	91
65290	Other Insurance	6,450	8,070	8,459	8,500	0	8,500
65310	Telephone	21,047	19,710	20,340	20,500	4,624	15,876
65320	Postage	2,015	1,969	1,909	2,050	4	2,046
65331	Broadband	0	31,839	35,149	36,000	4,438	31,562
65400	Advertising	4,284	3,396	2,180	3,800	1,565	2,235
65690	Other Tuition	0	1,325	3,234	616	0	616
65810	Certified	227	0	129	150	0	150
65820	Classified	63	0	174	200	0	200
65870	Non-Employee	118	0	129	150	0	150
65880	Meals	653	1,133	882	2,500	882	1,618
65890	Lodging	3,606	2,381	2,091	5,100	580	4,520
65900	Miscellaneous Purchased Services	9,377	3,746	11,466	11,400	0	11,400
66100	General Supplies and Materials	116,227	95,811	98,530	116,569	34,088	82,481
66107	Low Value Equip Supplies	0	0	0	0	0	0
66220	Electricity	72,169	72,012	65,727	74,000	24,730	49,270
66230	Bottled Gas Butane/Propane	45,294	50,997	22,363	50,000	1,597	48,403

115

EXPENDITURES

MAYNARD SCHOOL DISTRICT(6102000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
66260	Gasoline	53,303	49,749	26,303	44,200	4,128	40,072
66410	Textbooks	5,156	1,399	2,718	5,150	554	4,596
66420	Library Books	1,265	746	900	1,400	0	1,400
66430	Periodicals	1,291	1,452	608	1,400	0	1,400
66440	Audiovisual Materials	779	321	0	500	0	500
66500	Technology Supplies	2,100	386	172	1,500	0	1,500
67340	Technology Related Hardware	0	0	2,180	2,200	0	2,200
67350	Technology Software	0	0	2,612	3,000	0	3,000
67390	Other Equipment	0	0	0	0	0	0
68100	Dues and Fees	20,365	14,297	15,324	17,897	7,217	10,680
68101	License Renewal Fee for Teachers	450	375	330	450	75	375
68300	Interest	6,050	2,525	61,063	49,367	24,300	25,067
68999	Allocated Charges	0	0	0	0	0	0
69100	Redemption of Principal	20,000	0	25,000	51,608	0	51,608
69380	Transfer to Food Service Fund	918	0	0	0	0	0
69610	Student Meals for ABC Pre-K Students	4,103	4,161	4,011	4,200	346	3,854
Other Expenditure Totals		532,328	482,060	563,761	708,912	162,159	546,753
Overall Expenditure Totals		3,247,968	3,187,798	2,989,003	3,189,011	602,726	2,586,285

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 and 69340-69349)

Yellville-Summit School District
LEA #4502
Marion County

Classified in Fiscal Distress: April 9, 2015

Fiscal Distress Indicators and Additional Concerns:

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

District Profile:	2012-13	2013-14	2014-15	2015-16*
Superintendent	Larry Ivens	Larry Ivens	Larry Ivens/ David Wyatt	Wes Henderson
4 QTR ADM	761	743	691	N/A
Assessment	62,885,182	65,524,257	66,772,756	67,803,780
Total Mills	36.98	36.98	36.98	36.98
Total Debt Bond/Non Bond	7,638,275	7,472,215	7,357,743	7,093,197
Per Pupil Expenditures	10,096	10,585	11,250	9,334
Personnel-Non-Fed Certified FTE	64	64	69	58
Personnel-Non-Fed Certified Clsm FTE	58	58	64	55
Avg Salary-Non-Fed Cert Clsm FTE	45,163	46,195	42,876	42,763
Avg Salary-Non-Fed Cert FTE	46,493	47,437	45,375	44,892
Net Legal Balance (Excl Cat & QZAB)	916,902	553,243	233,094	486,386
Unrestricted Fund Balance	909,519	552,267	230,359	456,907

* Preliminary information, prior to Annual Statistical Report (ASR) publication for 2015-16.

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

Data Source: APSCN, 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:

2015-16

- Reduced numerous personnel benefits paid above the state minimum
- Reduced transportation expense by eliminating one bus route
- Reduced licensed positions through RIF and attrition
- Reduced non-licensed positions through RIF and attrition

Yellville-Summit School District
LEA #4502
Marion County

Comments:

The District was classified in Fiscal Distress on April 9, 2015. The District began their second full year of fiscal distress on July 1, 2016.

Mr. David Wyatt was hired on January 12, 2015 as Interim Superintendent for the remainder of the 2014-15 school year.

Mr. Wes Henderson was hired on July 1, 2015 as Superintendent for the 2015-16 school year.

District had a prior classification with the Fiscal Distress program.

- Classified - December 14, 2009
- Removed - November 14, 2011

Unrestricted Financial Summary

YELLVILLE-SUMMIT SCHOOL DIST.(4502000)

FY17 as of September 30, 2016			
Beginning Balance <u>7/1/2016</u>			Ending Balance <u>9/30/2016</u>
	Revenue	Expenditures	
456,907	935,402	912,359	479,951
FY17 Budget			
Beginning Balance <u>7/1/2016</u>			Projected Balance <u>6/30/2017</u>
	Revenue	Expenditures	
456,907	5,589,474	5,436,276	610,106
FY16			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>6/30/2016</u>
	Revenue	Expenditures	
230,359	5,738,261	5,511,713	456,907
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
552,267	6,013,213	6,335,120	230,359
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
909,519	5,974,235	6,331,487	552,267

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

Revenue

YELLVILLE-SUMMIT SCHOOL DIST.(4502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
11110	Property Taxes	1,151,007	1,156,390	1,185,622	1,185,623	200,317	(985,306)
11115	Property Tax Relief	278,343	176,146	198,831	198,831	120,347	(78,484)
11120	Property Taxes	690,397	795,790	800,001	800,000	0	(800,000)
11140	Property Taxes - Delinquent	103,566	167,627	140,806	140,806	11,224	(129,582)
11150	Excess Commission	1,809	32,461	1,615	1,615	10	(1,605)
11160	Land Redemption (Include State Land Sales)	16,587	16,293	7,157	7,157	6,115	(1,042)
11500	Interest on Unapportioned Property Taxes	0	2,049	0	0	0	0
12800	Revenue in Lieu of Taxes	0	3,810	3,645	3,645	3,182	(463)
14190	Fees from Other Programs	0	0	12,033	12,000	1,050	(10,950)
14240	Fees from Vocational Education	0	12,640	12,640	12,640	0	(12,640)
15100	Interest on Investments	1,048	802	126	126	0	(126)
19200	Contrib and Donations from Private Sources	0	15,500	0	0	0	0
19510	Services Provided Other LEA's in State	0	0	0	2,000	1,620	(380)
19800	Refunds of Prior Year Expenditures	7,180	21,190	1,295	1,000	962	(38)
19900	Misc Revenue from Local Sources	14,668	1,680	2,194	5,100	3,425	(1,675)
31101	Foundation Funding	3,327,749	3,261,590	2,896,641	3,028,502	550,636	(2,477,866)
31103	98% Tax Collection Rate Guarantee	22,559	95,328	63,466	0	0	0
31460	Declining Enrollment	77,100	49,625	189,092	0	0	0
31620	Supplemental Millage Incentive Funding	11,096	5,548	0	0	0	0
31900	Other	13,027	0	0	0	0	0
32232	Arkansas School Recognition Program	0	23,877	24,202	0	0	0
32250	Pathwise	4,000	5,200	0	0	0	0
32260	AR Game & Fish Commission	0	0	0	0	0	0
32310	LEA Special Education Supervisor	2,884	2,712	2,757	0	0	0
32355	Special Education Cat Loss Funding	30,992	45,677	38,198	28,000	0	(28,000)
32361	Gifted & Talented - AP	3,308	750	2,097	25,544	0	(25,544)
32480	Career New Program Start-up	57,261	0	0	0	0	0
32902	Coord School Health and Wellness	120,000	0	105,000	95,000	0	(95,000)
32912	General Facilities Funding	4,668	2,334	0	0	0	0
32915	Debt Service Supplement	25,512	23,176	17,929	19,040	9,520	(9,520)
32931	District Defined	0	4,804	0	0	0	0
32941	District Defined	0	0	20,000	0	0	0
32990	Other Grants and Aid from the State	1,112	0	0	0	0	0
42200	Flood Control	0	27,942	0	11,395	11,395	(0)

Revenue

YELLVILLE-SUMMIT SCHOOL DIST.(4502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
51100	Proceeds from Sale of Bonded Indebt	0	1,645	0	0	0	0
51800	Bonded Debt Refunding Savings	47	0	0	0	0	0
51900	Misc Nonrevenue Sources	0	0	0	0	0	0
51999	Audit Adjust for Prior Year Coding Errors	0	53,677	0	0	0	0
53100	Sale of Equipment	0	3,000	0	0	0	0
53400	Compensation for Loss of Fixed Assets	8,315	3,953	12,913	11,450	15,598	4,148
Total Revenue		5,974,235	6,013,213	5,738,261	5,589,474	935,402	(4,654,072)

(Excluding transfers from 52000-52299 and 52400-52499)

EXPENDITURES

YELLVILLE-SUMMIT SCHOOL DIST.(4502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
61110	Certified	2,765,798	2,884,143	2,436,943	2,353,432	317,922	2,035,509
61120	Classified	823,356	833,775	739,174	741,816	119,715	622,101
61210	Certified	4,011	5,200	0	0	0	0
61220	Classified	54,995	47,756	42,874	18,300	14,553	3,747
61320	Classified	366	2,563	3,467	1,000	766	234
61510	Certified	35,000	0	0	0	0	0
61520	Classified	21,500	0	0	0	0	0
61620	Classified	1,450	1,450	1,250	1,250	0	1,250
61710	Certified	0	0	1,140	1,330	1,330	0
61720	Classified	8,469	16,423	11,555	5,000	1,700	3,301
61810	Certified Unused Sick Leave	14,016	27,419	0	6,453	6,453	0
61820	Classified - Unused Sick Leave	9,511	17,053	3,432	5,900	5,900	0
61850	Cert Unused Personal Business Leave	0	480	0	60	60	0
61860	Class Unused Personal Business Leave	0	371	292	239	239	0
62110	Certified	28,442	26,271	0	0	0	0
62120	Classified	15,141	13,132	0	0	0	0
62210	Certified	170,918	177,101	146,311	138,753	19,301	119,451
62220	Classified	52,580	51,791	44,168	45,372	8,056	37,315
62260	Certified	39,990	41,406	34,218	32,262	4,514	27,748
62270	Classified	12,297	12,112	10,330	10,615	1,884	8,731
62310	Certified	416,689	434,644	369,386	329,190	47,382	281,808
62320	Classified	112,710	111,660	92,525	93,292	18,196	75,096
62510	Certified	5,098	1,438	179	0	0	0
62520	Classified	5,098	755	10,443	897	897	0
62610	Certified	7,155	4,839	7,546	7,423	1,025	6,398
62620	Classified	2,784	3,184	3,663	13,498	2,520	10,977
62710	Certified	81,444	92,137	74,273	70,047	9,407	60,640
62711	Certified	0	2,810	4,637	4,821	540	4,281
62720	Classified	45,497	41,688	31,144	28,226	5,944	22,282
62721	Classified	0	627	1,325	1,336	217	1,119

122

EXPENDITURES

YELLVILLE-SUMMIT SCHOOL DIST.(4502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
62820	Classisified	0	0	48	108	9	99
62910	Certified	12,020	10,783	0	0	0	0
Salaries & Benefits Totals		4,746,335	4,863,010	4,070,321	3,910,616	588,528	3,322,088
63110	Staff Service	617	105	0	0	0	0
63120	Management Service-Consulting	139	2,214	21,506	21,500	0	21,500
63130	Board of Education Services	0	0	2,903	840	822	18
63210	Instruction Services	39,632	5,355	5,500	2,000	2,000	0
63220	Sub Teachers Purch Service	79,271	41,247	46,999	46,308	5,612	40,696
63221	Sub Class Staff Instructional Support	0	3,747	4,416	4,418	358	4,060
63310	Certified	1,816	310	3,848	773	0	773
63320	Classified	3,278	8,045	2,910	3,080	675	2,405
63410	Pupil Services	6,922	14,816	4,589	42,920	2,148	40,772
63445	Legal-Research and Opinions	0	0	6,152	75	0	75
63450	Medical	2,863	768	13,380	1,425	1,289	136
63490	Other Professional Services	17,147	26,448	9,057	4,671	2,047	2,624
63530	Software Maintenance & Support	4,065	9,593	1,080	0	0	0
63590	Other Technical Services	4,839	6,000	13,267	8,268	4,913	3,355
63900	Other Prof and Tech Services	14,521	2,465	100	100	0	100
64110	Water/Sewer	20,524	20,164	23,721	19,625	4,414	15,211
64210	Disposal/Sanitation	12,848	14,139	12,091	12,091	3,633	8,458
64220	Sub Employee Purchased Service	0	624	0	0	0	0
64230	Custodial	0	4,875	5,835	5,835	1,944	3,891
64240	Lawn Care	3,675	5,935	300	1,750	1,600	150
64310	Non-Tech-Related Repairs and Maint	57,309	30,236	53,979	67,100	39,621	27,479
64320	Tech-Related Repairs and Maint	12,578	964	3,342	3,342	0	3,342
64410	Rental of Land and Buildings	6,450	3,250	3,185	3,491	3,490	1
64420	Rental of Equipment and Vehicles	0	0	307	307	0	307
64500	Construction Services	0	114	8,240	8,240	0	8,240
64900	Other Purchased Property Services	700	59,001	1,189	0	0	0
65210	Property Insurance	53,537	53,527	47,444	47,445	42,336	5,109

EXPENDITURES

YELLVILLE-SUMMIT SCHOOL DIST.(4502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
65240	Fleet Insurance	9,647	9,417	9,647	10,524	10,524	0
65250	Accident Insurance	7,420	5,760	7,420	7,420	7,420	0
65290	Other Insurance	1,211	106	106	106	106	0
65310	Telephone	10,678	13,563	11,666	31,670	1,461	30,209
65320	Postage	6,602	7,729	5,511	5,512	2,141	3,371
65330	Networking/Internet Services	1,052	36	0	218	218	0
65331	Broadband	767	7,483	3,971	3,500	0	3,500
65400	Advertising	1,715	785	906	1,014	216	798
65500	Printing and Binding	0	355	1,929	1,931	339	1,592
65610	Tuition to Other LEA in the State	0	0	579	579	0	579
65810	Certified	2,235	1,069	882	1,869	1,025	844
65820	Classified	4,512	2,589	2,661	2,838	101	2,737
65870	Non-Employee	1,980	553	263	566	303	263
65880	Meals	2,991	2,417	1,316	1,894	97	1,797
65890	Lodging	8,996	12,716	5,825	5,401	0	5,401
65900	Misc Purchased Services	502	1,860	105	105	45	60
65910	Services Purch from LEA in State	0	9,727	13,560	13,257	0	13,257
65920	Services Purch from LEA outside State	732	0	0	0	0	0
66100	General Supplies and Materials	207,064	191,343	219,649	220,833	74,362	146,471
66107	Low Value Equip Supplies	17,248	23,720	10,874	8,386	3,111	5,275
66210	Natural Gas	45,024	49,482	33,109	33,109	937	32,172
66220	Electricity	199,704	156,445	145,137	142,657	29,982	112,675
66230	Bottled Gas Butane/Propane	798	0	0	0	0	0
66240	Oil	2,606	2,558	0	0	0	0
66260	Gasoline	58,311	62,017	36,822	36,823	1,988	34,835
66261	Fuel Additives	0	24	871	872	0	872
66410	Textbooks	12,586	4,674	7,260	3,147	3,142	5
66420	Library Books	314	0	0	0	0	0
66430	Periodicals	1,583	1,497	278	278	0	278
66440	Audiovisual Materials	1,121	0	0	0	0	0

EXPENDITURES

YELLVILLE-SUMMIT SCHOOL DIST.(4502000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

125

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
66500	Technology Supplies	4,912	407	4,299	3,415	1,380	2,035
66510	Software	0	3,886	0	0	0	0
66512	Tablet computers	0	1,480	0	5,493	5,493	0
66527	Low Value Equip Tec Supplies	20,837	23,876	6,403	22,267	21,934	333
66900	Other Supplies and Materials	0	0	200	200	0	200
66927	District Defined	16,530	15,339	0	0	0	0
66928	District Defined	12,535	15,172	0	0	0	0
67310	Machinery	0	1,715	0	2,500	2,415	86
67320	Vehicles	7,800	0	4,950	10,500	10,500	0
67330	Furniture and Fixtures	9,081	46,304	1,826	4,202	2,202	2,000
67340	Technology Related Hardware	7,868	3,440	849	0	0	0
67390	Other Equipment	6,681	0	1,003	1,000	0	1,000
68100	Dues and Fees	18,320	15,373	13,731	9,539	5,173	4,366
68101	License Renewal Fee for Teachers	450	975	1,425	825	75	750
68102	Dues and Fees	0	291	393	846	549	298
68300	Interest	205,571	187,634	177,227	171,978	823	171,154
68900	Miscellaneous Expenditures	15,023	12,156	15,923	14,979	2,802	12,177
69100	Redemption of Principal	217,627	229,409	387,206	437,206	16,065	421,141
69330	Transfer to Building Fund	63,632	413	3,178	598	0	598
69380	Transfer to Food Service Fund	8,976	25,850	7,095	0	0	0
69410	Remittance/Refund to ADE	19,179	6,521	0	0	0	0
Other Expenditure Totals		1,585,152	1,472,111	1,441,392	1,525,660	323,830	1,201,829
Overall Expenditure Totals		6,331,487	6,335,120	5,511,713	5,436,276	912,359	4,523,917

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 and 69340-69349)



Quarterly Report on

Helena-West Helena School District

Prepared for Arkansas House and Senate Education
Committees

July 1, 2016 – September 30, 2016

This report is given in compliance with A.C.A. § 6-13-112

Helena-West Helena School District Table of Contents

- Executive Summary

- Release Letter

- District Profile

- Unrestricted Funds Quarterly Report July 1, 2016 – September 30, 2016
 - Summary Report
 - Revenue Report
 - Expenditure Report

- Fiscal Distress Plan

Helena-West Helena School District Executive Summary

Pursuant to Ark. Code Ann. § 6-20-1905, on July 20, 2010, the Arkansas Department of Education identified the Helena-West Helena School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Helena-West Helena School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: (1) A declining balance determined to jeopardize the fiscal integrity of the school district. (2) Material state or federal audit exceptions or violations.

The Helena-West Helena School District did not appeal the fiscal distress identification. On September 13, 2010, following a public hearing, the State Board of Education classified the Helena-West Helena School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Helena-West Helena School District. The Arkansas Department of Education removed the Helena-West Helena superintendent and school board, and appointed an individual to administratively operate the Helena-West Helena School District under the supervision and approval of the Commissioner of Education.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Helena-West Helena School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report.

On March 10, 2016, the State Board of Education recommended that the Helena-West Helena School District be removed from Fiscal Distress status and State control.



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

March 10, 2016

State Board
of Education

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El Dorado

Diane Zook
Melbourne

Mr. John Hoy, Superintendent
Helena-West Helena School District
P.O. Box 369
Helena, Arkansas 72342

Dear Mr. Hoy:

This is to confirm the State Board of Education approved the recommendation for the Helena-West Helena School District to be removed from Fiscal Distress status and State control (reconstitution) at the March 10, 2016 meeting. The removal of the District's Fiscal Distress and State control (reconstitution) is effective as of March 10, 2016. After a school board has been elected the Arkansas Department of Education will arrange for the board members to received training. The Helena-West Helena School District is congratulated on this accomplishment. Please maintain a copy of this letter in your district audit file.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Smith".

Mrs. Cynthia (Cindy) Smith
ADE Coordinator, Fiscal Services and Support

CS:ddm

cc: Mr. Johnny Key, Commissioner
Dr. Mark Gotcher, Deputy Commissioner
Mr. Greg Rogers, Assistant Commissioner
Mrs. Kendra Clay, General Counsel

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**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:	2011-12	2012-13	2013-14	2014-15
Superintendent	Suzann McCommon	Suzann McCommon	Suzann McCommon	John Hoy
4 QTR ADM	1,886	1,651	1,636	1,542
Assessment	125,831,037	132,059,051	129,361,076	124,613,583
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	7,060,000	7,060,000	6,495,000	5,830,000
Per Pupil Expenditures	12,724	12,289	13,101	12,324
Personnel-Non-Fed Licensed FTE	175	137	135	136
Personnel-Non-Fed Licensed Clsrm FTE	163	125	118	121
Avg Salary-Non-Fed Licensed FTE	43,583	41,052	48,423	46,853
Avg Salary-Non-Fed Licensed Clsrm FTE	40,858	46,441	47,132	43,423
Net Legal Balance (Excl Cat & QZAB)	5,318,384	6,863,335	6,331,642	6,308,050

Prior to Annual Statistical Report (ASR) publication for 2015-16.

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

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

2011-12

- Reduced 27 licensed positions through RIF and attrition
- 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
- Monitored and implemented corrective actions for the 2011 audit findings

2012-13

- Reduced 30 employees through RIF
- Reclassified salaries of 4 licensed positions from Operating to Categorical and Federal funds
- Reduced expenses through consolidation of campuses
- Refunded district bonds to a lower interest rate

2014-15

- Established additional internal controls and increased monitoring of all financial transactions to address 2014 audit findings

2015-16

- Closed Miller Primary School Campus
- Continued training and monitoring of financial transactions to address audit findings

Helena-West Helena School District
LEA # 5403
Phillips County

Comments:

The District was classified in Fiscal Distress on September 13, 2010. The District began their fifth full year of Fiscal Distress on July 1, 2015.

On June 20, 2011, the Arkansas Department of Education took control of the Helena-West 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 the 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 consolidated campuses from five to three due to declining enrollment. The District's enrollment as of Oct. 1, 2012 was 1,655 students.

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to A.C.A. §6-20-1910.

On September 9, 2013, the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Helena-West Helena School District:

Zone 1	Vacant
Zone 2	Mr. Doug Friedlander
Zone 3	Mr. Marvin Jarrett
Zone 4	Mr. Lynn D. Boone
Zone 5	Vacant
Zone 6	Mr. Earnest Simpson
Zone 7	Mr. Nathan Bagley

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

Effective July 1, 2014, John Hoy was appointed Superintendent of Helena-West Helena School District.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

On March 10, 2016, the Arkansas State Board of Education recommended that the Helena-West Helena School District be removed from Fiscal Distress status and State control, upon election and training of school board members.

Unrestricted Financial Summary

HELENA/ WEST HELENA SCHOOL DISTRICT(5403000)

FY17 as of September 30, 2016				
Beginning Balance				Ending Balance
<u>7/1/2016</u>				<u>9/30/2016</u>
	Revenue		Expenditures	
6,295,955	1,972,695		2,014,357	6,254,293
FY17 Budget				
Beginning Balance				Projected Balance
<u>7/1/2016</u>				<u>6/30/2017</u>
	Revenue		Expenditures	
6,295,955	10,750,988		15,956,440	1,090,502
FY16				
Beginning Balance				Ending Balance
<u>7/1/2015</u>				<u>6/30/2016</u>
	Revenue		Expenditures	
6,229,508	12,178,522		12,112,075	6,295,955
FY15				
Beginning Balance				Ending Balance
<u>7/1/2014</u>				<u>6/30/2015</u>
	Revenue		Expenditures	
6,331,642	12,844,118		12,946,251	6,229,508
FY14				
Beginning Balance				Ending Balance
<u>7/1/2013</u>				<u>6/30/2014</u>
	Revenue		Expenditures	
6,850,080	12,820,587		13,339,025	6,331,642

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

Revenue

HELENA/ WEST HELENA SCHOOL DISTRICT(5403000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
11110	Property Taxes	2,278,288	2,612,389	2,104,510	2,100,000	160,828	(1,939,173)
11120	Property Taxes	1,023,476	950,773	1,489,347	1,375,000	555,208	(819,792)
11140	Property Taxes - Delinquent	343,637	447,499	305,545	300,000	46,001	(253,999)
11150	Excess Commission	117,703	94,510	70,150	70,000	0	(70,000)
11160	Land Redemption	36,541	53,781	75,510	70,000	16,224	(53,776)
12800	Revenue in Lieu of Taxes	47,581	19,833	32,414	28,000	0	(28,000)
15100	Interest on Investments	15,867	12,264	14,179	14,000	2,332	(11,668)
15200	Profits on Sale of Buildings	0	17,525	7,018	0	0	0
19130	LEA Buildings and Facilities	5,500	2,000	905	2,000	1,590	(410)
19200	Contributions and Donations from Private Sources	166,636	131,806	131,031	0	0	0
19300	Sales of Supplies and Materials	0	0	2,758	0	0	0
19800	Refunds of Prior Year Expenditures	91,984	304,528	7,436	10,000	7,939	(2,061)
19900	Miscellaneous Revenue from Local Sources	28,174	23,155	63,995	8,000	369	(7,631)
31101	Foundation Funding	7,308,369	7,501,968	7,124,402	6,248,301	1,136,054	(5,112,247)
31103	98% Tax Collection Rate Guarantee	140,616	116,653	112,413	0	0	0
31460	Declining Enrollment	773,809	41,278	294,733	415,840	0	(415,840)
31620	Supplemental Millage Incentive Funding, Act 69	71,141	35,570	0	0	0	0
31900	Other	432	586	1,631	0	0	0
32250	Pathwise	6,400	3,651	3,600	0	0	0
32252	District Defined	0	0	0	0	11,080	11,080
32310	LEA Special Education Supervisor	6,220	6,197	5,480	0	0	0
32361	Gifted & Talented - Advance Placement	1,033	50	150	0	0	0
32420	Career Capital Equipment Grant	0	10,000	10,000	0	0	0
32480	Career New Program Start-up	0	26,945	0	0	0	0
32710	Arkansas Better Chance (ABC)	164,850	157,240	0	0	0	0
32912	General Facilities Funding	16,396	8,198	0	0	0	0
32915	Debt Service Supplement	86,105	91,306	89,322	67,079	33,540	(33,539)
32920	AR Game & Fish Commission - School-yard Habitat	1,976	14,797	0	0	0	0
41200	Wildlife Refuge	0	12,943	13,608	0	0	0
41300	Revenue in Lieu of Taxes	1,780	13,548	1,746	0	0	0
42100	Forest Reserve	0	3,990	16,245	0	0	0
48000	Revenue in Lieu of Taxes	0	12,971	0	0	0	0
51999	Audit Adjustment for Prior Year Coding Errors	50,429	(3,399)	0	0	0	0

Revenue

HELENA/ WEST HELENA SCHOOL DISTRICT(5403000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
52600	Transfer from Federal Grants Fund	0	9,686	0	0	0	0
52900	Indirect Cost Reimbursement	25,977	48,000	41,200	42,768	0	(42,768)
53100	Sale of Equipment	0	20,000	0	0	0	0
53200	Sale of Building and Grounds	0	0	60,000	0	0	0
53400	Compensation for Loss of Fixed Assets	9,668	41,877	99,194	0	1,530	1,530
Total Revenue		12,820,587	12,844,118	12,178,522	10,750,988	1,972,695	(8,778,293)

(Excluding transfers from 52000-52299 and 52400-52499)

EXPENDITURES

HELENA/ WEST HELENA SCHOOL DISTRICT(5403000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
61110	Certified Salary	5,484,332	4,974,162	4,801,569	5,021,475	560,155	4,461,319
61111	Certified Sal N-Con	80,961	49,980	74,422	5,000	3,560	1,440
61120	Classified Salary	1,424,951	1,354,077	1,264,010	1,316,179	252,554	1,063,625
61121	Classified Sal N-Con	182,536	58,549	50,678	11,500	6,016	5,484
61210	Certified - Temp	0	6,888	57,890	0	8,920	(8,920)
61220	Classified - Temp	0	66,045	63,113	10,000	7,773	2,227
61310	Certified - Lunch/Prep Period	0	0	0	0	0	0
61320	Classified - Overtime	0	54,508	23,655	0	2,866	(2,866)
61620	Classified - Workshops	0	84	0	0	0	0
61710	Certified - Subs	55,052	115,191	126,570	130,200	8,701	121,499
61720	Classified - Subs	113,451	102,508	117,076	15,000	14,027	973
61810	Certified Unused Sick Leave	7,550	64,700	300	0	0	0
61819	Cert Unused Sick	0	0	16,688	0	0	0
61820	Classified - Unused Sick Leave	0	0	10,825	0	0	0
61829	Class Unused Sick	0	0	4,100	2,000	1,425	575
62210	Certified Soc Security	320,702	300,506	292,706	309,795	34,349	275,446
62220	Classified Soc Security	104,214	101,295	96,849	83,776	17,469	66,308
62260	Certified Medicare	79,771	70,277	68,833	72,803	8,033	64,770
62270	Classified Medicare	24,374	23,635	22,684	19,593	4,085	15,508
62310	Certified Teach Retire - Cont	743,278	715,141	734,755	705,739	80,334	625,405
62320	Classified Teach Retire - Cont	229,547	236,654	222,610	171,912	38,884	133,027
62510	Certified Unemploy Comp	83,617	24,587	22,861	250	560	(310)
62520	Classified Unemploy Comp	72,155	27,733	1,059	0	0	0
62610	Certified Worker Comp	16,542	17,084	12,105	0	0	0
62620	Classified Worker Comp	38,292	39,574	24,209	0	0	0
62710	Certified Health Benefits	169,626	161,147	155,176	153,281	15,523	137,758
62711	Certified Prem Asst EBD	0	9,544	14,956	13,647	1,368	12,280
62720	Classified Health Benefits	67,750	60,020	51,931	52,487	10,032	42,454
62721	Classified Prem Asst EBD	0	1,952	3,145	3,421	570	2,851

EXPENDITURES

HELENA/ WEST HELENA SCHOOL DISTRICT(5403000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
62820	Classified Pub Reture Cont	3,738	3,336	3,135	2,253	456	1,797
Salaries & Benefits Totals		9,302,440	8,639,178	8,337,912	8,100,310	1,077,661	7,022,649
63130	Board of Education Services	4,277	0	359	400	709	(309)
63210	Instruction Services	2,671	0	0	0	0	0
63230	Consulting - Educational	36,792	0	0	0	0	0
63310	Certified	5,993	8,185	8,838	13,600	675	12,925
63320	Classified	2,422	847	1,759	2,200	405	1,795
63420	Engineering and/or Facilities Coord	0	0	7,000	7,000	0	7,000
63441	Legal-Litigation Defense of District	65,444	83,207	40,047	140,000	11,249	128,751
63450	Medical	3,152	0	345	750	0	750
63470	Architectural	0	0	0	10,000	3,178	6,822
63900	Other Prof and Tech Services	714,774	239,691	331,890	585,100	59,985	525,115
64110	Water/Sewer	35,089	33,837	25,040	34,000	5,178	28,822
64210	Disposal/Sanitation	33,419	31,648	31,455	43,000	7,997	35,003
64310	Non-Tech-Related Repairs and Maint	0	27,297	4,568	28,500	0	28,500
64410	Rental of Land and Buildings	0	5,696	0	0	0	0
64420	Rental of Euiptment and Vehicles	110	0	0	0	0	0
64430	Rental of Comp and Related Equip	189,059	212,615	168,457	193,500	11,422	182,078
64500	Construction Services	129,244	378,700	27,443	320,000	270,347	49,653
65190	Student Trans Purch	0	0	0	0	0	0
65210	Property Insurance	225,637	153,223	326,470	327,000	113	326,887
65240	Fleet Insurance	0	0	721	1,000	(24)	1,024
65250	Accident Insurance	33,007	0	28,866	30,000	28,865	1,135
65290	Other Insurance	1,560	23,143	42,606	43,000	0	43,000
65310	Telephone	87,127	90,538	104,590	125,000	27,811	97,189
65320	Postage	12,058	10,103	9,142	12,700	729	11,971
65330	Networking/Internet Services	1,349	3,170	7,207	8,500	747	7,753
65331	Broadband	0	0	44,930	25,400	0	25,400
65400	Advertising	7,308	3,994	2,514	6,000	567	5,433

EXPENDITURES

HELENA/ WEST HELENA SCHOOL DISTRICT(5403000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
65500	Printing and Binding	0	0	5,402	5,350	0	5,350
65690	Other Tuition	10,850	0	0	0	0	0
65810	Certified	0	647	0	750	82	668
65820	Classified	7,533	5,168	2,333	8,850	98	8,752
65830	Out of District Certified	1,746	3,586	3,224	7,350	649	6,701
65840	Out of District Classified	1,628	2,812	2,456	3,000	172	2,828
65850	Out of State Certified	0	71	66	700	0	700
65870	Non-Employee	6,708	2,990	591	2,500	354	2,146
65880	Meals	19,606	21,096	14,844	17,450	1,973	15,477
65890	Lodging	11,038	7,269	9,660	15,250	1,893	13,357
65900	Miscellaneous Purchased Services	19,752	18,966	21,065	21,350	5,995	15,355
66100	General Supplies and Materials	412,465	264,304	273,757	307,850	79,440	228,410
66107	Low Value Equip Supplies	0	960	0	700	1,536	(836)
66210	Natural Gas	119,528	117,352	43,290	100,750	1,470	99,280
66220	Electricity	340,045	308,368	334,634	387,000	90,947	296,053
66260	Gasoline	75,657	35,026	24,683	75,500	2,607	72,893
66300	Food	0	5,595	665	1,500	1,968	(468)
66410	Textbooks	160,684	185,690	245,409	211,500	118,166	93,334
66420	Library Books	228	161	175	0	0	0
66430	Periodicals	60	662	1,156	1,500	162	1,338
66500	Technology Supplies	58,460	12,211	12,340	24,350	727	23,623
66510	Software	8,629	2,923	5,061	4,600	0	4,600
66527	Low Value Equip Tec Supplies	0	0	0	15,000	0	15,000
67310	Machinery	4,293	31,728	17,861	37,500	13,085	24,415
67320	Vehicles	91,938	99,880	214,169	216,000	117,500	98,500
67330	Furniture and Fixtures	4,419	0	5,212	5,800	0	5,800
67340	Technology Related Hardware	40,907	37,367	169,668	220,500	0	220,500
67350	Technology Software	19,688	5,967	2,100	4,000	0	4,000
67390	Other Equipment	48,051	14,293	25,692	53,570	17,328	36,242

EXPENDITURES

HELENA/ WEST HELENA SCHOOL DISTRICT(5403000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
67400	Infrastructure	28,284	0	0	0	0	0
68100	Dues and Fees	12,895	11,134	9,650	13,510	3,964	9,546
68102	Dues and Fees	0	0	227	300	0	300
68300	Interest	111,925	106,650	100,000	46,625	46,625	0
68600	Penalties and Interest	3,262	2,836	2,842	1,500	0	1,500
68900	Miscellaneous Expenditures	51	51	0	0	0	0
68905	Miscellaneous Expenditures	1	0	0	0	0	0
69100	Redemption of Principal	565,000	665,000	675,000	736,625	0	736,625
69330	Transfer to Building Fund	0	957,702	336,687	3,350,750	0	3,350,750
69360	Transfer to Federal Grants Fund	25,200	0	0	0	0	0
69400	Program Funding Return	235,564	69,146	0	0	0	0
69640	Stud Breakfast or Lunch	0	3,572	0	0	0	0
Other Expenditure Totals		4,036,585	4,307,073	3,774,163	7,856,130	936,695	6,919,435
		13,339,025	12,946,251	12,112,075	15,956,440	2,014,357	13,942,084

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 and 69340-69349)

Office of the Superintendent
Helena-West Helena School District
305 Valley Drive • P. O. Box 369
Helena, Arkansas 72342
Telephone: (870) 338-4425 • Fax (870) 338-4434

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Helena-West Helena School District Fiscal Distress District Improvement Plan

When focusing on the fiscal status of the district, the administration noted the stated areas of concern:

Areas of Concern

- The district operates too many campuses
- The district is overstaffed for number of student served
- The district has Audit Findings to be addressed
- Decrease in Revenue
- Facilities require upgrading and repairs

Analysis of Why Problem Areas Occurred

- The failure to align the use of campuses to students served
- The failure to reduce staff when experiencing a significant loss of students
- Inadequate monitoring/supervision and adherence to adopted policies and procedures
- The failure to adjust expenditures within available revenue
- Lack of maintenance and repair to facilities; the former Facilities Master Plan did not address warm, safe and dry issues.

Fiscal Distress District Improvement Plan

The Helena-West Helena School District is located in Eastern Arkansas (Phillips County); its size is 120 square miles. To provide transportation for its students, the district contracts with Durham Bus Services for the transportation of its students. Durham operates twenty-five daily routes with three of these being Special needs routes.

The distance of the routes range from a high 39.5 miles to a low of 5.5 miles (both ways). Twelve of the twenty five buses used on a daily route are owned by Helena-West Helena School District.

On June 20, 2011, the Commissioner of Education removed the Helena-West Helena Board of Directors and the Superintendent. The State assumed control of the school district by appointing Suzann McCommon as the CEO and Ulicious Reed, the COO of the District.

At the present time, the district serves its K-12 students by using six sites located on five campuses. This configuration does not lend itself to effectiveness and efficient use of the district's personnel nor resources. The current assessment valuation of the District is \$113,701.999 with the millage rate being 34.10 (25.0 mills = M & O; 9.10 mills = debt service). The school district has an annual bonded debt payment of \$683,102.25. It has no non-bonded debt payment, no post-dated warrants, and no current short term cash flow agreements. However, the district has a lease agreement for the transporting of its K-12 students with Durham Bus Service. For the 2011-2012 school year the agreement will cost approximately \$900,000.00 for daily student transportation plus additional charges for fuel and any repair which exceeds \$500.

The district also has a lease agreement for copy machines which cost approximately \$17,000.00 per month or \$204,000.00 per year.

In September 2010, the Helena-West Helena School District was classified as being in fiscal distress by the State Board of Education. The reasons for the classification were:

- Declining balance determined to jeopardize the fiscal integrity of the school district.
- Material state or federal audit exceptions or violations.

The district three quarter (K-12) student's enrollment average for 2009-2010 school year was 2,315; it was 2,242 for the 2010-2011 school year. This year the district's two quarter K-12 enrollment is 1876. The decrease of revenue for the 2012-2013 school year is projected at \$1,147,086 based on the two quarter average of 1876 thus making it necessary to address the loss in revenue and overstaffing immediately.

The Helena-West Helena School District because of the Reduction in Force that became necessary during the 2010-2011 and 2011-2012 school years has incurred an unemployment debt of approximately \$375,000.00 which is now due.

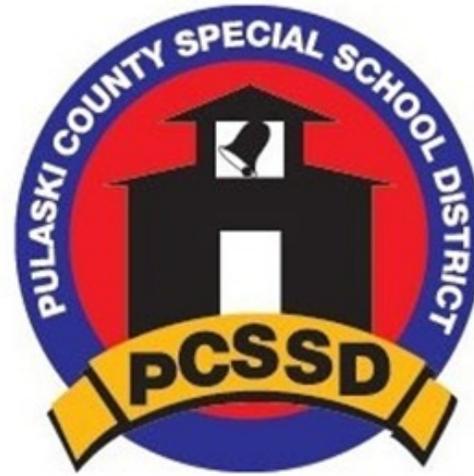
A similar amount will be due next year.

Helena-West Helena School District

Fiscal Distress District Improvement Plan

Objective	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date Of Action	Funding Sources	Amount Of Net Savings	Objective Met	
								Yes	No
Objective 1	Reduce Salary Expenditures to align with available revenue	Administration	RIF up to thirty (30) staff members	March 2012	April 30, 2012	Teacher Salary Fund and Operating	\$1,191,850.00	X	
Objective 2	Maximize the use of Categorical dollars	Administration	Move four (4) teachers from foundation dollars to allowable categorical funds	June 2012	July 1, 2012	Categorical Funds Operating	\$169,400.00	X	
Objective 3	Consolidate Campuses	Administration	To reduce operating expenditures	March 2012	June 3, 2012 August 2015	Operating Fund	\$60,000	X	
Objective 4	Address Audit findings	Administration	(a) Provide training for needed staff (b) Establish internal controls and increased monitoring of all financial transactions NOTE- The FY 2015 audit had one material finding for internal controls.	March 2012	March 2012 and on-going	N/A	N/A		X
Objective 5	Address repairs: warm, safe and dry issues on Miller's campus and make urgent repairs on Central's Campus	Administration	Refunding of Bonds to generate saving due to the exceptional low interest rates; use the funds generated by the savings to pay for repairs on Miller and Central campus	April 2012	May 1, 2012	Debt Services Funds and Operating Fund	Projected Savings from refunding of bonds: \$625,000 Cost of repairs (Miller and Central) \$615,000 Net Savings: \$10,000	X	


 Superintendent
 John Hoy
 Date 02-26-2016



Quarterly Report on

Pulaski County Special School District

Prepared for Arkansas House and Senate Education
Committees

July 1, 2016 – September 30, 2016

This report is given in compliance with A.C.A. § 6-13-112

Pulaski County Special School District Table of Contents

- Executive Summary

- Release Letter

- District Profile

- Unrestricted Funds Quarterly Report July 1, 2016 – September 30, 2016
 - Summary Report
 - Revenue Report
 - Expenditure Report

- Fiscal Distress Plan

Pulaski County Special School District Executive Summary

Pursuant to Ark. Code Ann. § 6-20-1905, on March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Pulaski County Special School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: Material state or federal audit exceptions or violations.

The Pulaski County Special School District did appeal the fiscal distress identification. On May 16, 2011, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Pulaski County Special School District. The Arkansas Department of Education removed the Pulaski County Special superintendent and school board, and appointed an individual to administratively operate the Pulaski County Special School District under the supervision and approval of the Commissioner of Education.

Pursuant to Ark. Code Ann. § 6-20-1905, on January 19, 2012, the Pulaski County Special School District was identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator: A declining balance determined to jeopardize the fiscal integrity of a school district. The Pulaski County Special School District did not appeal the fiscal distress identification. On February 13, 2012, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, with the additional indicator, pursuant to Ark. Code Ann. § 6-20-1906.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Pulaski County Special School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report.

On March 10, 2016, the State Board of Education recommended that the Pulaski County Special School District be removed from Fiscal Distress status and State control.



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

March 10, 2016

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Melbourne

Dr. Jerry Guess, Superintendent
Pulaski County Special School District
925 East Dixon Road
Little Rock, Arkansas 72206

Dear Dr. Guess:

This is to confirm the State Board of Education approved the recommendation for the Pulaski County Special School District to be removed from Fiscal Distress status and State control (reconstitution) at the March 10, 2016 meeting. The removal of the District's Fiscal Distress and State control (reconstitution) is effective as of March 10, 2016. After a school board has been elected the Arkansas Department of Education will arrange for the board members to received training. The Pulaski County Special School District is congratulated on this accomplishment. Please maintain a copy of this letter in your district audit file.

Sincerely,

A handwritten signature in black ink that reads "Cynthia Smith". The signature is written in a cursive style.

Mrs. Cynthia (Cindy) Smith
ADE Coordinator, Fiscal Services and Support

CS:ddm

cc: Mr. Johnny Key, Commissioner
Dr. Mark Gotcher, Deputy Commissioner
Mr. Greg Rogers, Assistant Commissioner
Mrs. Kendra Clay, General Counsel

Four Capitol Mall
Little Rock, AR
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Pulaski County Special School District
LEA # 6003
Pulaski County

Classified in Fiscal Distress May 16, 2011
 * Additional indicator of a 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:	2011-12	2012-13	2013-14	2014-15
Superintendent	Jerry Guess	Jerry Guess	Jerry Guess	Jerry Guess
4 QTR ADM	14,392	17,032	16,864	16,469
Assessment	2,468,039,116	2,525,539,079	2,644,995,204	2,736,625,810
Total Mills	41	41	41	41
Total Debt Bond/Non Bond	149,101,780	145,498,672	140,957,717	136,219,025
Per Pupil Expenditures	13,268	10,566	11,115	11,284
Personnel-Non-Fed Licensed FTE	1,318	1,346	1,362	1,273
Personnel-Non-Fed Licensed Clsrm FTE	1,220	1,250	1,265	1,182
Avg Salary-Non-Fed Licensed FTE	58,079	50,795	51,946	52,979
Avg Salary-Non-Fed Licensed Clsrm FTE	55,541	48,215	49,323	50,348
Net Legal Balance (Excl Cat & QZAB)	13,591,944	17,097,470	17,033,527	18,326,684

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
- Complied 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
- Developed and implemented a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitored compliance with district policy in regard to voiding of outstanding checks
- Monitored 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
- Established a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit finding
- 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
- Conducted audits through Legislative Audit
- Submitted Fiscal Distress Plan progress statements as a Board action agenda item
- Reduced 77 licensed and classified 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
- Implemented corrective actions pertaining to the FY11 audit findings
- Established a policy for budget adjustments
- Addressing the declining balance and building the legal balance to 10% of Annual Expenditures
- Identify cost reduction related to state desegregation funding

2014-15

- Reversed the declining balance and built 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 District began their fifth full year of Fiscal Distress on July 1, 2015.

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, 2011, 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-reoccurring 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).

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013 the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Pulaski County Special School District:

Zone 1	Mr. Daniel Thaddeus Gray
Zone 2	Miss Tjuana Cynese Byrd
Zone 3	Mr. Ronald McDaniel
Zone 4	Mrs. Margie Anne Snider
Zone 5	Mrs. Lindsey Pierson Gustafson
Zone 6	Dr. Julian Nevon McMurray
Zone 7	Ms. Susie Porchia Marks

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

The District is currently in the process of addressing the issues related to the desegregation funding.

The District's assessment will be adjusted due to recently identified tax errors.

In September 2014 voters in Jacksonville, AR approved the detachment of the Jacksonville, North Pulaski School District from PCSSD.

On November 13, 2014 the State Board of Education approved the order creating the Jacksonville-North Pulaski School District and appointment of a seven member board. PCSSD is currently in the process of addressing the financial and administrative issues related to the detachment of the newly created district.

In the Legislative Audit December meeting an extension was requested and granted for the FY14 audit. The extension was for 90 days with a completion date of March 31, 2015.

On February 12, 2015, the State Board of Education removed Pulaski County Special School District from the designation of academic distress.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

On March 10, 2016, the Arkansas State Board of Education recommended that the Pulaski County Special School District be removed from Fiscal Distress status and State control, upon election and training of school board members.

Unrestricted Financial Summary

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

FY17 as of September 30, 2016			
Beginning Balance			Ending Balance
<u>7/1/2016</u>			<u>9/30/2016</u>
	Revenue	Expenditures	
17,519,640	29,695,380	45,154,822	2,060,198
FY17 Budget			
Beginning Balance			Projected Balance
<u>7/1/2016</u>			<u>6/30/2017</u>
	Revenue	Expenditures	
17,519,640	161,332,860	161,898,983	16,953,517
FY16			
Beginning Balance			Ending Balance
<u>7/1/2015</u>			<u>6/30/2016</u>
	Revenue	Expenditures	
18,012,679	181,128,326	181,621,365	17,519,640
FY15			
Beginning Balance			Ending Balance
<u>7/1/2014</u>			<u>6/30/2015</u>
	Revenue	Expenditures	
16,707,516	181,827,906	180,522,743	18,012,679
FY14			
Beginning Balance			Ending Balance
<u>7/1/2013</u>			<u>6/30/2014</u>
	Revenue	Expenditures	
16,735,979	174,242,842	174,301,843	16,676,978

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

Revenue

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206|1211|1213|1222|1224|1274|1277|1280|1282|1292|1294|1319|1321|1322|1324|1390|1392|1400|1405|1999

Fund/SOF 2000-2200|2204|2206|2211|2213|2222|2224|2274|2277|2280|2282|2292|2294|2319|2321|2322|2324|2390|2392|2400|2405|2999

Fund/SOF 4000:4999

149

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
11110	Property Taxes	46,807,202	48,974,780	51,309,810	46,277,868	8,094,403	(38,183,465)
11120	Property Taxes	43,496,539	46,139,750	48,352,374	43,817,909	0	(43,817,909)
11140	Property Taxes - Delinquent	5,455,292	6,334,592	5,371,055	4,619,353	409,895	(4,209,458)
11150	Excess Commission	2,063,034	1,806,977	2,047,623	1,761,135	0	(1,761,135)
11160	Land Redemption (Include State Land Sales)	877,171	897,634	920,255	780,062	91,805	(688,257)
11400	Penalties and Interest on Taxes	4,166	3,001	2,898	2,449	25	(2,424)
12800	Revenue in Lieu of Taxes	31,715	192,970	174,817	150,342	16,602	(133,740)
13120	Tuition from Summer School	29,510	34,620	24,420	33,224	210	(33,014)
13140	Tuition from Day Care	515,765	546,063	579,122	448,321	22,815	(425,506)
13190	Tuition from Other Programs	5,390	900	0	0	0	0
15100	Interest on Investments	79,235	90,151	109,731	98,730	19,122	(79,608)
16910	Pepsi/Coke Fund	22,277	16,261	22,448	22,277	10,000	(12,277)
17900	Other Student Activity Revenue	86,765	108,592	106,656	81,353	9,943	(71,411)
19130	LEA Buildings and Facilities	44,047	214,260	219,144	94,217	5,593	(88,624)
19300	Sales of Supplies and Materials	0	0	268,215	0	0	0
19600	Services Provided Other Local Governmental Units	68,004	133,176	51,858	114,531	0	(114,531)
19800	Refunds of Prior Year Expenditures	139,898	319,888	239,187	215,237	215,237	0
19900	Miscellaneous Revenue from Local Sources	206,202	192,699	170,727	150,386	39,584	(110,802)
19915	District Defined	0	0	0	0	0	0
21200	Severance Tax	20,325	24,165	24,186	20,781	5,921	(14,860)
22000	Restricted Grants-in-Aid	50,382	1,375	0	0	0	0
31101	Foundation Funding	44,882,284	43,086,745	39,657,639	21,148,409	3,845,166	(17,303,243)
31103	98% Tax Collection Rate	1,566,411	1,062,722	905,958	800,082	0	(800,082)
31450	Student Growth Funding	0	0	0	0	0	0
31460	Declining Enrollment	0	533,907	1,242,335	1,242,335	0	(1,242,335)
32110	Adult Basic Education	0	0	0	0	0	0
32225	Technology Grant	10,000	10,000	0	0	0	0
32232	Arkansas School Recognition Program	26,062	66,629	139,926	66,629	0	(66,629)
32250	Pathwise	126,400	111,900	91,400	91,400	0	(91,400)
32252	District Defined	0	0	0	104,940	104,940	0
32253	Pathwise Mentor TRAINING	4,244	0	0	5,410	0	(5,410)
32260	AR Game & Fish Commission	1,867	1,898	10,042	0	0	0
32290	Other Grants and Aid from the State	1,000	0	2,500	2,500	1,500	(1,000)
32310	Children with Disabilities, LEA Special Education Supervisor	64,232	64,833	63,691	78,247	0	(78,247)
32314	Special Education Extended School Year	6,808	10,064	23,976	43,976	8,806	(35,170)
32330	Children without Disabilities - Residential Treatment	1,293,170	1,277,985	1,323,163	1,276,588	0	(1,276,588)
32340	Children with Disabilities - Residential Treatment	1,028,467	1,045,679	1,028,320	775,000	0	(775,000)

Revenue

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206|1211|1213|1222|1224|1274|1277|1280|1282|1292|1294|1319|1321|1322|1324|1390|1392|1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

150

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
32350	Early Childhood Special Education	558,193	588,039	632,464	372,286	37,229	(335,057)
32355	Special Education Catastrophic Loss Funding	373,905	361,992	391,715	360,000	0	(360,000)
32361	Gifted & Talented - Advance Placement	17,700	29,523	21,735	21,735	0	(21,735)
32363	AIMS GRANT	4,514	0	0	0	0	0
32412	Project Lead The Way	0	76,954	0	0	0	0
32420	Career Capital Equipment Grant	0	0	10,000	10,000	0	(10,000)
32430	Coord Comp Career Education - Special Needs	15,142	2,749	1,491	3,000	0	(3,000)
32470	Traditional Apprenticeship	12,199	15,685	13,900	13,120	0	(13,120)
32480	Career New Program Start-up	65,228	144,789	0	27,030	0	(27,030)
32611	Coop Distance Learning	5,000	0	0	5,000	0	(5,000)
32612	Educational Cooperative Technology Center	57,916	0	0	0	0	0
32710	Arkansas Better Chance (ABC) – Center Based	3,345,964	3,346,370	3,443,456	3,402,000	1,020,600	(2,381,400)
32727	ABC/HIPPY	224,525	189,875	185,470	236,250	70,875	(165,375)
32811	Pulaski County Magnet School Revenue	156,267	0	0	0	0	0
32812	M-to-M Revenue	10,424,425	0	0	0	0	0
32813	Magnet & M-to-M Transportation	1,833,811	1,033,737	0	0	0	0
32814	Teacher Retirement and Insurance - Court Settlement	6,873,210	895,578	0	0	0	0
32903	District Defined	250,000	0	0	0	0	0
32904	District Defined	0	20,804,500	20,804,500	20,804,500	4,690,469	(16,114,031)
32912	General Facilities Funding	46,007	23,003	0	0	0	0
32931	District Defined	0	229,740	0	0	0	0
32940	District Defined	0	6,200	0	0	0	0
32990	Other Grants and Aid from the State	0	0	0	0	0	0
42500	Impact Aid	219,018	204,314	273,388	202,306	150,391	(51,915)
51100	Proceeds from Sale of Bonded Indebtedness	0	0	68,132	0	0	0
51500	Proceeds issuance of Installment/Lease Purch Contracts	0	0	21,000	21,000	15,000	(6,000)
51800	Bonded Debt Refunding Savings	0	0	92,425	0	0	0
51901	Consolidation/Annexation	0	0	239,454	510,757	0	(510,757)
51999	Audit Adjustment for Prior Year Coding Errors	0	0	0	0	0	0
52900	Indirect Cost Reimbursement	423,901	310,642	260,523	211,136	0	(211,136)
53100	Sale of Equipment	94,292	85,374	30,505	0	201	201
53200	Sale of Building and Grounds	98,148	0	0	0	0	0
53400	Compensation for Loss of Fixed Assets	129,614	174,625	150,639	0	0	0
53500	Compensation for Loss of Non-Fixed Asset property	0	0	4,055	0	0	0
56300	Special Items	0	0	0	10,809,050	10,809,050	0
Total Revenue		174,242,842	181,827,906	181,128,326	161,332,860	29,695,380	(131,637,480)

(Excluding transfers from 52000-52299 and 52400-52499)

EXPENDITURES

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
61110	Certified	59,086,538	56,582,197	55,487,723	43,929,411	7,346,396	36,583,015
61111	Bus Duty Monitors	6,459	6,450	6,594	5,416	653	4,763
61115	Certified Administrators	8,562,286	8,280,230	8,584,285	6,416,205	1,586,874	4,829,331
61117	Staff Dev- Cert Teachers	179,101	0	0	0	0	0
61118	Staff Dev- Cert Admin	2,887	0	0	0	0	0
61119	Departmental Chairperson	52,496	50,141	75,798	33,688	0	33,688
61120	Classified	14,077,267	14,423,713	16,074,221	12,259,706	2,438,070	9,821,636
61121	Staff Dev- Classified	77,000	0	0	0	0	0
61122	Classified Custodians	2,047,925	1,981,795	2,013,840	1,622,298	300,089	1,322,210
61123	Classified Café Monitors	337,019	289,784	341,541	279,129	36,657	242,472
61124	Bus Monitors Classified	30,744	32,759	29,329	9,256	1,723	7,534
61125	Classified Administrative	1,190,111	1,215,955	1,162,586	1,029,363	281,142	748,221
61126	Classified Professional	9,243,685	8,789,400	9,100,260	8,234,442	1,636,462	6,597,981
61210	Temp. Certified	21,316	48,481	30,185	146,598	1,262	145,336
61211	Part-time Certified	20,774	22,659	11,238	20,547	10,947	9,600
61220	Temp. Classified	740,356	568,056	731,967	563,790	497,447	66,343
61320	Overtime Classified	173,317	358,637	468,546	303,602	110,118	193,484
61321	Overtime Maintenance	1,415	0	0	0	0	0
61322	Overtime Custodians	1,216	0	0	0	0	0
61510	Certified Stipend	2,138,348	1,825,313	1,439,247	1,130,326	275,231	855,095
61520	Classified Stipend	1,283,408	569,658	74,531	30	10,199	(10,169)
61522	Bus Driver Extra Duty Pay	690,172	575,483	36,410	19,865	18,269	1,595
61610	Workshops Certified	600	1,698	1,189	1,060	0	1,060
61620	Workshops Classified	0	1,382	15,859	382	0	382
61710	Substitutes Certified	354,164	424,109	397,312	75,612	45,133	30,479
61720	Substitutes Classified	266,420	222,581	207,172	158,074	36,321	121,753
61810	Certified Unused Sick Teachers	66,320	113,246	0	0	0	0
61811	Certified Unused Sick Leave	8,288	16,160	0	0	0	0
61819	Unused Sick	0	0	197,720	0	21,440	(21,440)
61820	Classified - Unused Sick Leave	107,344	154,803	0	0	0	0
61829	Classified Unused Sick	0	0	134,820	0	148	(148)
61830	Certified Unused Vacation Leave	47,757	55,703	0	0	0	0
61839	Cert Unused Vacation	0	0	63,681	0	3,655	(3,655)

151

EXPENDITURES

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
61840	Classified Unused Vacation Leave	37,122	50,681	0	2,216	0	2,216
61849	Un-Vac	0	0	99,862	0	31,598	(31,598)
61920	Severance Classisied	0	0	0	0	0	0
61960	Unused Vacation CRT	0	0	0	0	0	0
61961	Unused Vacation CLS	0	0	0	0	0	0
62112	Delta Dental 24 Cert	82,162	317,281	326,545	261,498	32,644	228,854
62113	Delta Vision 24 Cert	10,824	30,515	13,404	10,691	1,348	9,344
62114	Lincoln LTD 24 Cert	45,073	197,729	286,811	217,350	30,896	186,453
62115	Lincoln STD 24 Cert	25,600	103,494	112,219	85,438	11,252	74,186
62116	Lincoln Basic Ladd 24 Cert	5,293	19,811	19,393	14,744	1,938	12,806
62117	Hospital Indemnity	15,515	36,294	0	12	0	12
62122	Delta Dental 24 Class	37,760	221,245	238,790	212,066	29,748	182,318
62123	Delta Vision 24 Class	4,957	22,448	9,743	8,416	1,219	7,197
62124	Lincoln LTD 24 Class	17,112	73,720	117,249	100,501	17,954	82,547
62125	Lincoln STD 24 Class	7,198	42,741	58,048	49,577	8,117	41,460
62126	Lincoln Basic Ladd 24 Class	2,398	13,533	13,855	11,898	1,720	10,178
62127	Hospital Indemnity	7,035	28,168	0	2	0	2
62210	Social Security Cert	4,144,832	3,997,300	3,928,536	3,263,094	554,030	2,709,063
62220	Social Security Class	1,816,032	1,770,445	1,845,417	1,570,732	326,519	1,244,212
62260	Medicare Certified	971,433	936,435	920,335	763,095	130,203	632,892
62270	Medicare Classified	425,508	414,553	431,868	369,354	76,364	292,990
62310	Teach Ret Cont-Certified	9,795,890	9,362,876	9,207,046	6,691,292	1,289,789	5,401,503
62320	Teach Ret Cont-Classified	4,229,406	4,062,419	4,267,540	3,494,332	756,601	2,737,731
62510	Unemploy Comp-Certified	62,794	71,037	80,020	70,000	0	70,000
62520	Unemploy Comp-Classified	62,794	71,037	80,020	70,000	0	70,000
62610	Worker's Comp-Certified	130,011	131,456	129,228	103,627	18,149	85,478
62620	Worker's Comp-Classified	276,759	248,760	217,310	220,729	45,017	175,712
62710	Health Ins.- Cert	3,108,884	2,716,369	2,885,812	2,123,278	321,530	1,801,748
62711	EBD Premium Asst Cert	0	56,587	96,207	68,115	11,901	56,214
62712	Delta Dental-24 Certified	272,104	0	0	0	0	0
62713	Delta Vision-24 Certified	35,588	0	0	0	0	0
62714	Lincoln LTD-24 Certified	118,294	0	0	0	0	0
62715	Lincoln STD-24 Certified	86,533	0	0	0	0	0

152

EXPENDITURES

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
62716	Lincoln Basic Ladd-24 Certified	17,574	0	0	0	0	0
62717	Hospital Indemnity	13,775	0	0	0	0	0
62720	Health Ins.-Class	1,995,526	1,623,630	1,668,452	1,473,082	248,757	1,224,325
62721	EBD Premium Asst Class	3,676	25,324	44,342	38,521	6,612	31,908
62722	Delta Dental-24 Class	216,864	0	0	0	0	0
62723	Delta Vision-24 Class	28,152	0	0	0	0	0
62724	Lincoln LTD-24 Class	46,905	0	0	0	0	0
62725	Lincoln STD-24 Class	34,549	0	0	0	0	0
62726	Lincoln Basic Ladd 24 Class	13,506	0	0	0	0	0
62727	Classified	11,431	0	0	0	0	0
62820	Pub Retire Cont- Class	16,145	14,587	17,788	12,624	1,423	11,201
62911	Certified	0	5	0	0	0	0
Salaries & Benefits Totals		129,047,743	123,270,871	123,801,894	97,545,085	18,613,565	78,931,520
63110	Staff Service	16,470	17,294	19,609	20,500	0	20,500
63111	Staff Service	0	0	0	0	0	0
63210	Instruction Services	46,885	98,920	48,201	13,120	26,950	(13,830)
63220	Substitute Teachers Purchased Service	2,284,686	2,408,379	2,012,416	1,397,863	94,273	1,303,590
63230	Consulting - Educational	6,300	65,510	38,032	113,868	634	113,234
63240	Student Assessment	3,000	0	0	0	0	0
63310	Certified	36,907	32,189	32,752	45,324	7,508	37,816
63320	Classified	24,063	42,961	59,359	94,053	15,188	78,866
63410	Pupil Services	201,029	3,292,281	3,395,347	558,144	3,225,231	(2,667,087)
63420	Engineering and/or Facilities Coord	0	0	0	0	0	0
63430	Accounting	7,500	96,545	37,475	100,000	0	100,000
63431	Financial Audits (function 2317 only)	0	0	0	0	0	0
63441	Legal-Litigation Defense of District	509,400	727,088	2,485,083	309,383	(372,430)	681,813
63445	Legal-Research and Opinions	38,224	46,298	93,212	69,617	16,730	52,888
63450	Medical	1,080	250	141	1,800	0	1,800
63460	Information Technology	0	0	0	0	0	0
63470	Architectural	225	0	19,968	0	0	0
63490	Other Professional Services	101,610	196,061	448,517	65,199	50,589	14,610
63530	Software Maintenance & Support	121,345	176,680	236,876	126,528	74,050	52,477
63590	Other Technical Services	159,881	74,361	78,277	46,650	7,815	38,835

153

EXPENDITURES

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

154

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
63900	Other Prof and Tech Services	796,526	827,845	1,008,497	1,019,012	174,195	844,817
64110	Water/Sewer	480,750	374,130	393,902	247,524	34,461	213,063
64210	Disposal/Sanitation	297,850	271,772	269,322	270,016	41,415	228,602
64230	Custodial	198,789	474,277	426,751	470,731	86,563	384,167
64240	Lawn Care	591,074	590,153	654,876	475,543	158,915	316,627
64310	Non-Tech-Related Repairs and Maint	1,329,417	1,691,422	1,308,154	1,138,811	302,976	835,835
64312	Non-Tech-Related Repairs and Maint	76,457	21,525	22,357	28,059	33,230	(5,172)
64320	Tech-Related Repairs and Maint	67,081	57,232	31,615	65,548	0	65,548
64410	Rental of Land and Buildings	75,097	82,446	149,877	212,074	63,182	148,892
64420	Rental of Equipment and Vehicles	878,280	926,705	855,428	642,461	9,942	632,520
64500	Construction Services	450,559	568,708	2,575,483	582,416	32,250	550,166
64900	Other Purchased Property Services	42,979	45,788	52,363	62,189	1,900	60,289
65000	Other Purchased Services	0	0	0	0	0	0
65190	Stud Trans Purch from Other Sources	3,028	500	3,984	14,584	0	14,584
65210	Property Insurance	1,738,492	1,669,344	1,459,444	1,300,000	0	1,300,000
65240	Fleet Insurance	265,116	300,430	172,869	200,430	0	200,430
65250	Accident Insurance	86,556	75,903	73,626	75,903	0	75,903
65290	Other Insurance	48,619	31,421	15,458	46,375	0	46,375
65300	Communications	0	0	0	0	0	0
65310	Telephone	215,373	339,397	202,755	196,143	45,353	150,790
65320	Postage	52,725	75,060	50,060	61,800	10,000	51,800
65330	"Networking/Internet Services (Cable	52,965	107,945	834,059	88,195	19,407	68,788
65331	Broadband	251,701	258,199	71,595	33,113	0	33,113
65400	Advertising	114,274	98,683	79,417	136,475	16,094	120,381
65500	Printing and Binding	38,945	46,005	44,136	74,739	17,204	57,535
65610	Tuition to Other LEA within the State	2,920,059	2,032,046	998,969	998,969	0	998,969
65640	Ed Intermediate Agency within State	2,553,634	2,716,846	2,840,648	2,185,014	0	2,185,014
65650	Ed Intermediate Agency outside State	9,438	6,720	0	137,286	0	137,286
65810	Certified	48,003	46,855	52,309	49,719	5,698	44,021
65820	Classified	29,174	28,002	37,256	36,697	6,620	30,077
65830	Out of District Certified	14,933	18,059	36,577	50,877	20,218	30,659
65840	Out of District Classified	3,529	11,894	15,137	263,150	777	262,373
65850	Out of State Certified	17,062	4,190	7,749	8,826	6,864	1,962

EXPENDITURES

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
65860	Out of State Classified	5,865	8,137	13,596	21,183	0	21,183
65870	Non-Employee	2,500	2,344	14,496	5,000	0	5,000
65871	Non-Employee	1,795	905	40,677	14,344	0	14,344
65880	Meals	69	0	57	100	0	100
65890	Lodging	1,265	8,213	1,541	400	0	400
65900	Miscellaneous Purchased Services	8,450	23,850	21,787	13,005	240	12,765
65910	Services Purch from LEA in the State	130,363	39,694	128,800	129,462	0	129,462
66100	General Supplies and Materials	2,402,438	2,590,401	2,687,573	4,013,177	471,743	3,541,434
66101	District Defined	335,601	361,485	339,973	223,017	47,724	175,293
66105	District Defined	2,366	1,237	177	2,870	0	2,870
66107	Low Value Equip Supplies	89,171	10,766	8,511	6,778	0	6,778
66108	Furniture	105,148	67,240	291,194	206,297	97,112	109,185
66110	Mandated Classroom Supply	331,720	318,237	288,833	314,805	37,222	277,582
66111	Media Supplies	276	168	551	309	0	309
66112	Mini Grant	0	0	0	0	0	0
66210	Natural Gas	471,210	435,794	233,842	341,695	4,650	337,045
66220	Electricity	2,047,084	2,132,171	2,115,943	1,621,160	434,893	1,186,267
66240	Oil	32,115	17,376	16,777	12,000	3,743	8,257
66260	Gasoline	2,155,393	1,367,599	872,412	905,495	149,739	755,756
66300	Food	32,383	25,612	27,829	11,000	0	11,000
66400	Books and Periodicals	0	0	0	0	0	0
66410	Textbooks	713,713	133,343	239,854	309,920	28,201	281,719
66411	eTextbooks	1,215	19,974	923,217	266,422	0	266,422
66420	Library Books	125,807	133,191	134,942	104,680	4,937	99,743
66421	eLibrary Books	0	0	1,158	0	0	0
66430	Periodicals	9,132	6,519	4,026	5,870	0	5,870
66440	Audiovisual Materials	22,175	17,172	12,777	13,136	143	12,993
66500	Technology Supplies	12,071	0	2,400	9,000	0	9,000
66510	Software	27,818	23,042	137,040	412,922	46,169	366,753
66512	Tablet computers	2,172	47,013	9,146	236,415	22,013	214,403
66520	Other	0	0	0	0	0	0
66527	Low Value Equip Tec Supplies	628,116	561,354	234,434	556,736	38,817	517,919
66600	Building Materials	0	0	0	500	0	500

155

EXPENDITURES

PULASKI COUNTY SPECIAL SCHOOL DISTRICT(6003000)

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

156

Account	Account Description	FY14	FY15	FY16	FY17 Budget	FY17 YTD as of 9/30/16	Variance in FY17 Budget and FY17 YTD
66700	Warehouse Inventory Adjustment	12,053	0	47,938	0	14,845	(14,845)
66900	Other Supplies and Materials	1,105	0	0	135	0	135
66910	District Defined	118,759	119,408	109,882	5,111	1,801	3,310
67200	Buildings	64,342	0	0	0	0	0
67310	Machinery	13,175	0	4,854	16,659	0	16,659
67320	Vehicles	2,003,426	2,352,028	1,942,840	1,625,543	96,395	1,529,148
67330	Furniture and Fixtures	36,769	3,182	9,788	1,810	0	1,810
67340	Technology Related Hardware	685,462	305,568	865,010	536,637	130,077	406,560
67341	Tablet computers	0	4,722	0	0	0	0
67350	Technology Software	15,529	283,945	181,818	192,835	122,185	70,650
67390	Other Equipment	729,064	476,626	397,981	449,033	35,514	413,520
68100	Dues and Fees	83,849	90,947	169,228	100,404	20,533	79,871
68300	Interest	5,796,290	5,662,252	5,663,261	2,907,993	2,903,848	4,145
68600	Penalties and Interest	346	3,924	1,115	0	0	0
68820	Improvement Tax	1,359	0	0	0	0	0
68830	Property Tax	19,825	20,861	21,400	20,000	0	20,000
68900	Miscellaneous Expenditures	8,973	80,419	295,011	(124,640)	48,352	(172,992)
68910	Miscellaneous Expenditures	3,350	8,609	0	0	0	0
68999	Allocated Charges	(20,222)	0	0	0	0	0
69100	Redemption of Principal	4,039,432	4,236,674	3,774,703	16,400,827	10,809,050	5,591,777
69330	Transfer to Building Fund	3,384,223	13,262,063	11,388,577	9,457,792	0	9,457,792
69380	Transfer to Food Service Fund	1,059,513	744,614	392,562	593,021	0	593,021
69400	Program Funding Return	97,063	104,826	0	0	0	0
69410	Remittance/Refund to ADE	95,895	0	0	0	0	0
69500	Transits (Money to other LEA)	0	64,051	0	0	0	0
69810	PCSSD Transfer to JNPSD	0	0	0	8,278,312	6,737,511	1,540,801
Other Expenditure Totals		45,254,099	57,251,873	57,819,471	64,353,898	26,541,257	37,812,641
Overall Expenditure Totals		174,301,843	180,522,743	181,621,365	161,898,983	45,154,822	116,744,161

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 and 69340-69349)

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012
Progress Report – October 2015

School District: Pulaski County Special School District

Superintendent: Dr. Jerry Guess

Phone Number: (501) 234-2001

PART A. NARRATIVE OVERVIEW OF DISTRICT

Narrative Contained in Original Fiscal Distress Improvement Plan, May 26, 2011:

The Pulaski County Special School District (PCSSD) was established in 1927 by an act of the Arkansas Legislature joining 38 independent school districts into a “special school district”: Now the second largest in the state after the Little Rock School District, the PCSSD is among the 500 largest in the United States. The district contains nearly 750 square miles. PCSSD enrolls students from Little Rock, North Little Rock, Sherwood, Jacksonville, Scott, McAlmont, Maumelle, Woodson, Sweet Home, College Station and Wrightsville.

In Partnership with ADE, in 2009-10, the District completed a financial data system conversion to the Arkansas Public School Network System (APSCN) where the District’s entire financial database is hosted by the State. APSCN provides a system of transparency and accountability for local, state and federal funds. During the 2010-11 school year, the district transitioned to a student information system, eSchoolPLUS, as part of a statewide deployment by ADE. This student information system will manage all student data by providing accurate, real-time, and accessible student data.

More than 1,450 certified staff and 1,650 support staff are employed by the District. PCSSD is currently operating under a court ordered desegregation plan.

The Pulaski County Special School District is comprised of one Pre-K center, 24 elementary schools, two stand-alone alternative learning environments, six middle schools and six high schools. All secondary schools are North Central accredited. PCSSD schools are fully accredited by the state of Arkansas. Nothing in this plan will violate the Standards of Accreditation.

During the current school year, the District participated in discussions with the North Central Accrediting Association and is making the commitment to become fully accredited district wide. PCSSD embarked on the development of a comprehensive district-wide strategic plan along with an ambitious facilities renovation and rebuilding plan, Vision 2020, both of which are planned to be implemented in the 2011-12 school year.

Narrative Added with February 23, 2012, Revised Plan:

On May 16, 2011, the Arkansas State Board of Education classified PCSSD as a school district in fiscal distress on the basis of material state or federal audit exceptions or violations. On January 19, 2012, the Arkansas Department of Education identified PCSSD as being a school district in fiscal distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district and recommended that the State Board of Education classify PCSSD as being in Fiscal Distress based on this additional indicator. On February 13, 2012, the State Board of Education accepted the recommendation of the Department of Education and classified PCSSD as being in Fiscal Distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district. Therefore, the district has added additional objectives to its Fiscal Distress Financial Improvement Plan. The additional objectives begin with number thirty-six (36).

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Narrative Added with April 2012 Revised Plan:

Objectives 36-39 submitted February 23, 2012, dealt in general terms with district plans to address the declining balance the State Board of Education determined as an additional indicator of fiscal distress. Those four objectives have been replaced with a new objective 36 that provides several specific strategies for solving the declining balance problem. Objective 37 relates to the probability of the district losing state desegregation revenue. Objective 38 explains a recent bond refunding that will generate interest savings to be used for academic facilities improvements. Objective 39 provides the strategies for correcting audit findings contained in the financial audit for the fiscal year ended June 30, 2011.

Introduction and Summary

1. The District has unsuccessfully negotiated with the bargaining groups for certified staff and non-certified staff. A stalemate has been reached in these negotiations.
2. A healthy budget conforming to State law requirements cannot be attained unless the stalemate with the unions is broken. Some force or authority must emerge to break the stalemate or otherwise remove this impediment toward the District's ability to comply with State law in fiscal matters. Objective 36 contains specific strategies for reducing cost for the purpose of reversing the district's declining balance. If the cost reduction requires a change to the union agreement we elected to operate under during the 2011-12 school year, the amount of net savings is followed by "PNA" (Professional Negotiations Agreement). If the stalemate with the union cannot be broken, the PNAs should not be followed in 2012-13, should be formally voided and be replaced with board approved personnel policies. Those policies will allow the administration to manage the district and direct personnel with the understanding that decisions will be made reasonably, without discrimination, and consistent with the law.
3. The District has otherwise identified unilateral cuts and expenditure reductions it can make without agreement of the unions to help restore fund balances and begin the process of returning to a sound financial footing.
4. The District must identify ways to generate revenue for facilities funding if it is to ever attain unitary status and extricate itself from federal court supervision.
5. The District continues to believe that a comprehensive settlement of the 1989 Desegregation Agreement is the most effective and efficient means to exit from fiscal distress and welcomes the resumption of meaningful settlement negotiations.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Background

Fiscal Distress Status. On May 16, 2011, the District was classified by the State Board of Education as a District in fiscal distress. The reasons cited for the classification were:

- Material state or federal audit exceptions or violations.

The District completed a Fiscal Distress Improvement Plan and submitted it to the Department on May 26, 2011. That plan includes corrective actions for the material state and federal audit exceptions and violations and is currently being implemented. Additional actions may be needed following the completion of the 2010-2011 financial audit being conducted by the Arkansas Division of Legislative Audit. The audit was incomplete as of the date of this submission.

A January 19, 2012, letter from Kathleen Crain, Interim Assistant Commissioner, Fiscal and Administrative Services, Arkansas Department of Education, provided notice that an additional indicator of fiscal distress had been identified:

- A declining balance determined to jeopardize the fiscal integrity of a school district.
(Ark. Code Ann. §6-20-1904(a)(1)(A))

This additional indicator was based upon a joint review of the District's finances by the Department and the District, and the administration of the District agreed with this determination. A balance decline of \$5,500,000.00 was identified for the 2010-2011 school year.

In communications with its membership, the union leadership seeks to blame this fund balance decline on the current administration. However, this balance decline was identified for the 2010-2011 school year. Dr. Guess took over the reins of the District on July 1, 2011 or the beginning of the 2011-2012 school year. The other administrators and consultants identified by the union leadership were not hired until later in the 2011-2012 school year.

159

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Steps Taken to Date

Act 871 provided some time for the District to carefully consider cost-cutting measures that will be necessary in 2012-2013 to balance the budget. That act provides for a one-time adjustment to the 40% pull-back in local tax revenue. This results in a one-time advancement of revenue to the District of \$15.1 million. This is not recurring revenue. Unfortunately, the union leadership has taken the position in communications with its membership that the \$15.1 million will cure the District's fiscal woes and restore healthy fund balances. Disappointingly, the union leadership fails to inform its members that this is non-recurring revenue and, therefore, its loss has a dramatic impact upon the budget for 2012-2013 and beyond.

The District believes there is a need to make significant changes. Approximately 80% of the district's budget relates to personnel cost, and no significant cost savings can occur without an effect on personnel. Beginning this year, all vacant positions are carefully evaluated before being filled. This has resulted in the reduction of 28.6 positions since the end of the 2010-2011 school year. At the same time, all areas of the organization are being reviewed to implement a Reduction in Force for 2012-2013. It is necessary to revise parts of the negotiated agreements with the Pulaski Association of Classroom Teachers (PACT) and the Pulaski Association of Support Staff (PASS) to reduce personnel costs.

Any modifications to the 1989 Desegregation Settlement Agreement also have the potential to significantly impact the financial future of the District. The State filed a motion on March 26, 2012 to immediately end funding flowing from the Settlement Agreement. The response of all three Pulaski Districts is due April 30, 2012.

The District currently receives approximately \$20,000,000.00 each year that the state classifies as desegregation related revenue. About half of these funds are in support of the Majority to Minority (M-to-M) Transfer Program and are in lieu of foundation funding. If the M-to-M program ends, the District would lose the differential between the \$10,000,000.00 of M-to-M funding it currently receives but would gain \$6,000,000.00 of foundation funding it currently does not receive for a net loss of \$4,000,000.00. The District also received about \$2,300,000.00 million for transportation related to M-to-M and Magnet School transportation. If those programs end, the transportation cost savings should be equal to the revenue loss. However, there is another \$7,300,000.00 of court awarded state revenue awarded because of the District's higher cost for employee health insurance and retirement. These funds allow the District to pay significantly more toward employee health insurance premiums than is required by law. If this funding ends, a significant reduction in the District's contribution toward health insurance may be necessary.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Due to the discovery of declining balances and the need to plan for the eventual loss of state desegregation funding, the District is including the following additional objectives in its Fiscal Distress Improvement Plan to help build an adequate fund balance and operate within its means:

- Held discussions with representatives of PACT to lower personnel costs required by the Professional Negotiations Agreement between the District and PACT.
- Held discussions with representatives of PASS to lower personnel costs required by the Professional Negotiations Agreement between the District and PASS.
- Lower operating costs for the 2011-2012 school year.
- Lower operating costs for the 2012-2013 school year.

The District has made numerous other changes this year that range from bidding new contracts for copiers to purposely not replacing employees who left if their services could be absorbed in reasonable ways. We have trimmed budgets in communications, learning services, technology, fringe benefits and maintenance. We will change bell schedules for 2012-13, change middle school schedules from eight periods to seven, examine very carefully secondary schedules for increased efficiencies, and more efficiently staff programs and services. We are working to identify by subject area or job classification specific positions to reduce. We understand that reduction means loss of jobs, but we are optimistic that because typically an average of 125 employees retire or resign, many reductions will take place through attrition.

The Status of Negotiations with PACT and PASS

The administration and the union leaders never attempted to resolve the question of whether the existing union contracts were void or voidable. There were two reasons this was not necessary. First, the ADE decided early on the District would observe the language and economics of the union agreements for the 2011-12 school year; second, ADE was willing for the District to negotiate new contracts with PACT and PASS. However, the *sine qua non* for the new contracts would be that they would (1) substantially reform the language in the old agreements that hamstrung the superintendent's ability to manage the district; and (2) achieve the economic reforms necessary to balance the budget for 2012-13. The administration tried both outside and within negotiations to convince the unions this was a "win/win" situation. On the one hand, the administration would gain the freedom to manage the district, as well as the economic relief necessary to balance the budget. On the other hand, once fiscal distress was ended, the unions would still be in place as the exclusive bargaining representatives of the employees with certified and classified contracts, and its dues check-off and other union security language intact. The administration has not succeeded in convincing the unions this is a "win/win" situation for the District and the unions.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The essence of the parties' starting positions in negotiations was: (1) The District proposed deleting all restrictive language from the agreements to be replaced by general management discretion. That discretion would be restricted by providing that the administration could not act unreasonably, in a discriminatory manner, or contrary to law. An employee believing an administration action was unreasonable, discriminatory, or illegal, would have access to the grievance procedure to challenge the administration action. (2) On economics, the District proposed \$7,000,000.00 in savings and the unions *status quo* or zero savings. The unions never agreed to bargain on the language changes, thought it did "discuss" some changes. The unions did move some on economics in the meetings. However, the parties have now clearly reached a stalemate. The union leadership refuses to move, and the District cannot move further. In short, in several meetings over a month the district reduced its proposal for annual savings by almost \$3,000,000.00, while the union agreed to cut perhaps \$700,000.00 out of a needed \$4,200,000.00. At that point the mediator suggested adjournment, and the parties agreed, but not before the union representative stated in the strongest possible terms that the unions would not discuss, much less agree to, any changes in the PACT/PASS agreements. The mediators asked the District if it would agree to meet again. The District agreed, with the qualification that the mediators satisfy themselves that the union was, in fact, willing to move substantially toward the District on economics. The mediators called, said they were so satisfied, and the District agreed to meet. The parties met. The union leadership made no move.

The district needs to identify reductions in expenses equal to \$11,000,000.00 for next year. In addition, we need to make changes to the daily operation of the district that will require that both PNAs be replaced by new contracts, or voided and replaced by personnel policies and state law. We identified savings of about \$7,000,000.00 and worked to identify contract concessions of about \$7,000,000.00 that could be considered. Property tax collections during calendar year 2011 have come in about \$2,000,000.00 more than budgeted. We expect spring tax collections to also exceed budget, but we cannot be certain of that. We have reduced our needed savings to about \$4,200,000.00 for the 2012-13 school year. During talks with PACT/PASS, we have taken some items out of current consideration. Among those are the bonus for National Board Certification, longevity pay and reducing bus driver aides by one-half. We have insisted that savings are needed, are based on defensible calculations, must be identified and must be realized.

The District has asked for meaningful suggestions from PACT/PASS. Union leadership has offered to propose no raises in salary or fringe benefits for next year. They propose to freeze professional growth increments for next year only, which would amount to \$1,400,000.00. The administration noted throughout the process that it was using the 2011-12 expenditure budget as its baseline and was adding and subtracting from that number to project 2012-13 expenditures. This \$1,400,000.00 was not shown as an added cost in the administration's projections. Therefore, forgoing that cost does not decrease the projected costs nor increase the projected ending legal balance. That is not a true savings from this year's expenses, but is an anticipated expense in next year's budget based on expected movement as professional growth classes would affect each employee's placement on the salary schedule. The union leadership has further proposed reducing all 12-month contracts (244 days) to 190days. It is not reasonable to assume that the district could operate successfully with reductions of 54 days in those contracts. Twelve-month contracts have been reduced here by 17 days to address past fiscal distress. There are 17 "cut days" listed in the calendar as a result of cost saving efforts in the past that have affected those contracts. The union officials have further "identified" savings of \$1,000,000.00 in district office, administration and operations changes. Those are savings that we have also identified and are planning to make.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The Bottom Line

The District needs to reduce expenditures to State minimum standards to survive financially. The union leadership will not agree. This road block to realizing and constructing a budget for 2012-2013 that is acceptable to the State and conforms to state law must be removed.

Facilities

The District currently lacks the revenue to support all of the facilities projects that need to be completed. However, the District has managed to infuse its building fund with \$8,000,000 million, which is available for immediate-needs projects to ultimately make its most needy facilities safe, warm, and dry. That work will start immediately.

The District also recently successfully completed a refunding of bonds from 2004. This refunding will generate savings of approximately \$2.5 million over the 23-year remaining life of the bonds with most of the savings occurring over the next five years. Stated another way, this will “free up” approximately \$500,000 a year in interest savings that can also be dedicated to facilities projects during the next five years.

It is important that the readers of this Plan understand an additional factor that retards the District’s ability to finish its facilities task. The partnership share is determined in part by a school district’s local wealth per student. That in turn is a function of the District’s enrollment divided into its local tax base. Because the PCSSD has steadily lost enrollment over the past decade, its local wealth per student has been rising to artificially high levels. In other words, on paper, the District appears to be somewhat wealthy when in fact it is a district in double fiscal distress.

163

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The artificial increase in the local wealth per student is a function of enrollment decline. The enrollment decline is exacerbated by the proliferation of charter schools and the election of PCSSD students to attend those schools. For instance, from 2009 through the first semester of 2012, 311 students withdrew from PCSSD schools to attend Lighthouse Academy in Jacksonville. At least 66 students have withdrawn from Maumelle area schools to attend Academics Plus Charter School, during the same period of time. No doubt greater numbers transferred in earlier years. Also, at least 70 students have withdrawn from Sherwood area schools to attend LISA Academy schools the last three years.

The enrollment decline began long before charter schools proliferated and was fueled among other reasons by patrons' desires to avoid integrated schools, other desegregation requirements, elections to attend private schools, to home school or simply not relocate or locate in the Pulaski County Special School District.

All of this results or contributes to a substantial reduction in the State's contribution to facilities construction and remodeling in PCSSD and also results in reductions in State aid to PCSSD.

Whatever the State can do to help the PCSSD reverse its enrollment decline will directly and positively impact the PCSSD's ability to attain unitary status in the critical area of facilities.

If the State has suggestions for accelerating the District's ability to become unitary in the area of facilities (understanding that the ADE is currently assisting the PCSSD's efforts toward attaining this status), then those suggestions are welcome whether they take the form of loans (of which the State is now in a position to guarantee repayment in the future), guaranties, or other devices, such as the State building facilities and leasing them back to the PCSSD at attractive rates.

The Potential for a Comprehensive Settlement

With the State's pending motion to terminate funding, the PCSSD is optimistic that this development might reopen stalled settlement discussions. In the meantime, because it is a district in double fiscal distress, the PCSSD has no fiscal choice but to oppose the current motion which seeks an immediate, rather than phased, end to these three categories of State revenue.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The PCSSD has always been willing to settle these issues. The PCSSD remains willing to settle these issues, but settlement necessarily must include a reasonable phase-out of the current funding in a way that allows the PCSSD or a newly reconstituted PCSSD to attain financial stability and long-term fiscal health.

All parties, including the State, must acknowledge and work toward not only a reasonable phase-out of the revenue but reasonable and sensible adjustments to the expense side of the equation. This necessarily impacts the Majority to Minority transfer program expenses as well as the stipulation Magnet school expenses. Stated another way, it is only half a loaf to propose a reasonable phase-out of revenues; corresponding reductions on the expenditure side have to occur to make any phase-out proposal meaningful. The PCSSD simply totally lacks the resources to continue to fund the M to M program or the Magnet program without the current sums received from the State.

It will take the concerted effort of all stakeholders to accomplish such a task, but the PCSSD is ready to be a leader in that regard. Perhaps the effort should be approached in segments, such as concentrating first on the M to M program adjustments or elimination, rather than seeking to tackle all of the revenue and expenditure parameters simultaneously.

Particularly problematic is the issue of sums received from the State for teacher retirement and health insurance. These revenues were not part of the original 1989 settlement agreement. Rather, they were awarded by the court presiding in the desegregation case as a judgment against the State for violating the 1989 settlement agreement. While the State claims changed circumstances to terminate all State funding, the fact is that it has not pled or described any changed circumstances justifying the elimination of teacher retirement or health insurance funding. It is a substantial sum of money to the PCSSD, and the District respectfully submits to the State authority that if litigation is inevitable and settlement an impossibility, this aspect of the current State funding may prove the most difficult and problematic for the State to escape.

Again, despite this, the PCSSD is ready, willing, and able to discuss a reasonable settlement agreement, one that provides a reasonable phase-out of revenues at least corresponding to a phase-out of corresponding expenditures.

165

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update: March 6, 2013

Material State and Federal Audit Findings

As of March 6, 2013, the audit report is still under review by the Arkansas Division of Legislative Audit. The report is expected to be published by March 31, 2013.

Declining Balance

Following the May 16, 2011, State Board of Education Meeting in which the district was classified as being in Fiscal Distress for “material state or federal audit exceptions or violations”, the district reported a declining legal balance for the fiscal year ending June 30, 2011. According to the Annual Financial Report the district submitted to the Arkansas Department of Education, the district’s legal balance decreased from \$9,516,856 to \$4,087,687 during the 2010-2011 school year. In addition, the district failed to accurately record an expenditure of \$689,855 for workers compensation insurance. With that expenditure added, the district’s legal balance decreased by \$6,119,024. Therefore at its February 2012 meeting, the State Board of Education added the indicator “a declining balance determined to jeopardize the fiscal integrity of a school district” to the fiscal distress status of the school district.

The district’s 2012-2013 budget provides for an increase of approximately \$500,000 to its Legal Fund Balance. It also includes approximately \$2M budgeted for the replacement of school buses. The district had not had a systematic bus replacement plan. With a fleet of 330 buses it is necessary to purchase 25-30 per year in order to maintain an average bus age of 12 years. As of March 6, 2013, the administration believes it is on track to achieve the budgeted ending Legal Balance of \$14.7M. This does include the one-time increase of \$15.1M to fund balance that occurred during the 2011-2012 school year due to Act 871 of 2011. (See “Steps Taken to Date” on page 4 above.) If property tax collections between March and June of 2013 match the amount budgeted, the district’s declining balance trend should be corrected. However, the district will still be short of its stated objective of having a Legal Balance equal to 10% of annual expenditures. Also, as explained below under “Union Contracts” and under “Desegregation Settlement” there is some pending litigation with some major financial ramifications. The outcome of that litigation is not likely to be known until after the completion of the 2013-2014 budget.

Facilities

The district maintains approximately 3.6M square feet of facilities spread over 730 square miles. The facilities vary in age and condition and the district has been unable to devote sufficient resources to bring many of these facilities up to an acceptable state of condition. Prior to the 2009-2010 school year, the district had made several year-end transfers from its Operating Fund to its Building Fund for the purpose of making facility improvements. After recently spending approximately \$7.4M of the Building Fund on a wide-range of projects that addressed “warm, safe and dry” issues, the Building Fund now has a balance of \$9.5M. Of this amount, \$3.7 million was derived from the legally required transfer of bond refund savings and the remainder was from a 2008-2009 transfer from the district’s Operating Fund.

The administration has identified \$4.1M of additional high priority “warm, safe and dry” issues and plans to begin those projects soon. The administration is also considering the refunding of two more bond issues (refinance at lower interest rate) that are expected to provide the Building Fund with another \$9M over the next three years. Once these funds are expended, there will be no recurring revenue stream for Building Fund projects without a complete restructuring and extending of all debt and/or a debt service millage increase. Because of the district’s negligible Facilities Wealth Index, the district qualifies for very little State Partnership Funding for facility additions and improvements. (See previous discussion of Facilities above.)

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Union Contracts

PACT and PASS have filed a notice of appeal from the dismissal of their claims against the State. The record in the case has not yet been lodged with the appellate court, but when it is the court will establish a briefing schedule for the appeal. If the district is required to reinstitute the union contracts retro-actively to the 2012-2013 school year, the district would be obligated to pay approximately \$4M more in personnel cost for that year. It would also be required to budget an additional \$5.7M for 2013-2014 and an additional \$6.7M for 2014-2015.

Desegregation Settlement

The District has proposed a hearing schedule for August and September, 2013. The district court is being asked to separately take up the district's unitary status in special education, one race classes, secondary gifted and talented and staff and personnel. An order addressing the proposed hearing schedule is expected in the near future.

The district submitted a comprehensive status report on February 1, 2013 addressing progress within and tasks remaining to be accomplished in the nine areas remaining for compliance with Plan 2000, its desegregation plan.

The district earlier submitted a response to the state motion to terminate desegregation funding by opposing it, but suggesting that if the court felt the need to modify the 1989 consent decree that it seriously consider redirecting funds toward facilities issues and the creation of a separate Jacksonville school district.

Assuming the approximately \$20M of funding for majority to minority transfer students, magnet and majority to minority transportation and health and retirement employer costs were to be eliminated, the net loss to the district would be approximately \$14M per year. This assumes a gain of approximately \$6M if majority to minority transfer students received remain in PCSSD and start generating state foundation funding.

167

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update: September 30, 2013

Material State and Federal Audit Findings

The audit for the year ended June 30, 2012, was published following the district's status update dated March 6, 2013. A material weakness relating to the segregation of financial accounting duties was noted in that audit. There were also five Management Letter findings listed. Corrective action has been taken with all of these findings. Completely addressing the segregation of duties may take additional time and additional personnel. Also, more time may be needed to ensure that all fixed assets are properly tagged and serial numbers included in the capital asset listing. The Division of Legislative Audit began auditing the year ended June 30, 2013, September 19, 2013.

Declining Balance

The district ended the 2012-2013 school year with a Legal Fund Balance equal to 10.4% of annual expenditures. The budget for the 2013-2014 school year shows an ending Legal Balance equal to 10.1% of budgeted annual expenditures. The district has met objective number 36: "Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures." Some of the specific strategies intended to address that objective had a three-year implementation plan and therefore are still on-going. The outcome of pending litigation, discussed below, could have a material effect on the district's future balances.

Union Contracts

In September 2013 the Arkansas Supreme Court upheld a lower court ruling that the Commissioner of Education had the statutory authority to terminate the union contracts.

Desegregation Settlement

The state's motion to end desegregation payments will be heard in federal court December 9, 2013. The district's share is approximately \$20.8M per year. Assuming the district retains its M-to-M students and its Little Rock Magnet School students, the net loss of funding would be about \$14M. If these funds are withdrawn, the district would have to eliminate all costs paid with state desegregation revenue. This might have to occur over more than one year and therefore a negative impact on the district's fund balance would be likely.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update – April 1, 2014

As of the September 30, 2013, update to the district’s Fiscal Distress Improvement Plan, all objectives except for objectives 17 and 37 had been met. Objective 17 is “Supervision and monitoring of security for District Properties”. The strategy stated in order to meet this objective is to develop and implement a district wide plan to secure district assets. A written plan has been written and is in the process of being implemented. This will be an ongoing effort but the administration believes Objective 17 has been substantially met.

Objective 37 is to “Identify cost reduction possibilities in the event state desegregation funding is eliminated.” On January 13, 2014, Federal Judge Price Marshall approved a settlement agreement between the Pulaski County School Districts, the Joshua interveners and the State of Arkansas regarding the 1989 Desegregation Settlement Agreement. This agreement will require the State of Arkansas to continue payments, comparable to the amount the school districts are now receiving, for the next four school years. The fourth year payment is restricted for the construction of academic facilities. Therefore it will be necessary for PCSSD to develop and implement a plan for operating without approximately \$20.8M beginning with the 2017-2018 school year. It will be necessary to eliminate programs that are now being funded with desegregation revenue, or find another source of funding for those programs. State Foundation Funding is calculated in order to provide districts with sufficient funds to meet state standards and legal requirements. State categorical funding is provided in order to fund Alternative Learning Environments, English Language Learner Programs, Teacher Professional Development, and programs designed to meet the needs of students from low-income families. If a program being funded with Desegregation Revenue is determined to be essential for student achievement, it may be necessary for it to replace a program or programs currently being funded with state categorical funding. Therefore in order to fully meet Objective 37, it will be necessary to evaluate all programs not required to meet state accreditation standards and use state categorical money to fund the programs showing the greatest impact on student achievement. It will not be possible to continue funding all of the programs that have been made possible due to the state desegregation revenue. The primary cost of all programs is personnel. Therefore it will also be necessary to reduce staff due to the reduction of programs. At this time, substantial work remains in order to meet Objective 37.

On March 20, 2014, the State Board of Education ordered an election for the purpose of creating a new Jacksonville/North Pulaski School District. The new school district would detach area containing ten schools now in PCSSD. The election will likely occur September 2014 and the new district could start operations as early as July 2015. The area being detached from PCSSD contains approximately 25% of the PCSSD students and approximately 14% of the property assessments. If this detachment is approved by voters, State Board of Education, and the Federal Court, a significant number of issues affecting the fiscal stability of PCSSD, and the newly created school district, will have to be considered and carefully addressed.

169

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update: April 2014

The administration believes all objectives, other than #37 discussed in the April 2014 status update, have been met. The district is working with ADE to complete a five-year projection of revenue and expenditures that will identify the expenditure amounts that must be reduced in order to prevent a declining fund balance following the loss of desegregation revenue. This project will result in a plan for reducing expenditures due to both the loss of revenue following the detachment of Jacksonville-North Pulaski and the loss of state desegregation revenue. At this time it appears necessary to reduce expenditures by approximately \$39.4M due to the detachment of Jacksonville-North Pulaski and approximately \$15.4M due to the loss of state desegregation revenue. This will likely involve a reduction in force affecting approximately 640 positions.

Status Update: October 2015

As was provided in the April 2015 update, the administration believes all objectives have been met with the exception of objective #37. The detachment of Jacksonville-North Pulaski continues to hold a high degree of uncertainty and financial risk for PCSSD and JNPSD. Projections for reduction in expenditures of approximately \$15.4M due to the loss of state desegregation revenue were included in the April 2015 update. The administration will be unable to identify all cuts necessary to offset the loss of desegregation funds until the financial settlement of the JNPSD detachment has taken place.

170

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES-Status Update as of April 2015

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 1	Monitor corrective actions of material state or federal audit exceptions or violations	Superintendent, Board, and All Administrators	Monitor implementation of adequate corrective actions for 2007-08, 2008-09 and 2009-10 identified audit findings and deficiencies as listed in Hudson Cisne's audits	Monitor	Monthly School Board Meetings Audit Exit Conference for FY12 on 2/14/13- No Material Findings	N/A	N/A	Yes	
Objective 2	Promote commitment to financial prudence and consistency with policies and procedures	Superintendent, Board and All Administrators	Demonstrate a "tone at the top" promoting commitment to financial prudence through the adoption and implementation of sound policies and procedures	Policy adoption or revisions	On-going	N/A	N/A	Yes	

171

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 3	Supervision and Monitoring of district budget	Superintendent, Board and All Administrators	Monitor all expenses to remain within budget	Monitor	On-going	N/A	N/A	Yes	
Objective 4	Supervision and Monitoring of local, state, and federal revenue	Superintendent, Board and All Administrators	Monitor local, state, and federal funding sources to project increases, decreases, or cuts in revenue that affect the annual budget and make the recommended budget revisions	Monitor	On-going	N/A	N/A	Yes	
Objective 5	Strengthen Internal Controls	Superintendent, Board and All Administrators	Monitor implementation and proper management of fiscal oversight responsibility and safeguards to prevent, and timely detect, misappropriation of funds, potential waste and abuse of District assets	Monitor	On-going	N/A	N/A	Yes	

172

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 6	Supervision and Monitoring of all local, in-state and out-of-state travel	Superintendent, Board and All Administrators	Monitor compliance with policy revisions specific to Board and employee travel and adherence to procedures for completing required documentation	Board Policy Adopted Policy DKC Business Procedure 7:01, 7:02 & 7:03	On-going	N/A	N/A	Yes	
Objective 7	Supervision and Monitoring of Purchasing policies and procedures	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Revised Business Procedure 03:02 8/01/2012	Board Policy Adopted Board Policy DJ	On-going	N/A	N/A	Yes	
Objective 8	Timely reconciliation of monthly bank statements	Chief financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Reconcile School Activity Bank Accounts Each Month in Business Office rather than school. Maintain zero unexplained variance.	Monitor	April 30, 2013 Operating Fund bank accounts have been reconciled to zero variance . Goal is to have all 36 Activity Fund and all 36 Food Service Fund accounts up to date with zero variances by April 30, 2013.	N/A	N/A	Yes	

173

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 9	Segregate Fixed Asset duties	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Purchasing duties will be segregated within the Business division with respect to fixed assets	Monitor	On-going	N/A	N/A	Yes	
Objective 10	Supervision and Monitoring of Competitive Bid Awards	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Monitor compliance with Board procedures to add competitive bid awards(s) as a regular agenda item	Monitor and adjust board policy Board Policy DJE	Monthly School Board Meetings as needed	N/A	N/A	Yes	
Objective 11	Segregate Payroll duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties in payroll will be segregated within the department to achieve reliable payroll preparation and authorization	Monitor	On-going	N/A	N/A	Yes	

174

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 12	Segregate Accounting duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties will be segregated within the department to provide accountability and assurance in regard to receipt of funding	Monitor	On-going	N/A	N/A	Yes	
Objection 13	Supervision and monitoring of employee overtime	Chief Executive Officer(CEO) and Director of Human Resources	Amend and implement a district wide over-time procedure	Monitor	Procedure 12:04 Amended February 2013 Policy will be proposed to Classified PPC March 2013	N/A	N/A	Yes	
Objective 14	Supervision and monitoring of employee contracts	Chief Executive Officer (CEO) and Chief Financial Officer (CFO)	Employee(s) will not work past their contracted days without prior written authorization from the CEO, Human Resources and CFO of Business Affairs	Monitor	On-going	N/A	N/A	Yes	

175

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 15	Supervision and monitoring of coding on local funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 16	Supervision and Monitoring of coding on Federally funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 17	Supervision and monitoring of security for District properties	Chief Operations Officer and Director of Security	Development and implementation of a district wide plan to secure district assets	Monitor	March 31, 2013	N/A	N/A	Yes	

176

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 18	Supervision and Monitoring of Accounts Receivable	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing, and Budget Managers	Monitor compliance of coding with Business Division procedures regarding payments due to the District	Monitor	On-going	N/A	N/A	Yes	
Objective 19	Supervision and Monitoring of Compliance with the Arkansas Financial Accounting Manual	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing and Budget Managers	Monitor compliance of coding with the Arkansas Financial Accounting Manual	Monitor	On-going	N/A	N/A	Yes	
Objective 20	Supervision and Monitoring of timely voiding of stale outstanding checks	Chief Financial Officer, Director of Accounting and Auditing, coordinator of Accounting and Auditing	Monitor compliance with District in regard to voiding of outstanding checks	Monitor	On-going Procedure 05:03 8/1/2012	N/A	N/A	Yes	
Objective 21	Supervision and Monitoring of District provided vehicles	Chief Operations Officer, Chief Financial Officer, and Director of Accounting and Auditing	Monitor compliance with IRS regulations in regard to use of District provided vehicles	Monitor	On-going	N/A	N/A	Yes	

177

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 22	Supervision and Monitoring of Gift Card issuance	Chief Financial Officer, Budget Managers and Director of Accounting and Auditing	Comply with the District's Purchasing Policies and Procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 23	Supervision and Monitoring of Warehouse Inventory	Chief Operations Officer, chief Financial Officer and Director of Accounting and Auditing	Combine Purchasing and Warehouse Operations with Director and staff located at warehouse	Monitor	On-going	N/A	N/A	Yes	
Objective 24	Supervision and Monitoring of the issuance of manual checks	Chief Financial Officer, Director of Accounting and Auditing, Budget Managers, Coordinator of Accounting and Auditing	Monitor compliance with APSCN procedures in regard to the issuance of manual checks	Monitor	On-going	N/A	N/A	Yes	
Objective 25	Supervision and Monitoring of District provided cell phones	Chief Financial Officer, Coordinator of Purchasing and Director of Purchasing	Monitor compliance with District procedure in regard to cell phone usage	Monitor	March 31, 2013 Procedure 07:06	N/A	N/A	Yes	
Objective 26	Supervision and Monitoring of timely payment of accounts payables	All Administrators	Provide vendors with specific information needed for timely payment of invoices. Investigate reasons for late payments and take corrective action.	Monitor	On-going	N/A	N/A	Yes	

178

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 27	Supervision and Monitoring of desegregation funding	CFO and Assistant Superintendent for Equity and Pupil Services	Monitor expenditures related to desegregation funding	Monitor	On-going	N/A	N/A	Yes	
Objective 28	Educate employees on fiscal policies and procedures	Superintendent, Board, and All Administrators	Educate employees on fiscal policies and procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 29	Supervision and Monitoring of District issued credit cards	Chief Financial Officer, Budget Managers, Director of Purchasing and Coordinator of Purchasing	Monitor the use of District provided credit cards and compliance with District credit card policy	Monitor	On-going	N/A	N/A	Yes	
Objective 30	Quarterly Audits	Legislative Audit	Quarterly Audits by Legislative Audit	Monitor	Quarterly TBD by Legislative Audit FY11 & FY12 Financial Audits Completed	N/A	N/A	Yes	
Objective 31	Supervision and Monitoring of reports charging Fraud and Abuse pertaining to district resources	Superintendent and Division Leaders	Publish FBI "Corruption Reporting" email and phone number on District web site	Monitor	March 1, 2013	N/A	N/A	Yes	

179

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 32	Supervision and Monitoring of Fiscal Distress Improvement Plan	Superintendent and Division Leaders	Submit Fiscal Distress Plan progress statements as an action agenda item under the section of miscellaneous reports on the Board Agenda	Monitor	March 12, 2013	N/A	N/A	Yes	
Objective 33	Supervision and Monitoring of Budget Adjustments	Superintendent and Division Leaders	Establish a policy for budget adjustments	Policy adoption or revisions Board Policy DB	March 12, 2013	N/A	N/A	Yes	
Objective 34	Supervision and Monitoring of Board Policies	Superintendent and Division Leaders	Superintendent's Cabinet to review ASBA model policies and recommend changes to PCSSD Board Policies	Monitor	On-going	N/A	N/A	Yes	
Objective 35	Supervision and Monitoring of the finance, payroll and technology departments	Superintendent and Division Leaders	Research information on restructuring financial, payroll and technology	Monitor	On-going	N/A	N/A	Yes	
Objective 36	Reduction of Personnel Costs required by PACT-PNA	Superintendent, Division Leaders and Board	Exhibit 1	Approve Revised Contract	Begins 2-22-12	Various	Exhibit 1		No
Objective 37	Reduction of Personnel Costs required by PASS-PNA	Superintendent, Division Leaders and Board	Exhibit 2	Approved Revised Contract	Begins 2-22-12	Various	Exhibit 2		No

180

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 38	Lowering Operating Costs for 2011-2012	Superintendent, Division Leaders	Exhibit 3	Monitor	On-going	N/A	Exhibit 3		No
Objective 39	Lower Operating Costs for 2011-2013	Superintendent Division Leaders	Exhibit 4	Approve Budget	On-going	N/A	Exhibit 4		No
Objective 36	Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures	Superintendent, Division Leaders	Various-See Below Strategies		June 30, 2014	Operating		Yes	
			Implement new district-wide copier bid	Approve Contract	June 2012	Operating	\$141,228	Strategy Accomplished	
		Superintendent, Division Leaders	Revise Employee Insurance Package	Approve Insurance Package	April 2012	Operating	\$1,500,000	Strategy Accomplished	
		Superintendent, Division Leaders	Change school bell schedule	Approve New Bell Schedule	August 2012	Operating	\$401,124	Strategy Accomplished	

181

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Do not fill vacant positions 2011-2012	Approve Budget	July 2011 – June 2012	Operating	\$775,328	Strategy Accomplished	
		Superintendent, Division Leaders	Reduction in Force – 77 positions	Approve Budget	April 2012 – May 2012	Operating	\$3,850,000	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce Teacher Salary Schedule from 192 to 190 Days	Approve	July 2012	Operating	\$795,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce amount paid to teachers for non-instructional duties	Approve Budget and Relative Policies	July 2012	Operating	\$376,857 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Attendance Incentive Pay for all employees (amounts paid end of each semester and end of each year, not amount	Approve Budget and Relative Policies	July 2012	Operating	\$102,615 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Add Unused Sick Leave Pay to Support Staff to Match Benefit Provided Certified Personnel	Approve Budget and Relative Policies	July 2012	Operating	(\$154,038) PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Bereavement Leave (1)	Approve Budget and Relative Policies	July 2012	Operating	\$30,000 PNA	Strategy Accomplished	

182

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Phase out Placement on Salary Schedule Based on District Courses	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$2,800,383 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Professional Growth Contracts – Certified Personnel	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$1,200,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Staff Development Compensation – Support Staff	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$344,622 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Severance Pay	Approve Budget and Relative Policies	July 2012	Operating	\$805,083 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Change Accrued Leave to Sick Leave as Defined by Arkansas Law	Approve Budget and Relative Policies	July 2012	Operating	\$218,970 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Establish the Authority Of The Administration To Manage The District Personnel Reasonably, Without Discrimination, And Consistent With Law	Approve Relative Policies	July 2012	N/A	N/A	Strategy Accomplished	

183

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 37	Identify cost reduction possibilities in the event state desegregation funding is eliminated	Superintendent, Division Leaders	During the 2012-2013 budget process, code specific expenditures that could be eliminated to the desegregation fund and source of fund codes	Approve	May 31, 2013	N/A	N/A		No-Have not identified all cuts sufficient to offset 100% loss of deseg funds
Objective 38	Refund Bond Issue Dated November 1, 2004	Superintendent, Chief Financial Officer and Board	Issue new bonds in the amount of \$21,860,000 to refund 11-1-2004 issue at lower interest rate	Approve	April 2012	Debt Service Mills	\$2,528,185 over 23 years restricted to academic facilities projects	Yes	
Objective 39	Implement corrective actions pertaining to FY11 audit findings	Chief Financial Officer	Various-See Below Strategies	Approve	May 31, 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-1 Segregate accounting duties to the extent possible.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-2 Develop and implement a process that will identify and record all accounts payable at year end	Approve	June 2012	N/A	N/A	Strategy Accomplished	

184

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-2 Close bank accounts that were incorrectly classified as "investments" and transfer the proceeds to a "cash in bank" account	Approve	March 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-2 Properly record amount the \$689,855 paid for workers compensation insurance	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-3 Monitor Federal Title 1 expenditures to ensure they comply with the approved ACSIP budget	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-4 Have all newly purchased Fixed Assets delivered to a central location for proper tagging prior to delivery to final destination.	Approve	July 2012	N/A	N/A	Strategy Accomplished	

185

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-5 Give a business office employee or program administrator responsibility for the collection and filing of required time certifications for federally funded positions.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Notify vendors in writing regarding district procurement policies and require invoices and statements to be mailed to central office.	Approve	June 2012 Second Letter Mailed February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Within APSCN, clearly indicate the vendor numbers that should no longer be used.	Approve	June 2012	N/A	N/A	Strategy Accomplished	

186

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #2 Standardize the insurance products available through payroll deduction and utilize PlanSource software to keep APSCN payroll records in sync with vendor records.	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #2 Change the stated work week to provide more payroll processing and review time without the need for overtime. Investigate timekeeping software that could decrease the payroll keying time.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #3 Report lease-purchase and all other financing agreements to ADE as required.	Approve	December 2012	N/A	N/A	Strategy Accomplished	

187

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #4 Continually monitor to ensure sufficient collateral covering district bank deposits.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter # 5 Obtain board approval prior to the disposal of district assets.	Approve	April 2012 Policy DN Procedure 06:05	N/A	N/A	Strategy Accomplished	
			Management Letter #6 Strengthen the internal controls and business procedures related to activity funds and provide training to school personnel.	Monitor	July-August 2012 Procedure 01:01	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #1 District's Chief Technology and Information Officer will document a Disaster Recovery Plan by June 30, 2012.	Monitor	May 2013	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #3 All receipts will be recorded in the period received, or in the case of direct deposits, upon proof of receipt.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

188

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #4 New Employees will be required to return signed contracts prior to beginning work.	Monitor	July 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #5 Employee reimbursed district \$13 for tip and alcohol claimed and paid by the district for travel. Travel receipts will be more closely monitored to prevent future payments for tips and alcohol.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #6 A receipt will be written for all funds received and/or direct deposited into the district's bank account. A separate receipt will be issued to each payer.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

189

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #7 The district's bank will provide check images each month on a CD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #8 The district will work to clear bank reconciliation variances that have occurred over a prolonged period of time. The bank reconciliation process will be completed by about the 10 th of each month with the goal of zero variance by June 30, 2013.	Monitor	June 2012 Prior year variances have been cleared. See objective #8	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 9 Reviewers of free and reduced lunch applications will be cautioned to pay particular attention to the stated frequency of income shown on applications.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

190

ARKANSAS DEPARTMENT OF EDUCATION
 FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
 PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #10 The district will further investigate possible rebates earned by its participation in the USC purchasing cooperative and attempt to collect all earned amounts.	Monitor	June 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 10 The district will follow-up with USABLE regarding Legislative Audit's request for a list of all refund checks issued to either PCSSD or employees of PCSSD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #11 The district will develop policies and procedures for the purpose of providing sufficient controls and accountability on the use of FuelMan Credit Cards.	Monitor	February 2013	N/A	N/A	Strategy Accomplished	

191



ARKANSAS DEPARTMENT OF EDUCATION

Legislative Update for Dollarway School District

Needs Improvement Priority and Academic Distress

Quarterly Report

June - September 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

October 4, 2016

Table of Contents

Background	Page 1
Support Provided by Arkansas Department of Education	Page 2
Actions Taken by Dollarway School District	Page 4
Actions Taken by Dollarway High School Leadership Team	Page 4
Actions Taken by Robert F. Morehead Middle School Leadership Team	Page 5
Gains towards Improvement	Page 5
Progress towards Removal from State Authority	Page 6
Appendix A	Page 7
Appendix B	Page 8
Appendix C	Page 9
Appendix D	Page 10

Background

The criteria for an Academic Distress classification is based on having 49.5%, or less, of the students achieving proficient or advanced in math and literacy on the state assessment for the most recent three (3) year period. A concordant method was used to equate three years of state assessment data (2012-2013 Augmented Benchmark assessment, 2013-2014 Augmented Benchmark assessment, and 2014-2015 PARCC assessment) to calculate the state mandated Academic Distress classification. Based on the concordant method, in April of 2016, the Dollarway School District as a whole was classified as Academic Distress due to the district levels of student proficiency (47.829%). Within the district, Dollarway High School and Robert F. Morehead Middle School were classified as Academic Distress.

In the spring of the 2015-2016 school year, the Dollarway School District administered the ACT Aspire summative assessment. 2015-2016 ACT Aspire Preliminary School Results indicate where each grade level in the Dollarway School District performed in comparison to other schools in the state (Appendix A). The following tables represent how Dollarway students performed compared to the state average on the ACT Aspire summative assessment.

Dollarway School District Performance in English		
Grade Level	Percent Met/Exceeded Readiness Benchmark	State Average
3	37.0%	71.87%
4	32.0%	67.79%
5	47.1%	73.49%
6	44.0%	71.03%
7	52.9%	77.54%
8	41.2%	70.98%
9	28.9%	54.24%
10	27.8%	56.25%

Dollarway School District Performance in Reading		
Grade Level	Percent Met/Exceeded Readiness Benchmark	State Average
3	6.5%	35.13%
4	10.3%	41.39%
5	11.4%	33.65%
6	24.2%	45.64%
7	8.0%	36.2%
8	18.8%	48.31%
9	12.4%	36.25%
10	19.7%	34.6%

Dollarway School District Performance in Writing		
Grade Level	Percent Met/Exceeded Readiness Benchmark	State Average
3	7.6%	20.37%
4	5.4%	13.5%
5	9.1%	20.37%
6	30.3%	44.1%
7	10.3%	28.49%
8	6.3%	23.37%
9	19.8%	43.9%
10	39.4%	51.79%

Dollarway School District Performance in Mathematics		
Grade Level	Percent Met/Exceeded Readiness Benchmark	State Average
3	7.6%	56.09%
4	17.3%	53.91%
5	18.6%	48.37%
6	26.4%	55.46%
7	12.6%	43.63%
8	7.2%	38.00%
9	8.2%	28.39%
10	2.8%	21.52%

In December 2015, the State Board of Education removed the Dollarway School District board of directors and allowed the Commissioner of the Department of Education to assume all authority of the board of directors. In April 2016, the State Board of Education voted to place the Dollarway School District in Fiscal Distress in addition to the Academic Distress classification. Therefore, the district reorganized administrative staff at the high school and the middle school. Also, a grade structure shift allowed for a reduction from four buildings to three to improve fiscal efficiency and this was complemented with a reduction in staff.

Support Provided by Arkansas Department of Education

In May 2016, the Arkansas Department of Education (ADE) conducted site reviews of the Dollarway School District. Following the reviews, the school district was provided with recommendations to guide their efforts in school improvement. It was recommended that the Dollarway School District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, submit to the State Board of Education a plan of support for each school in Academic Distress (Appendix B). The plan was to include detail regarding how the school district will support schools classified in Academic Distress in the following areas:

- professional development activities that will support the principal in becoming an accomplished turnaround principal
- the utilization and evaluation of specific State and Federal Categorical funds provided to the school
- schedule of assessments to be administered by the school and description of how assessment results should be utilized

- clarification of the decision making autonomy that each School Improvement Leadership Team will maintain
- staff retention and recruitment strategies
- a description of how curriculum alignment in literacy and mathematics is ensured
- parent and the community engagement in the turnaround efforts
- positive learning environment and school climate initiatives

Schools were also provided with recommendations based upon the conducted site reviews (Appendix B). It was recommended that Dollarway High School and Robert F. Morehead Middle School integrate into their current plans three targeted goals. The goals are as follows:

- The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
- The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
- The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

To build capacity for school turnaround, the Dollarway School District attended the 2016 ADE School Improvement Conference. During this time, the teams met with their ADE school improvement specialist team and received feedback on their submitted 45-Day Progress Reports (Appendix C).

The local school improvement specialist attended the Locally-Hired School Improvement Specialist Overview Workshop held at the Arkansas Department of Education during the first school quarter.

The ADE school improvement specialist team provided a hands-on Indistar Process and Support Workshop to assist schools within the Dollarway School District to effectively use the Arkansas Comprehensive School Improvement Plan (ACSIP) to direct turnaround efforts.

Actions Taken by the Dollarway School District

The Dollarway School District provided the following support to assist the schools in being removed from Academic Distress.

- The Dollarway School District hired a locally school improvement specialist prior to the start of the 2016-2017 school year.
- The Rural Community Alliance made a presentation to the school district regarding the development of community schools.
- Houghton Mifflin Harcourt (HMH) curriculum materials were purchased in excess of one million dollars.
- The District Improvement Leadership Team submitted a plan to the State Board of Education outlining the support to be provided to each school.

Actions Taken by Dollarway High School Leadership Team

- The locally-hired school improvement specialist indicated that she provided an in-depth analysis of ACT Aspire assessment data to building leadership.
- The School Improvement Leadership Team reported meeting weekly and utilizing a team charter. It is the expectation that all teams analyze performance data such as unit assessments to make decisions about school improvement and professional development.
- Instructional teams are scheduled to meet in order to review curriculum standards, but the School Improvement Leadership Team reports the level of discussion regarding curriculum implementation at the end of fourth quarter needed to be improved.
- The leadership team reported that all teachers administered pre- and post-assessments to provide differentiated instruction, but that this process was inconsistent.
- Faculty developed a discipline management plan to better guide student behavior. Teachers are working towards implementing universal classroom procedures and routines.
- New teachers and teachers in need of support attended classroom management training.

- The School Improvement Leadership Team collaborated with the District Improvement Leadership Team to develop a plan describing how the district will support the needs of the high school.

Actions Taken by Robert F. Morehead Middle School Leadership Team

- The instructional emphasis was as follows:
 - organize classrooms to support instructional focus,
 - inventory resources used to support instruction, and
 - focus instructional team meetings on teaching and learning.
- The leadership team describes monitoring improvement through the following areas: assessment data, weekly instructional team meetings, classroom observations, and teacher conferences.
- Instructional facilitators support teachers and present strategies for implementation in the classroom.
- The school implemented an after school tutoring program three days a week.
- The School Improvement Leadership Team revised the bell schedule for sixth grade to assist in prevention of negative behavior.
- The School Improvement Leadership Team, in conjunction with the District Improvement Leadership Team developed a plan describing how the district will support the needs of the middle school.

Gains towards Improvement

- There was a decrease in the number of students with five or more disciplinary referrals in the 2015-2016 school year. (Dollarway High School and Robert F. Morehead Middle School)
- There was reported progress in key areas related to implementing effective team structures and instructional units. (Dollarway High School)
- Teachers were reported as utilizing higher order questioning stems. (Robert F. Morehead Middle School)
- Fewer students were identified as three or more grade levels behind in math and literacy. (Robert F. Morehead Middle School)

- There was a reported increase in parental involvement as evidenced by more parents attending Parent-Teacher conferences and joining the Parent Advisory Committee. Parent activities were facilitated by the school to assist parents in understanding instructional standards and ways to assist students at home. (Robert F. Morehead Middle School)

Progress towards Removal from State Authority

Given that the Dollarway School District went from one school classified in Academic Distress to the entire district and given that the district was classified in Fiscal Distress, very little improvement can be identified for school year 2015-2016. It is noted that the school district has an improved academic curriculum plan currently being implemented in the 2016-2017 school year. In addition, the budget filed with the Arkansas Department of Education projects an increase in ending fund balance despite a decrease in revenue.

APPENDIX A

2015-2016 ACT Aspire Preliminary School Results

**Lowest Ranking Thirty-Four Schools by Grade-Level and
Assessed Area**

(English Language Arts and Mathematics)

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
HOTSPRINGS SCHOOL DISTRICT	2603000	SUMMIT SCHOOL	2603013	10	14	0.0%
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	10	37	0.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	10	29	0.0%
SIATECH UTILE ROCK CHARTER	6052700	SIATECH HIGH CHARTER	6052703	10	13	0.0%
RESPONSIVE ED SOLUTIONS PREMIER HS OF UTILE ROCK	6053700	PREMIER HIGH SCHOOL OF UTILE RO	6053703	10	19	0.0%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	10	19	0.0%
STRONG-HUTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	10	24	0.0%
UTILE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	10	258	01.2%
HELENA/WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	10	97	02.1%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	10	84	02.4%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	10	71	02.8%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	10	36	02.8%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW HIGH SCHOOL	1505026	10	32	03.1%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	10	30	03.3%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	10	311	03.5%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	10	52	03.8%
UTILE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	10	235	03.8%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW HIGH SCHOOL	7307032	10	98	04.1%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	10	166	04.2%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	10	24	04.2%
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	10	46	04.3%
UTILE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	10	156	05.1%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	10	38	05.3%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	10	37	05.4%
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON HIGH SCHOOL	0701002	10	34	05.9%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	RURAL SPECIAL HIGH SCHOOL	6901012	10	17	05.9%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	10	200	06.0%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE HIGH SCHOOL-A NEW TECH S	4702706	10	152	06.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL HIGH SCHOOL	3509067	10	219	06.8%
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	10	59	06.8%
RECTOR SCHOOL DISTRICT	1106000	RECTOR HIGH SCHOOL	1106023	10	43	07.0%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	10	42	07.1%
FOUKE SCHOOL DISTRICT	4603000	FOUKE HIGH SCHOOL	4603010	10	80	07.5%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	10	39	07.7%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math% Met Readiness Benchmark
SIATECH LITTLE ROCK CHARTER	6052700	SIATECH HIGH CHARTER	6052703	09	14	0.0%
ARK. SCHOOL FOR THE DEAF	6092000	ARK. SCHOOL FOR THE DEAF H.S.	6092002	09	11	0.0%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	09	19	0.0%
BEEBE SCHOOL DISTRICT	7302000	BADGER ACADEMY	7302703	09	10	0.0%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	09	55	01.8%
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	09	42	02.4%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	09	37	02.7%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	09	104	02.9%
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	09	315	02.9%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	09	30	03.3%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	09	174	03.4%
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE R	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	09	29	03.4%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	09	85	03.5%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	09	184	03.8%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	09	249	04.4%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	09	193	04.7%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	09	246	05.3%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	09	18	05.6%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	NORTH PULASKI HIGH SCHOOL	6003136	09	47	06.4%
NEVADA SCHOOL DISTRICT	5008000	NEVADA HIGH SCHOOL	5008014	09	30	06.7%
LAKESIDE SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKESIDE HIGH SCHOOL	0903018	09	72	06.9%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW HIGH SCHOOL	1505026	09	29	06.9%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	09	97	07.2%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER JUNIOR HIGH SCHOOL	1803035	09	127	07.9%
PALESTINE-WHEATLEY SCH. DIST.	6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	09	76	07.9%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT HIGH SCHOOL	0901003	09	25	08.0%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	09	25	08.0%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	09	37	08.1%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	09	97	08.2%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	09	24	08.3%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	09	34	08.8%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	09	21	09.5%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	09	258	09.7%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	09	165	09.7%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	08	20	0.0%
STRONG-HUTIIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	08	22	04.5%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	08	20	05.0%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HIGH	3541703	08	15	06.7%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	08	60	06.7%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	08	97	07.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	08	107	07.5%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	08	12	08.3%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	FULLER MIDDLE SCHOOL	6003120	08	156	08.3%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	08	48	08.3%
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	08	23	08.7%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	08	179	08.9%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	08	44	09.1%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	08	160	10.0%
UTILE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	08	266	10.2%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	08	142	10.6%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	08	55	10.9%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	08	50	12.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	08	25	12.0%
HUNTSVILLE SCHOOL DISTRICT	4401000	ST. PAUL HIGH SCHOOL	4401012	08	16	12.5%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	08	87	12.6%
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	08	228	12.7%
LAWRENCE COUNTY SCHOOL DISTRICT	3810000	WALNUT RIDGE HIGH SCHOOL	3810027	08	78	12.8%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	08	31	12.9%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	08	215	13.0%
UTILE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	08	197	13.2%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	08	106	13.2%
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	08	60	13.3%
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	08	112	13.4%
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	08	36	13.9%
UTILE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	08	232	14.2%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	08	14	14.3%
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	08	28	14.3%
CEDAR RIDGE SCHOOL DISTRICT	3212000	CEDAR RIDGE HIGH SCHOOL	3212027	08	61	14.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	08	217	16.1%
BARTON-LEXA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	08	62	16.1%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	SchoolName	School LEA	Grade	Math N	Math %Met Readiness Benchmark
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	07	29	03.4%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	MOUNT JUDEA HIGH SCHOOL	5106010	07	13	07.7%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	07	38	07.9%
UTILE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	07	183	10.9%
ROSE BUD SCHOOL DISTRICT	7310000	ROSE BUD HIGH SCHOOL	7310043	07	65	12.3%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	07	87	12.6%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	07	58	13.8%
UTILE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	07	230	15.2%
NEVADA SCHOOL DISTRICT	5008000	NEVADA HIGH SCHOOL	5008014	07	37	16.2%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	07	67	16.4%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	07	29	17.2%
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	07	199	17.6%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	07	163	17.8%
MIDLAND SCHOOL DISTRICT	3211000	MIDLAND HIGH SCHOOL	3211035	07	45	17.8%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	07	11	18.2%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	07	22	18.2%
MULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	07	253	19.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	07	56	19.6%
COSSATOT RIVER SCHOOL DISTRICT	5707000	UMPIRE HIGH SCHOOL	5707017	07	10	20.0%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	07	80	20.0%
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	07	59	20.3%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	07	169	20.7%
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	07	19	21.1%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	07	37	21.6%
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	07	285	22.1%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	07	136	22.1%
CORNING SCHOOL DISTRICT	1101000	CORNING HIGH SCHOOL	1101004	07	76	22.4%
CEDAR RIDGE SCHOOL DISTRICT	3212000	CEDAR RIDGE HIGH SCHOOL	3212027	07	58	22.4%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	07	159	22.6%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	07	192	22.9%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW JUNIOR HIGH SCHOOL	7307033	07	91	23.1%
STAR CITY SCHOOL DISTRICT	4003000	STAR CITY MIDDLE SCHOOL	4003015	07	131	23.7%
CADDO HILLS SCHOOL DISTRICT	4901000	CADDO HILLS HIGH SCHOOL	4901003	07	53	24.5%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	07	89	24.7%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	07	32	25.0%
HOT SPRINGS SCHOOL DISTRICT	2603000	HOT SPRINGS MIDDLE SCHOOL	2603020	07	246	25.2%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	SchoolName	School LEA	Grade	MathN	Math %Met Readiness Benchmark
STRONG-HUTIIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	06	23	08.7%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	06	16	18.8%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	06	16	18.8%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE ELEM. SCHOOL	6505013	06	21	19.0%
PINEBLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	06	31	19.4%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	06	135	20.0%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WEAVER ELEMENTARY SCHOOL	1803030	06	38	21.1%
UTILE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	06	216	21.8%
HELENA/WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	06	95	22.1%
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	06	44	25.0%
JASPER SCHOOL DISTRICT	5102000	JASPER ELEMENTARY SCHOOL	5102005	06	44	25.0%
MARION SCHOOL DISTRICT	1804000	MARION MIDDLE SCHOOL	1804016	06	317	26.2%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	06	91	26.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	06	45	26.7%
LEADHILL SCHOOL DISTRICT	0506000	LEADHILLELEMENTARY SCHOOL	0506031	06	26	26.9%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	06	67	26.9%
BORREST CITY SCHOOL DISTRICT	6201000	LINCOLN ACADEMY	6201016	06	170	27.1%
DERMOTI SCHOOL DISTRICT	0901000	DERMOTI ELEMENTARY SCHOOL	0901001	06	29	27.6%
UTILE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	06	259	27.8%
RIVERVIEW SCHOOL DISTRICT	7307000	JUDSONIA ELEMENTARY SCHOOL	7307026	06	36	27.8%
UTILE ROCK PREPARATORY ACADEMY	6049700	UTILE ROCK PREP ACADEMY	6049702	06	43	27.9%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW ELEMENTARY SCHOOL	1505025	06	39	28.2%
UTILE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	06	229	29.3%
CEDAR RIDGE SCHOOL DISTRICT	3212000	NEWARK ELEMENTARY SCHOOL	3212026	06	43	30.2%
SOUTH SIDE SCHOOL DISTRICT(VAN BUREN COUNTY)	7105000	SOUTH SIDE ELEMENTARY SCHOOL	7105018	06	33	30.3%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	06	46	30.4%
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	06	184	31.0%
JACKSONVILLE LIGHTHOUSE CHARTER	6050700	JACKSONVILLE LIGHTHOUSE CHARTE	6050701	06	54	31.5%
WEST MEMPHIS SCHOOL DISTRICT	1803000	FAULK ELEMENTARY SCHOOL	1803026	06	76	31.6%
FOUKE SCHOOL DISTRICT	4603000	PAULETIE SMITH MIDDLE SCHOOL	4603011	06	79	31.6%
FORT SMITH SCHOOL DISTRICT	6601000	SPRADLING ELEMENTARY SCHOOL	6601016	06	57	31.6%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	06	41	31.7%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	NORTH UTILE ROCK MIDDLE SCHOOL	6002070	06	622	31.8%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	06	168	32.1%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	06	28	32.1%
BALD KNOB SCHOOL DISTRICT	7301000	BALD KNOB MIDDLE SCHOOL	7301004	06	103	33.0%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
STRONG-HUTIIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM.SCHOOL	7009048	05	19	05.3%
OZARK MOUNTAIN SCHOOL DISTRICT	6S05000	ST. JOE ELEMENTARY SCHOOL	6S0S009	05	17	05.9%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3S42700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3S42702	05	16	06.3%
SOUTH PIKE COUNTY SCHOOL DISTRICT	SS04000	DELIGHT ELEMENTARY SCHOOL	SS04001	05	13	07.7%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	S20S000	SPARKMAN ELEMENTARY SCHOOL	S20S011	05	11	09.1%
WEST MEMPHIS SCHOOL DISTRICT	1803000	FAULK ELEMENTARY SCHOOL	1803026	05	60	10.0%
UTILE ROCK SCHOOL DISTRICT	6001000	WATSON INTERMEDIATE SCHOOL	6001071	05	137	10.9%
OZARK MONTESSORI ACADEMY SPRINGDALE	7241700	OZARK MONTESSORI ACADEMY SPRINGDALE	7241701	05	18	11.1%
UTILE ROCK SCHOOL DISTRICT	6001000	ROCKEFELLER INCENTIVE ELEM.	6001050	05	44	11.4%
MAYNARD SCHOOL DISTRICT	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	05	35	11.4%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	RIDGEROAD ELEMENTARY SCHOOL	6002084	05	84	11.9%
UTILE ROCK SCHOOL DISTRICT	6001000	WESTERN HILLS ELEM.SCHOOL	6001029	05	31	12.9%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	MEADOW PARK ELEMENTARY SCHOOL	6002061	05	67	13.4%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	05	37	13.5%
MOUNT IDA SCHOOL DISTRICT	4902000	MOUNT IDA ELEMENTARY SCHOOL	4902006	05	29	13.8%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. ELEM. SCHOOL	7509030	05	28	14.3%
WEST MEMPHIS SCHOOL DISTRICT	1803000	MADDUX ELEMENTARY SCHOOL	1803028	05	69	14.5%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	05	27	14.8%
FORREST CITY SCHOOL DISTRICT	6201000	STEWART ELEMENTARY SCHOOL	6201014	05	134	14.9%
CEDAR RIDGE SCHOOL DISTRICT	3212000	CORD-CHARLOTIE ELEM. SCHOOL	3212010	05	13	15.4%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	05	80	16.3%
UTILEROCKSCHOOL DISTRICT	6001000	BRADY ELEMENTARY SCHOOL	6001018	05	54	16.7%
BRADFORD SCHOOL DISTRICT	7303000	BRADFORD ELEMENTARY SCHOOL	7303014	05	29	17.2%
UTILEROCKSCHOOL DISTRICT	6001000	FRANKLIN INCENTIVE ELEM. SCH.	6001025	05	40	17.5%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	05	45	17.8%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	BOONE PARK ELEMENTARY SCHOOL	6002054	05	60	18.3%
DOLLARWAY SCHOOL DISTRICT	3502000	TOWNSEND PARK ELEMENTARY SCHOOL	3S02011	05	70	18.6%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER ELEMENTARY SCHOOL	1803032	05	45	20.0%
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE ELEMENTARY SCHOOL	2803016	05	65	20.0%
HELENA/ WEST HELENA SCHOOL DISTRICT	S403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	05	95	20.0%
HACKED SCHOOL DISTRICT	6603000	HARTFORD ELEMENTARY SCHOOL	6603051	05	20	20.0%
UTILE ROCK PREPARATORY ACADEMY	6049700	UTILE ROCK PREP ACADEMY ELEMENTARY	6049701	05	49	20.4%
UTILEROCKSCHOOL DISTRICT	6001000	DAVID O'DODD ELEMENTARY SCHOOL	6001055	05	53	20.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	COLEMAN ELEMENTARY SCHOOL	3509066	05	181	21.0%
STAR CITY SCHOOL DISTRICT	4003000	BROWN ELEMENTARY SCHOOL	4003014	05	127	21.3%
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE ELEMENTARY SCHOOL	6001057	05	80	21.3%



2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
MAYNARD SCHOOL DISTRICT	61 02000	MAYNARD ELEMENTARY SCHOOL	61 02005	04	29	06.9%
DEWITISCHOOL DISTRICT	0101 000	GILLED ELEMENTARY SCHOOL	0101 008	04	10	100.0%
UTILE ROCK SCHOOL DISTRICT	6001 000	WASHINGTON MAGNET ELEM. SCHOOL	6001042	04	61	13.1%
EL DORADO SCHOOL DISTRICT	7001000	RETA BROWN ELEMENTARY SCHOOL	7001 005	04	44	13.6%
UTILE ROCK SCHOOL DISTRICT	6001000	ROMINE INTERDIST. ELEM. SCHOOL	6001040	04	39	15.4%
ROCKBRIDGE MONTESSORI	6057 700	ROCKBRIDGE MONTESSORI CHARTER SCHOOL	6057 701	04	18	16.7%
DOLLARWAY SCHOOL DISTRICT	3502000	TOWNSEND PARK ELEMENTARY SCHOO	350201 1	04	98	17.3%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	HARRISELEMENTARY SCHOOL	60031 02	04	46	17.4%
UTILE ROCK SCHOOL DISTRICT	6001000	WATSON INTERMEDIATE SCHOOL	6001071	04	134	17.9%
UTILEROCKSCHOOLDISTRICT	6001000	BALE ELEMENTARY SCHOOL	6001017	04	55	18.2%
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. ELEM. SCHOOL	7509030	04	22	18.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	04	103	18.4%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	GLENVIEW ELEMENTARY SCHOOL	6002056	04	49	18.4%
WEST MEMPHIS SCHOOL DISTRICT	1803000	FAULK ELEMENTARY SCHOOL	1803026	04	94	19.1%
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE ELEMENTARY SCHOOL	6001 057	04	83	19.3%
DERMOTI SCHOOL DISTRICT	0901 000	DERMOTI ELEMENTARY SCHOOL	0901 001	04	31	19.4%
UTILE ROCK SCHOOL DISTRICT	6001 000	WAKEFIELD ELEMENTARY SCHOOL	6001 059	04	92	19.6%
PINE BLUFF LIGHTHOUSE ACADEMY	3541 700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3 541701	04	45	20.0%
MOUNT IDA SCHOOL DISTRICT	4902000	MOUNT IDA ELEMENTARY SCHOOL	4902006	04	30	20.0%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	04	53	20.8%
UTILE ROCK SCHOOL DISTRICT	6001 000	ROCKEFELLER INCENTIVE ELEM.	6001 050	04	38	21.1%
CAPITOL CITY LIGHTHOUSE ACADEMY	6056700	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056701	04	37	21.6%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	160802 2	04	70	22.9%
HUNTSVILLE SCHOOL DISTRICT	4401000	ST. PAUL ELEMENTARY SCHOOL	4401 011	04	13	23.1%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	MEADOW PARK ELEMENTARY SCHOOL	6002061	04	51	23.5%
VAN BUREN SCHOOL DISTRICT	1705000	JAMES R. TATE ELEM. SCHOOL	1705029	04	59	23.7%
UTILE ROCK SCHOOL DISTRICT	6001 000	BRADY ELEMENTARY SCHOOL	6001 018	04	42	23.8%
LAKESIDE SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKESIDE ELEMENTARY SCHOOL	0903016	04	67	23.9%
PINE BLUFF SCHOOL DISTRICT	3505000	THIRTY-FOURTH AVE. ELEM. SCH.	3505036	04	88	23.9%
MINERAL SPRINGS SCHOOL DISTRICT	3 104000	MINERAL SPRINGS ELEM. SCHOOL	3104005	04	33	24.2%
UTILE ROCK SCHOOL DISTRICT	6001 000	MEADOWCLIFF ELEMENTARY SCHOOL	6001033	04	53	24.5%
FORREST CITY SCHOOL DISTRICT	6201 000	STEWART ELEMENTARY SCHOOL	6201 014	04	161	24.8%
EARLE SCHOOL DISTRICT	1802000	EARLE ELEMENTARY SCHOOL	1802005	04	44	25.0%
DEER/MT. JUDEA SCHOOL DISTRICT	51 06000	DEER ELEMENTARY SCHOOL	5106001	04	12	25.0%
UTILEROCKSCHOOLDISTRICT	6001 000	M.L. KING MAGNET ELEM. SCHOOL	6001 035	04	67	25.4%
UTILEROCKSCHOOLDISTRICT	6001000	STEPHENS ELEM. SCHOOL	6001 041	04	43	25.6%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
DOLLARWAY SCHOOL DISTRICT	3S02000	TOWNSEND PARKELEMENTARY SCHOO	3S02011	03	92	07.6%
EARLE SCHOOL DISTRICT	18 02000	EARLE ELEMENTARY SCHOOL	18 0200S	03	33	09.1%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	03	70	12.9%
ROCKBRIDGE MONTESSORI	6057700	ROCKBRIDGE MONTESSORI CHARTER SCHOOL	60S7701	03	21	14.3%
STRONG-HUTIIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	03	3S	14.3%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS ELEM. SCHOOL	310400S	03	33	15 .2%
OZARK MONTESSORI ACADEMY SPRINGDALE	7241700	OZARK MONTESSORI ACADEMY SPRINGDALE	7241701	03	17	17.6%
WESTERN YELL CO. SCHOOL DISTRICT	7S09000	WESTERN YELL CO. ELEM. SCHOOL	7S09030	03	33	18 .2%
WEST MEMPHIS SCHOOL DISTRICT	18 03000	WONDER ELEMENTARY SCHOOL	18 03032	03	S6	19.6%
UTILE ROCK SCHOOL DISTRICT	6001000	WILSON ELEMENTARY SCHOOL	6001044	03	46	19.6%
NEVADA SCHOOL DISTRICT	S008000	NEVADA ELEMENTARY SCHOOL	S008013	03	3S	20.0%
EXALT ACADEMY OF SOUTHWEST UTILE ROCK	60SS700	EXALT ACADEMY OF SOUTHWEST UTILE ROCK	60SS702	03	SS	20.0%
PINE BLUFF SCHOOL DISTRICT	3505000	SOUTHWOOD ELEMENTARY SCHOOL	3SOS037	03	79	20.3%
UTILE ROCK SCHOOL DISTRICT	6001000	BRADY ELEMENTARY SCHOOL	6001018	03	72	20.8%
LAFAYETIE COUNTY SCHOOL DISTRICT	3704000	LAFAYETIE COUNTY ELEMENTARY	3704007	03	S7	22.8%
P PINE BLUFF SCHOOL DISTRICT	3SOS000	BROADMOOR ELEMENTARY SCHOOL	3SOS026	03	70	22.9%
P PINE BLUFF SCHOOL DISTRICT	3505000	THIRTY-FOURTH AVE. ELEM. SCH.	3SOS036	03	6S	23.1%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	BOONE PARK ELEMENTARY SCHOOL	60020S4	03	6S	23.1%
BLEVINS SCHOOL DISTRICT	2901000	BLEVINS ELEMENTARY SCHOOL	2901001	03	34	23.5%
DERMOTI SCHOOL DISTRICT	0901000	DERMOTI ELEMENTARY SCHOOL	0901001	03	21	23.8%
EIDORADO SCHOOL DISTRICT	7001000	YOCUM ELEMENTARY SCHOOL	7001009	03	112	24.1%
STAR CITY SCHOOL DISTRICT	4003000	BROWN ELEMENTARY SCHOOL	4003014	03	102	24.5%
PINE BLUFF SCHOOL DISTRICT	3SOS000	W. T. CHENEY ELEMENTARY SCHOOL	3505046	03	73	24.7%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	MOUNT JUDEA ELEMENTARY SCHOOL	S106009	03	16	25.0%
UTILE ROCK SCHOOL DISTRICT	6001000	WATSON INTERMEDIATE SCHOOL	6001071	03	141	25.5%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE ELEMENTARY SCHOOL	4702006	03	194	25.8%
KIRBY SCHOOL DISTRICT	5S03000	KIRBY ELEMENTARY SCHOOL	SS03010	03	19	26.3%
CAPITOL CITY LIGHTHOUSE ACADEMY	60S6700	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	60S6701	03	38	26.3%
LAKESIDE SCHOOL DISTRICT (CHICOT COUNTY)	0903000	EUDORA ELEMENTARY SCHOOL	0903007	03	30	26.7%
BOONEVILLE SCHOOL DISTRICT	4201000	BOONEVILLE ELEMENTARY SCHOOL	4201001	03	90	26.7%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	03	4S	26.7%
FORT SMITH SCHOOL DISTRICT	6601000	CARNALL ELEMENTARY SCHOOL	6601007	03	41	26.8%
WEST MEMPHIS SCHOOL DISTRICT	18 03000	JACKSON ELEMENTARY SCHOOL	18 03027	03	47	27.7%
TEXARKANA SCHOOL DISTRICT	460S000	UNION ELEMENTARY SCHOOL	460S022	03	68	27.9%
GURDON SCHOOL DISTRICT	1003000	GURDON PRIMARY SCHOOL	1003016	03	64	28.1%

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	ELA	
					ELA N	ELA % Met Readiness
						Benchmark
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITILE RO	6053700	PREMIER HIGH SCHOOL OF LITILE RO	6053703	10	10	05.3%
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	10	10	05.3%
HOT SPRINGS SCHOOL DISTRICT	2603000	SUMMIT SCHOOL	2603013	10	12	08.3%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605703	10	24	08.3%
LITILE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	10	244	10.7%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	10	30	13.3%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	10	41	14.6%
HELENA/WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	10	99	15.2%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	10	82	17.4%
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	10	301	17.3%
LITILE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	10	233	18.0%
N FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	10	102	18.8%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	10	53	18.9%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	10	161	19.3%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	10	30	20.0%
LITILE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	10	135	20.7%
STRONG-HUTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	10	24	20.8%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	10	178	22.5%
GUY-PERKINS SCHOOL DISTRICT	2304000	GUY-PERKINS HIGH SCHOOL	2304022	10	31	22.6%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	10	70	24.3%
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	10	24	25.0%
MCGEHEE SCHOOL DISTRICT	2105000	MCGEHEE HIGH SCHOOL	2105028	10	78	25.6%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	4702706	10	150	26.0%
POYEN SCHOOL DISTRICT	2703000	POYEN HIGH SCHOOL	2703010	10	53	26.4%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	10	36	27.8%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL HIGH SCHOOL	3509067	10	217	28.1%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW HIGH SCHOOL	5204023	10	177	28.2%
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	10	89	29.2%
NEWPORT SCHOOL DISTRICT	3403000	NEWPORT HIGH SCHOOL	3403013	10	77	29.9%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	10	39	30.8%
PERRYVILLE SCHOOL DISTRICT	5303000	PERRYVILLE HIGH SCHOOL	5303011	10	84	31.0%
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	10	29	31.0%

2015-2016 ACT Aspire Preliminary School Results

						ELA	
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark	
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	09	18	11.1%	
RESPONSIVE ED SOLUTIONS PREMIER HS OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE RO	6053703	09	26	11.5%	
LITTLE ROCK SCHOOL DISTRICT	6001000	HALL HIGH SCHOOL	6001002	09	276	13.0%	
HELENA/WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	09	103	14.6%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE HIGH SCHOOL	6003123	09	240	15.4%	
CABOT SCHOOL DISTRICT	4304000	ACADEMIC CENTER FOR EXCELLENCE	4304703	09	38	15.8%	
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	09	188	16.0%	
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	09	25	16.0%	
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON HIGH SCHOOL	0701002	09	43	16.3%	
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	09	55	16.4%	
STRONG-HUTTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	09	30	16.7%	
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	09	82	17.1%	
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	09	172	18.0%	
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	09	96	18.8%	
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	09	26	19.2%	
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	09	243	19.8%	
BEEBE SCHOOL DISTRICT	7302000	BADGER ACADEMY	7302703	09	10	20.0%	
TRUMANN SCHOOL DISTRICT	5605000	TRUMANN HIGH SCHOOL	5605023	09	128	20.3%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	NORTH PULASKI HIGH SCHOOL	6003136	09	48	20.8%	
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	09	60	21.7%	
LAKESIDE SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKESIDE HIGH SCHOOL	0903018	09	73	21.9%	
PINE BLUFF SCHOOL DISTRICT	3505000	PINE BLUFF HIGH SCHOOL	3505042	09	243	22.2%	
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	09	18	22.2%	
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	09	44	22.7%	
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	09	172	22.7%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	WILBUR D. MILLS HIGH SCHOOL	6003125	09	149	23.5%	
MOUNTAIN PINE SCHOOL DISTRICT	2607000	MOUNTAIN PINE HIGH SCHOOL	2607047	09	37	24.3%	
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	09	24	25.0%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER JUNIOR HIGH SCHOOL	1803035	09	125	25.6%	
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. HIGH SCHOOL	7509033	09	34	26.5%	
PALESTINE-WHEATLEY SCH. DIST.	6205000	PALESTINE-WHEATLEY SENIOR HIGH	6205028	09	75	26.7%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	09	97	26.8%	

2015-2016 ACT Aspire Preliminary School Results

						ELA	
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA% Met Readiness Benchmark	
STRONG-HUTIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	08	21	09.5%	
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	08	141	16.3%	
UTILE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	08	185	18.9%	
FORT SMITH SCHOOL DISTRICT	6601000	BELLE POINT ALTERNATIVE CENTER	6601005	08	20	20.0%	
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	08	53	20.8%	
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	08	179	21.2%	
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	08	14	21.4%	
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	TIMBO HIGH SCHOOL	6901016	08	14	21.4%	
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA HIGH SCHOOL	7401003	08	28	21.4%	
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	08	50	22.0%	
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	08	95	22.1%	
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	08	216	22.2%	
UTILE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	08	251	22.3%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	FULLER MIDDLE SCHOOL	6003120	08	155	22.6%	
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	08	44	22.7%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	EAST JUNIOR HIGH SCHOOL	1803033	08	112	23.2%	
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	08	20	25.0%	
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	08	12	25.0%	
STAR CITY SCHOOL DISTRICT	4003000	STAR CITY MIDDLE SCHOOL	4003015	08	127	25.2%	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	JACKSONVILLE MIDDLE SCHOOL	6003119	08	212	25.5%	
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HI	3541703	08	15	26.7%	
CALICO ROCK SCHOOL DISTRICT	3301000	CALICO ROCK HIGH SCHOOL	3301002	08	37	27.0%	
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	08	33	27.3%	
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	08	58	27.6%	
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	08	159	28.3%	
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	08	297	28.6%	
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	08	45	28.9%	
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	08	24	29.2%	
HACKETT SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	08	17	29.4%	
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	NORTH UTILE ROCK MIDDLE SCHOOL	6002070	08	560	30.2%	
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	08	56	30.4%	
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	08	228	30.7%	
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA STEM CHARTER	4713705	08	87	31.0%	
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	08	54	31.5%	

2015-2016 ACT Aspire Preliminary School Results

ELA						
District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE HIGH SCHOOL	5404032	07	29	03.4%
STRONG-HUTIIG SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	07	19	10.5%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	07	64	17.2%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY HIGH SCHOOL	7003028	07	57	17.5%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOO	3502009	07	87	19.5%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	07	46	19.6%
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	07	18	22.2%
UTILE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	07	174	22.4%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	07	39	23.1%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE COLLEGE PREP ACADEMY HI	3541703	07	26	23.1%
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	07	195	23.1%
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE HIGH SCHOOL	2803017	07	56	23.2%
RIVERCREST SCHOOL DISTRICT 57	4706000	RIVERCREST HIGH SCHOOL	4706066	07	94	24.5%
CADDO HILLS SCHOOL DISTRICT	4901000	CADDO HILLS HIGH SCHOOL	4901003	07	53	24.5%
UTILE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	07	221	25.3%
LAFAYETIE COUNTY SCHOOL DISTRICT	3704000	LAFAYETIE COUNTY HIGH SCHOOL	3704013	07	50	26.0%
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS HIGH SCHOOL	3104006	07	34	26.5%
HUNTSVILLE SCHOOL DISTRICT	4401000	ST. PAUL HIGH SCHOOL	4401012	07	15	26.7%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	07	135	26.7%
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	DEER HIGH SCHOOL	5106002	07	15	26.7%
DECATUR SCHOOL DISTRICT	0402000	DECATUR MIDDLE SCHOOL	0402011	07	37	27.0%
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE HIGH SCHOOL	0601007	07	37	27.0%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN HIGH SCHOOL	5205012	07	11	27.3%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE HIGH SCHOOL	6505014	07	22	27.3%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY JR. HIGH	6201010	07	167	27.5%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL JR. HIGH SCHOOL	3509068	07	188	27.7%
HACKED SCHOOL DISTRICT	6603000	HARTFORD HIGH SCHOOL	6603052	07	18	27.8%
HOPE SCHOOL DISTRICT	2903000	YERGER JUNIOR HIGH SCHOOL	2903011	07	161	28.0%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE HIGH SCHOOL	3606026	07	56	28.6%
FORDYCE SCHOOL DISTRICT	2002000	FORDYCE HIGH SCHOOL	2002007	07	59	28.8%
WHITE CO. CENTRAL SCHOOL DISTRICT	7304000	WHITE CO. CENTRAL HIGH SCHOOL	7304019	07	52	28.8%
NEWPORT SCHOOL DISTRICT	3403000	NEWPORT HIGH SCHOOL	3403013	07	86	29.1%
DERMOTI SCHOOL DISTRICT	0901000	DERMOTI HIGH SCHOOL	0901003	07	27	29.6%
PINE BLUFF SCHOOL DISTRICT	3505000	JACK ROBEY JR. HIGH SCHOOL	3505044	07	280	29.6%

2015-2016 ACT Aspire Preliminary School Results

						ELA
District Name	District LEA	School Name	School LEA	Grade	ELAN	ELA % Met Readiness Benchmark
STRONG-HUTIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	06	21	09.5%
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	06	38	10.5%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WEAVER ELEMENTARY SCHOOL	1803030	06	36	19.4%
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE MIDDLE SCHOOL	6001062	06	181	21.5%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE ELEM. SCHOOL	6505013	06	18	22.2%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	06	93	22.6%
UTILE ROCK SCHOOL DISTRICT	6001000	HENDERSON MIDDLE SCHOOL	6001013	06	252	25.4%
UTILE ROCK SCHOOL DISTRICT	6001000	CLOVERDALE AEROSPACE TECH CHAR	6001702	06	204	27.5%
DERMOTT SCHOOL DISTRICT	0901000	DERMOTT ELEMENTARY SCHOOL	0901001	06	29	27.6%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER ELEMENTARY SCHOOL	1803032	06	32	28.1%
PINE BLUFF SCHOOL DISTRICT	3505000	BELAIR MIDDLE SCHOOL	3505025	06	241	28.2%
EARLE SCHOOL DISTRICT	1802000	EARLE ELEMENTARY SCHOOL	1802005	06	46	28.3%
FORREST CITY SCHOOL DISTRICT	6201000	LINCOLN ACADEMY	6201016	06	169	28.4%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN ELEMENTARY SCHOOL	5201001	06	34	29.4%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	06	44	29.5%
DOLLARWAY SCHOOL DISTRICT	3502000	ROBERT F MOREHEAD MIDDLE SCHOOL	3502009	06	89	30.3%
MAYNARD SCHOOL DISTRICT	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	06	41	31.7%
JACKSONVILLE LIGHTHOUSE CHARTER	6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050701	06	53	32.1%
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	06	31	32.3%
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	06	40	32.5%
FORT SMITH SCHOOL DISTRICT	6601000	TRUSTY ELEMENTARY SCHOOL	6601019	06	46	32.6%
BLYTHEVILLE SCHOOL DISTRICT	4702000	BLYTHEVILLE MIDDLE SCHOOL	4702012	06	131	32.8%
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	06	66	33.3%
UTILE ROCK SCHOOL DISTRICT	6001000	DUNBAR MAGNET MIDDLE SCHOOL	6001007	06	228	33.8%
CAMDEN FAIRVIEW SCHOOL DISTRICT	5204000	CAMDEN FAIRVIEW MIDDLE SCHOOL	5204028	06	168	33.9%
LEAD HILL SCHOOL DISTRICT	0506000	LEAD HILL ELEMENTARY SCHOOL	0506031	06	26	34.6%
FORT SMITH SCHOOL DISTRICT	6601000	HARRY C. MORRISON ELEM. SCHOOL	6601030	06	23	34.8%
CLEVELAND COUNTY SCHOOL DISTRICT	1305000	RISON HIGH SCHOOL	1305010	06	65	35.4%
HARMONY GROVE SCHOOL DISTRICT (OUACHITA COUNTY)	5205000	SPARKMAN ELEMENTARY SCHOOL	5205011	06	14	35.7%
COVENANTKEEPERS CHARTER SCHOOL	6044700	COVENANT KEEPERS CHARTER	6044702	06	44	36.4%
BRADFORD SCHOOL DISTRICT	7303000	BRADFORD ELEMENTARY SCHOOL	7303014	06	30	36.7%
KIPP DELTA PUBLIC SCHOOLS	5440700	KIPP BLYTHEVILLE COLLEGE PREP	5440705	06	46	37.0%
UTILE ROCK PREPARATORY ACADEMY	6049700	UTILE ROCK PREP ACADEMY	6049702	06	43	37.2%
MCGEHEE SCHOOL DISTRICT	2105000	MCGEHEE ELEMENTARY SCHOOL	2105026	06	91	37.4%

2015-2016 ACT Aspire Preliminary School Results

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DistrictName	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark	
RESPONSIVE ED SOLUTIONS QUEST MS OF PINE BLUFF	3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	3542702	05	14	07.1%	
UTILE ROCK SCHOOL DISTRICT	6001000	FRANKLIN INCENTIVE ELEM. SCH.	6001025	05	40	07.5%	
UTILE ROCK PREPARATORY ACADEMY	6049700	UTILE ROCK PREP ACADEMY ELEMENTARY	6049701	05	49	10.2%	
LEE COUNTY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	05	36	11.1%	
STRONG-HUTIIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM. SCHOOL	7009048	05	18	11.1%	
UTILE ROCK SCHOOL DISTRICT	6001000	BASELINE ELEMENTARY SCHOOL	6001052	05	44	11.4%	
UTILE ROCK SCHOOL DISTRICT	6001000	WATSON INTERMEDIATE SCHOOL	6001071	05	135	11.9%	
WESTERN YELL CO. SCHOOL DISTRICT	7509000	WESTERN YELL CO. ELEM. SCHOOL	7509030	05	28	14.3%	
PINE BLUFF LIGHTHOUSE ACADEMY	3S41700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	05	27	14.8%	
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	MEADOW PARK ELEMENTARY SCHOOL	6002061	05	67	16.4%	
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	05	94	17.0%	
FORT SMITH SCHOOL DISTRICT	6601000	TRUSTY ELEMENTARY SCHOOL	6601019	05	28	17.9%	
CAPITOL CITY LIGHTHOUSE ACADEMY	6056700	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056701	05	33	18.2%	
FORREST CITY SCHOOL DISTRICT	6201000	STEWART ELEMENTARY SCHOOL	6201014	05	132	18.2%	
JONESBORO SCHOOL DISTRICT	1608000	MICROSOCIETY MAGNET SCHOOL	1608022	05	79	19.0%	
UTILE ROCK SCHOOL DISTRICT	6001000	WESTERN HILLS ELEM. SCHOOL	6001029	05	31	19.4%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER ELEMENTARY SCHOOL	1803032	05	45	20.0%	
JONESBORO SCHOOL DISTRICT	1608000	MATH & SCIENCE MAGNET SCHOOL	1608017	05	81	21.0%	
MARVELL-ELAINE SCHOOL DISTRICT	5404000	MARVELL-ELAINE ELEMENTARY SCH	5404030	05	28	21.4%	
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON ELEMENTARY SCHOOL	4802008	05	46	21.7%	
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	BOONE PARK ELEMENTARY SCHOOL	6002054	05	60	21.7%	
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE ELEMENTARY SCHOOL	0601006	05	31	22.6%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	WEAVER ELEMENTARY SCHOOL	1803030	05	44	22.7%	
DOLLARWAY SCHOOL DISTRICT	3502000	TOWNSEND PARK ELEMENTARY SCHOOL	3502011	05	66	22.7%	
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	05	44	22.7%	
PINE BLUFF SCHOOL DISTRICT	3505000	BELAIR MIDDLE SCHOOL	3505025	05	255	23.1%	
UTILE ROCK SCHOOL DISTRICT	6001000	MABELVALE ELEMENTARY SCHOOL	6001057	05	80	23.8%	
MARMADUKE SCHOOL DISTRICT	2803000	MARMADUKE ELEMENTARY SCHOOL	2803016	05	64	25.0%	
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	ST. JOE ELEMENTARY SCHOOL	6505009	05	16	25.0%	
MAYNARD SCHOOL DISTRICT	6102000	MAYNARD ELEMENTARY SCHOOL	6102005	05	35	25.7%	
EAST END SCHOOL DISTRICT	5301000	ANNE WATSON ELEMENTARY SCHOOL	5301001	05	46	26.1%	
MIDLAND SCHOOL DISTRICT	3211000	MIDLAND ELEMENTARY SCHOOL	3211022	05	42	26.2%	
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	05	53	26.4%	
UTILE ROCK SCHOOL DISTRICT	6001000	WASHINGTON MAGNET ELEM. SCHOOL	6001042	05	64	26.6%	

2015-2016 ACT Aspire Preliminary School Results

						ELA
District Name	District LEA	School Name	School LEA	Grade	ELAN	ELA %Met Readiness Benchmark
MAYNARD SCHOOL DISTRICT	61 02000	MAYNARD ELEMENTARY SCHOOL	61 02005	04	29	03.4%
UTILE ROCK SCHOOL DISTRICT	6001 000	WATSON INTERMEDIATE SCHOOL	6001071	04	125	05.6%
UTILE ROCK SCHOOL DISTRICT	6001000	ROMINE INTERDIST. ELEM.SCHOOL	6001040	04	35	05.7%
UTILEROCKSCHOOLDISTRICT	6001000	BALE ELEMENTARY SCHOOL	6001017	04	52	05.8%
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER ELEMENTARY SCHOOL	1803032	04	51	05.9%
CAPITOL CITY LIGHTHOUSE ACADEMY	6056700	CAPITOL CITY LIGHTHOUSE LOWER ACADEMY	6056701	04	37	08.1%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	HARRIS ELEMENTARY SCHOOL	6003 1 02	04	45	08.9%
UTILEROCKSCHOOLDISTRICT	6001000	STEPHENS ELEM. SCHOOL	6001041	04	43	09.3%
EL DORADO SCHOOL DISTRICT	7001 000	RETA BROWN ELEMENTARY SCHOOL	7001005	04	43	09.3%
UTILE ROCK SCHOOL DISTRICT	6001000	BRADY ELEMENTARY SCHOOL	6001018	04	42	09.5%
FORREST CITY SCHOOL DISTRICT	6201 000	STEWART ELEMENTARY SCHOOL	6201014	04	153	09.8%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	GLENVIEW ELEMENTARY SCHOOL	6002056	04	49	10.2%
PINE BLUFF SCHOOL DISTRICT	3505000	THIRTY-FOURTH AVE. ELEM. SCH.	3505036	04	86	10.5%
DOLLARWAY SCHOOL DISTRICT	3 502000	TOWNSEND PARK ELEMENTARY SCHOO	350201 1	04	93	10.8%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	ELIZA MILLER ELEMENTARY SCHOOL	5403021	04	100	11.0%
WESTSIDE SCHOOL DISTRICT (JOHNSON COUNTY)	3606000	WESTSIDE ELEMENTARY SCHOOL	3606025	04	45	11.1%
JUNCTION CITY SCHOOL DISTRICT	7003000	JUNCTION CITY ELEM. SCHOOL	7003027	04	45	11.1%
UTILE ROCK SCHOOL DISTRICT	6001 000	MEADOWCLIFF ELEMENTARY SCHOOL	6001 033	04	52	11.5%
UTILE ROCK SCHOOL DISTRICT	6001000	WASHINGTON MAGNET ELEM.SCHOOL	6001 042	04	60	11.7%
PINE BLUFF SCHOOL DISTRICT	3505000	BROADMOOR ELEMENTARY SCHOOL	3505026	04	64	12.5%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	WARREN DUPREE ELEM.SCHOOL	6003099	04	56	12.5%
UTILE ROCK SCHOOL DISTRICT	6001 000	WAKEFIELD ELEMENTARY SCHOOL	6001 059	04	91	13.2%
UTILE ROCK SCHOOL DISTRICT	6001 000	FRANKLIN INCENTIVE ELEM. SCH.	6001025	04	52	13.5%
PINE BLUFF SCHOOL DISTRICT	3505000	W.T.CHENEY ELEMENTARY SCHOOL	3 505046	04	66	13.6%
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	04	36	13.9%
UTILE ROCK SCHOOL DISTRICT	6001 000	MABELVALE ELEMENTARY SCHOOL	6001 057	04	79	13.9%
SLOAN-HENDRIX SCHOOL DISTRICT	3806000	SLOAN-HENDRIX ELEM.SCHOOL	3806018	04	57	14.0%
UTILE ROCK SCHOOL DISTRICT	6001000	DAVID O'DODD ELEMENTARY SCHOOL	6001 055	04	43	14.0%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	BATES ELEMENTARY SCHOOL	6003 146	04	86	14.0%
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003000	PINEWOOD ELEMENTARY SCHOOL	6003 1 30	04	63	14.3%
LAKESIDE SCHOOL DISTRICT (CHICOT COUNTY)	0903000	LAKESIDE ELEMENTARY SCHOOL	0903016	04	67	14.9%
OZARK MOUNTAIN SCHOOL DISTRICT	6505000	WESTERN GROVE ELEM.SCHOOL	650501 3	04	20	15.0%
UTILE ROCK SCHOOL DISTRICT	6001 000	WILSON ELEMENTARY SCHOOL	6001 044	04	46	15.2%
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	RIDGEROAD ELEMENTARY SCHOOL	6002084	04	66	15.2%
WEST MEMPHIS SCHOOL DISTRICT	1803000	BRAGG ELEMENTARY SCHOOL	1803025	04	52	15.4%

2015-2016 ACT Aspire Preliminary School Results

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District Name	District LEA	School Name	School LEA	Grade	ELA N	ELA % Met Readiness Benchmark	
PULASKI COUNIY SPECIAL SCHOOL DISTRICT	6003000	MURRELL TAYLOR ELEM. SCHOOL	6003141	03	50	06.0%	
LEE COUNIY SCHOOL DISTRICT	3904000	ANNA STRONG LEARNING ACADEMY	3904010	03	62	06.5%	
UTILE ROCK SCHOOL DISTRICT	6001000	WILSON ELEMENTARY SCHOOL	6001044	03	43	07.0%	
UTILE ROCK SCHOOL DISTRICT	6001000	WATSON INTERMEDIATE SCHOOL	6001071	03	128	08.6%	
DOLLARWAY SCHOOL DISTRICT	3502000	TOWNSEND PARK ELEMENTARY SCHOO	3502011	03	79	08.9%	
PINE BLUFF SCHOOL DISTRICT	3505000	SOUTHWOOD ELEMENTARY SCHOOL	3505037	03	66	09.1%	
EARLE SCHOOL DISTRICT	1802000	EARLE ELEMENTARY SCHOOL	1802005	03	32	09.4%	
DERMOTI SCHOOL DISTRICT	0901000	DERMOTI ELEMENTARY SCHOOL	0901001	03	21	09.5%	
MOUNTAINBURG SCHOOL DISTRICT	1703000	MOUNTAINBURG ELEMENTARY SCHOOL	1703012	03	51	09.8%	
PINEBLUFF SCHOOL DISTRICT	3505000	THIRY-FOURTH AVE. ELEM. SCH.	3505036	03	59	10.2%	
CAPITOL CIY Lighthouse ACADEMY	6056700	CAPITOL CIY Lighthouse LOWER ACADEMY	6056701	03	37	10.8%	
UTILE ROCK SCHOOL DISTRICT	6001000	ROMINE INTERDIST. ELEM.SCHOOL	6001040	03	44	11.4%	
EXALT ACADEMY OF SOUTHWEST UTILE ROCK	6055700	EXALT ACADEMY OF SOUTHWEST UTILE ROCK	6055702	03	50	12.0%	
EL DORADO SCHOOL DISTRICT	7001000	YOCUM ELEMENTARY SCHOOL	7001009	03	99	12.1%	
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON ELEMENTARY	0701001	03	41	12.2%	
MINERAL SPRINGS SCHOOL DISTRICT	3104000	MINERAL SPRINGS ELEM.SCHOOL	3104005	03	31	12.9%	
PINE BLUFF SCHOOL DISTRICT	3505000	W.T.CHENEY ELEMENTARY SCHOOL	3505046	03	62	12.9%	
LAKESIDE SCHOOL DISTRICT (CHICOT COUNIY)	0903000	EUDORA ELEMENTARY SCHOOL	0903007	03	30	13.3%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	JACKSON ELEMENTARY SCHOOL	1803027	03	45	13.3%	
DEER/MT. JUDEA SCHOOL DISTRICT	5106000	MOUNT JUDEA ELEMENTARY SCHOOL	5106009	03	15	13.3%	
AUGUSTA SCHOOL DISTRICT	7401000	AUGUSTA ELEMENTARY SCHOOL	7401001	03	37	13.5%	
NORTH UTILE ROCK SCHOOL DISTRICT	6002000	SEVENTH STREET ELEMENTARY SCHOOL	6002069	03	44	13.6%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	MADDUX ELEMENTARY SCHOOL	1803028	03	72	13.9%	
BLEVINS SCHOOL DISTRICT	2901000	BLEVINS ELEMENTARY SCHOOL	2901001	03	28	14.3%	
PINE BLUFF SCHOOL DISTRICT	3505000	BROADMOOR ELEMENTARY SCHOOL	3505026	03	66	15.2%	
OZARK MONTESSORI ACADEMY SPRINGDALE	7241700	OZARK MONTESSORI ACADEMY SPRINGDALE	7241701	03	13	15.4%	
PINE BLUFF LIGHTHOUSE ACADEMY	3541700	PINE BLUFF LIGHTHOUSE ELEMENTARY	3541701	03	45	15.6%	
STRONG-HUTIIG SCHOOL DISTRICT	7009000	GARDNER-STRONG ELEM.SCHOOL	7009048	03	32	15.6%	
MALVERN SCHOOL DISTRICT	3004000	MALVERN ELEMENTARY SCHOOL	3004021	03	166	15.7%	
WEST MEMPHIS SCHOOL DISTRICT	1803000	WONDER ELEMENTARY SCHOOL	1803032	03	56	16.1%	
LAFAYETIE COUNIY SCHOOL DISTRICT	3704000	LAFAYETIE COUNIY ELEMENTARY	3704007	03	56	16.1%	
OSCEOLA SCHOOL DISTRICT	4713000	CARROLL SMITH ELEMENTARY SCHOO	4713053	03	87	16.1%	
EL DORADO SCHOOL DISTRICT	7001000	RETA BROWN ELEMENTARY SCHOOL	7001005	03	61	16.4%	
HERMITAGE SCHOOL DISTRICT	0601000	HERMITAGE ELEMENTARY SCHOOL	0601006	03	36	16.7%	

APPENDIX B

Arkansas Review of Schools Classified in Academic Distress



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Review of Schools Classified in Academic Distress

July 15, 2016

Submitted by
Division of Public School Accountability
School Improvement Unit

Table of Contents

Introduction	Page 1
Recommendation #1: Previously Classified Schools	Page 1
Recommendation #2: Newly Classified Schools	Page 2
Recommendation #3: District Will Clarify Support to be Provided	Page 2
Recommendation #4: Informing and Developing the Local School Board	Page 4
Summary	Page 4
Attachment A	Page 6
Attachment B	Page 8
Attachment C	Page 12
Attachment D	Page 15

INTRODUCTION

The Arkansas State Board of Education took action on April 14, 2016, to classify twenty-four schools and three districts as meeting the definition of Academic Distress (attachment A). In accordance with the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (10.06.2 and 10.06.3) the Arkansas Department of Education (ADE) appointed teams to conduct on-site reviews of these schools and districts (attachment B).

Schools are classified in Academic Distress if **less than** 49.5 percent of the students assessed over a consecutive three year period score proficient. The reviewers visited fourteen high schools, nine middle school/junior high schools, and one elementary school. Seventeen of the schools were classified for a third consecutive year; three schools were classified for a second consecutive year; and four schools were newly classified. Twenty-two of the schools were also classified under the federal Elementary and Secondary Education Act (ESEA). Under the ESEA Flexibility Waiver granted to Arkansas, these twenty-two schools were classified as "Priority School". Two of the schools reviewed were not currently classified as Priority or Focus under the federal ESEA Flexibility Waiver.

Three districts/systems were classified in Academic Distress. Blytheville School District, Dollarway School District and the one-school charter system of Covenant Keepers were identified in Academic Distress. A school district or charter school system is classified in Academic Distress when **less than** 49.5 of all the students of that district/system score proficient on state assessments during a consecutive three year period.

The schools varied widely in student population ranging from approximately 100 students to over 1000 students. The schools classified had high percentages of students eligible for free or reduced lunch, all had high minority populations, and all reported high rates of discipline referrals. Teacher turnover or teacher attendance issues were identified by almost all as a substantial problem. Twenty-two of the schools were currently making efforts to implement Priority Improvement Plans and were receiving assistance from one or more ADE support units. Principals voiced concern that the review would result in a change of direction or numerous additional activities.

RECOMMENDATION # 1: PREVIOUSLY CLASSIFIED SCHOOLS

Because twenty of the schools were previously classified in Academic Distress, and two of the other four schools were classified as Priority, it was noted that they have goals and efforts currently in progress from prior ADE site reviews or technical assistance. Thus, the review team is recommending continuation of the Priority Improvement Plans established for school year 2015-16, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these twenty-two schools in integrating into their current plans three targeted goals that would be monitored monthly by the SIU. These overarching goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 2: NEWLY CLASSIFIED SCHOOLS

Two of the schools classified in Academic Distress are not currently working under goals and efforts identified by an ADE site review team. Thus, the review teams make the following recommendation:

By the first of October these two schools will develop a School Improvement Plan based on a comprehensive needs assessment and designed to address the three overarching goals identified in recommendation 1. The Needs Assessment will be done in collaboration with the ADE School Improvement Unit and the overall plan will be developed collaboratively by the school and district leadership teams with support from the ADE Fiscal Support Unit, the School Improvement Unit, Educator Effectiveness Unit, and the Assessment Unit. The school will report progress to the State Board of Education quarterly in the same manner as a Priority School.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected

outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their "feelings or perceptions" of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will

be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

RECOMMENDATION 4: INFORMING AND DEVELOPING THE LOCAL SCHOOL BOARD

The local school board holds accountability for the progress of students. The National School Boards Association in conjunction with the Center for Public Education have identified characteristics of effective school boards. These include and require that school boards are data literate, allocate resources to needs, and maintain a focus on student achievement goals. To support the local school board in being effective, the review teams make the following recommendation:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and/or trainings in which the local school board can participate to further support the school or schools.

To clarify the intent of this recommendation, each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, the report to the local board will highlight the decisions made that either supported or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE Team will then assist the local school board in identifying any trainings that would assist in their efforts to become more effective.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

SUMMARY:

All review teams identified that every school was making efforts towards improving student outcomes. The degree of sophistication level of these efforts varied by the expertise and experience level of school and district leaders. It was noted that a majority of the school leaders were in the first three years of being assigned to a school

in Academic Distress. While each school staff had a general understanding of the Academic Distress classification, it was noted that in all schools reviewed that there was minimal understanding of specific efforts that the school was taking to advance beyond Academic Distress. The intent of these recommendations is to assist the district and school in maintaining the efforts currently underway, but adding a more defined focus on the specific grade levels and/or courses that are used to determine state accountability classifications. Further, it is anticipated that by the schools structuring their work under the recommended three overarching goals, they will be better able to communicate to all stakeholders the purpose of each action being taken to improve student outcomes.

Attachment A

Schools Identified in Academic Distress Three Consecutive Years

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville High School New Tech	44.089
Covenant Keepers	Covenant Keepers Charter	44.147
Dollarway	Dollarway High School	39.53
Forrest City	Forrest City High School	39.516
Forrest City	Forrest City Junior High School	48.697
Forrest City	Lincoln Academy of Excellence	46.771
Helena	Central High School	48.517
Little Rock	Cloverdale Aerospace Tech	42.905
Little Rock	Hall High School	41.006
Little Rock	Henderson Middle School	46.459
Little Rock	JA Fair High School	48.335
Little Rock	McClellan Magnet High School	46.989
Pine Bluff	Belair Middle School	46.129
Pine Bluff	Pine Bluff High School	43.268
Pulaski County	Wilbur D. Mills High School	46.188
Strong-Huttig	Strong High School	46.05
Watson Chapel	Watson Chapel High School	47.31

Schools Identified in Academic Distress Two Consecutive Years

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville Middle School	44.899
Dermott	Dermott High School	49.445
Pulaski County	Jacksonville Middle School	46.487

Newly Identified Schools in Academic Distress

District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Dollarway	Robert F Morehead Middle School	46.206
Hope	Hope High School	47.362
Little Rock Prep	Little Rock Prep Academy Elementary	47.992
Marvell-Elaine	Marvell-Elaine High School	45.932

Districts Identified in Academic Distress

District	District Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville School District	49.257
Covenant Keepers	Covenant Keepers Charter School	43.211
Dollarway	Dollarway School District	47.829

Attachment B
Academic Distress Site Review Schedule and Teams

School District	School	Date of Academic Distress Review Visit	ADE Review Team
Blytheville School District	Blytheville High School-A New Tech School	May 4, 2016	Dr. Bob Brewer, SIU Janie Hickman, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Blytheville School District	Blytheville Middle School	May 4, 2016	Jamie Holiman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU
Covenant Keepers Charter School	Covenant Keepers Charter	May 9, 2016	Dr. Bob Brewer, SIU Janie Hickman, SIU Lasonia Johnson, SIU Renee Nelson, EEU Dr. Robert Toney, SIU Tiah Frazier, SIU
Dermott School District	Dermott High School	May 23, 2016	Janie Hickman, SIU Misty Pitman, SIU Dr. Robert Toney, SIU
Dollarway School District	Dollarway High School	May 10, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Renee Nelson, EEU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Dollarway School District	Robert F. Morehead Middle School	May 10, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Renee Nelson, EEU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Forrest City School District	Forrest City High School	May 16, 2016	Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU

			Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Sandra Hurst, EEU Tiah Frazier, SIU Tommy Norton, SIU
Forrest City School District	Forrest City Jr. High	May 17, 2016	Misty Pitman, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tiah Frazier, SIU
Forrest City School District	Lincoln Academy	May 17, 2016	Janie Hickman, SIU Lasonia Johnson, SIU Dr. Richard Wilde, SIU Tommy Norton, SIU
HelenaNV. Helena School District	Central High School	May 18, 2016	Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tiah Frazier, SIU Tommy Norton, SIU
Hope School District	Hope High School	May 25, 2016	Judy Foot, SIU Krista Harrell, SEU Lisa Knoedl, SIU Misty Pitman, SIU Tiah Frazier, SIU
Little Rock Preparatory Academy	Little Rock Prep Academy Elementary	May 13, 2016	Dr. Bob Brewer, SIU Dr. Robert Toney, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Little Rock School District	Cloverdale Aerospace Tech Charter	May 26, 2016	Janie Hickman, SIU Krista Harrell, SEU Rocci Malone, EEU Sharesa White, SIU Tiah Frazier, SIU
Little Rock School District	Hall High School	May 11, 2016	Becky Gibson, EEU Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU
Little Rock School District	Henderson Middle School	May 26, 2016	Becky Cezar, SEU Lasonia Johnson, SIU Maureen Harness, EEU Misty Pitman, SIU

			Dr. Richard Wilde, SIU Tammy Thorn, SEU
Little Rock School District	J.A. Fair High School	May 11, 2016	Dr. Robert Toney, SIU Sharesa White, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Little Rock School District	McClellan Magnet High School	May 3, 2016	Becky Gibson, EEU Jamie Holiman, SIU Janie Hickman, SIU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Sharesa White, SIU Tammy Thorn, SEU Tiah Frazier, SIU
Marvell-Elaine School District	Marvell-Elaine High School	May 19, 2016	Janie Hickman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU Tommy Norton, SIU
Pine Bluff School District	Belair Middle School	May 6, 2016	Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU
Pine Bluff School District	Pine Bluff High School	May 5, 2016	Becky Cezar, SEU Jamie Holiman, SIU Janie Hickman, SIU Krista Harrell, SEU Lasonia Johnson, SIU Maureen Harness, EEU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Tiah Frazier, SIU
Pulaski County Special School District	Jacksonville Middle School	May 20, 2016	Janie Hickman, SIU Judy Foot, SIU Lisa Knoedl, SIU Renee Nelson, EEU Dr. Robert Toney, SIU Tammy Thorn, SEU Tiah Frazier, SIU

Pulaski County Special School District	Wilbur D. Mills High School	May 24, 2016	Janie Hickman, SIU Judy Foot, SIU Lasonia Johnson, SIU Lisa Knoedl, SIU Misty Pitman, SIU Dr. Richard Wilde, SIU Dr. Robert Toney, SIU Rocci Malone, EEU Tammy Thorn, SEU Tiah Frazier, SIU
Strong-Huttig School District	Strong High School	May 23, 2016	Judy Foot, SIU Lisa Knoedl, SIU Dr. Richard Wilde, SIU Rocci Malone, EEU Tiah Frazier, SIU
Watson Chapel School District	Watson Chapel High School	May 6, 2016	Jamie Holiman, SIU Judy Foot, SIU Lisa Knoedl, SIU Dr. Robert Toney, SIU Renee Nelson, EEU Sandra Hurst, EEU Tammy Thorn, SEU Tiah Frazier, SIU
ADE Unit Abbreviation Key:		Educator Effectiveness Unit - EEU School Improvement Unit - SIU Special Education Unit - SEU	

Attachment C

SCHOOL GOALS

BACKGROUND

Campus teams did not clearly articulate the components of accountability that would lead to the removal from Academic Distress, including the steps that need to be taken to improve student outcomes.

GOAL 1

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

CLARIFICATION

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long range commitment to continuous improvement and specifically removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

BACKGROUND

School staff interviewed as part of the site reviews communicated high turnover rates of teachers, difficulty recruiting qualified teachers, high number of discipline referrals, high teacher absenteeism, high failure rate and a high number of students entering secondary settings behind grade level.

GOAL 2

The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

CLARIFICATION

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe,

caring, healthy and intellectually stimulating learning environment where all

students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

BACKGROUND

Campus teams did not articulate the plans and processes in place for creating a culture of continuous improvement. Various teams did not demonstrate an understanding of the comprehensive picture of a culture of continuous improvement.

GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

The School Improvement Leadership Team has the autonomy to identify and attend necessary training to ensure they are capable of leading a turnaround effort. The School Improvement Leadership Team meets regularly and serves as a conduit of communication to all stakeholders in a way that enables the School Improvement Leadership Team to receive input. A schedule and description of all assessments to be administered will be created including detail of how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is recommended that the Aspire Interim Assessments and Aspire Classroom Assessments are used for progress monitoring as available. Post-Unit Assessments can be combined with Aspire Classroom Assessments to monitor both standards attainment and/or the learning of foundation knowledge. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). The School Improvement Leadership Team analyzes data in order to draw conclusions and make decisions about school improvement and professional development. The School Improvement

Leadership Team with support from the District Improvement Leadership Team seeks ways to retain effective teachers and how they will recruit and incentivize qualified teachers. This would include monitoring teachers for their "feelings or perceptions" of support on a quarterly basis.

The Instructional Improvement Team (otherwise referred to as PLC) works collaboratively with the empowerment to draw conclusions and make decisions based on data. Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work. An assessment is administered prior to instruction to plan for differentiated instruction within the unit. Assessments will be administered following instruction in two to three week intervals to assess effectiveness of instruction and to identify students in need of instructional support or enhancement. The Instructional Improvement Teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies. The Instructional Improvement Team reviews the results of assessments and uses the information to guide efforts to assure that *every* student masters the instructional standards taught in the instructional unit and reflect on personal effectiveness. The Instructional Improvement Teams use the results from multiple measures of data to plan for professional development, inform subsequent instructional unit plans and make adjustments to the curriculum.

Attachment D

DISTRICT RECOMMENDATIONS

BACKGROUND for recommendation 1:

The ADE Review Team did not find a clearly articulated plan to support the school's turnaround effort.

RECOMMENDATION 1: DISTRICT

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review, a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.
- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement

(SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.

- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their "feelings or perceptions" of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.
- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

CLARIFICATION of the recommendation:

The ADE will make Specialists available (upon request) to assist the district in the development of the plans. Specialists from Educator Effectiveness, School Improvement, Standards, Curriculum, Finance and Assessment may be accessed in July and August.

The turnaround principles are the basis of this recommendation:

- Providing strong leadership by ensuring the principal is capable of leading a turnaround effort; and Providing operational flexibility in the areas of scheduling, staffing, curriculum, and budget

- Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of classroom level data
- Establishing a school environment that improves safety and discipline as well as addressing other non-academic factors that impact student achievement such as social, emotional and health needs.
- Incentivizing effective teachers to remain at the school and preventing the transfer or hire of ineffective teachers.
- Increasing mechanisms for parent and community involvement

BACKGROUND for district recommendation 2:

There was evidence of the required reporting of progress to the local school board. There was not clear evidence that the local board was receiving training in how their actions and decisions could influence or support the school improvement process.

RECOMMENDATION 2 District:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and or trainings in which the local school board can participate to further support the school or schools.

CLARIFICATION of the recommendation:

Each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, report to the local board will highlight the decisions made that either supported the school's efforts or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE support team would then assist the Local School Board in identifying any trainings that would assist in their efforts to become more effective.

The National School Boards Association has published articles related to eight characteristics of effective school boards. In addition, the Center for Public Education has both an executive summary and a full report on the characteristics of effective school boards. This can be easily accessed at [http://www .centerforpub liceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards](http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards).

APPENDIX C

Dollarway School District 45-Day Quarterly Progress Report



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: DoLLARWAY ScHOOl DISTRICT
SCHOOL: DoLLARWAY HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: N/A
EXTERNAL PROVIDER: EDUCATOR CONSULTING SERVICE, INC.

SUPERINTENDENT: BARBARA WARREN
PRINCIPAL: JEFF SPALETTA

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (1001, 1004, 1007)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the team's' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders) , teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (1001). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (1004).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (1007) . They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (1008). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (1010).

Current reality of effective practice from the beginning of the year:

The school leadership team is composed of the principal, counselor, teacher leaders, parent facilitator, student and parent. The school leadership team meets weekly for one hour. Modified team daily planning periods for content area instructional teams were developed. Content instructional teams meet daily to focus on five themes . Unit/lesson planning, data driven instruction, high yield learning strategies, student engagement/differentiation and literacy through content are discussed in team planning meetings.

Current reality of effective practice:

The school leadership team operates using a team charter. The school leadership team is composed of the principal, counselor, teacher leaders, and Title I parent facilitator. A school PTO organization, composed of the principal, parent facilitator, college/career coach and parents meets monthly. A school-community team was developed and meets monthly . A student council composed of the student leaders meets monthly

252

Weekly PLC's focus on instructional themes with non content area teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 10 minutes. A school PTO organization, composed of the principal, parent facilitator, college and career coach and parents meets monthly. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. All teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, ACSIP, department and handbook teams are established as needed.

and are reported to the school leadership team through their sponsor. Student voices are sampled and reported to the staff and leadership team. The school leadership team meets weekly for one hour. Content area teams meet multiple times per week during common planning times. Content instructional teams meet daily to focus on five themes. The instructional teams meet to plan units and lessons. The instructional teams analyze data to drive driven instruction. The instructional team discusses instruction and implementing high yield learning strategies. Instruction is modified based on pre-post test data discussed during instructional meetings. Student engagement strategies are presented as training during instructional team meetings. Weekly PLC's focus on instructional themes with elective class teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 30 minutes. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. Leadership and administrative teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, Arkansas Comprehensive School Improvement Plan (ACSIP), department and handbook teams are established as needed.

254

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IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:
 Engaging teachers in assessing and monitoring student mastery (11802, 11804)

Description of full implementation of the Effective Practice and/or Recommendation:
 The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (11801). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (11804).

 The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (11803). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (11802, 11805).

Current reality of effective practice from the beginning of the year:	Current reality of effective practice:
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Staff members attended Summer professional development on unit planning. Content teams and PLC'S have developed instructional units based on the curriculum. An LDC team has developed instructional units. All teachers are administering pre and post tests every two to three weeks. The instructional teams review the pre and post test data. Results from the pre and post tests are used to guide instruction and plan for professional development.

Professional learning communities meet based on a common-planning period once per week. All certified staff members are members of a PLC. Each grade SLT was elected in the 1st quarter. The SLT meets monthly. Additional meetings are held as needed.

The Instructional Teams meet to review the curriculum standards, however the level of discussion regarding curriculum implementation is subpar. This unit typically encompasses ten to fifteen days of work and includes pre/post tests. All teachers give a pre-test and post-test. The pre-test and post-test assess the same learning objectives and inform the teachers' plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.

The expectations of the Instructional Team pertaining to reviewing the documentation and data from pre/posts tests to create a plan of action for each instructional unit have been inconsistent. In addition, a professional development plan has not been created to address the needs of students based on data from pre and post test results. Teachers are in the process of developing pre-post data walls in conjunction to the current TLI data walls, which are updated quarterly. Going forward, professional development will be provided based on student pre/post test results.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expectations and monitoring sound classroom management (III C10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (III C10).

Current reality of effective practice from the beginning of the year:

A committee met to develop a discipline management plan. The teachers taught the classroom rules to students during the first week of school. Teachers were trained during PLC's on classroom procedures and classroom management. Additional trainings were offered for teachers to attend for classroom management. Teachers have developed rituals and routines in their classrooms. Focus walks were conducted to ensure that rules were posted and rules were in place.

Current reality of effective practice:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. New teachers attended training on classroom management. Training was conducted on Domain 2 of TESS for all teachers. Additional training was provided for teachers that were identified as needing additional classroom assistance. Each teacher is progressing towards universal classroom procedures and routines. The Workshop model of instruction is being used in all classrooms.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

256

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice from the beginning of the year:

A committee met and developed a parent-student-school compact agreement. The compact was given to all students and has been presented to parents. The compact outlines how everyone (student, parent and school) will share responsibility for improving academic achievement.

Current reality of effective practice:

The school had an agreed upon compact that outlines shared responsibility for improving academic improvement. The compact describes how the school and parents can work together to help students achieve the state's standards. The PTO held elections and holds meetings at least monthly. A school and community council was formed. The school and community council meets monthly. The leadership team has enforced using parents to deter the bad decisions of their students, resulting in more accountability of students of their behavior.

257

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

The guidance plan includes the following activities:

- Resolve conflicts and complete all student schedules
- Open House / Report to Public
- Graduation Credit Checklist for seniors
- ACT Registration, Information and Dates
- College Applications and Scholarship Information

Current reality of effective practice:

The guidance plan includes the following activities:

- Academic Advisement and Final Graduation Checklist of Required Credits for Seniors
- Post-Secondary Campus Visits, Admission Process, Scholarship Applications, Letters of Recommendation, Concurrent Credit
- Post-Secondary Program Participation (Upward Bound, TRIO)

258

<p>Career Outlook Plan</p> <p>Act Prep Workshops</p> <p>Concurrent Credit</p> <p>Post-Secondary Programs for High School Students (Concurrent Credit, Upward Bound, etc.)</p> <p>Transitional Courses for College and Career Readiness</p>	<p>ACT Prep Workshops, Registration, Information and Dates</p> <p>Financial Aid & Scholarship Applications</p> <p>Career Outlook Plan</p> <p>Act Prep Workshops</p> <p>Post-Secondary Recruitment Coordination (Colleges, Armed Services)</p> <p>On-Site Career Awareness and Exploration</p>
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LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The high school leadership team facilitated the creation of our school's new mission, vision, and beliefs statements into those which are based on multiple forms of data concerning student and teacher performance. The culture at the high school changed because of the expectations brought about by new leadership. The leadership team has led the school improvement plan committee in guarantying its' validity and compliance with ADE mandates. While ensuring those mandates, the leadership team guided our school culture into one of distributive leadership through the effective use of strong teacher, student, and community leaders. The leadership team set aside common meeting times so that the work of students, teachers, administrators, and shareholders could become more streamlined in our efforts to align school policies and procedures to the mission, vision, and expected results. Although the school leadership team had buy-in from the staff, there was little autonomy in the school decisions. Many of the school decisions were prescribed at the district level. The high school lacked the support and resources to support effective learning and student engagement.

If anything, what do you intend to change or modify for the year?

261



SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	93	108	101	102	10	na	3	8	11		12	22	14	24

10	66	77	78	78	8	na	0	1	4	0	5	5	6	14
11	91	103	96	96	8	na	0	0	1	0	8	7	6	10
12	85	88	89	90	8	na	0	0	0	0	6	2	8	20

Comments! Clarifications:

262

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _Star
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				_____ Test on _____ / _____ (Date)		_SMI_____ Test on _____ / _____ (Date)		_____ Test on _____ / _____ (Date)		Reading Test _____ Test on _____ 5 / 2 _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
40%	40%	40%	80%								
0%	0%	20%	20%								
20%	20%	20%	40%								
40%	40%	20%	20%								

263 Comments! Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students	Number of students	Number of students with D or F in Math class per Quarter	Number of students assessed on each post-unit assessment for the current quarter	Total number of students assessed on the post-unit	Total number of students with D or F on unit	Percent of students with D or F on any unit tests in Math

	that failed Math the previous year	enrolled this quarter	2015-2016				Unit 1	Unit 2	Unit 3	Unit 4*	tests above grade level (A)	tests in Math this quarter (B)	(C) (BA) X 100 = C			
			1st	2nd	3rd	4th							1st	2nd	3rd	4th
9	39	116	S	1	4	2	90	91	90	NA	173	52	20%	13%	19%	27%
10	7	74	0	12	12	7	62	62	58	62	182	148	80%	67%	81%	80%
11	17	108	89	23	11	4	82	88	83	51	253	108	76%	63%	43	66%
12	0	112	9	11	10	1	106	75	74	14	255	143	33%	58%	56%	60%
							100	90	95	N/A	285	57	20%			

264

Example _____

Comments! Clarifications:

ELA DATA by Quarter for Grades 3-10

265

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on the post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	12	108	8	3		7	97			97	20	71%		21%		
10	30	77	2	10	32	16	90	71		161	32	21%	36%	20%		
11	7	103	3	32	9	7	3	1	83	87	na	60%	46%	59%		
12	3	88	1	21	1	0	88	45	39	172	22	13%	8%	13%		

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



DISTRICT: Dollarway School District
SCHOOL: Robert F. Morehead Middle School
STATUS: Priority

SUPERINTENDENT: Barbara Warren
PRINCIPAL: Yolanda Prim

SITE-BASED SIS: TAMMI DOCKETT-WILSON
EXTERNAL PROVIDER: EDUCATORS CONSULTING SERVICES AND ARES
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Dr. Richard Wilde and Lasonia Johnson

269

45-DAY PLAN

Fourth Quarter

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (1001, 1004, 1007)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (1001). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (1004).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (1007). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (1008). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (1010).

Current reality of effective practice (Assess where we are): Teachers continue to meet on a regular basis to discuss student achievement. STEP 1 and 2: Our building has a well-established PLC meeting schedule and agenda template. The PLCs are habitual in submitting copies of agendas, minutes, and sign-in sheets to the Principal's Office.

Quarterly Objective: To maintain an accurate and current record all meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The leadership team will meet bi-monthly for a minimum of two hours per hours.	01/04/2016	05/25/2016	Deloris Hawkins	x		Agendas, meeting minutes and data reports
2. Leadership team members will report information and data from the grade level and content team meeting to the leadership team.	01/04/2016	05/25/2016	R. Henard	x		Agendas, meeting minutes and data reports
3. Team meeting agendas template will include norms for cooperation and Dufour's questions to guide the work.	01/04/2016	05/25/2016	Vernice Meadows			

270

Include additional task lines as needed.

STEP 3: Impactful decisions for 2015-2016:

school wide LDC and MDC

continuation and enforcement of building wide Standard Rules

"increased awareness of the purpose of pre and post-tests; the results from the pre and post tests were used to guide data driven instruction
creation and implementation of building wide TEACHING MODULES

IMPACT ON STUDENT ACHIEVEMENT AND THE SCHOOL: In reality student achievement did not increase; however, as a Leadership Team we saw substantial growth in teacher understanding of the effect of data driven instruction. The PLC conversations were centered on concrete data.

The review of the STANDARD RULES each nine weeks impacted student discipline and classroom management in a positive way.

Full implementation in Change in Teacher and Leader Practice (ID01, ID04, ID0?, IIB02, IIB04)

- ID01- The leadership team will continue to meet bi-monthly. Agendas, minutes, and sign-in sheets will be kept for evidence of progress and uploaded to Indistar. Agendas will also be made available to team members prior to meeting times via e-mail. Leadership team members will work to incorporate team structure into District policy. Present written document to district leadership team for approval and placement in district policy manual.
- ID04- There is a building wide agenda template used by all PLCs to ensure required information is discussed during each PLC.
- ID07- The Leadership team and other academic team meetings will have agendas, minutes, and sign-in sheets maintained in a notebook and/or uploaded to Indistar. The building leadership team will consist of the principal, counselors, academic coaches, and a representative from each grade level and discipline area. A team roster will be kept and meeting agendas, sign-in sheets, and minutes will be maintained.
- IIBOZ- All teachers are administering pre and post tests for units that are taught. This enables teachers to better equip students with what they need to know to meet and/or exceed expectations and academic growth. Evidence: Examples of pre and post tests, data from those tests, discussion of those items in team and PLCs meetings per agendas and minutes, lesson plans, CWT forms. Teachers will use teacher created test and district **interim assessments.**

271

- 11604- Mastery of skills will be evident by student application of different strategies based on individual abilities of the learner. Differentiated instruction will be noted in lesson plans.

Student Safety and Discipline (IICIO)

- When fully implemented, all classrooms will be effectively managed to maximize student achievements. School standard rules and classroom procedures will be posted in each classroom, there will be a decrease in office referrals as shown by discipline report, student signed acknowledgement of school standard rules and classroom procedures, and there will be classroom procedures review each nine weeks.

Family and Community Engagement (IVAOI,VAOI)

- IVAOI- Majority of parents accessing HAC, increased visits to parent center, increased parent participation in parent/teacher conferences, Parental Advisory Committee increased membership and participation. Parents will have access to school computers to use to assist their child/children with the internet links for textbooks and the ACT aspire online practice information.
- VAOI-Career Development classes use the Kuder program for students to self-assess their interests and match to career and college options. The high school career coach visits with these classes regularly to discuss college and careers and financial aid. RMMS has college awareness days throughout the school year that involve the students and the staff. Evidence: Kuder reports, Career Coach visit sign-in sheets and surveys, photos of E.A.S.T. lab projects, CTE posters

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
 Engaging teachers in assessing and monitoring student mastery (11802, 11804)

Description of full implementation of the Effective Practice and/or Recommendation:
 The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (11801). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (11804).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (11803). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (11802, 11805).

Current reality of effective practice (Assess where we are):
 Teachers continue to administer pre and post tests for units of study to accurately assess the student's prior knowledge and academic growth. By doing so teachers are setting student expectations and academic growth plans.

Quarterly Objective:
 Teachers will utilize pre- and post-test for all units of study to drive their instruction and lesson planning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Instructional leader, instructional coaches, team chairs and PLC's will reinforce the necessity, purpose, and usefulness of pre and post-test in all units of study for each subject area	01/04/2016	05/28/2016	Yolanda Prim Robyn Porter Vernice Meadows			Grades and minutes from your meetings
2. Data from Pre and Post tests are used for discussion of the items not mastered in team weekly meetings.	01/10/2016	05/28/2016	Vernice Meadows			Agendas, minutes

Include additional task lines as needed

273

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are): Teachers continue to display and enforce the five standard building rules, along with their classroom rules.

Quarterly Objective: All classrooms will be effectively managed to maximize student achievements.

274

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal conduct CWT's with emphasis on TESS domain 2d: 2. Managing student behavior.	10/17/2015	05/28/2016	Yolanda Prim			School standard rules and classroom procedures posted in each classroom, decrease in office referrals. Documentation of CWT's
3. Create a form for teachers to distribute and have students sign each time the standard rules are reviewed.	10/17/2015	05/25/2016	Raymond Henard			The signed forms will be kept on file by the teacher.
4. Leadership team will review quarterly discipline reports.	10/17/2015	05/28/2016	Andrea Mixon			Discipline reports /data.

Include additional task lines as needed

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice (Assess where we are):

Currently Ms. Armstrong is working with a group of advisory parents to help enhance the academic experience here.

Quarterly Objective: To increase parent involvement by 10% by the end of the quarter.

275

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parent Teacher conference allows parents, student and teacher and opportunity to plan for student improvement.	03/15/2016	03/15/2016	Yolanda Prim			Sign in sheets
2. Thank you reception for the parents of honor roll and merit list students.	01/28/2016	01/28/2016	Kathryn Armstrong			Sign in sheets, agendas and minutes
3.						

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Currently, we provide college awareness days throughout the school year that involve the students and school staff.

Quarterly Objective: To assess student interest and match with career and college options.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Choices which help with careers, setting goals and making decisions.	1/5/2016	03/15/2016	Joyce Wilkes	x		.sign sheets
2. Career Development teacher will schedule regular visits from the High School College and Career Coach so students can be exposed to as much college and career information.	3/09/2016	03/09/2016	Joyce Wilkes	x		Lesson plans and sign-in sheets

Include additional task lines as needed.

276



PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (Please circle)
Yes

If yes, what support have you received from the district? Yes, The district Leadership provides on going monitoring, supplies materials needed to meet the teacher and student needs, embedded professional development as needed. The district address school needs at each district meeting. The district is aware of the technology needs of the building and they along with the technology department is working to solve the problems.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Read and math 180, System 44. The scholastic programs are researched based programs that provide intensive remediation for students who are performing below grade level.. The programs are designed to meet students' needs in several different ways, whole group which includes all students, small group which is teacher lead; instructional technology which starts students where they are and move them at their pace; modeled and independent reading which exposes student to a wide range of paperback and ebooks.

SMI and SRI to identify students working below grade level, The RTI process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity.

After school tutoring is scheduled three days week working with students on their homework, working skills that students have not mastered on assessments in math and literacy. Students are monitored through class activities and assessment.

Parent conferences are held more often to keep parents abreast on where students are.

Teachers are working more in small groups with students to ensure student needs are being met.

Monthly parent activities are held to help parents to understand skills that are being taught so that parents can help students at home.

277

278

What support(s) have you or your team received from the external provider, District SIS, and the ADE SIS Team? The SIS reviews assessments, have conversations about what is being done and how we can better improve student achievement. The ADE is working us to review and provide directions or recommend
What are the barriers, if any, in improving student outcomes? None at this time.
How is your leadership team monitoring student progress in the skill area of science? Weekly assessments, pre and post results, Classroom Walk Through's, weekly team meetings, observations, meeting with teachers individually to address strengths and weakness of teachers and students.
How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? We are reviewing test data, meeting weekly with Professional Learning Community's, overserving classroom instruction and meeting with teachers individually to address strengths and weakness of the students and teachers.
What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?
If anything, what do you intend to change or modify for the next quarter? We will increase remediation through the after school tutoring.



SCHOOL LEADERSHIP TEAM'S REPORT Fourth QUARTER

STUDENT/TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
5th	94	95	94	93	10	0	5	3	1	0	6	6	7	4
7th	82	84	89	89	14	0	0	0	1	0	5	5	9	10
8th	102	100	100	100	17	0	0	0	0	0	8	5	5	7

279

Comments/ Clarifications:

Ongoing conversations are held to discuss the placement or the growth of the students from pre and posttest.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, students Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students below grade placement in Math as determined by _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or that are 2 or more years that are 3 or more placement in Math as determined by Scholastic Math Inventory 10 / 18 (Month Determined)		Number of <i>ELEMENTARY</i> students more years below grade below grade placement in ELA as determined by _____ (Month Determined)		Number of <i>SECONDARY</i> that are 2 or more years below grade placement in ELA as determined by SR 10 / 18 (Month Determined)	
					Quarter	Quarter					Quarter	Quarter
6th	333%	25%	36%	25			85	82			84	77
7th	0%	25%	87%	0%			73	67			70	62
3th	0%		2%	0%			88					
		25%									87	76

This report shows changes in student performance and growth on the Scholastic Math Inventory (SMI) overtime. There were 263 students tested during the testing window, December 9- 18, 2015. One hundred forty one students showed an average growth of 51%. 18 students transitioned from below basic to basic, 9 from basic to proficient and 1 from basic to advanced.

The Scholastic Reading Inventory (SRI) identifies how much growth students have made between the first SRI test and the last SRI test in your chosen date range. Of the 247 students tested 126 showed an average growth of 47 lexile points. The testing Window was November 18-20 and December 9-18, 2015. There were 17 students who went from below basic to basic, 26 from basic to proficient, and 1 from basic to advanced.

The data is shared with the teachers and determination is made if a student should continue with the Math 180, Read 180, or System 44. This information is also used to monitor students enrolled in the RTI process.



LEADERSHIP TEAM REPORT CONTINUED

Comments! Clarifications:

There are three teachers for each grade and 1 teacher per grade has missed the 5 days.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

281

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	47	35	29	23	94	94	94	94	376	23	62%	25%	31%	24%
7th	5	84	21	15	20	28	68	63	73	89	293	28	74%	69%	27%	31%
8th	5	100	45	40	43	39	90	90	91	98	369	39	59%	49%	47%	40%
							248	90	95	225	225	77	65%	48%	35%	32%

Example

Comments! Clarifications: The number of students assessed on each post-unit assessment for the current quarter fluctuated due to students transferring in and

out of the district.

282

Math 180, math lab, after school tutoring, small grouping, and Math Collaborative Design activities with formative assessments are interventions we are currently using to assist struggling learners. We will also utilize the TLI online review tool for individualized remediation.

Teachers create individualized lessons based on analyzed data from formative assessments.

Absenteeism during the winter quarter along with students transferring in and out of the district attributed to the fluctuating number of students assessed on each post-unit assessment for the current quarter;

Math 180, System 44, after school tutoring, Math Design Collaborative (MDC) formative assessments, and small grouping interventions are in place to support struggling students. **These tools allow students to work at a slower pace to develop lower-level key skills that are necessary for success in math.**

Math teachers are utilizing the TLI online review tool for individualized and group remediation. This remediation tool provides short video clips with instructions and is also available for home access. Students are also encouraged to use websites such as Khan Academy and Learn zillion for more instruction and practice

Teachers model with appropriate vocabulary and higher-level questioning and prompts to help students share their thoughts and to encourage critical thinking.

Key strategies will include targeted professional development developed by teachers, driven by data, and aligned with instructional focus.

Schoolwide Instructional Focus:

Classroom setups that support instructional focus

Resources used strategically to support instructional focus

PLC and team meetings focused on teaching and learning

It appears that the numbers may have been miscalculated in the second quarter report. We will take another look at the data and submit an updated report.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3- 10

284

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	69	42	49	8	82	65	83	66	296	106	77%	12.0%	34%	12%
7th	5	89	53	33	46	11	75	80	74	84	291	33	69%	11.3%	46%	13%
8th	5	98	72	55	48	6	70	89	90	76	398	55	84%	13.8%	48%	8%
							100	90	95	N/A	285	57	76%	12%	43%	11%
<i>Example</i>																

Comments/ Clarification: The number of students assessed on each post-unit assessment for the current quarter fluctuated due

Absenteeism during the winter quarter along with students transferring into and out of the district attributed to the fluctuating number of students assessed on each post-unit assessment for the current quarter.

Read 180, System 44, after school tutoring, Literacy Design Collaborative formative assessments, and small grouping are on-going interventions used to assist with struggling readers. TLI online review tool for individualized remediation is also being used as well as the ACT Aspire exemplars.

Readtheory.org, a tool that is being utilized by ELA teachers, assesses students' reading levels, provides Lexile scores, and provides individualized lessons that adapt to the students' responses. ELA teachers are able to narrow the scope of which CCSS require greater focus. This tool also allows ELA teachers to monitor their students' progress as they assess. Score reports and other resources are provided.

Mrs. Newton, a consultant with Education Consulting Services, and Mrs. Porter, RFMMS literacy coach, provide strategies and assistance to ELA teachers to reinforce what is currently being taught.

Teachers are continuing the use of higher order level questioning and prompts to hone the students' critical thinking skills. Both Instructional Facilitators collaborate with teachers on how to formulate questions that will address Bloom's Taxonomy. Feedback is given to teachers after the facilitators have conducted Classroom Walkthroughs. Teachers share their modules with the Instructional Facilitators. The facilitators are able to monitor the types of questions that teachers are developing.

Future professional development will be targeted, data driven, and aligned with instructional focus.

There was a significant increase in the unit posttest scores between the 2nd and 3rd quarters. The Leadership Team has concluded that a factor may have been that no TLI scores were used as a posttest due to the fact that the TLI Module 4 was scheduled after grades were to be submitted.

There were high numbers of D's or F's on report cards compared to the unit test scores. Contributing factors may have been due to the lack of students submitting homework assignments, students failing to complete and/or do class assignments, or students failing to submit projects.

The Leadership Team will communicate the homework policy more efficiently, clarify the purpose of homework, ask students to use homework assignment sheets, and will ensure that teachers are providing timely and specific feedback on homework. Apathetic behavior is a major factor for the lack of student achievement. The Leadership Team has discussed using Root Cause Analysis to trace the origin of this problem and devise a behavior plan to correct the issue.

Schoolwide Instructional Focus:

Classroom setups that support instructional focus

Resources used strategically to support instructional focus

PLCs and team meetings focused on teaching and learning

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Key strategies include targeted professional development plans that are developed by teachers, driven by data, and aligned with instructional focus.

Schoolwide Instructional Focus:

- Classroom setups that support instructional focus

- Resources used strategically to support instructional focus

- PLC and team meetings focused on teaching and learning

- Analyze and chart the data to help focus instruction

Teachers use higher order level questioning and prompts to encourage students to share their thoughts and critical thinking.

286



APPENDIX D

Progress Report and Legislative Update for Dollarway School District

April – June 2016



ARKANSAS DEPARTMENT OF EDUCATION

Progress Report and Legislative Update for Dollarway School District

Needs Improvement Priority and Academic Distress

Quarterly Report

April-June 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

July 1, 2016

Table of Contents

Background	Page 1
Actions Taken	Page 1
District Leadership Team	Page 2
Building Leadership Teams	Page 2
Next Steps	Page 3
Attachment A	Page 5

Background

The Arkansas State Board of Education took action on April 14, 2016, to re-classify Dollarway High School as Academic Distress and to newly classify Robert F. Morehead Middle School on the same date. The criteria for this classification was based on having 49.5%, or less, of the students achieving proficient or advanced in math and literacy on the state assessment for the most recent three (3) year period. The Dollarway School District as a whole was classified in Academic Distress based on overall levels of student proficiency.

In accordance with the *Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)* and the Academic Distress Program (10.06.2 and 10.06.3) the Arkansas Department of Education (ADE) appointed a team to conduct on site reviews of the Dollarway School District, Dollarway High School and Robert F. Morehead Middle School. Review teams consisted of members from the Educator Effectiveness Unit, School Improvement Unit, and Special Education Unit. Site reviews were held on May 10, 2016.

Pursuant to Ark. Code Ann. 6-20-1905, the Dollarway School District was informed on March 7, 2016, that the district could not incur any future debt obligations without prior written approval from ADE. On April 14, 2016, the State Board of Education voted to place the Dollarway School District in fiscal distress.

Actions Taken

The Office of Intensive Support (OIS) worked in conjunction with the School Improvement Unit (SIU) to align support services. OIS and the SIU assisted the district in providing support to the identified priority schools in a Diagnostic Analysis of each school's culture, organizational structure, accountability system, and educator effectiveness process.

The ADE School Improvement Specialist reviewed, with identified building principals, their progress in implementing the success indicators in their Arkansas Comprehensive School Improvement Plan (ACSIP). The academic distress recommendations provided to the high school upon their 2013 identification were aligned to the school ACSIP success indicators. The recommendations provided to the high school defined expectations for the development of a team structure with the intent to engage teachers in the decision-making process as well as utilizing instructional units that include pre- and post-assessments to determine strategies for differentiated instruction and professional development.

The Dollarway School District was provided with an exception related to the locally-hired School Improvement Specialist for school year 2015-2016 from the SIU due to the district providing immediate support to the identified schools through the use of an external provider.

District Leadership Team

The Dollarway School District focused on addressing urgent management needs that required immediate resolution. This included paying outstanding commitments, filing reports and obligations regarding teacher contracts, addressing lawsuits, posting an approved salary schedule, filing federal lunch reports, etc. The district began to take the necessary steps to develop systematic protocols to assess areas of need, drive communication and continually evaluate system effectiveness. Protocols are based on six major areas of focus for the next school year which are: (1) climate and culture, (2) curriculum and instruction, (3) community and family, (4) leadership, (5) professional development capacity and (6) assessment. The district has focused on building leadership capacity and strengthening relationships in the 2015-2016 school year. The district has on file signed Memorandums of Understandings (MOUs) between the principals and district leadership for all schools in the district. Meetings are conducted by Dollarway School District department heads to discuss procedures and processes with building principals. The Dollarway School District reports the district's overall progress to the State Board of Education bimonthly. However, district leadership team meeting agendas and minutes are not maintained in the required state provided platform.

The support provided by OIS included the alignment of ACSIP indicators with turnaround principles and Advanced Ed indicators. OIS assisted with the Diagnostic Analysis process and facilitated collaborative district/building focus walks for identified schools. OIS facilitated monthly ZOOM meetings with the Dollarway School District and multiple units within ADE.

The Dollarway School District is moving forward in plans to reorganize schools into three campuses from four in the 2016-2017 school year. Plans are to serve pre-kindergarten through fourth grade on one campus, fifth grade through eighth grade on another campus and ninth grade through twelfth grade at another to improve fiscal efficiency.

Building Leadership Teams

Dollarway High School and Robert F. Morehead Middle School submitted a description of their progress in school improvement to the State Board of Education in their fourth quarter 45 Day Plan reports (Appendix A). A cursory review of the Dollarway High School report identifies progress in developing a system of team structures in which students have a voice, teachers meet to develop units of instruction and teams review Wise Ways ® to assist in fully implementing school improvement indicators.

At the beginning of the 2015-2016 school year, the Dollarway High School leadership team reported for grade nine through twelve that 78% of the students performed three or more years below grade level placement in English language arts. Concerning mathematics, the high school reported in the third quarter that 78% of the students performed three or more years below grade placement.

A review of the Robert F. Morehead Middle School fourth quarter report identifies progress in increasing the utilization of unit assessment data to guide lesson development and instruction. The middle school leadership team reported in the fourth quarter that 76% of the students in grades six through eight performed three or more years below grade level placement in English language arts. The team also reported in the fourth quarter that 82% of the students performed three or more years below grade level placement in mathematics.

Both building leadership teams made progress in the development of a system whereby student needs were addressed throughout the quarter. This was accomplished through the use of unit assessment data to provide immediate student remediation rather than waiting for quarterly assessment data. Building leadership teams are working to ensure that all teams can communicate and are guided by a clearly written purpose.

The ACT Aspire assessment was administered in the fourth quarter. Assessment results are currently pending. Due to the administration of a new assessment, schools are unaware as of yet the impact the results will have on planning for the 2016-2017 school year. Further, given this was the first administration of the ACT Aspire instrument, it is unclear how the results will be compared to the previous assessments used for determining accountability.

Members of the Dollarway School District leadership team and building leadership teams attended the summer School Improvement Conference coordinated by the School Improvement Unit at ADE. In addition to attending sessions related to school turnaround, team members planned with their ADE school improvement specialist for the 2016-2017 school year.

The 2016-2017 school year will reflect a shift in leadership at Dollarway High School. This will include moving the principal at the middle school to the high school. The former middle school principal has experience working in a school classified in priority status and is currently working with members of the high school leadership team to determine needed improvements. The leadership at Robert F. Morehead Middle School for the 2016-2017 school year has included shifting the principal at Matthews Elementary School to the middle school. In preparation for this change the principal is working with members of the middle school leadership team to determine needed advancements. Both principals are familiar with school improvement planning and the utilization of the ACSIP software.

Next Steps

The ADE school improvement specialist team will provide targeted individualized assistance as needed on-site to the district and schools classified as Priority and Academic Distress. This assistance will include providing summer training in utilizing the ACSIP software and Wise Ways ® research in fully implementing indicators of effective practice.

The district and schools will continue to assess and plan indicators with tasks using WiseWays® research for guidance. The district will utilize coaching review and comments in the ACSIP as one way to document district communication and collaborative planning with schools.

The district will move ahead to hire a full time school improvement specialist to assist the principals in the planning and implementation of the recommendations made by the ADE Site-Review Team. This individual will assist the principals and leadership teams at all schools.

APPENDIX A

Dollarway High School and
Robert F. Morehead Middle School
45 Day Plan Quarterly Reports



ARKANSAS DEPARTMENT OF EDUCATION

Progress Report and Legislative Update for Little Rock School District

Needs Improvement Priority, Needs Improvement Focus
and Academic Distress

Quarterly Report

June-September, 2016

Submitted by

Division of Public School Accountability

October 4, 2016

Table of Contents

Background	Page 1
Support Provided by Arkansas Department of Education	Page 1
Actions taken by Little Rock School District	Page 2
Summary	Page 3
Appendix A	Page 6
Appendix B	Page 8
Appendix C	Page 17
Appendix D	Page 95

Background

Information provided to representatives from each Building Leadership Team at the June 2016 School Improvement Conference expressed the importance of progress toward the recommendations made by Arkansas Department of Education as an essential expectation for the school year 2016-2017. The recommendations provided to the schools classified in Academic Distress clearly define expectations (leading indicators of progress). First and foremost, the expectation for the development of a team structure at each school site with the intent to engage teachers in the decision-making process is in place with varying degrees of implementation. The district reports Leadership Teams, Instructional Teams and PLCs have been developed and implemented; however, the frequency of meetings, content, and communication of information to staff continue to vary from school to school.

Inclusive in the concept of a team structure, and also identified in the recommendations to each school was the expectation for the development of instructional teams. To support the instructional team, instructional facilitators for math and English Language Arts (ELA) are in place at each school site.

The ACT Aspire assessment was administered in the fourth quarter for the first time. Finalization of assessment results are currently pending district appeal. Due to the implementation of the new ACT Aspire assessment, results were not heavily utilized in the planning of actions and interventions for the current school year. It is also yet to be determined how the ACT Aspire results will be compared to the previous assessments used for determining accountability. Concordant statistical analysis has not yet been calculated to determine the correlation to the previous Benchmark Assessments.

The rank ordering of schools by grade level proficiency in math and ELA is attached (Appendix A).

Support provided by Arkansas Department of Education

ADE assigned a team of educators to conduct Academic Distress visits in May, 2016. Academic Distress recommendations have since been made available to the district and schools per the process outlined in *Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)* and the Academic Distress Program. The Academic Distress Review Team is recommending continuation of the Priority Improvement Plans established for the school year 2015-2016, but with modifications for greater clarity.

ADE School Improvement Unit (SIU) staff will continue to provide technical assistance to assist these designated schools in integrating into their current plans three targeted goals to be monitored monthly by the SIU. Schools were provided with recommendations based upon the conducted site reviews. (Appendix B).

These overarching goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

The ADE SIS team will continue to provide targeted individualized assistance as needed on-site for schools classified as Priority and Academic Distress.

Actions

Leadership changed with the appointment of a new Superintendent, Mr. Michael Poore, in July of 2016. Mr. Poore is implementing a new process for the district, referred to as the Achieve Team Concept. The process requires the School Leadership Team to submit an improvement plan listing all desired interventions/innovations. The school then presents this plan to the District Leadership Team. The District Leadership Team then narrows the focus of interventions/innovations to two or three actions. Follow up on the actions is assigned, as appropriate, to various district level administrators.

Two of the high school principals from the school year 2015-2016 have accepted positions with other districts. The positions have been replaced with two first time principals (McClellan has an interim principal).

In accordance with the School Improvement plans, each school site has:

- developed a Leadership Team and have met at least once as evidenced by minutes and agendas in the Indistar.
- a locally-hired School Improvement Specialist, and math and ELA Instructional Facilitators.
- implemented Achieve Team Concept.
- implemented pre- and post-tests in core content areas.
- implemented ACT Aspire Interim Assessments.

Percent of Students entering school at 3 or more years below grade level

LRSD Priority Schools	*3 or more years below Math	*3 or more years below ELA
Cloverdale Aerospace 6th – 8th	67%	61%
Henderson Middle 6th – 8th	92%	43%
McClellan High School 9th – 12th	96%	70%
Hall High School 9th – 12th	92%	86%
J.A. Fair High School 9th – 12th	94%	94%

*Determined by Scholastic Math Inventory and Scholastic Reading Inventory: Data reported for combined 6th-8th grades for both Cloverdale and Henderson; data reported for combined 9th-10th grades for McClellan and Hall; data reported for combined 9th-12th grades for J.A. Fair.

Next Steps

- Achieve Team plans need to be finalized
- First 45-day progress report to be submitted by October 20, 2016
- First ACT Aspire Interim Assessment will be administered
- Identify the percentage of proficient and above students at each level of the feeder pattern per school

Summary

In review of the rank order of schools by grade level and subject area, it does not appear that there has been an increase in student percentage of proficient and above.

Looking at percent of students three or more years below grade level, it is intuitively obvious the problem is in the feeder pattern. It is difficult to move from Academic Distress until the feeder pattern is aligned and feeder pattern issues are addressed.

It is noteworthy that there continues to be turnover in staff in all schools. At least two Leadership Teams were affected by turnover.

With the introduction of a new superintendent there is now the implementation of a new school process.

APPENDIX A

2015-2016 ACT Aspire Preliminary School Results

**Lowest Ranking Thirty-Four Schools by Grade-Level and
Assessed Area**

(English Language Arts and Mathematics)

2015-2016 ACT Aspire Preliminary School Results

District Name	District LEA	School Name	School LEA	Grade	Math N	Math % Met Readiness Benchmark
HOT SPRINGS SCHOOL DISTRICT	2603000	SUMMIT SCHOOL	2603013	10	14	0.0%
BRINKLEY SCHOOL DISTRICT	4801000	BRINKLEY HIGH SCHOOL	4801003	10	37	0.0%
MAIRVELL-ELAINE SCHOOL DISTRICT	5404000	MAIRVELL-ELAINE HIGH SCHOOL	5404032	10	29	0.0%
SMITH LITTLE ROCK CHARTER	6052700	SMITTECH HIGH CHARTER	6052703	10	13	0.0%
RESPONSIVE LD SOLUTIONS PEARLHUR HS OF LITTLE ROCK	6053700	PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	10	19	0.0%
FORT SMITH SCHOOL DISTRICT	6501000	BULL POINT ALTERNATIVE CENTER	6501005	10	19	0.0%
STRONG-HUTTING SCHOOL DISTRICT	7009000	STRONG HIGH SCHOOL	7009049	10	24	0.0%
LITTLE ROCK SCHOOL DISTRICT	6001000	HAAL HIGH SCHOOL	6001002	10	258	0.12%
HELENA/ WEST HELENA SCHOOL DISTRICT	5403000	CENTRAL HIGH SCHOOL	5403019	10	97	0.21%
OSCEOLA SCHOOL DISTRICT	4713000	OSCEOLA HIGH SCHOOL	4713051	10	84	0.24%
DOLLARWAY SCHOOL DISTRICT	3502000	DOLLARWAY HIGH SCHOOL	3502010	10	71	0.28%
CLARENDON SCHOOL DISTRICT	4802000	CLARENDON HIGH SCHOOL	4802010	10	36	0.28%
WONDERVIEW SCHOOL DISTRICT	1505000	WONDERVIEW HIGH SCHOOL	1505026	10	32	0.31%
MINDRAL SPRINGS SCHOOL DISTRICT	3104000	MINDRAL SPRINGS HIGH SCHOOL	3104006	10	30	0.33%
PINE BLUFF SCHOOL DISTRICT	3305000	PINE BLUFF HIGH SCHOOL	3305042	10	311	0.35%
LEE COUNTY SCHOOL DISTRICT	3904000	LEE HIGH SCHOOL	3904011	10	52	0.38%
LITTLE ROCK SCHOOL DISTRICT	6001000	J.A. FAIR HIGH SCHOOL	6001063	10	235	0.38%
RIVERVIEW SCHOOL DISTRICT	7307000	RIVERVIEW HIGH SCHOOL	7307032	10	98	0.41%
HOPE SCHOOL DISTRICT	2903000	HOPE HIGH SCHOOL	2903012	10	166	0.42%
TEXARKANA SCHOOL DISTRICT	4605000	WASHINGTON ACADEMY	4605003	10	24	0.42%
ENGLAND SCHOOL DISTRICT	4302000	ENGLAND HIGH SCHOOL	4302018	10	46	0.43%
LITTLE ROCK SCHOOL DISTRICT	6001000	MCCLELLAN MAGNET HIGH SCHOOL	6001064	10	156	0.51%
DECATUR SCHOOL DISTRICT	0402000	DECATUR HIGH SCHOOL	0402009	10	38	0.53%
EARLE SCHOOL DISTRICT	1802000	EARLE HIGH SCHOOL	1802007	10	37	0.54%
HAMPTON SCHOOL DISTRICT	0701000	HAMPTON HIGH SCHOOL	0701002	10	34	0.59%
MOUNTAIN VIEW SCHOOL DISTRICT	6901000	RURAL SPECIAL HIGH SCHOOL	6901012	10	17	0.59%
FORREST CITY SCHOOL DISTRICT	6201000	FORREST CITY HIGH SCHOOL	6201011	10	200	0.60%
BLYTEVILLE SCHOOL DISTRICT	4702000	BIYTHEVILLE HIGH SCHOOL -A NEW TECH S	4702706	10	152	0.65%
WATSON CHAPEL SCHOOL DISTRICT	3509000	WATSON CHAPEL HIGH SCHOOL	3509007	10	219	0.68%
BARTON-LEKA SCHOOL DISTRICT	5401000	BARTON HIGH SCHOOL	5401003	10	59	0.68%
RECTOR SCHOOL DISTRICT	1106000	RECTOR HIGH SCHOOL	1106023	10	43	0.70%
BEARDEN SCHOOL DISTRICT	5201000	BEARDEN HIGH SCHOOL	5201002	10	42	0.71%
FOUKE SCHOOL DISTRICT	4603000	FOUKE HIGH SCHOOL	4603010	10	80	0.75%
MAMMOTH SPRING SCHOOL DISTRICT	2501000	MAMMOTH SPRING HIGH SCHOOL	2501002	10	39	0.77%

APPENDIX B

Arkansas Review of Schools Classified in Academic Distress

Arkansas Review of Schools Classified in Academic Distress

July 15, 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

Table of Contents

Introduction Page 1

Recommendation #1: Previously Classified Schools Page 1

Recommendation #2: Newly Classified Schools Page 2

Recommendation #3: District Will Clarify Support to be Provided Page 2

Recommendation #4: Informing and Developing the Local School Board Page 4

Summary Page 4

Attachment A Page 6

Attachment B Page 8

Attachment C Page 12

Attachment D Page 15

INTRODUCTION

The Arkansas State Board of Education took action on April 14, 2016, to classify twenty-four schools and three districts as meeting the definition of Academic Distress (attachment A). In accordance with the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (10.06.2 and 10.06.3) the Arkansas Department of Education (ADE) appointed teams to conduct on-site reviews of these schools and districts (attachment B).

Schools are classified in Academic Distress if **less than** 49.5 percent of the students assessed over a consecutive three year period score proficient. The reviewers visited fourteen high schools, nine middle school/junior high schools, and one elementary school. Seventeen of the schools were classified for a third consecutive year; three schools were classified for a second consecutive year; and four schools were newly classified. Twenty-two of the schools were also classified under the federal Elementary and Secondary Education Act (ESEA). Under the ESEA Flexibility Waiver granted to Arkansas, these twenty-two schools were classified as "Priority School". Two of the schools reviewed were not currently classified as Priority or Focus under the federal ESEA Flexibility Waiver. Three districts/systems were classified in Academic Distress. Blytheville School District, Dollarway School District and the one-school charter system of Covenant Keepers were identified in Academic Distress. A school district or charter school system is classified in Academic Distress when **less than** 49.5 of all the students of that district/system score proficient on state assessments during a consecutive three year period.

The schools varied widely in student population ranging from approximately 100 students to over 1000 students. The schools classified had high percentages of students eligible for free or reduced lunch, all had high minority populations, and all reported high rates of discipline referrals. Teacher turnover or teacher attendance issues were identified by almost all as a substantial problem. Twenty-two of the schools were currently making efforts to implement Priority Improvement Plans and were receiving assistance from one or more ADE support units. Principals voiced concern that the review would result in a change of direction or numerous additional activities.

RECOMMENDATION # 1: PREVIOUSLY CLASSIFIED SCHOOLS

Because twenty of the schools were previously classified in Academic Distress, and two of the other four schools were classified as Priority, it was noted that they have goals and efforts currently in progress from prior ADE site reviews or technical assistance. Thus, the review team is recommending continuation of the Priority Improvement Plans established for school year 2015-16, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these twenty-two schools in integrating into their current plans three targeted goals that would be monitored monthly by the SIU. These overarching goals are:

2

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 2: NEWLY CLASSIFIED SCHOOLS

Two of the schools classified in Academic Distress are not currently working under goals and efforts identified by an ADE site review team. Thus, the review teams make the following recommendation:

By the first of October these two schools will develop a School Improvement Plan based on a comprehensive needs assessment and designed to address the three overarching goals identified in recommendation 1. The Needs Assessment will be done in collaboration with the ADE School Improvement Unit and the overall plan will be developed collaboratively by the school and district leadership teams with support from the ADE Fiscal Support Unit, the School Improvement Unit, Educator Effectiveness Unit, and the Assessment Unit. The school will report progress to the State Board of Education quarterly in the same manner as a Priority School.

These goals are attached and greater clarification of their meaning and purpose are provided (attachment C).

RECOMMENDATION 3: DISTRICT WILL CLARIFY SUPPORT TO BE PROVIDED

It was noted during the site reviews that schools varied in the level of district support. No school reviewed by the ADE teams had a written document that outlined the level of support that a school would receive from the district.

It is recommended that by September 15, 2016, the District Improvement Leadership Team, in consultation with the School Improvement Leadership Team and other stakeholders, will submit for State Board of Education review a plan of support for each school in Academic Distress. The plan will detail the types of support to be provided to each school and will be inclusive of, but not limited to:

- The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected

outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports. Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- A description of specific State and Federal Categorical (restricted funds) funding provided to the school. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Leadership Team will be defined and the allowable use of the funds determined.
- The description of all assessments to be administered by the school and clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam.
- The clarification of the decision making autonomy that each School Improvement Leadership Team will have, and the parameters within which the team must operate. Included will be a description of the discretionary money/resources available to the School Improvement Leadership Team to support teacher development as needs are identified.
- The description of how the district will attempt to retain effective teachers at the school, and how the district will support the building in recruiting qualified teachers when openings occur. This would include how teachers are incentivized to remain at the school as well as the monitoring of teachers for their “feelings or perceptions” of support on a quarterly basis (ADE developed instrument or ADE approved instrument).
- A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability.
- The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will

be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast parents of proficient students in contrast to parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

- The description of the supports to be provided in creating a positive learning environment and positive school climate. It is encouraged that the district support the school in adopting a Positive Behavior Intervention System as well as other culture improvement strategies.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

RECOMMENDATION 4: INFORMING AND DEVELOPING THE LOCAL SCHOOL BOARD

The local school board holds accountability for the progress of students. The National School Boards Association in conjunction with the Center for Public Education have identified characteristics of effective school boards. These include and require that school boards are data literate, allocate resources to needs, and maintain a focus on student achievement goals. To support the local school board in being effective, the review teams make the following recommendation:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and/or trainings in which the local school board can participate to further support the school or schools.

To clarify the intent of this recommendation, each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, the report to the local board will highlight the decisions made that either supported or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE Team will then assist the local school board in identifying any trainings that would assist in their efforts to become more effective.

Recommendations are attached and greater clarification of their meaning and purpose are provided (attachment D).

SUMMARY:

All review teams identified that every school was making efforts towards improving student outcomes. The degree of sophistication level of these efforts varied by the expertise and experience level of school and district leaders. It was noted that a majority of the school leaders were in the first three years of being assigned to a school

5

in Academic Distress. While each school staff had a general understanding of the Academic Distress classification, it was noted that in all schools reviewed that there was minimal understanding of specific efforts that the school was taking to advance beyond Academic Distress. The intent of these recommendations is to assist the district and school in maintaining the efforts currently underway, but adding a more defined focus on the specific grade levels and/or courses that are used to determine state accountability classifications. Further, it is anticipated that by the schools structuring their work under the recommended three overarching goals, they will be better able to communicate to all stakeholders the purpose of each action being taken to improve student outcomes.

Attachment A

Schools Identified in Academic Distress Three Consecutive Years District	School Name	2013-2015 Percent Proficient All Students Math + ELA
Blytheville	Blytheville High School New Tech	44.089
Covenant Keepers	Covenant Keepers Charter	44.147
Dollarway	Dollarway High School	39.53
Forrest City	Forrest City High School	39.516
Forrest City	Forrest City Junior High School	48.697
Forrest City	Lincoln Academy of Excellence	46.771
Helena	Central High School	48.517
Little Rock	Cloverdale Aerospace Tech	42.905
Little Rock	Hall High School	41.006
Little Rock	Henderson Middle School	46.459
Little Rock	JA Fair High School	48.335
Little Rock	McClellan Magnet High School	46.989
Pine Bluff	Belair Middle School	46.129
Pine Bluff	Pine Bluff High School	43.268
Pulaski County	Wilbur D. Mills High School	46.188
Strong-Huttig	Strong High School	46.05
Watson Chapel	Watson Chapel High School	47.31

APPENDIX C

Little Rock School District 45-Day Quarterly Progress Report



DISTRICT: Little Rock School District

SCHOOL: Cloverdale Middle School

STATUS: Priority and Academic Distress

SITE-BASED SIS: Michael Anthony

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Misty Pitman and Sharesa White

SUPERINTENDENT: Baker Kurrus

PRINCIPAL: Wanda Ruffins

45-DAY PLAN

FOURTH QUARTER

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The Leadership Team should focus directly on student achievement by reviewing grade level formative assessments to determine needed classroom instructional support.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The leadership team continues to utilize the instructional analysis tool to make decisions regarding student performance on multiple assessments. The data analysis determines which students need enrichment outside the classroom to address academic deficits in literacy and math. Communication between the core instructional teams and the leadership team has increased.

The ESL Coordinator position has been posted and interviews will be conducted during the summer. We are working with the district in an attempt to hire a Spanish interpreter/paraprofessional to work with our ESL parents and students.

Quarterly Objective:

Increase the resources available to parents and students with an emphasis on the ESL population.

313

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. In an effort to increase our focus on science, representatives from the science department will be invited to a leadership team meeting to discuss ways the team can help improve science scores (i.e. reasoning skills PD...). (ID10)	4/4/16	4/4/16	Anthony			Leadership Sign In and Minutes
2. Host a parent center open house (Pastries for Parents) that will survey parents on ways we can help them to help their kids and encourage active engagement in academics. (ID10)	4/21/16	4/21/16	Smothers			Agenda Sign In Sheets Completed Surveys
3. Make a request with justifications to hire a full-time certified, bilingual compliance person to assist with teacher support and training.(ID10)	6/2/16	5/12/16	Ruffins			Request Forms Email Correspondence
4. Make a request with justifications to hire a non-certified interpreter/paraprofessional in an effort to increase resources	6/2/16	<i>The principal has been in contact with the district director of the English for Speakers of Other Languages</i>	Ruffins			Request Forms Email Correspondence

for our growing ESL population. (ID10)		<i>(ESOL) department regarding funding for this position.</i>				
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Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

The ADE Review Team recommends the development of a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/posttests.

ADE Recommendation 2:

The School Leadership Team should give specific attention to progress of both, Special Education and ELL Students in specific classrooms.

ADE Recommendation 3:

Progress of these students should also be monitored and assessed.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Instructional units and pre/posttests are now used throughout all content areas. Consistency is still needed in some non-core areas. Core teachers are analyzing data and using the data to develop remediation, differentiation and enrichment plans. Teachers also use the data to address gaps in curriculum. Some non-core teachers are still struggling to figure how to use data to inform instruction; however, they are looking at their data and working to resolve this issue. Teachers in a variety of content areas are using Criterion Writing in an effort to increase the use of writing in content areas other than English Language Arts.

Quarterly Objective:

Increase opportunities to use data to guide instruction.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. 4 th quarter pre-/post assessments will be developed in all content areas. (IIB02)	6/2/16	6/2/16	Anthony			Pre-/Post Assessments Collaboration and Team Minutes Observation Notes
2. Using Criterion Writing, teachers will assess student writing for grammar, style, mechanics, and usage while providing immediate feedback to students. (IIB04)	6/2/16	6/2/16	Braswell			Reports from Criterion Writing

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
The targeted attendance group began meeting on a regular basis. Students appeared to make a significant effort to improve their attendance. The data is still incomplete at this time. We are still working to decrease the number of tardies, particularly during transition times between classes.

Quarterly Objective:
Get clarity and revise the way we address behavior and attendance issues.

318

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The targeted attendance group and their attendance coaches will meet together once a month with a counselor providing workshops on the importance of good attendance. (IIIC10)	5/31/16	5/20/16	McCollum			Agenda Sign in sheets
2. Request technical assistance/professional development in the form of a	5/27/16	<i>We are still attempting to schedule a date for this PLC. We</i>				

PLC from the district student services department regarding the SBIT process to improve tier 1, 2 and 3 discipline interventions. (IIC10)		<i>will try again at the beginning of the 2016-2017 school year.</i>				
3. Revisit due process with the staff as it relates to the tardy policy. (IIC10)	5/3/16	5/3/16	Bernard			
4. Revisit schoolwide and classroom rituals and routines during collaboration using a reflection form. (IIC10)	6/3/16	<i>We were unable to complete this task due to the many end-of-year activities that occurred. This will occur prior to the arrival of students at the beginning of the 2016-2017 school year.</i>	Anthony			

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
The revised home/school compact was reviewed with parents and staff members and has been posted so that it is available to all parties.

Quarterly Objective:
Make the Home/School Parent Compact available to all parents, students and staff.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Post the updated compact to the website, Cloverdale staff folder and EdLine. (IVA01)	5/20/16	5/20/16	Larry			
2. Review compact at PTSA and faculty meetings. (IVA01)	5/5/16	5/3/16	Bernard			

Include additional task lines as needed.

320

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Students from our three main feeder schools came to Cloverdale and met with the administrators, toured the campus, met some of the sixth grade staff members and received information regarding the adjustment to a middle school schedule... Communication has been established between the instructional facilitators at Cloverdale and our feeder high school regarding transitioning to Read 180 and Math 180 classes at the high school level so that there is no gap or repeat of instruction.

Quarterly Objective:

Implement strategies to prepare students, parents and staff for the transition from elementary to middle school and from middle school to high school.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Extend an invitation to Watson, Wakefield and Baseline Elementary Schools for 5 th grade students assigned to Cloverdale next year (and their parents) to attend a Cloverdale Informational Meeting. Students	5/10/16	5/10/16	Baylark			

321

will receive a gift bag and a Cloverdale fact sheet to take home with them. (VA01)						
2. The Cloverdale instructional facilitators will meet with the McClellan instructional facilitators to ensure a smooth transition of Read/Math 180 and System 44 students to high school. (VA01)	6/1/16	6/1/16	Braswell			

Include additional task lines as needed.



PRINCIPAL'S REPORT FOURTH QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

YES or NO (Please circle)

If yes, what support have you received from the district?

- Weekly reports submitted and comments made
- Bi-weekly meetings with school-based school improvement specialists
- Communication from ADE forwarded

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Math and READ 180/System 44 were implemented at the beginning of the school year. We have identified the students who need to continue in phase 2. Some students were able to exit based on their lexile/quantile scores and teacher recommendations. This includes students who will be enrolled in these classes at the high school level this year. Student placement is currently being determined based on SMI/SRI scores from the 2015-2016 school year.
- In our efforts to address the needs of our ELL students, English Language Development (ELD) classes were created for students who scored L1R1W1S1 on the LAS or ELDA. Students will exit the ELD class intervention based on spring 2016 ELPA21 scores.
- A full-time on-site School Improvement Specialist was put in place. He provided professional development and worked with instructional teams, collaboration groups, the leadership team, and the building principal. He brought transparency to some of our barriers. He served as a liaison between the local team, the district team and the state as well as a conduit between content teams and the leadership team. Actions from leadership put in place in classrooms because of communication from the SIS. We will continue to have this position as long as we are a priority school.
- City Year focus groups were established due to weaknesses in academics, behavior and attendance. They fill the gap for students who needed both Read180 and Math180, but are only able to take one of those classes. In addition, they counseled students who struggled with behavior and social issues. Criteria for City Year include high poverty and test scores. They served as a resource for both staff and students.

323

- Achieve3000 began as a pilot program in the ELD classes in November 2015. The students participating in Achieve3000 nearly doubled their Lexile score from an average of 123L in November to an average of 230L in May.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Internal SIS:

- Disseminates information
- Works with process manager to input information into Indistar
- Participates and provides input in district leadership and instructional team meetings
- Attends trainings and conferences
- Provides job-embedded professional development
- Monitors tasks for completion
- Submits weekly report on school's progress to state and district

ADE SIS Team:

- Provides professional development
- Provides feedback and recommendations
- Monitors 45-day plan
- Provides technical assistance
- Onsite visit

What are the barriers, if any, in improving student outcomes?

- Teacher absences – We have been brainstorming ways to repair this issue, but have so far been unable to
- Students not in class due to level 3 and 4 sanctions – Classroom rituals and routines will be reviewed and revised prior to the beginning of the 2016-2017 school year
- Lack of resources to meet the needs of LEP students with limited exposure to the English language outside of the school setting – An ESL Coordinator will be hired over the summer and the number of ELD classes will be increased for the next school year
- Inability to communicate effectively with non-English speaking parents – We are working to create a position for an interpreter/paraprofessional to work with both parents and students
- Apathy from some parents – Our new parent coordinator is working positively with parents to decrease this concern

How is your leadership team monitoring student progress in the skill area of science?

- Assessments – formative, summative, performance based
- Student Academic Improvement Plans
- Analyzing data from online textbook assessments
- Pre/posttest data and reflections submitted by all science teachers
- Science portion of the ACT Aspire

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- Pre/posttest results
- Math Inventory/Reading Inventory/Phonics Inventory results with programming based on these results
- Instructional analysis tool
- Interim assessments
- Reflection Tool
- Criterion Writing
- Achieve3000

How are you responding to the results?

- Designed appropriate reflection tools
- Planning appropriate professional development
- Data analysis with teachers
- Additional support for teachers
- Curriculum gap analysis
- Identify weak areas and facilitate student reflection
- Collaborative planning
- Schoolwide push for vocabulary building
- Program decision to keep SRI/SMI assessments

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- Making connections with high school and elementary school instructional facilitators
- Celebrating student growth
- Collaboration with science teachers
- Posting position for an ESL coordinator
- Parent Center open house

If anything, what do you intend to change or modify for the next quarter?

- Continue to increase focus on science
- Increase push for student organization skills
- Develop parent workshops that will encourage active engagement in academics
- Early detection of high-priority students, based on attendance, academic and discipline trend data, for prevention and intervention strategies
- Additional time spent on pull-ins and push-outs for ELL students
- Expand awareness of resources available to the ELL population

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER
STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	218	222	221	224	27	63	1	1	0	1	6	10	17	17
7	183	182	177	180	27	46	6	5	5	0	12	21	26	27
8	186	191	199	200	23	43	3	6	4	3	11	17	25	25

328

Comments/Clarifications:

We developed a mentoring program earlier in the year, but realized that we are not truly equipped to mentor. We need to monitor this program and make decisions before assigning student next year. We will continue to track students with a large number of absences on data dashboard.

The reported discipline data accurately depicts the school climate. Very few of our students have 5 or more discipline referrals. Most referrals are category 1 offenses.

Cloverdale has a pretty high attendance rate. The majority of attendance issues are related to student tardies. The parents of students with a large number of absences are mailed letters warning them of this issue. Phone calls are automatically generated each time a student is absent. Court referrals are made by the attendance clerk on a regular basis.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory September / 2015 May / 2016 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory September / 2015 May / 2016 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	23.08	23.08	53.85	53.85			126	120			82	75
7	27.27	9.09	38.46	46.15			133	82			87	91
8	20.00	30.00	87.50	37.50			123	118			74	112

329

Comments/Clarifications:

There is no system in place at this time to encourage positive teacher attendance. We tried a monetary reward a few years ago system through the SIG grant, but there was little to no improvement.

There were several long-term teacher absences that occurred this past year. Several other teachers missed more than 5 days as well. Most of these absences was related to teacher illness/sick leave. Some was due to professional development, but not an excessive amount. The leadership team is concerned about teacher absences and has talked about ways to decrease the number of teacher absences. This is definitely an area that we would like to improve on.

The leadership team is concerned about the increase in students that are 3 or more years below grade placement in ELA in the 7th and 8th grades. This will be addressed at the beginning of next school year.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



District: Little Rock School District
School: Henderson Middle School
Status: Priority and Academic Distress
Site-based sis: Jimmy Smith, Jr.
EXTERNAL Provider: N/A
ADE School Improvement Specialist Team: Dr. Richard Wilde and Misty Pittman

Superintendent: Baker Kurrus
Principal: Frank Williams

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. The School Improvement Specialist will begin to send leadership meeting agendas via email to the team members in advance along with minutes from the previous meeting. Leadership minutes will be shared with the staff via email communication. Staff members are encouraged to ask questions, comment, and make suggestions, to the leadership team. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their

Current reality of effective practice:

The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. Henderson Middle School staff members receive the leadership meeting minutes via email. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The Leadership Team inconsistently looks at school performance data and aggregated classroom observation data. Some decisions made during the leadership meeting concern the general operation of the school and its continuous improvement

334

common planning period. The leadership team has developed a structure to effectively utilize collaboration time to develop units of instruction, design and differentiate classroom lesson plans, design intervention strategies, guide implementation of the structure, and provide essential professional development for teachers.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests will be used in English and Math classes to guide instruction. Science and Social Studies will also develop pre/posts tests to support instruction in core content areas. The Instructional Team reviews the results of the pre- and post-tests, and more

Current reality of effective practice:

Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests are used to plan and differentiate units of instruction. All core content areas develop pre- and post-tests. The fine arts department is also developing pre- and post-tests during collaboration periods. The leadership team is active in summer professional development to utilize the results from the pre-/post-

335

<p>training is needed to differentiate instruction based on pre-and post-tests results.</p>	<p>test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.</p>
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IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:
 Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
 The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

<p>Current reality of effective practice from the beginning of the year:</p> <p>Teachers taught schoolwide and classroom rituals/routines and rules for the first 3 weeks of the school year. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses.</p>	<p>Current reality of effective practice:</p> <p>A discipline committee has been formed in an attempt to reduce category one infractions. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses. Some teachers consistently teach the rules and procedures while others are inconsistent in their reinforcement of classroom rules.</p>
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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

336

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice from the beginning of the year:

Henderson Middle School Learning compact has been developed for distribution to parents being served.

Current reality of effective practice:

Henderson Middle School Learning compact has been developed for distribution to parents being served. The learning compact will be modified during the summer for redistribution for the 2016-2017 school year.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

N/A

Current reality of effective practice:

338

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

1. Decision to implement math and literacy intervention
 - SRI and SMI data determined that these programs will benefit student growth
2. Resurrection of National Junior Honor Society and Beta Club
 - To meet the need of honoring students' academic success as well as promote peer tutoring within the building for 2016-2017 school year.
3. Formation of a discipline committee to be implemented during the 2016-2017 school year.
 - This will reinforce school wide ritual and routines as well as obtain buy in from stakeholders on the development of a new discipline policy.

If anything, what do you intend to change or modify for the year?

- Create a calendar of events to outline academic incentives as well as behavior incentives
- Create a calendar that outlines various data sources that the leadership team will review at leadership team meetings.
- Start of the leadership team meeting with an "ice breaker" or activity to create excitement about leadership meeting.



SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	275	270	257	258	40	28	0	2	4	3	18	15	25	26
7	226	234	239	240	37	19	3	6	11	8	13	26	50	39
8	275	271	265	271	45	32	6	9	10	5	22	30	46	44

340

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> September / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ - _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> September / 2015 (Month Determined)	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	1st	2nd	3rd	4th								
6	14.29	21.43	7.14	50.00			102	136			167	133
7	16.67	41.67	16.67	33.33			154	161			54	107
8	9.09	36.36	18.18	27.27			88	158			79	111

341

Comments/Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th	
6	49	258	56	73	90	67	231	228	219		678	438	0	46.49	67.74	64.60	
7	77	240	41	57	88	85	185	171	177		533	421	0	97.11	90.44	78.98	
8	74	271	69	64	92	100	232	239	234		705	541	0	80.55	79.21	76.73	
							100	90	95	N/A	285	57	20				
Example																	

342

Comments/Clarifications:

ELA DATA by Quarter for Grades 3-10

343

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
6	42	258	60	68	50	71	305	309	281		895	268	0	39.43	37.96	29.94
7	50	240	63	87	84	54	92	80	87		259	101	0	60.13	47.27	38.99
8	79	271	19	15	33	19	208	225	200		633	231	0	45.25	38.92	36.49
							100	90	95	N/A	285	57	20%			
Example																

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

Interpretation of the 4th Quarter SRI Data, there were 249 sixth graders that were tested:

1. 13 students scored Advanced in the Year-End Proficiency Range for 6th Grade
2. 31 students scored Proficient in the Year-End Proficiency Range for 6th Grade
3. 72 students scored Basic in the Year-End Proficiency Range for 6th Grade
4. 133 students scored Below Basic in the Year-End Proficiency Range for 6th Grade

Interpretation of the 4th Quarter SRI Data, there were 222 seventh graders that were tested:

1. 14 students scored Advanced in the Year-End Proficiency Range for 7th Grade
2. 37 students scored Proficient in the Year-End Proficiency Range for 7th Grade
3. 64 students scored Basic in the Year-End Proficiency Range for 7th Grade
4. 107 students scored Below Basic in the Year-End Proficiency Range for 7th Grade

Interpretation of the 4th Quarter SRI Data, there were 281 eighth graders that were tested:

1. 24 students scored Advanced in the Year-End Proficiency Range for 8th Grade
2. 60 students scored Proficient in the Year-End Proficiency Range for 8th Grade
3. 86 students scored Basic in the Year-End Proficiency Range for 8th Grade
4. 111 students scored Below Basic in the Year-End Proficiency Range for 8th Grade

Interpretation of the 4th Quarter SMI Data, there were 293 sixth graders that were tested:

1. 201 of them completed the SMI assessment; 92 of them currently have an IT (Incomplete Test)
2. 2 students scored Advanced in the Year-End Proficiency Range for 6th Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 6th Grade
4. 46 students scored Basic in the Year-End Proficiency Range for 6th Grade
5. 136 students scored Below Basic in the Year-End Proficiency Range for 6th Grade

Interpretation of the 4th Quarter SMI Data, there were 257 seventh graders that were tested:

1. 222 of them completed the SMI assessment; 35 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 7th Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 7th Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 7th Grade
5. 161 students scored Below Basic in the Year-End Proficiency Range for 7th Grade

Interpretation of the 4th Quarter SMI Data, there were 205 eighth graders that were tested:

1. 119 of them completed the SMI assessment; 86 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 8th Grade
3. 9 students scored Proficient in the Year-End Proficiency Range for 8th Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 8th Grade
5. 158 students scored Below Basic in the Year-End Proficiency Range for 8th Grade

345



**DISTRICT: LITTLE ROCK
SCHOOL: JA FAIR**

**SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LAGAIL BIGGS**

STATUS: PRIORITY

**SITE-BASED SIS: DIONNE BRITTON
EXTERNAL PROVIDER: N/A**

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

<p>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</p>	
<p>Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)</p>	
<p>Description of full implementation of the Effective Practice and/or Recommendation:</p> <p>District policy specifies the team structure for all schools which include a description of the teams’ purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).</p> <p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p>	
<p>Current reality of effective practice from the beginning of the year: 1st Quarter 1. School Leadership Team: Literacy and Math Lead Teachers, Literacy and Math Instructional Facilitators, 9th grade Academy Lead Teacher, City Year Project Manager, Counselor, District Math Lead Teacher, Principal, Assistant Principals. 2. Campus Leadership Team: All Instructional department chairs, Parent Involvement Coordinator, Instructional Technology Specialist, Guidance counselor, Parent, Student representative, Principal and Assistant Principal. 3. School Community Council: Selected Parents for our student body. 4. Student Government Association: Elected student officers from each grade level 5. Collaboration Teams: Common content teachers meet 3 times a week to create CFA’s, analyze data, lesson planning. The School Leadership Team meets on the 1st and 3rd Wednesday of every month. Campus Leadership meets the 2nd Wednesday of every month,</p>	<p>Current reality of effective practice: 4th Quarter: 1.The School Leadership Team continues to meet twice monthly. We have continued to share minutes via email of the meetings with staff. We have received comments that this has helped staff’s understanding of work that the SLT is doing. We continue to encourage feedback from staff. We added the SLT minutes on the faculty agenda as a standing item to elicit more in-depth feedback from all staff members. We surveyed our staff to determine the SLT’s effectiveness; 69% of teachers surveyed feel that the SLT has a plan to increase student achievement. 2. The Campus Leadership Team continues to meet monthly on the 2nd Wednesday of each month. This team continues to discuss management and building level issues. They also are briefed on the SLT minutes. The SLT has the bylaws in electronic format for review by the new administration. 3. The Instructional Leadership Team has a standing, weekly meeting. This quarter the focus of our meetings has been on plans for the 2016-17 school year, which has been challenging since a new administration will be in place.</p>

<p>Student Government meets daily during their Leadership Class Period, The School Community Council meets on the 3rd Wednesday of every month. Each committee has an agenda and minutes for each meeting. The School Leadership looks at and disaggregates various forms of data, SMI/SRI data, CFA data, Soar Data, grade distributions, discipline reports, attendance reports. After looking at the data the team determines the next steps and/or intervention strategies. This information is shared with the Campus Leadership team, which then is shared in the department meeting and collaboration meetings. Feedback from the various teams drives the instruction and professional development.</p>	<p>4. Grade Level Teams continue to meet on scheduled Collaboration Days. Digital copies of bylaws/protocols have been provided. 5. Student Council meets daily during their Leadership class to discuss and plan student projects and activities. 6. The School Community Council meets on a monthly basis to elicit parent input.</p> <p><u>Continued and Ongoing</u> Agendas for all collaboration meetings are submitted via google forms or to Principal Biggs. Teachers and staff will continue to obtain professional development on submitting forms using Google Docs. Agendas and minutes are kept for the School Leadership Team Meetings, Department Meetings, Campus Leadership Meetings, School Community Council Meetings</p> <p>The 9th and 10th grade teachers are organized into academies. Career academies are being established. These teams along with the Algebra I teachers and the Geometry teachers have a common planning period.</p>
<p>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</p>	
<p>Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>	

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

1st Quarter

The teachers at JA Fair are divided into common content teams. The content teams meet three times a week. During these meetings teachers will determine the unit of study, identify matching priority standards, unwrap the matching priority standards, write essential questions, write selected response items, write constructed response items and create scoring guides. Each team will administer a CFA for each unit. The same test will be administered as a post test to determine growth and/or remediation. Faculty was provided training on designing pre/post test. Teachers were also given training on how to disaggregate data. All pre/post test are uploaded and shared to Google Drive. Administration monitors the progress of the delivery of pre/post test via Google Docs and shared folders.

Current reality of effective practice:

4th Quarter

This quarter we continued using the shared schedule and timeline to administer pre-post tests. The Grade Level Teams and administrators appreciated this schedule, which allowed everyone to know what to expect and to more effectively monitor progress; however, 4th Quarter Testing interfered with our schedule. Therefore, a request was made to ADE to give only two pre-post tests and the Semester test average as an option. We will look to see how district and state tests affect our pre-post testing schedule for the 2016017 school year. Now that we have an established timeline, we are discussing the alignment of our unit tests to content being taught, the instructional methods used to address student deficiencies based on pre-test results, and interventions needed to assist struggling learners. We rewrote our description of full implementation in this area to include creating a 9 week comprehensive test and dividing that test into three segments, ensuring alignment. We have proposed summer training to the district to address the above topics with teachers.

Continued and Ongoing

- Currently all teachers have received initial professional development on pre/post test and data analysis.
- During collaboration team time, teachers are discussing pre/post test data and analysis and providing next steps and interventions that will address student needs.

- Teachers complete a 5-step data analysis for all student data discussed but we feel that this needs to be reviewed. We need to look at software to help teachers with analysis of data.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice from the beginning of the year:

1st Quarter:

The Campus Leadership Team has initiated a school-wide discipline plan to address minor classroom infractions.

The 9th grade academy has implemented a discipline plan to address minor classroom infractions. All teachers have developed rituals and routines and they're posted in each classroom. Teachers taught their rituals and routines to their classes. Campus Leadership team is in the process of reviewing school-wide rituals and routines that will be shared with all stakeholders and posted school-wide.

Current reality of effective practice:

4th Quarter:

The 9th grade academy continues to operate with a Category One discipline plan. The Campus Leadership team meets and discusses school-wide discipline initiatives. We will review classroom rituals and routines and discuss the need to consistently teach the rules to students throughout the year. Reviewing Category I Offences is an area listed on the Needs Assessment. Student Council provides student input for building level policies. The Administration is currently implementing all student safety compliance drills to ensure student safety in the event of an actual crisis.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

352

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice from the beginning of the year:

1st Quarter

The Parent Facilitator Team has been established. The team consists of the Parent Involvement Coordinator, Parent Facilitator, parent representative from each grade level and the Principal. The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings

Current reality of effective practice:

4th Quarter

This quarter we began reflecting on our plan from the previous school year. Parental involvement doubled from the previous year. The guidance counselor is reflecting on the Passport to 10th Grade Program. We held activities in the area of math and literacy while informing parents of their students’ progress. The guidance department along with the Career Coach conducted a Parent Workshop for seniors and their parents. A monthly newsletter is sent to our parents, which include tips for academic success. The Guidance office continues to participate in monthly meetings and assists Administration.

Ongoing

The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

1st Quarter

The guidance department has implemented a senior mentoring program to assist all seniors with their college and career transition.

Students are counseled regarding their current readiness to graduate, apply for post-secondary opportunities and/or vocational career options. FAFSA financial planning night is held for all parents and seniors. Counselors visit all classrooms to discuss college/career options.

Ongoing Yearly Activities

We offer a Career/Transition Fair for all students.

All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions.

City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs.

All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club.

We offer three Career Academies: IT, Sports Medicine and Environmental Science

All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy.

Financial Aid Workshop for all seniors and their parents.

We have a Career Coach-offer the COMPASS test in house to our students

Current reality of effective practice:

4th Quarter

The Guidance Department completes a Post Secondary District Report each year that tracks students through their Freshman Year in College. Based on this report, approximately 46% of our students enter college. This is determined by the annual follow up report that is conducted each fall. The counselors schedule Senior Exit Surveys with Seniors during the third quarter. JA Fair received 2.7 million dollars in scholarship money for Seniors.

Ongoing Yearly Activities

We offer a Career/Transition Fair for all students.

All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions.

City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs.

All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club.

We offer three Career Academies: IT, Sports Medicine and Environmental Science

All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy.

Financial Aid Workshop for all seniors and their parents.

We have a Career Coach-offer the COMPASS test in house to our students

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Streamlining the pre/post test process
- Creating the submission of data scheduled for teachers
- Reviewing the data and deciding on the next professional development needed for staff
- Looking at teacher survey results and making professional development decisions
- Sharing SLT minutes with staff, conducting SLT PLC and adding SLT to staff meeting agendas

If anything, what do you intend to change or modify for the year?

- Continue to utilize data to make decisions while filtering the information down to Campus Leadership
- Build on the work we have done with Common Formative Assessments



SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9th	259	262	249	246	28	18	10	42	62	39	20	25	33	28
10th	250	250	236	230	29	13	18	40	70	26	15	14	28	23
11th	166	169	157	151	23	6	9	18	40	21	10	6	9	11
12th	183	176	163	165	36	3	2	11	14	5	5	7	8	4

357

Comments/Clarifications:

The school utilizes progressive discipline. Referrals were decreased from third quarter. Student absences also decreased in all grade levels; except grade 11 from third quarter. The administration discussed the 3rd Quarter data with the Student Behavior Intervention Team and Campus Leadership Team, which led to a decrease in referrals and absences.

LEADERSHIP TEAM REPORT CONTINUED

358

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
				1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter
20%	20%	56%	22%			456	377			271	240
25%	25%	45%	27%								
0%	33%	67%	50%								
20%	40%	60%	20%								

Comments/Clarifications:

Teacher absences decreased in each grade level from the third quarter to the fourth quarter. The Building Administration implemented the “Letters of Concern” system, which notifies teachers of their absences and allows administrators to express concern and brainstorm strategies for decreasing absences with individual teachers.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: HALL HIGH
STATUS: PRIORITY & ACADEMIC DISTRESS
SITE-BASED SIS: ROXIE BROWNING
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN & SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LARRY SCHLEICHER

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

- Leadership Team bylaws have been established.
- The Leadership Team needs to establish a subcommittee that meets every two weeks to analyze math and literacy data that is used to determine professional development and identify resources for teachers.
- Leadership Team and Instructional Teams established and meet with agendas and minutes.
- No Student Team, Management Team, or School Community Council has been established.
- A plan established for 2 –way communication.
- SRI, SMI, and CFA data is being discussed at team meetings.

Current reality of effective practice:

Fourth Quarter

- 1. School Leadership Team meets twice a month. Agendas and minutes are posted in Indistar and shared with faculty members via email and a common drive.**
 - 2. Instructional/Collaboration Teams (common subject) meet at least twice per week during 52 minute collaboration periods. Minutes and agendas (Collaboration Logs) are uploaded to a common drive.**
 - 3. Management/Administrative Team meet each Tuesday morning with agendas and minutes kept on file electronically.**
- School Leadership Team is reviewing school performance data to determine school improvement and professional**

303

development needs.

- 4. Students are providing their input as it relates to school improvement in a variety of formats.
- 5. Each team has a specific purpose and scheduled time to meet. Teams work from agendas and minutes.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

- Instructional Teams are meeting twice a week to develop instructional units based on curriculum standards and documents.
- 9th Grade Instructional Teams are meeting but still need to focus on disaggregating the data and planning to address the deficits.
- Pre and post tests are being administered at 3-4 week intervals.

Current reality of effective practice:

Fourth Quarter

1. Literacy and math Instructional (Collaboration) Teams develop instructional units based on the curriculum standards and the LRSD curriculum document.
2. Teachers use an instructional "unit-based" progress monitoring and response system in math and literacy courses via pre/post-tests at two to three week intervals which encompasses three to six weeks of work.
3. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans.

365

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year:	Current reality of effective practice:
<ul style="list-style-type: none"> • There is no faculty/staff developed discipline management plan. • There is no evidence that all teachers establish rituals and routines. • There is no evidence that all teachers teach the rules and procedures in their classrooms. • There is no evidence that all teachers are consistent with enforcing agreed-upon rules and regulations. • There has been no analysis of discipline reports to determine areas of improvement. 	<p>Fourth Quarter</p> <p>1. The faculty has developed a discipline management plan that guides student behavior throughout the school via a list of school wide rituals and routines to be implemented next school year.</p>

306

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice from the beginning of the year:

- Compact exists.
- Parents, staff, and students are not aware of it.

Current reality of effective practice:

Fourth Quarter:

- **Hall’s Parent Compact** outlines how parents, school staff, and students will share responsibility for improving academic achievement.
- The compacts describes how the school and parents can work together to help students achieve the state’s standards.

367

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

- A guidance plan exists.
- Recent graduates are tracked.

Current reality of effective practice:

Fourth Quarter:

- Hall's Counselors, AVID Coordinator, and Career Coach work to provide students in 9th-12th with opportunities to explore their career options and plan for career or college after high school.
- Counselors maintain contact with recent graduates, and are updating records to track their post-secondary activities.
- A data base has been developed to gather the recent graduate information.
- Advertisement of opportunities for summer enrichment programs, ACT preparation classes, college visits to campus, and other career and college related activities are ongoing.

368



LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The decision to be more open with communication with the staff regarding the school improvement efforts, SLT meetings, and professional development plans.

We can attribute the changes to the overwhelming feeling of not getting much accomplished in the way that we've worked in the past. In an effort to make a difference in our outcome, we recognized that we needed to make a change in the way that we operate as an SLT.

If anything, what do you intend to change or modify for the year?

- Implement meaningful, necessary changes in regards to school climate. We would like for our team to be able to discuss changes that will make a major impact in our school. If we're going to look at data, there must be some follow-through in terms of support and accountability with the teachers in regards to that data.
- There will be a school wide initiative to implement AVID (Achievement Via Individual Determination) instructional strategies which are best teaching practices.
- Implement meaningful professional development opportunities that meet the teaching and learning needs.
- Provide ongoing support and accountability when implementing professional development to the instructional staff.
- Redesigning the 9th Grade Academy.

SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	329	326	323	309	40	84	19	8	5	37	32	46	81	37
10	278	296	286	282	45	72	14	10	9	26	31	33	47	26
11	242	241	233	227	34	58	9	2	3	18	18	10	33	18
12	225	224	205	200	31	52	2	3	3	7	12	8	25	7

370

Comments/ Clarifications: *There was an influx of EL students that enrolled into the school during the 2nd semester. More referrals were actually documented within the AS400 system during the 4th quarter. As a result of noticing from previous quarters’ data, the assistant principals entered more referrals into the system during the 4th quarter. As we prepared for the testing cycle, we identified students who were on attendance rosters as absent for multiple days and contacted parents/guardians. Several students were then removed from the teacher rosters. It has been discovered that many students are not following the proper protocols to un-enroll from school. This has prompted discussions to determine a better system for supporting student enrollment and disenrollment.*

371

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory (SMI) Test on _____/_____(Date)	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory Test on _____/_____(Date)
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter
27.59	62.07	44.83	32.00	147/170	212/217	175/274	271/335
21.43	28.57	38.46	23.08	128/136	58/61	123/195	198/243
14.29	64.29	61.54	30.00			122/197	
66.67	33.33	50.00	10.00			68/116	

Comments/ Clarifications: It was not required by the district to conduct a second and third SMI or SRI assessment. Some math and literacy teachers chose to conduct a second and a third while the vast majority did not. The percentage of teacher absences went down in the 4th quarter. We feel that we can attribute this to more conversations being held regarding the importance of being in the classroom. Additionally, the school spirit and morale was boosted with successful spring sports and other student activities.

MATH DATA by Quarter for Grades 3-10

372

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016			Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$					
			2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4			1st	2nd	3rd	4th		
1st																	
9	201	260	129	157	187	168							53				
10	144	183	91	119	147	150							82				
Algebra	164	257	159	195	221	164	267	317	263	*	847	589	69.5%	69.5%	*		
Geometry	116	178	81	106	115	116	218	196	216	*	630	326	50%	51.7%	*		
Example	100						90	95	N/A		285	57	20%				

Comments/ Clarifications: * Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the

following: *The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3rd pre/post exam. Several*

math and literacy teachers voluntarily conducted a 3rd pre/post assessment and shared their analysis of those results with the local SIS due to the timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the “other data” category.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A) ^(B)	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C					
			2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st			2nd	3rd	4th			
1																		
9	133	230	53	105	94	113	241	259	205	*	705	328	17%	74%	46.5%	*		
10	109	155	59	119	32	34	215	194	76	*	485	285	61%	65%	58.76%	*		
Example							100	90	95	N/A	285	57	20%					

Comments/ Clarifications: * Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the following: *The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3rd pre/post exam. Several math and literacy teachers voluntarily conducted a 3rd pre/post assessment and shared their analysis of those results with the local SIS due to the timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the “other data” category.*

375

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The semester exam class averages were not analyzed by the SLT due to the timing of when tests were given and the end of teacher contracts ending.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: MCCLELLAN HIGH SCHOOL
STATUS: PRIORITY

SITE-BASED SIS: ZORETTA FINLEY
EXTERNAL PROVIDER: FETTERMAN

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: HENRY ANDERSON

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

McClellan has an Interdisciplinary Leadership Team that is meeting regularly (every two weeks) and addressing various instructional aspects surrounding the various departments of the school. This team looks at scores from SMI, SRI, ACT, Explore, PLAN, attendance data, etc. The Interdisciplinary Team and Leadership team have met in conjunction since July 2015 and have now began to meet separately. The Leadership Team has met and reviewed ASCIP action recommendations and is now working to look at incoming data from TLI. The Leadership team has four new members but is working to bring everyone up to speed on the work completed last year.

Current reality of effective practice:

The Interdisciplinary Team will now become known as the School Leadership Team, it will continue to meet every other Wednesday from 4 – 5pm. The building management team and the School Climate & Student Discipline Team will meet regularly with more fidelity next school year.

The Student Advisory Council has been solidified and those students have started meeting. They have elected officers, created their by-laws, and reviewed data from the Student Climate Survey. They also approved the School Learning Compact. The next task is to begin drafting a building wide Homework policy to share with the School Leadership Team.

We are still in the process of creating a School Community Council. We have reached out to members of the community who have agreed to participate. We are currently seeking out parents to participate. We will host a Partner in Education luncheon in August for recruitment purposes.

377

Each team is creating an agenda and sign-in sheet, and taking minutes at every meeting.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

McClellan High School Teachers have collaboration periods embedded into their daily schedules. Within this time period, subject and grade-level alike teachers have been working to build units of study and common formative assessments (CFAs) that include differentiation. The results of pre-and post-test data are being recorded and some work has gone into how to let these results drive instruction.

Current reality of effective practice:

The teachers meet by content area and departments during their collaboration period. All departments are administering pre and posttests. The teachers still need assistance with data disaggregation, how that affects their lesson plans, and creating next steps.

Student attendance is also an issue. It is not uncommon for 5 to 6 students in a class to miss pretest but be present for the posttest or vice versa. During the collaboration times we decided that if a student shows up for class after the pretest date the teacher is to immediately give it upon their return. For this reason our data is ever changing.

We have also made plans to use our 1003a grant money to pay for select teachers to come in during the summer to create the content area pre and posttest for next school year before classes start.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice from the beginning of the year:

The entire campus has worked on compliance with the tardy policy and hall pass policy. These are posted in every classroom and can be found throughout the building. Teachers are using the hall pass policy to safeguard instructional time. Teachers have worked individually and within their departments to establish routines and rituals that are assisting in cultivating the classroom atmosphere into one that holds learning as the standard.

Current reality of effective practice:

The teachers have implemented the hall pass policy with fidelity. Students are aware of the rituals and routines for being in the hallway. The tardy policy has been listed and is posted throughout the building; however, tardies and skipping still seem to be an issue for a small population of our students. This behavior is being addressed through an emergency removal process.

The principals have made sure that teachers have their classroom rules and rituals and routines posted in their rooms. Teachers have also started sending emails when they notice that a student is present at school but missing from their class. Mr. Anderson and the security team have also started doing afternoon roundups and addressing students who are either sitting out in front of the building or hanging out at the stadium instead of going to class.

380

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice from the beginning of the year:

McClellan has a Title I compact that is utilized. There is a need for the compact to be more aligned with our current reality and the direction that we will take to improve our school.

Current reality of effective practice:

The School Leadership Team, the building management team, and the staff worked together to draft a School Learning Compact that addressed the specific needs of our campus. The Learning Compact was then vetted to the newly created Student Advisory Council, who voted for it unanimously. The plan is to make the Learning Compact part of the check-in process during student registration in early August. The compact will also be shared with our Partners in Education during the Partners in Education luncheon in August. The Student Advisory Council is also beginning work on a school homework policy and a school handbook during their second meeting in May.

381

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

We have yet to officially address this IMO. Currently, the counseling department works with students as they plan for college and military careers. The AVID Program works diligently with its students regarding college opportunities and selection. The SPED Department works with transition opportunities and programs for its students. Although these actions are taking place, there is not a truly articulated plan that addresses this IMO.

Current reality of effective practice:

The Career Coach and the AVID Coordinator provide the students with the opportunity to visit different college campuses such as: University of Central Arkansas, University of Arkansas at Pine Bluff, the University of Arkansas at Little Rock, Philander Smith College, Pulaski Technical College, and Henderson State University. The Career and Technical Education (CTE) department also hosted a college fair on campus for the students as well. The CTE department also promotes the Jobs After Graduation program where students are connected with employers now and can request to leave school early to go to work. We also have a Marketing program with its own co-op that allows students to leave early to go work and receive real-world work experience. We have a functioning bank here on campus that functions during both lunches and the 9th grade Economics students are encouraged to open an account.

The counselors go through the English classes to provide the upper level students with a hard copy of the scholarship lists every 9 weeks. The students can come to the counselors to request copies of the applications.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Adopted a set of bylaws by which to be governed.
- Assigned roles to members of SLT.
- Assisted teachers in crafting a school learning compact for the 16-17 school year.
- Created a Student Advisory Council that meets twice a month for two hours.
- Starting recruiting parents to participate in the School Community Council.
- Used the Indicators in Action modules with some of the instructional teams.
- Continued (all teams) to create agendas, keep minutes and sign-in sheets for each meeting.
- Continue to have a collaboration period during the school day for instructional teams to meet.
- Worked diligently with the staff to create a School Learning Compact.
- Established a binder system for the Instructional Teams to keep all of their documents (sign-in sheets, agendas, minutes, and test data) on hand.

If anything, what do you intend to change or modify for the year?

- The Interdisciplinary team will be replaced by a school leadership team.
- The School Leadership Team will have fewer members; 10 max.
- We have members who had agreed to serve on the School Community Council for next school year.
- The Student Advisory Council will continue to meet and serve as ambassadors to the school.
- Start the year off with Indicators in Action Leadership modules for the Leadership Team.
- Use the Indicators in Action School Community Modules to train the School Community Council.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	230	243	235	230	37	20	9	4	9	12	14	19	27	40
10	198	209	202	205	28	10	8	4	2	6	9	17	28	25
11	187	186	162	160	31	7	3	0	1	0	7	6	19	14
12	176	179	166	167	20	7	0	0	0	0	5	6	10	5
Algebra I	153	171	193	196										
Geometry	159	169	179	179										
Algebra II	137	137	143	140										

385

Comments/Clarifications:

In looking at the data we notice a trend of absences growing throughout the school year. The 9th and 10th grade students seem to have more absences than any other grades. These students continue to struggle with making the transition to high school. On the middle school level students are only required to pass math, English, science or social studies to move forward while every class counts starting 9th grade because the students begin to earn credits. This process is a difficult shift for the students and they have a hard time understanding that they need to earn a certain amount of credits to be classified a 10th or 11th grader.

For the 4th quarter there were 36 students who received Out-of-School Suspensions. There were 84 students who were absent with no reason provided. Eighteen students were absent due to illness. Seventeen students checked out early. Ten students were absent due extenuating circumstances. Eleven students had medical appointments.

There were 14 referrals from 8 students for refusal to follow reasonable directives. Another thirty-one referrals for 16 students for repeated violations of Category I offenses. There were ten referrals for 7 students who had disorderly conduct. There were eight referrals for 5 students who cut class, six referrals for 4 students who were verbally abusive and/or using fighting words. Five students had referrals for being tardy. There were five referrals for 4 students who used profanity

towards a staff member. There was 1 referral for theft and 1 referral for breaking and entering. There were 3 referrals for Category 2 offenses, 1 for use/possession of drugs, 4 referrals for gambling and 2 for fighting.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ - / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ SMI Test on ___10___/___15___ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ SRI Test on ___10___/___15___ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
35.71	35.71	17.65	47.06			37				157	
0	14.29	50	50			45				105	
20	20	33.33	11.11							82	
14.29	57.14	33.33	33.33							75	

Comments/Clarifications:

Teacher Absences – 42 days were for professional leave by 12 teachers, 62 sick days were used by 15 teachers, and 7 personal days were used by 6 teachers and 1 teacher was out for jury duty. These numbers include 8 ninth grade core teachers, 4 tenth grade core teachers, 1 eleventh grade teacher and two 12th grade core teachers. One teacher is retiring and used 15 sick days by themselves. The policy as it is currently written requires a teacher to take a ½ absence at minimum. Going forward next year next teachers will be able to take time off in hour increments to go to the doctor and come back to work rather than miss a ½ or whole day of work.

Students below grade level - No SMI or SRI testing were done at the end of the school year.

386

MATH DATA by Quarter for Grades 3-10

387

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
9	170	230	93	110	119	136											
10	88	205	56	92	113	98											
11	0	160															
12	0	167															
Algebra I	153	196	83	80	92	112	169	177	25		371	303	83%	78%	80%	82%	
Geometry	81	179	54	90	104	90	180	163	0		343	162	51%	31%	54%	47%	
Algebra II	22	140	75	71	93	66	114	110	32		256	124			66%	48%	
Example							100	90	95	N/A	285	57	20%				

Comments/Clarifications:

Algebra I – 9th grade – 51 students earned Ds and 53 students earned a F.

Geometry – 9th grade – 2 students earned Ds and 12 students earned a F.

Mathematics – 9th grade – 61 students earned Ds and 75 students earned a F.

Geometry – 10th grade – 36 students earned Ds and 40 students earned a F.

Mathematics – 10th grade – 48 students earned a D and 50 students earned Fs.

ELA DATA by Quarter for Grades 3-10

388

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
9	98	230	62	68	58	50	14	159	0		173	146	77%	55%	48%	84%
10	28	205	39	59	26	34	70	0	0		70	60	91%	51%	44%	86%
11	0	160														
12	0	167														
Example							100	90	95	N/A	285	57	20%			

Comments/Clarifications:

9th grade English – 19 students earned a D and 31 students earned Fs.

10th grade English – 10 students earned a D and 24 students earned Fs.

The ACT Aspire and 11th grade ACT assessments were given all on line this year. This new testing protocol was a shift for our staff and listed as a barrier for completing the pre and posttests assessments for the 4th quarter.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

APPENDIX D

Previous Progress Report and Legislative
Update for

Little Rock School District

April – June 2016



**ARKANSAS
DEPARTMENT
OF EDUCATION**

Progress Report and Legislative Update for Little Rock School District

Needs Improvement Priority, Needs Improvement Focus
and Academic Distress

Quarterly Report

April-June 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

July 1, 2016

Table of Contents

Background	Page 1
Progress Summary	Page 2
Next Steps	Page 4
Student Entrance and Exit Data	Page 4
Appendix A	Page 6

Background

The recommendations provided to the schools classified in Academic Distress clearly defined expectations (leading indicators of progress). First and foremost was the expectation for development of a team structure at each school site with the intent to engage teachers in the decision-making process. Engagement of teachers in a data-based decision-making process expands the understanding of a problem, increases a sense of urgency, and assists in improved implementation of chosen interventions. Inclusive in the concept of a team structure and also identified in the recommendations to each school was the expectation for the development of instructional teams comprised of common grade level or common content area teachers and instructional facilitators. Instructional teams work together for the purpose of planning units of instruction inclusive of pre and post-tests. With teacher-teams developing two to three week units of instruction and assessing student mastery at the end of short-term units, they are better able to identify who has and who has not learned what was just taught. Further, with unit post-tests followed by instructional team analysis, teachers can better identify the supports and professional development they need in order to be more effective with their current students. The analysis of student work by instructional teams allows teachers to respond in real time to student learning needs. This deep analysis helps teachers to determine what needs to be re-taught and this process can guide the allocation of resources within the school. An effective process for evaluating units of instruction and a thorough analysis of pre and post-test data, enables staff to quickly determine the effectiveness of interventions.

The second expectation in the ADE recommendations was for school leadership to focus on the engagement of students in the learning process. Inherent in this recommendation are the concepts of improved student/teacher rapport, the enhancement of positive student/teacher relationships across all socio-economic groups, and the development of more relevant instructional activities. It was expected that building level professional development would focus less on district initiatives and more on skills needed by teachers in a specific school to better engage their students.

This report focuses on the progress of the schools classified in Academic Distress related to general expectations outlined above. This report highlights specific progress through the fourth quarter of school year 2015-2016. While many reports to the State Board of Education focus on facility plans, budget issues, school boundary areas, reconfiguration of schools, possible reduction in staff, and a host of other issues in managing a large urban district, this report is specific to the progress being made related to the essential reason for state takeover of the district: to improve outcomes in student achievement in schools with less than 50 percent proficiency.

It is noteworthy that the three largest schools in the Little Rock School District (LRSD) that are classified in Academic Distress are high schools. High schools in a standards-

based accountability system are incredibly dependent upon the skill level of students arriving at their door. The overall improvement of the feeder pattern would need to improve in the district so that progress towards school improvement. This would imply that principals and instructional teams in each feeder pattern would be working closely together and aligning work. Alignment of efforts to address this issue have not been clearly articulated.

Mr. Baker Kurrus and his team reported the district's overall progress to the State Board of Education monthly and regularly posted informational letters to the district's website for community review. Qualitative data would indicate that through the spring of 2016 district leadership continued to embrace a more participatory management process. Principals reported having more voice in the decision-making process and were guided to expand school leadership that was more inclusive of teachers and support staff in the decision-making process.

New leadership was appointed to the Little Rock School District effective in July of 2016. Mr. Michael Poore, former superintendent of Bentonville School District, took over as LRSD superintendent on July 1, 2016.

School Improvement Specialist positions have been established at each Priority School. The ADE assigned School Improvement Specialist team provided biweekly sessions of professional development for site based School Improvement Specialists (SIS) through the spring of 2016. The locally hired SIS continued to report directly to the area assigned associate superintendent, provided weekly reports to the ADE SIS team, and attended SIS trainings facilitated by ADE. The role of the internal SIS is and will continue to be to assist building level administrators with providing instructional leadership for teachers in order to improve professional practice and increase student achievement.

Progress Summary Reflective of 45-Day Plan Reports

Little Rock Focus, Priority and Academic Distressed schools evidence various levels of implementation of Team Structure ranging from some school staff clearly understanding research-based models to other schools recreating prior structures. This is to be anticipated given the background knowledge of the school improvement specialist hired, the date they were hired, and amount of time available to acclimate to the assignment. All schools have created School Leadership Teams and meet at least once monthly, whereas our goal is for these teams to meet at least twice a month. The District supports meeting time for School Leadership Teams and provides an area supervisor to attend meetings as needed. Meetings continue to focus more on managerial issues rather than on analyzing data, evaluating interventions, and making decisions about professional development and instruction. School Leadership Teams are collecting data quarterly related to student enrollment, teacher and student absenteeism, student discipline, students performance significantly below grade level in Math and English Language Arts, Unit Post Test Data and percent of Ds and Fs earned in the class and on Unit tests. Schools are making progress in varying stages of analysis of their data to inform decisions and to develop school improvement plans.

All schools have formed Instructional Teams, however, the consistency and frequency of meetings vary from school to school. Based on quarterly reports submitted by schools classified as Focus, Priority or in Academic Distress, there is great variance in how teachers are analyzing data to make informed decisions. Instructional Teams are meeting and generally reviewing individual student data during those meetings. Similar variance is evidenced in implementation

of aligning curriculum, in planning units of instruction and issuing pre and post-tests. It is noted that the expectation of utilizing the unit structure complete with pre and post-tests has been communicated districtwide. The district has provided common formative assessment training. Consistency and frequency of tests varies between schools. Evidence does not clarify how the instructional team's analysis is being utilized to identify supports needed for professional development nor identification of specific interventions and further evaluation of the effectiveness of those interventions.

To improve student engagement in learning, each school site was expected to develop a discipline management plan and were to establish rules and routines within each classroom conducive to learning. It is intended that rules and routines be taught and enforced. The District has a districtwide discipline plan in place that is detailed in their student handbook. Schools have evidenced varying levels of development. Overall, schools are working to establish rules and procedures within the classroom and in other school settings and are moving toward consistently teaching and enforcing rules and procedures. Some schools reported well established rules and procedures while other school sites reported having implemented a behavior plan and are currently in the process of evaluating and assessing the effectiveness of those plans. It should be noted that a safe and orderly environment is important, but the development of relationships is equally important.

In accordance with No Child left Behind each Title I school must develop an agreement or "compact" that outlines how the school and the parents can work together to help students achieve state standards. To increase student/teacher rapport and the enhancement of positive student/teacher relationships the school sites were expected to develop a school-specific parent compact and to implement the agreement within the compact with fidelity. The foundation for this process has begun. Schools have compacts. Some schools are still utilizing the general district compact and have not tailored it to be specific to their school site and student population. The compact is available to parents typically via website. However, the intent of the compact is for parents to be well informed of its content thus forming a partnership with the school, holding each party accountable to support the progress of their child.

STATE BOARD OF EDUCATION RESOLUTION

WHEREAS, more than 476,000 students attend public and charter schools in Arkansas; and

WHEREAS, the Arkansas State Board of Education acknowledges the importance of public education and its impact on our communities today and in the future; and

WHEREAS, the Arkansas State Board of Education recognizes the vital role of more than 1,500 elected local school board members who establish the mission and direction for their local districts and approve policies to guide their school systems; and

WHEREAS, school board members contribute countless hours of their time fulfilling their state-mandated roles and responsibilities; and

WHEREAS, school board members must make key decisions regarding the curriculum, instruction, finance and facilities of our public schools; and

WHEREAS, school board members employ and evaluate the superintendent, who has the daily responsibility for the operation of the school district; and

WHEREAS, school board members must participate in professional development every year in order to enhance their knowledge and skills related to their responsibilities;

NOW, THEREFORE, BE IT RESOLVED, That the Arkansas State Board of Education recognizes and salutes the members of local boards of education by proclaiming the month of January, 2017, as Arkansas School Board Member Recognition Month.

Chair of the State Board of Education

Date

Arkansas State Board of Education
Resolution

WHEREAS, November 14-18, 2016 is designed American Education Week by the National Education Association in an effort to celebrate public education and honor the individuals who are making a difference to ensure that every child receives a quality education; and

WHEREAS, education is a pillar of democracy and a cornerstone of American opportunity that gives our children the foundation they need to understand and appreciate our nation's values of freedom, civility and equality; and

WHEREAS, Arkansas public schools has high expectations for every child and is committed to providing a climate of respect that provides students access to opportunities to ensure Academic success; and

WHEREAS, Arkansas public schools bring together adults and children, teachers, education support professionals, volunteers, business and civic leaders and elected officials, who all have a stake in public education and play an important role in inspiring children to learn inside and outside the classroom; and

WHEREAS, Arkansas public schools provide our children with outstanding opportunities in academics, fine arts, athletics, extracurricular activities, and vocational training to equip them with the skills and knowledge needed to grow, thrive and succeed in our global society; and

WHEREAS, all Arkansas education employees including teachers, education support professionals (bus drivers, custodians, food service workers, secretaries/bookkeepers, school nurses, security, paraeducators, technical and skilled trade services), principals, and administrators deserve our gratitude, respect and support for their utmost professionalism and commitment to our schools.

WHEREAS, Arkansas parents are an integral part of the educational process, providing a nurturing home learning environment and serving as their child's first teachers and advocates, and are important partners with the school system; and

WHEREAS, Arkansas community involvement in our schools provides vital support and facilitates opportunities for students to participate in community learning and outreach activities; and

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of Education, recognizes the observance November 14-18, 2016, as American Education Week.

WHEREAS,

The Arkansas State Board of Education believes that every student in Arkansas deserves a premier computer science education that is suitable for his or her needs and can support his or her college and/or career aspirations; and

WHEREAS,

The Arkansas State Board of Education supports the State in its efforts to become and remain a national leader in computer technology careers through the implementation of a vertically articulated and comprehensive computer science education designed to support appropriate technological growth in all Arkansas students; and

WHEREAS,

The Arkansas State Board of Education believes that Arkansas must provide its students with an education that will facilitate the advance of useful technological skills and promote their role as digital natives; and

WHEREAS,

December 5 through 11, 2016 has been declared to be a national Computer Science Education Week by Code.org, the Computer Science for All Initiative, and other nationally recognized entities;

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of Education, recognize the week of December 5 through 11, 2016, as Arkansas Computer Science Education Week.

Assessing the Effect of Exclusionary Discipline on Student Academic Outcomes

Kaitlin Anderson

Gary Ritter

Office for Education Policy
University of Arkansas

Presentation for the Arkansas State Board of Education

November 10, 2016



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Agenda

1. Introduction and Motivation
2. Revisit time trends
3. Revisit disproportionalities
4. Ask new questions:
 - What is the impact of exclusionary discipline on student academic achievement?
 - Does exclusionary discipline affect academic achievement of certain subgroups differently?
5. Conclusion and Resources

Introduction and Motivation

Introduction to Arkansas Act 1329

- **OEP** has been presenting regularly in response to **Act 1329**:
 - Disproportionalities
 - There are disparities for **both subjective and objective** types of infractions
 - **Most but not all** of these disparities are driven by **between school differences rather than within school differences**
 - Differences across types of schools
 - Non-white students are more likely to attend “high-discipline” schools
 - Time trends

Motivation for This Study

- **Exclusionary discipline (suspensions/expulsions) and zero tolerance associated with:**
 - **lower academic achievement** (Raffaele-Mendez, 2003; Skiba & Rausch, 2004; Rausch & Skiba, 2005; Arcia, 2006; Beck & Muschkin, 2012; Cobb-Clark et al., 2015)
 - **school drop-out and grade retention** (Raffaele-Mendez, 2003; Fabelo et al., 2011; Balfanz et al., 2014; Marchbanks et al., 2014; Cobb-Clark et al., 2015)
 - **involvement in the juvenile justice system** (Balfanz et al., 2003; Nicholson-Crotty et al., 2009; Fabelo et al., 2011)
- **Disproportionate rates of exclusion for marginalized/disadvantaged students** (Skiba et al., 2002; Losen & Skiba, 2010; Skiba et al., 2011; Anyon et al., 2014; Skiba et al., 2014; Losen et al., 2015; Sartain et al., 2015; Anderson & Ritter, 2015; Anderson & Ritter, 2016)

Moving Toward Causal Impacts

Previous work is only correlational; great potential for reverse causality:

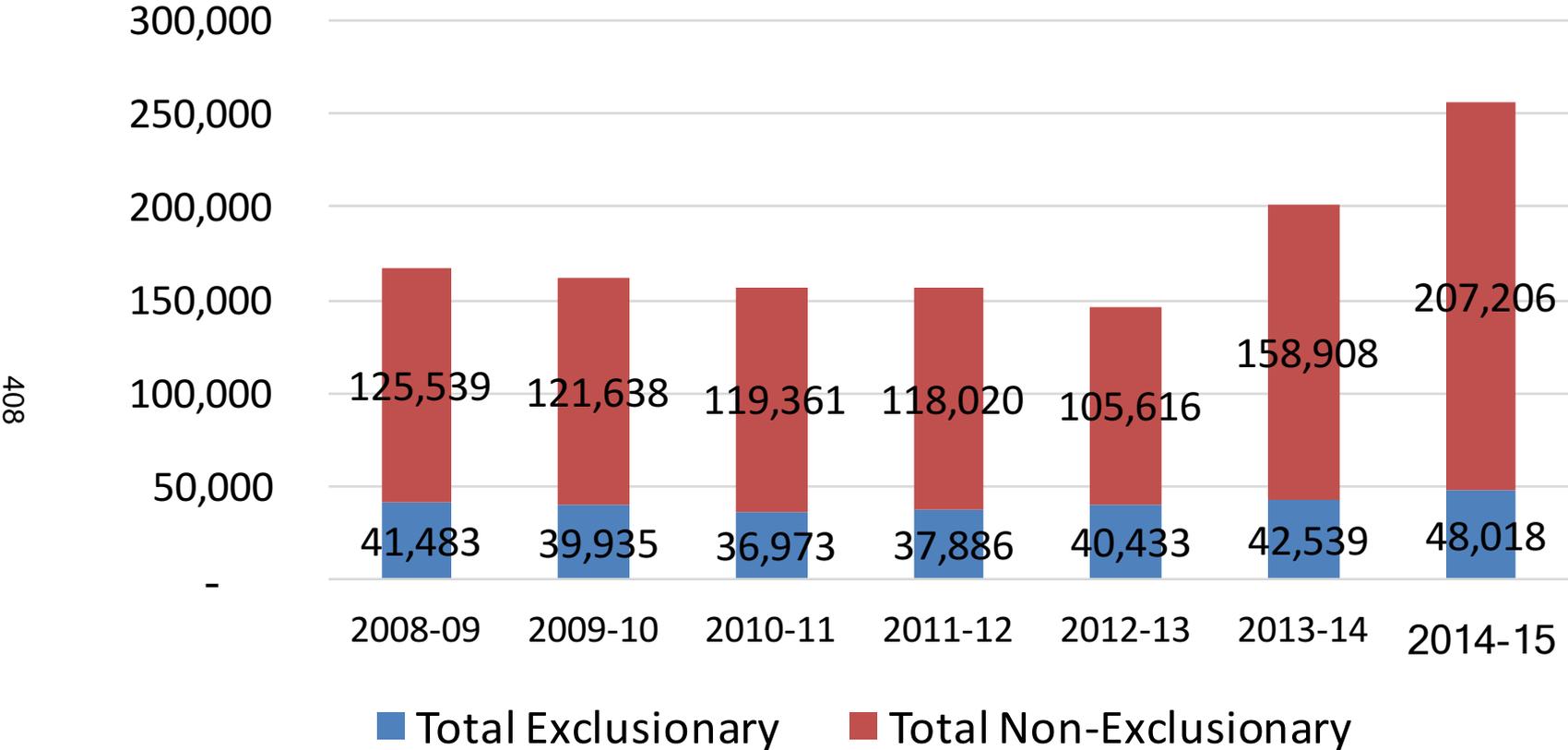
- **We see suspensions precede low academic performance** (Rausch & Skiba, 2005; McIntosh et al., 2008; Balfanz et al., 2014; Cobb-Clark et al., 2015)
 - **Suspensions and loss of instructional time are associated with lower academic achievement** (Davis & Jordan, 1994; Scott & Barrett, 2004)
- **But low academic achievement is also predictive of a variety of undesirable behaviors in the future** (Miles & Stipek 2006; Arcia, 2006; Choi 2007; McIntosh et al., 2008)

Goals for Today

- I. Revisit time trends
- II. Revisit disproportionalities
- III. Ask new questions:
 - What is the *impact* of exclusionary discipline on student achievement, measured by student test scores?
 - Does exclusionary discipline affect academic achievement of certain subgroups differently?
 - Low- versus high-performing students
 - By grade level
 - Socioeconomic Status (FRL)
 - By race/ethnicity

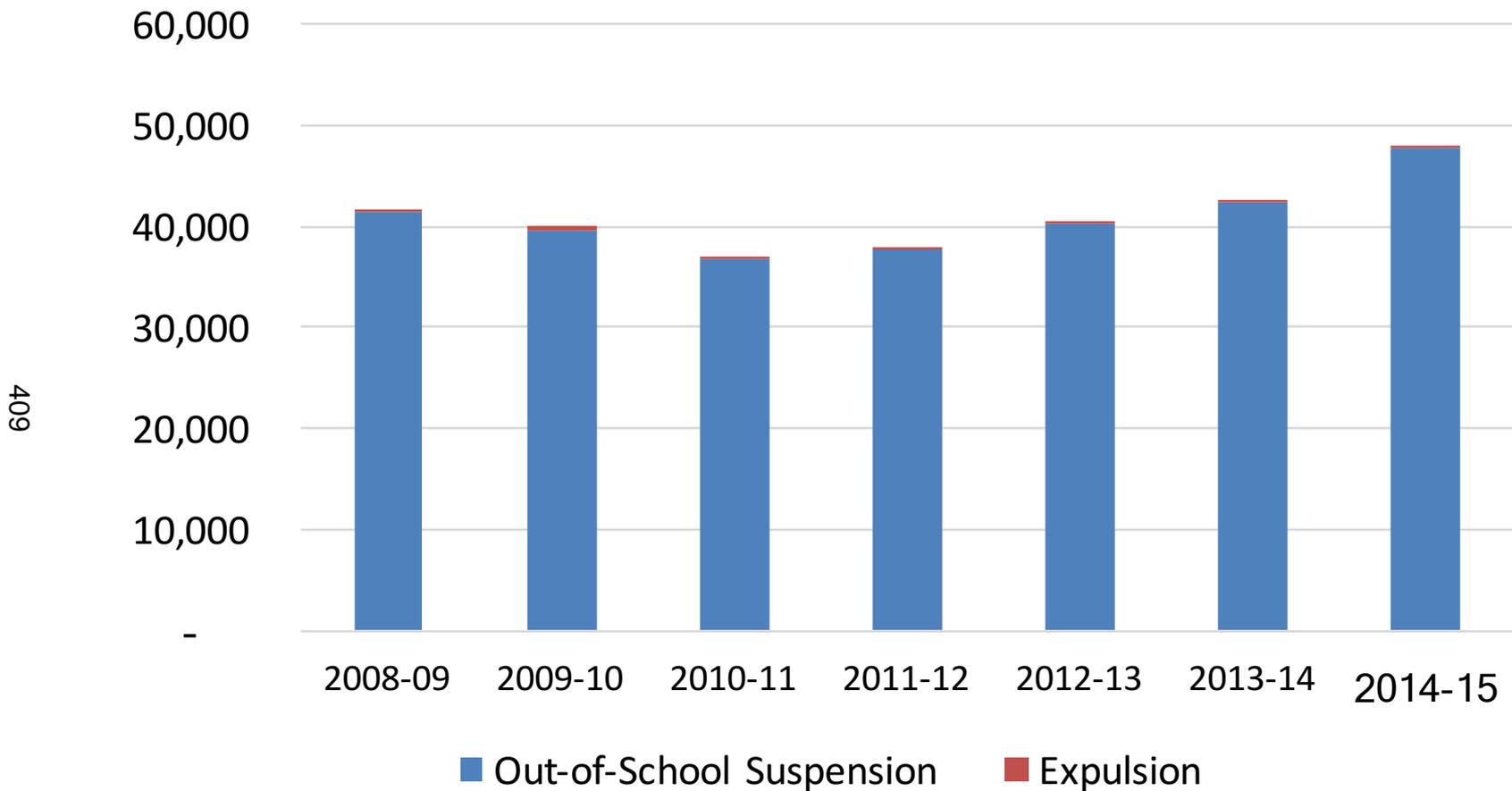
Time Trends

Reported Consequence Types Over Time

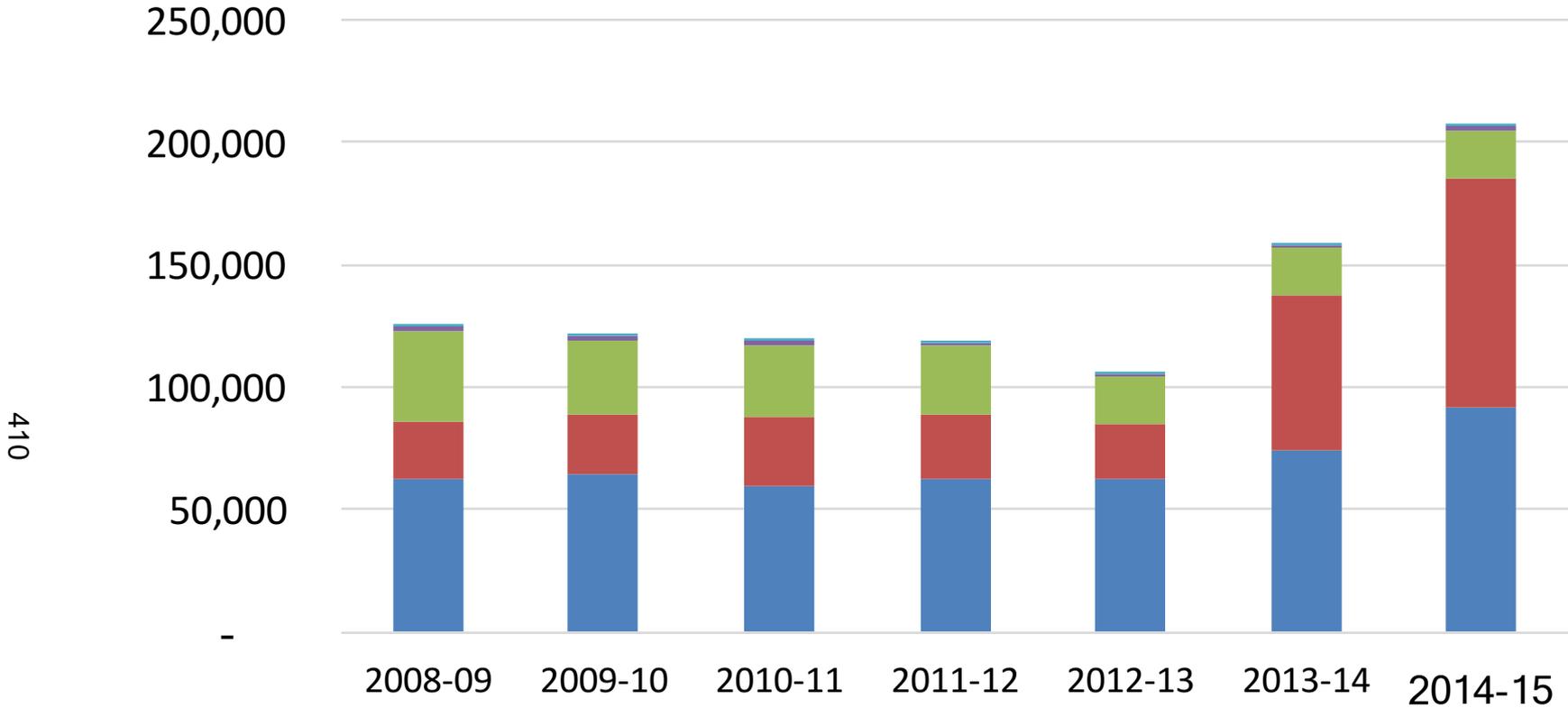


As a % of total, exclusionary discipline has decreased over past few years, but both buckets have increased (*perhaps improved reporting*).

Exclusionary Consequences Over Time



Non-Exclusionary Discipline Over Time



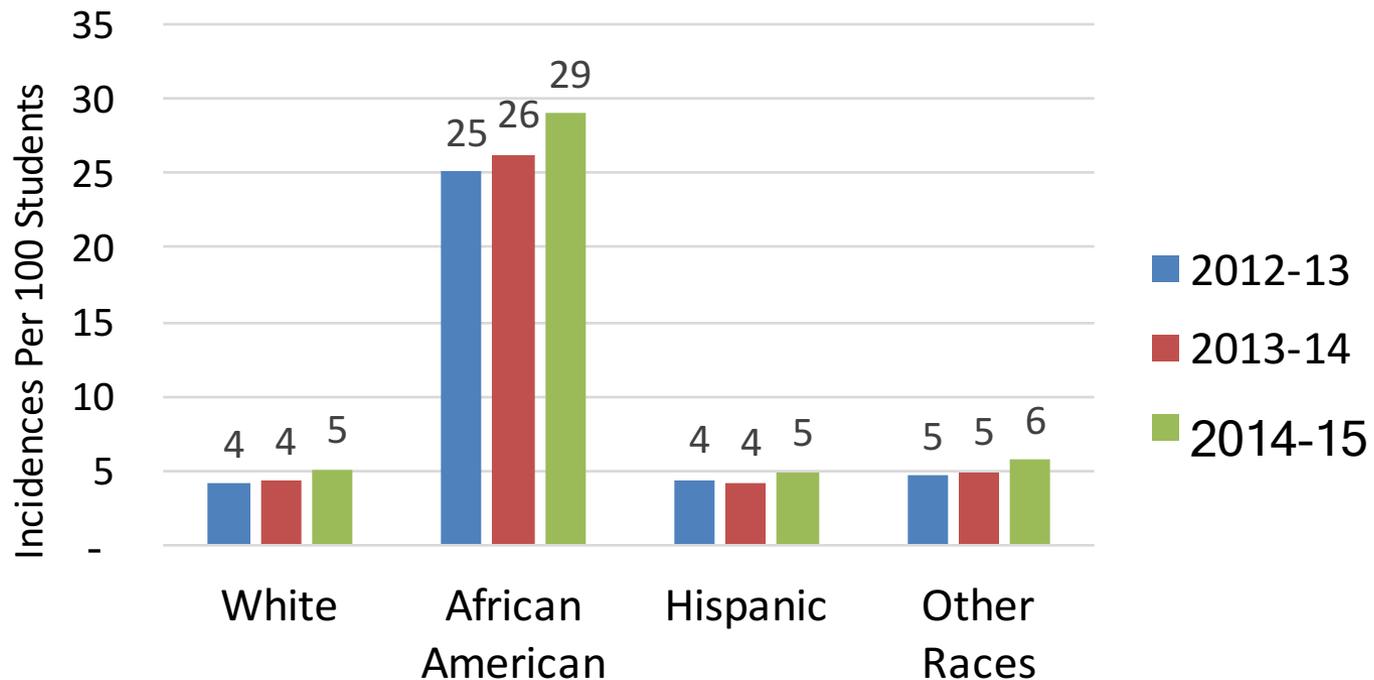
■ In-School Suspension ■ Other ■ Corporal Punishment ■ No Action ■ ALE



Revisiting Disproportionalities

What are the OUT OF SCHOOL SUSPENSION rates for various subgroups of students?

Frequency of Out of School Suspension

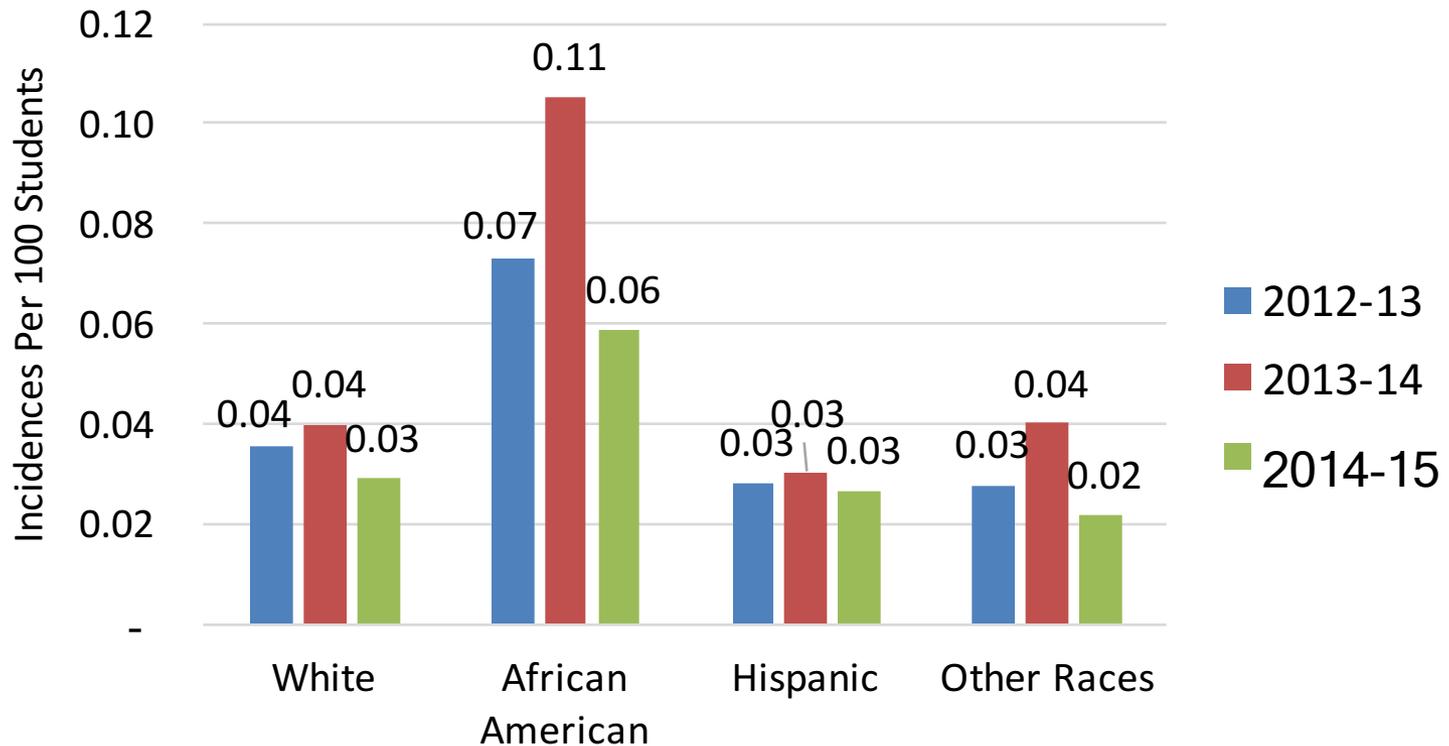


Key Takeaways:

1. African-American students are over-represented in OSS rates
2. Rates have increased over the past few years

What are the EXPULSION rates for various subgroups of students?

Frequency of Expulsion

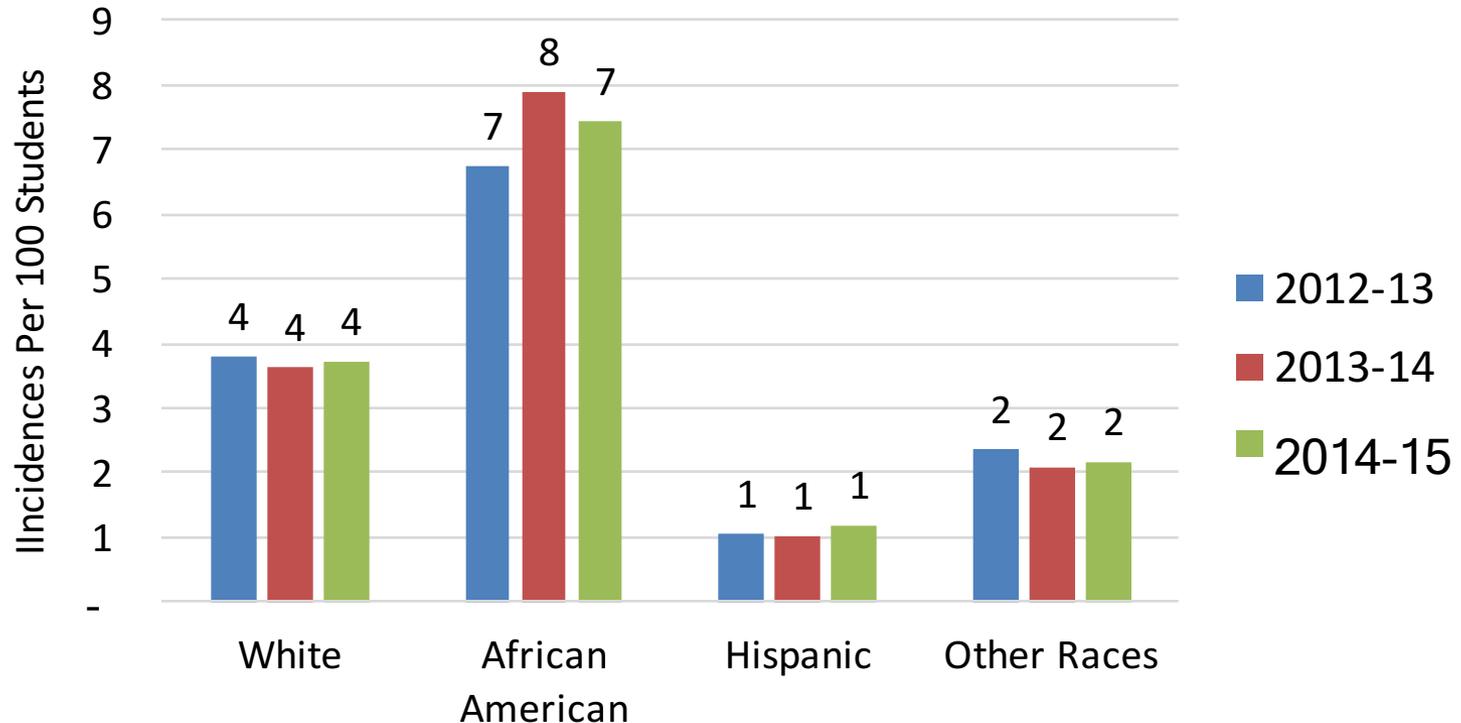


Key Takeaways:

1. African-American students are over-represented in Expulsion rates
2. Yet these rates overall are quite low

What are the CORPORAL PUNISHMENT rates for various subgroups of students?

Frequency of Corporal Punishment



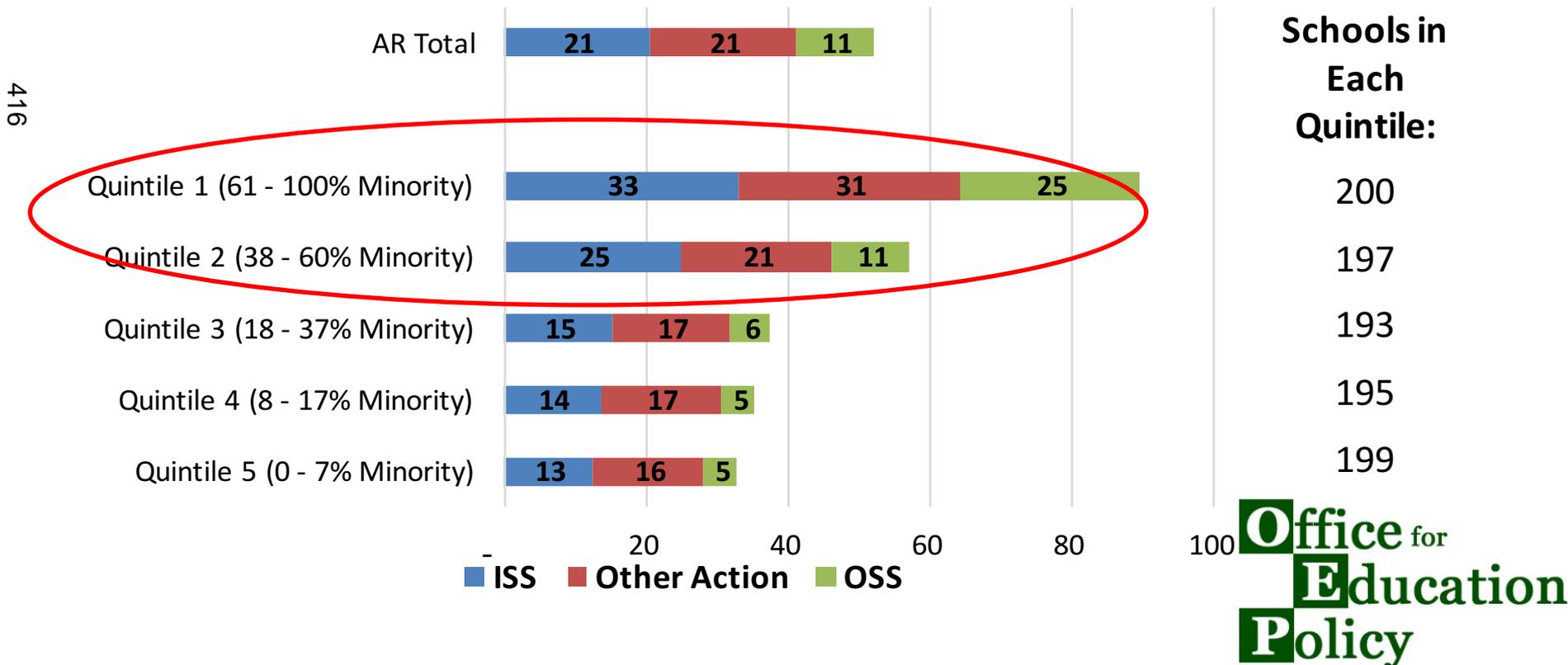
Key Takeaways:

1. African-American students are over-represented in Corporal Punishment Rates
2. Overall rates relatively stable over past few years

Differences Across School Types

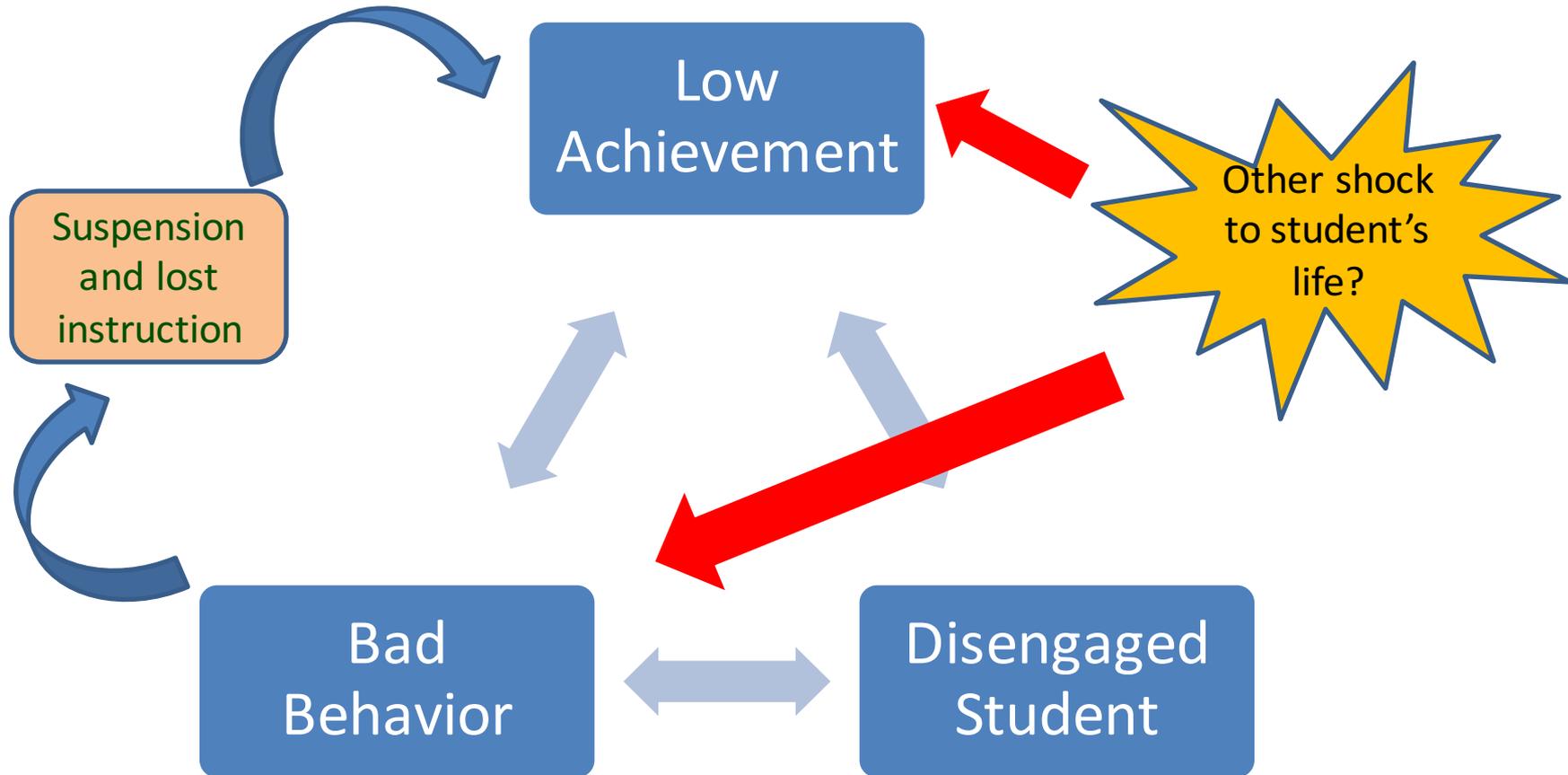
High discipline schools tend to serve more non-white students.

- Compared 2014-15 discipline rates in schools with high and low non-white populations
- Focus on three most common consequences (ISS, Other Action, and OSS), representing 91% of all consequences



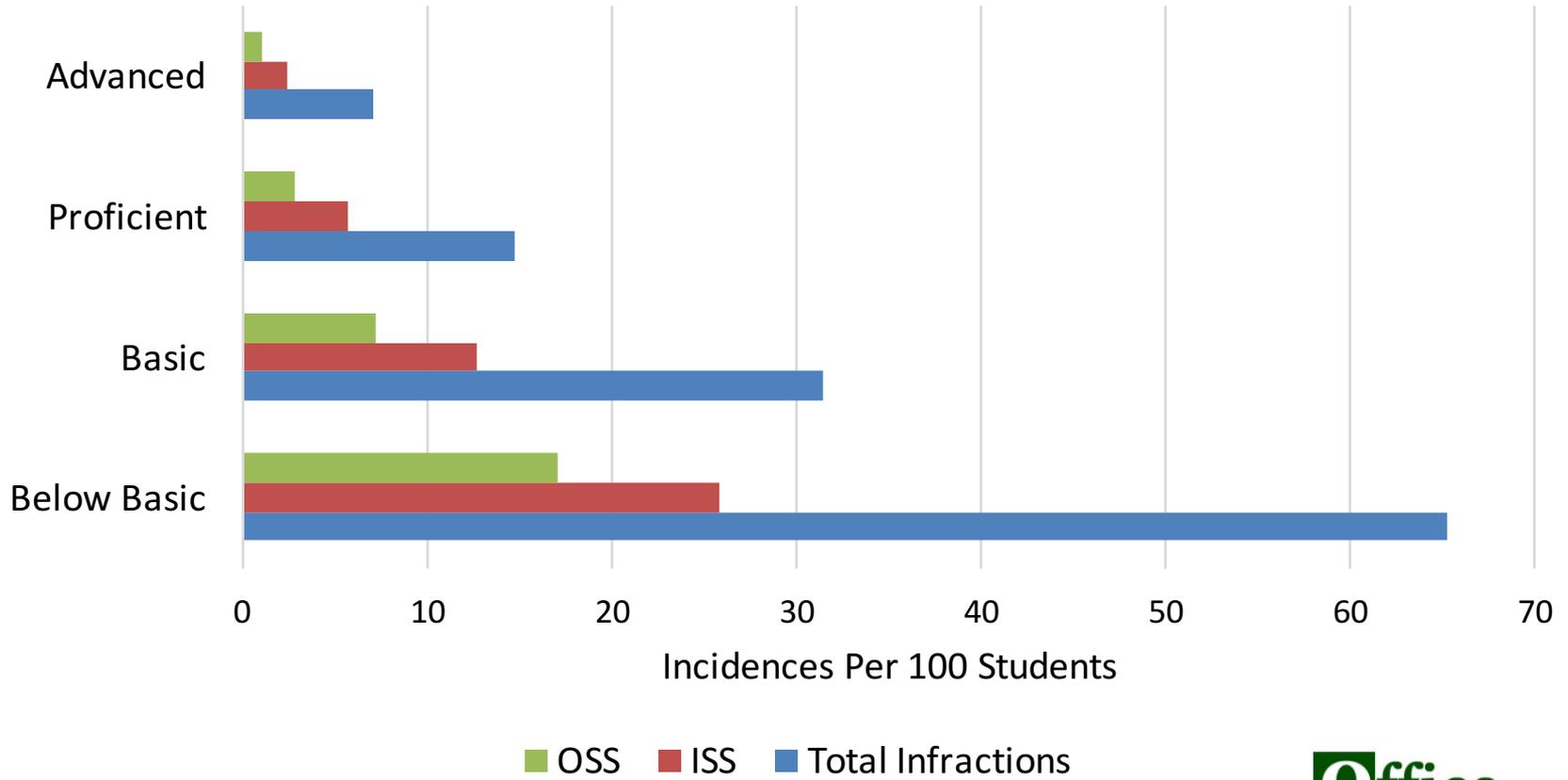
What is the *impact* of exclusionary discipline on student achievement, measured by student test scores?

How does exclusionary discipline relate to student academic performance?



How does exclusionary discipline relate to student academic performance? ONLY CORRELATIONAL

Disciplinary Rates by Math Proficiency Level



419

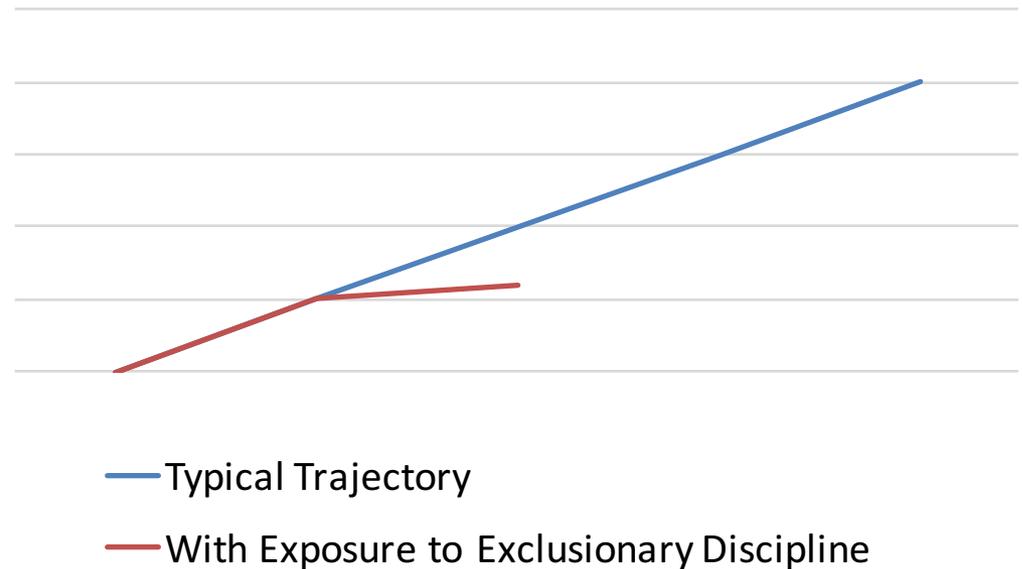
How does exclusionary discipline relate to student academic performance? ASSESSING CAUSALITY

One rigorous method:

Student Fixed Effects Method

Test how exclusionary discipline affects a student's test score trajectory ("student fixed effects")

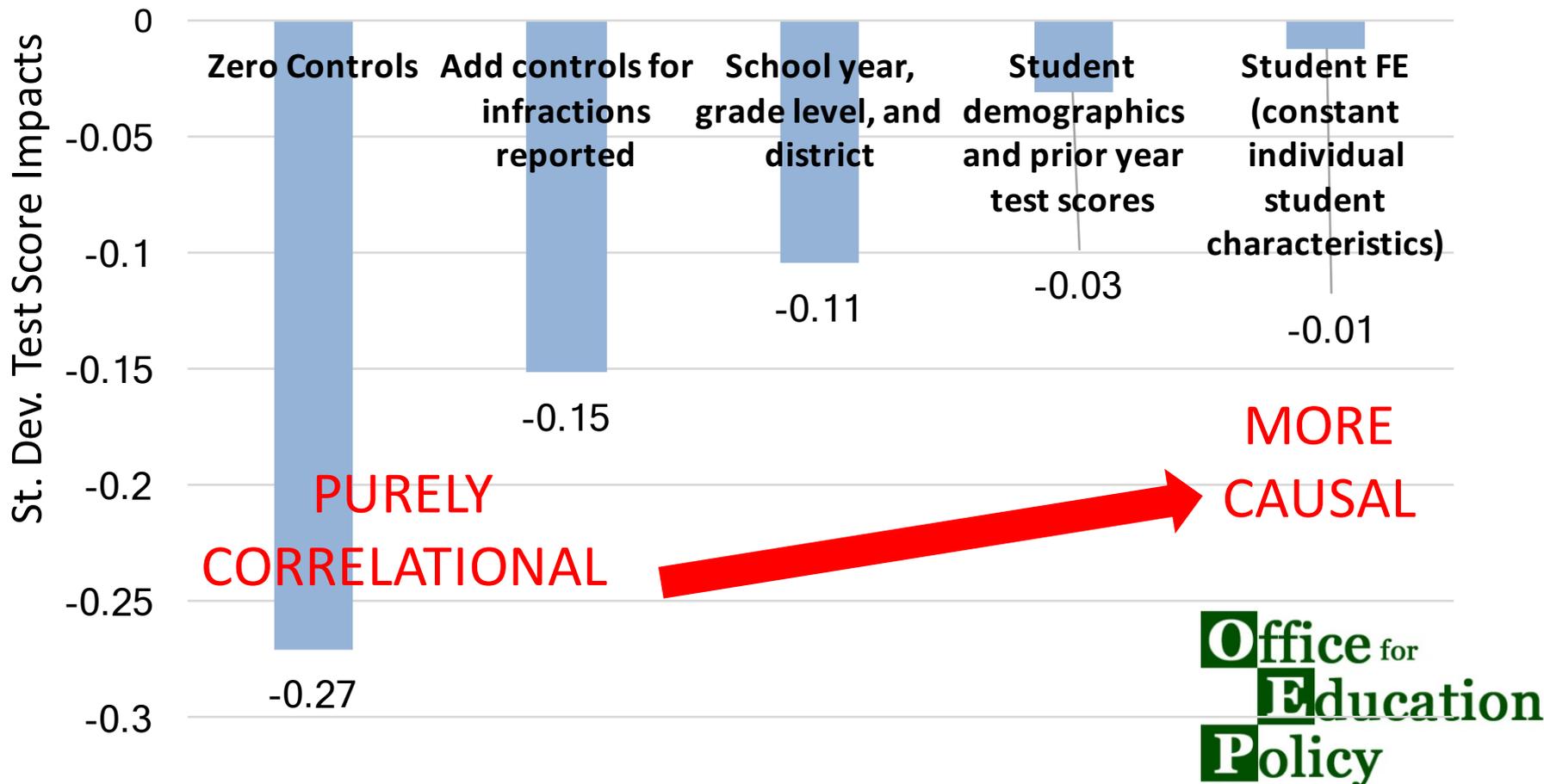
420



How is exclusionary discipline related to future math test scores?

Per-incident “effect” of exclusionary consequence on next year’s math test scores

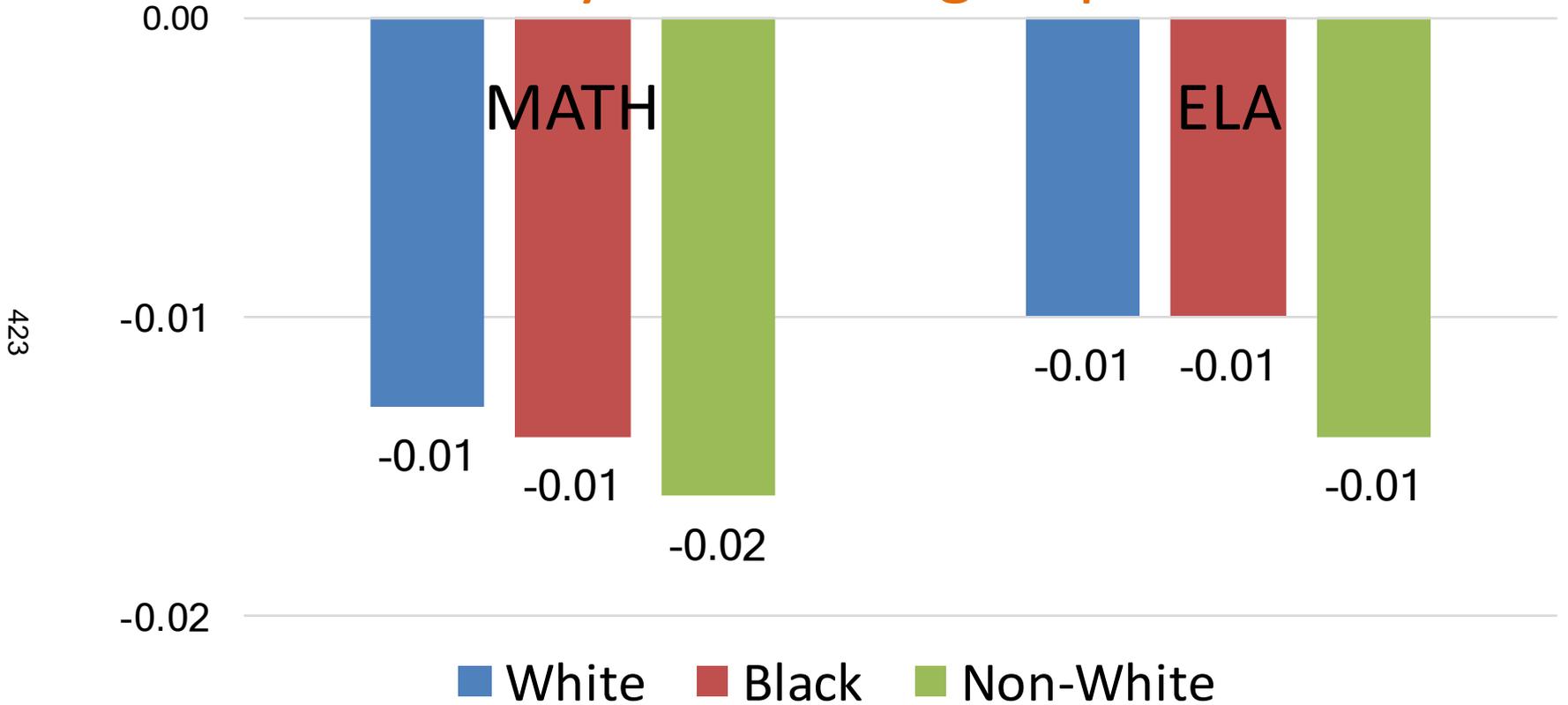
421



**We see a very similar story with
ELA....**

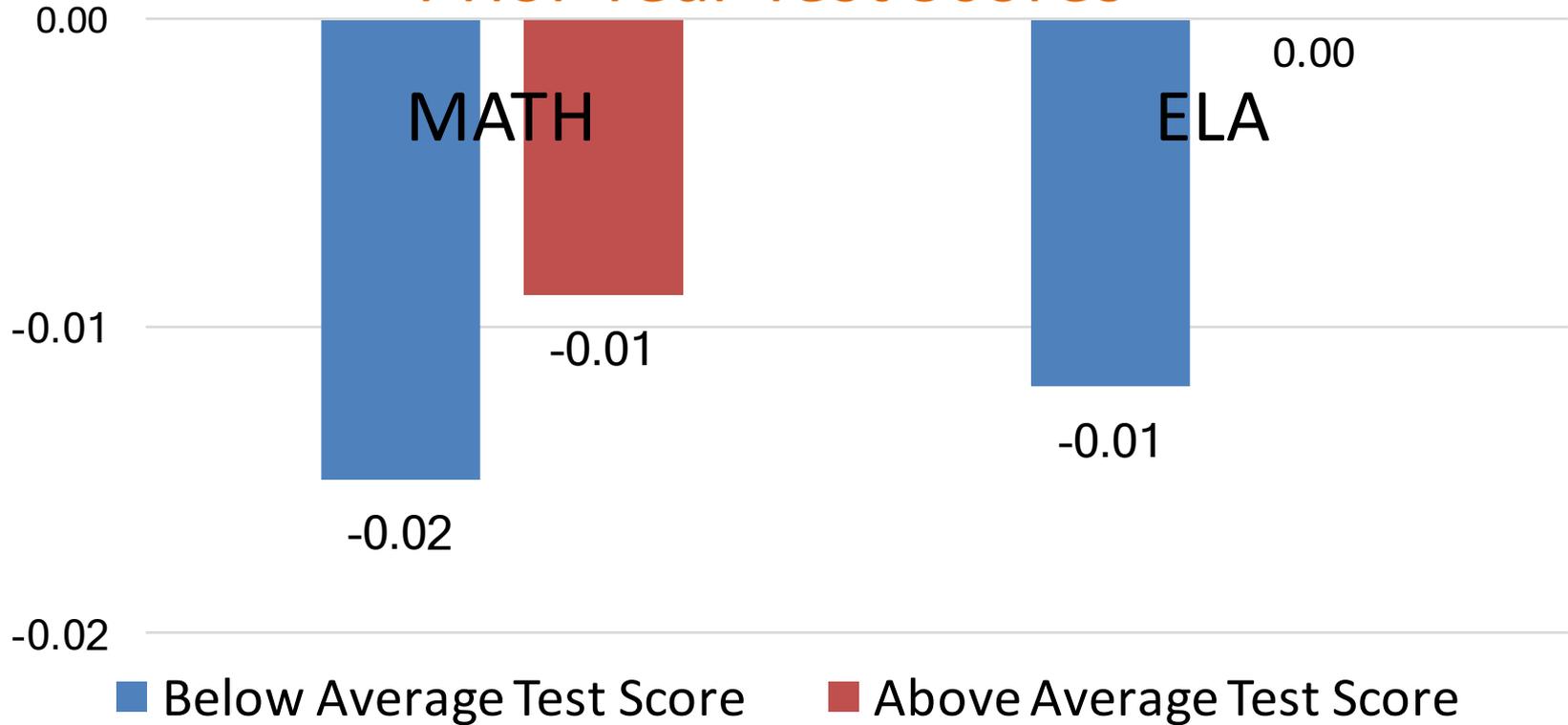
**But are different types of students
affected differently?**

Effect of Exclusionary Discipline by Racial Subgroup



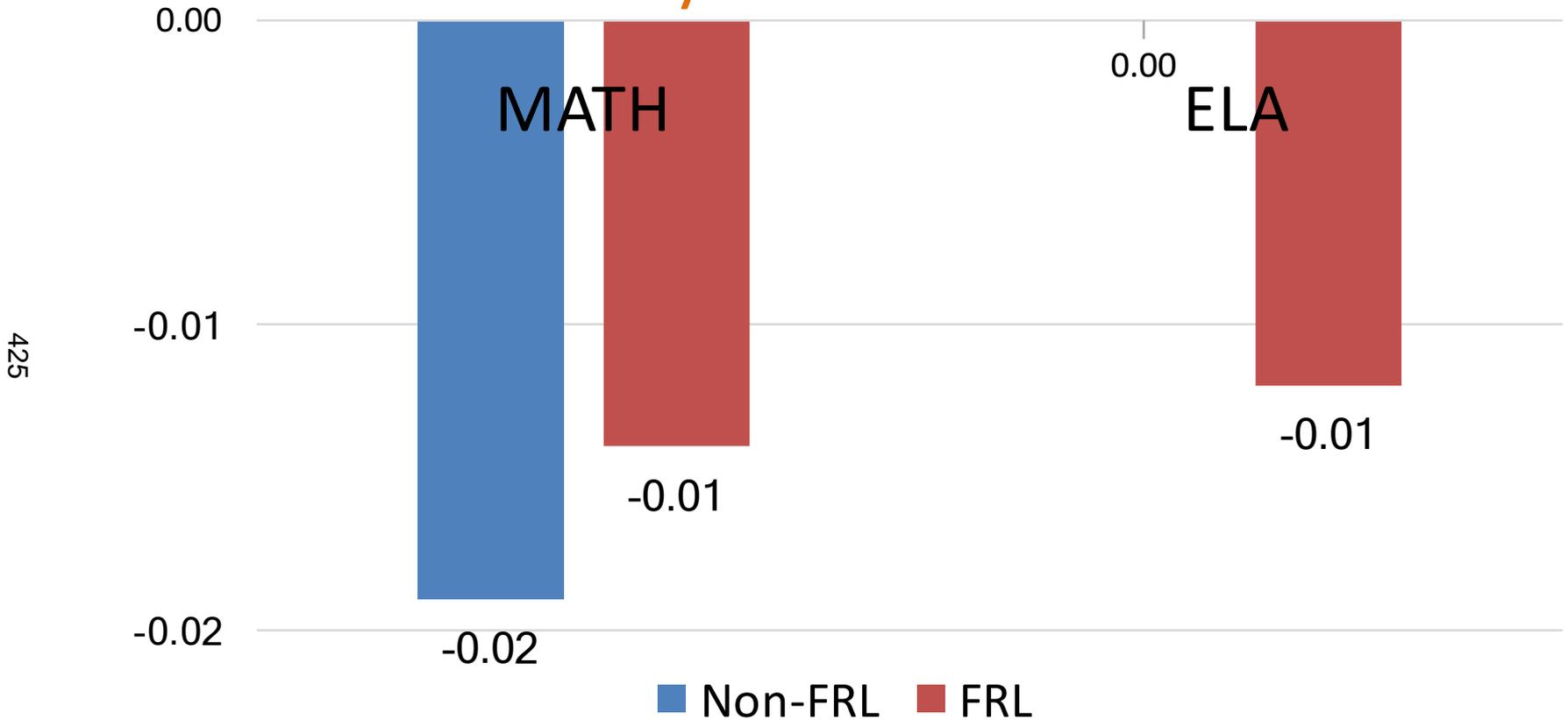
Non-white students' test scores are harmed slightly more than white students' test scores.

Effect of Exclusionary Discipline by Prior Year Test Scores



Lower performing students are harmed more by exclusionary discipline. Higher-performing ELA students unharmed in ELA.

Effect of Exclusionary Discipline by FRL Status



In math, non-FRL students may be harmed more, but in ELA, non-FRL students appear unharmed.

Conclusion

- Need for rigorous methods to address reverse causality
- Slight negative impacts on academic outcomes for students who are excluded from the learning environment more often
- More harmful for students who are already lower performing and for minority students
- Given that there are disproportionalities in the administration of stricter punishments, particularly across schools, what resources are available?

Resources

- As of May 2015, laws in 22 states and DC require or encourage limiting use of exclusionary discipline, implement more non-punitive strategies (Steinberg & Lacoë, 2016)
- Some evidence that changes to student codes of conduct can be effective (Lacoë & Steinberg, 2016; Mader et al., 2016)
- **Little rigorous evidence on alternative school-based strategies:**
 - Non-experimental evidence supports Response to Intervention (Fairbanks et al, 2007), restorative justice (Fronius et al, 2016) or some combination (Collins-Ricketts & Rambo, 2015)
 - Experimental studies find benefits of PBIS (Flannery et al., 2014; (Horner et al., 2009)

Future Research

- **Alternative strategies/solutions**
 - **Qualitative research** to further understand school-level implementation of discipline policy (strengths, weaknesses, challenges, opportunities) and relationship to school climate and academic performance
 - **Rigorous assessment (random assignment) of PBIS, restorative justice, or other alternatives**
- **Another issue we don't cover in this study:**
 - School-wide/system-wide or peer effects
 - Impacts on the non-suspended students are hypothesized to either be positive (Burke & Herbert, 1996; Kinsler, 2013) or negative (Perry & Morris, 2014)

Questions?

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ARKANSAS
Teacher Corps
COMMIT. SERVE. TEACH.

434

GARY RITTER

FACULTY DIRECTOR, ARKANSAS TEACHER CORPS

INTRODUCTION

The Arkansas Teacher Corps (ATC) program:

- Similar model to Teach for America (TFA)
- Recruits, trains, and supports exceptional, social justice-oriented individuals to serve as teachers for Arkansas students who need them most
- Goals
 - *Provide an accelerated path to teaching for the most talented and committed individuals, leading to a standard AR teaching license*
 - *Provide qualified teachers to districts with severe teacher shortages*
 - *Reduce the achievement disparity between low-income and/or minority students and their peers*
- Our vision:
 - *“All Arkansas students will have the agency to pursue extraordinary lives through excellent, equitable education.”*

435

OVERVIEW

- I. Introduction**
- II. Need**
- III. Program Logic – Why ATC?**
- IV. How is ATC doing today?**
- V. Positive Results!**
- VI. Moving Forward**
- VII. Questions**

436

Intro

Need

Program Logic

State of ATC

Results

Moving Forward

Questions

THE NEED: TEACHER SHORTAGES

- **Need for quality teachers is an undisputed concern**
 - In Arkansas, there is a critical shortage of teachers
 - Severe shortages in certain content and geographic areas
- **Enrollment in traditional prep programs is decreasing**
 - 25% decrease from 2010 to 2014
- **Many districts in southern and eastern Arkansas continue to express great need, especially in math and science**
 - ATC has received over 500 requests for teachers in the past 4 years
- **In the state of Arkansas, there are a large number of teachers teaching outside of their content area**
 - In the 2013-2014 school year 1,696 waiver requests were filed
 - In the 2014-2015 school year 1,613 waiver requests were filed
 - In the 2015-2016 school year 1,424 waiver requests were filed

437

THE NEED: IMPLICATIONS

■ The educational challenges in Arkansas:

- Currently, only 1 out of 5 Arkansans has a bachelor's degree
- 70% of Arkansas 8th graders read below grade level
- 82% of high school graduates in Arkansas are behind the national average in math
- Only 8% of students from low-income Arkansas families will graduate from college by the age of 24
- Only 20% of Arkansas students taking the ACT met college-ready benchmarks in all four subjects.
- Almost 50% of students enrolling in public universities require remedial coursework.

438

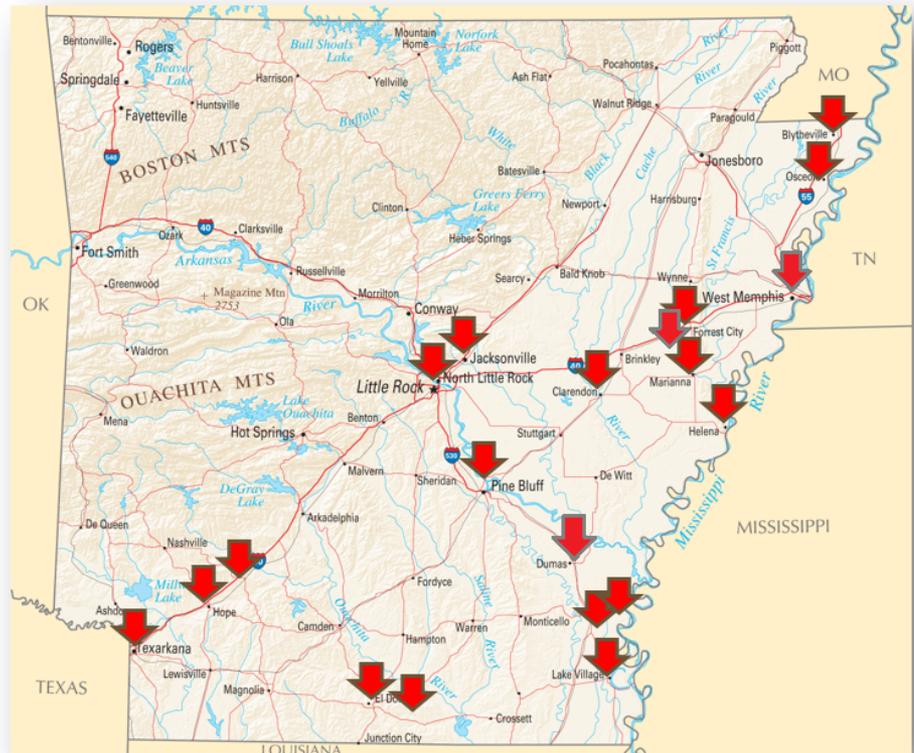
PROGRAM LOGIC: *SELECTIVE & ACCELERATED*

- **Teach for America is a good model**
 - In Arkansas since 1990
 - Shifting presence to Little Rock, decreased presence in the Delta
 - Still a significant unmet need for teachers
- **ATC aims to expand on the TFA model**
 - Attract talented and committed *Arkansans*
 - 3 year commitment
 - Reach more districts in different geographic areas
 - As a land grant institution, the Univ. of Arkansas should serve entire state; ATC only serves disadvantaged schools

439

WHAT'S THE STATE OF ATC?

- Entering our fourth year
- 55 Fellows are currently teaching across the state:
 - More than one-third are people of color
 - Half are originally from low-income communities
- Districts/students served:
 - Over 5,100 students served this year
 - 20 districts
 - 28 schools
 - Avg. FRL recipients - 78%
 - Avg. minority pop. - 69%



440

WHO ARE THE ATC FELLOWS?

ATC's Third Year Fellows: 2014 Cohort



B.F.A. Graphic Design
Harding University

Biology Major UA
El Dorado Native

B.A. Spanish, Latin
American Studies
28 ACT

Former Businessman,
30 years experience

441

Intro

Need

Program Logic

State of ATC

Results

Moving Forward

Questions

WHO ARE THE ATC FELLOWS?

ATC's Second Year Fellows: 2015 Cohort



442

Intro

Need

Program Logic

State of ATC

Results

Moving Forward

Questions

WHO ARE THE ATC FELLOWS?

ATC's First Year Fellows: 2016 Cohort



Master Sergeant U.S. Airforce: 23 years

Also drives bus for the district and volunteers in a nearby prison

Taught history at Mississippi State University, Ph.D. in progress

Master's in Theological Studies

Master's in Public Administration

443

HOW HAVE ATC TEACHERS PERFORMED? (ALUMNI RESULTS)

- Retention Results among the 2013 Cohort
 - 20 Fellows began in 2013, 15 Fellows completed their 3-year Fellowship in 2016
- Post-Fellowship Results:
 - 6 Fellows remained in original placement district
 - 5 additional Fellows are still teachers
 - 4 in NWA
 - 1 in Little Rock
 - 1 Fellow went to graduate school
 - 3 Fellows pursued careers outside of education

HOW HAVE ATC TEACHERS PERFORMED?

- Success in the classroom
 - 5 ATC Teachers named “Teacher of the Year”



Emilianne Slamons, 2013 Fellow at Dermott High School



Randi Curtis, a 2013 Fellow at Prescott High School



Will Chesher, a 2103 Fellow at Hope High School

445

Intro

Need

Program Logic

State of ATC

Results

Moving Forward

Questions

HOW HAVE ATC TEACHERS PERFORMED?

In the spring of 2016, the UA led an external evaluation of ATC. The evaluation included both classroom observations by third party evaluators, and student and administrator surveys.

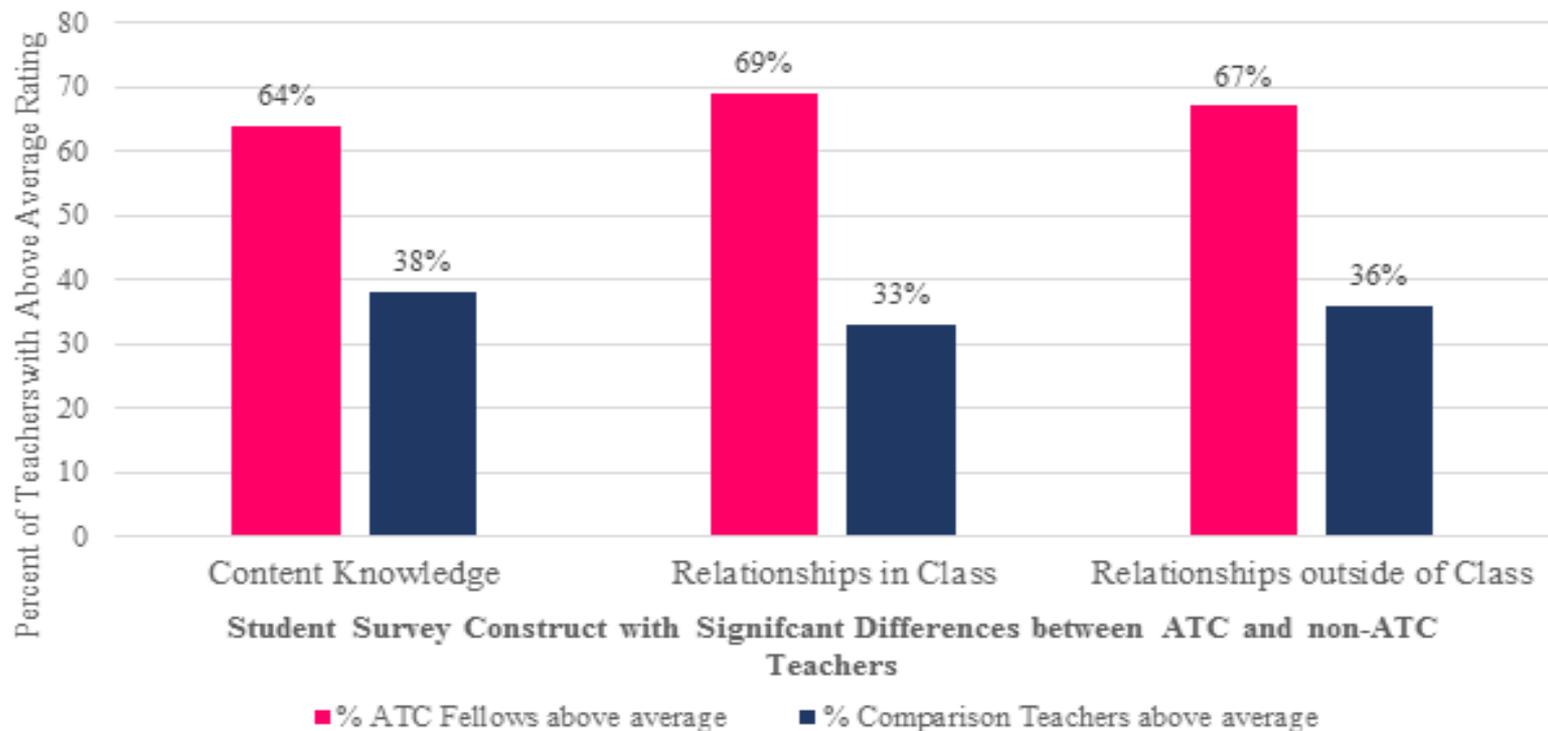
■ Key Findings:

- **ATC's teachers were found to be *as effective or better than the non-ATC teachers* in the TESS domains measured by the evaluators (teacher effectiveness on overall learning, high expectations, content knowledge, preparation for class, relationships in class, relationships outside of class, behavior management, and class engagement).**
- **ATC's teachers were found to have *significantly higher ratings than their non-ATC peers* in three areas: content knowledge, relationships in class, and relationships outside of class.**

446

HOW HAVE ATC TEACHERS PERFORMED?

Percent of ATC and non-ATC Teachers Rated Above-Average by Students



447

RESULTS: ACCORDING TO THE SCHOOL LEADERS

- ATC Teachers are sought after by principals and superintendents
 - *“The caliber of individual accepted to the program [ATC] is greater than that of which I find in [other programs]. Individuals are dedicated to the profession, intelligent, and extremely caring.”*
 - Heather Johnson, School Director at KIPP Delta College Preparatory
 - *“It has been a remarkable experience for both the teachers and the district, as well...[ATC Fellows] are very dedicated, loyal and hard-working, and they bring in a totally different perspective for our students to see. It’s very difficult, especially for schools in the Delta, to recruit and retain highly qualified mathematics teachers. We hope the program continues to grow. It’s off to a remarkable start.”*
 - Lee Vent, Superintendent at Clarendon School District

448

MOVING FORWARD

- **As the need for quality teachers across the state continues, the Arkansas Teacher Corps plans to increase the impact it can have on the state.**
 - **ATC is currently planning new initiatives including:**
 - Increasing the number of teachers placed by **30-40%**,
 - Increasing the number of schools served by **10-20%**,
 - Expanded recruitment of **STEM teachers** (including computer science/coding teachers).
- **Please spread the word to any promising candidates; they can be working with students by the Fall of 2017**

449

QUESTIONS?

- Shelley Aschliman, Executive Director

- shelleya@uark.edu
- 479-575-5496
- www.ArkansasTeacherCorps.org

- Gary Ritter, Faculty Director

- garyr@uark.edu
- 479-575-4971



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[ArkansasTeacherCorps](https://www.facebook.com/ArkansasTeacherCorps)



[@ArkTeacherCorps](https://www.instagram.com/ArkTeacherCorps)



ARKANSAS DEPARTMENT OF EDUCATION

DISTRICT WAIVER REQUEST FORM

District Name: Watson Chapel School District

Superintendent: Dr. Connie Hathorn

Email Address: chathorn@wcmail.k12.ar.us

Phone Number: 870-879-0220 **Submission Date:** 10/07/2016

Name of Charter School(s) Attended by District Students

Lighthouse Charter School and Quest Middle School

Waiver Topic: Act 1240 of 2015

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004 Qualified teachers in every public school classroom
- 6-17-309 Certification to teach grade or subject matter - Exceptions-Waivers
- 6-17-401 Certification Generally
- 6-17-902 Definition (definition of a teachers as licensed)
- 6-17-919 Warrants void without valid certification and contract

Standards for Accreditation

- 15.03 Licensure and Renewal, Licensure and Renewal of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

ADE Rules

- Arkansas Department of Education Rules Governing Educator Licensure

Rationale for Waiver

The Watson Chapel School District currently has a teacher shortage in Math, Science, and Social Studies. Currently the positions are being services by substitutes; some with college degrees and some with only high school diplomas. If granted the waiver, the district will have a more diverse applicant pool. The district will benefit from having degreed individuals with content knowledge in high need, shortage areas providing instruction to our students rather than a substitute.

The above waivers are requested for a five year period, through the 2020-2021 school year.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at mary.perry@arkansas.gov. Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at mary.perry@arkansas.gov or by phone at (501) 683-4800.

OPTIONAL CONSIDERATIONS TO ADDRESS

The State Board of Education requests, but cannot require, written responses to the following considerations as part of the petition for district waivers. All written responses should be emailed to the Arkansas Department of Education with the waiver request and list(s) of open-enrollment charter waivers.

Discuss the ways in which the proposed waivers will impact the district.

- Ways in which the waivers would support or complement the district's **vision, mission, and/or strategic plan**
- District **policies**, if any, that would have to be developed or revised to implement the waiver
- The **fiscal impact** of the waivers, if any
 - Additional costs associated and sources of funding
 - Planned uses for savings
- Effects of the waivers, if any, on current academic, fiscal, or facilities **distress status**
 - Ways the waivers will help alleviate distress issues
 - Potential for implementation of the waivers to cause distress issues
- Effects of the waivers, if any, on compliance with the **Standards for Accreditation**
 - Ways the waivers will help alleviate accreditation issues
 - Potential for implementation of the waivers to cause accreditation issues

Discuss the planning that has taken place to ensure successful implementation of the waivers.

- **Options considered** by the district to request the waivers
 - School of innovation
 - District conversion charter
 - Reasons district waivers are being requested rather than seeking a school of innovation or a charter
- **Student gains** for students if these waivers are granted
 - Academic gains
 - Other benefits
- **Implementation** of the waivers
 - **Charter** school(s) use of the waivers
 - ◆ Application of the waivers
 - ◆ Evaluation of ongoing need for the waivers
 - **District** use of the waivers
 - ◆ **Specific plans** to implement the waivers
 - Certain schools, grade levels, and/or programs to be affected
 - Description of the changes to take place
 - Length of time for which the waivers are requested
- **Evaluation** of the usefulness of the waivers
 - **Method(s)** to be used to determine benefits of and/or problems with using the waivers
 - **Timeframe** for assessing the use of the waivers
 - **Outcome(s)** that will demonstrate successful use of the waivers
 - **Plan of action** if use of waivers is not achieving the desired results

Discuss the transparency of the process and methods used for garnering support for the waivers.

- Efforts, including **methods, times, dates, places**, for notifying and including all stakeholders
 - Students
 - Teachers and other staff
 - Parents
 - Community members
 - School board (board resolution)
- **Feedback** received from stakeholders and how it was and will be used in district planning

Discuss the ways in which the proposed waivers will impact the district.

1) Ways in which the waiver would support or compliment the district's vision, mission, and/or strategic plan

The Watson Chapel School District Vision Statement reads: All students will be globally competitive and prepared for 21st century skills. The mission Statement reads: Preparing today's students for tomorrow's opportunities. This waiver would allow the district to recruit and develop high performing instructional staff that would assist in creating students that are prepared for tomorrow's opportunities in a globally competitive period. It is vital to the success of our students that they are instructed by qualified staff who are skilled and knowledgeable in specific content areas.

2) District Policies, if any that would have to be developed or revised to implement the waiver

None

3) The fiscal impact of the waivers, if any

The cost that the district would incur would be the same cost as employing a certified licensed teacher.

4) Effects of the waivers, if any, on current academic, fiscal, or facilities distress status

The waiver will allow the district to employ a degreed individual who has content knowledge in a specific shortage area. Our high school is currently in academic distress, this would allow more flexibility when recruiting new staff. The district has a high turnover rate due to various factors impacting the district such as; location, current status, and declining enrollment. The waiver would allow us the opportunity to employ recent graduates and train them to become great educators.

5) Effects of the waivers, if any, on compliance with Standards for Accreditation

If the waiver is approved, it will not cause any issues in complying with standards of Accreditation. This would allow the district to hire degreed individuals to replace the substitutes that we have servicing our students.

6) How has the charter schools effectively applied this waiver, and how do you expect to implement that effectiveness into your district?

The Pine Bluff Quest School and Pine Bluff Lighthouse Charter School have used the waiver to hire college graduates who do not have a teacher education background or standard educational certification. We do not possess adequate data to determine how

the school effectively applied all of its waivers. Watson Chapel School District plans to implement the waiver, if approved, and monitor the effectiveness through data, surveys, PGP, and TESS.

7) Has your school board approved the use of the requested waivers? Do you have a board resolution?

This is pending and will be presented at the board meeting on October 10, 2016. The resolution will be provided immediately following the board meeting.

8) Have you notified all stakeholders that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the staff, how and when do you plan on notifying them?

Once it is approved by the board, the staff, parents, and community will be notified through faculty and community meetings.

**QUEST MIDDLE SCHOOL OF PINE BLUFF
APPROVED WAIVERS**

District LEA:	35-42-700	Elementary School LEA:	N/A
City:	Pine Bluff	Middle School LEA:	35-42-702
Opening Date:	Fall 2013	High School LEA:	N/A
Grades Approved:	5-12	Expiration Date:	6/30/2018
CAP:	460	Grades Served 2016-2017:	5-10

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Monthly meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401 et seq.	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)

6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

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

10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

Certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

- Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
- Conducting criminal background checks for employees;
- High school graduation requirements as established by the State Board of Education;
- Special education programs as provided by this title;
- Public school accountability under this title;
- Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
- Health and safety codes as established by the State Board of Education and local governmental entities.

Also, any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Arkansas Qualified Teacher Requirements. Core academic subjects include English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art and Foreign Language.

**PINE BLUFF LIGHTHOUSE CHARTER SCHOOL
APPROVED WAIVERS**

District LEA:	35-41-700	Elementary School LEA:	35-41-701
City:	Pine Bluff	Middle School LEA:	35-41-702
Opening Date:	Fall 2011	High School LEA:	N/A
Grades Approved:	K-12	Expiration Date:	6-30-2019
CAP:	650	Grades Served 2016-2017:	K-8

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-13-619(c) and (d)	Monthly board meetings
6-15-1004	Qualified teachers in every public school classroom
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-702	Staff development sessions
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county-clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-2403	Minimum teacher compensation schedule
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)

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

7.03.1	Operating Policies and Procedures (first year only)
8.01	Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
10.02	Class Size and Teaching Load
15.01	School District Superintendent
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection

Waivers from Other Rules:

ADE Rules for Gifted and Talented Program Approval Standards

Certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

- Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
- Conducting criminal background checks for employees;
- High school graduation requirements as established by the State Board of Education;
- Special education programs as provided by this title;
- Public school accountability under this title;
- Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
- Health and safety codes as established by the State Board of Education and local governmental entities.

Also, any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Arkansas Qualified Teacher Requirements. Core academic subjects include English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art and Foreign Language.

2016 ESEA DISTRICT REPORT

WATSON CHAPEL SCHOOL DISTRICT

Superintendent: CONNIE HATHORN
LEA: 3509000
Enrollment: 2605

Attendance: 94.98
Poverty Rate: 75.01

Address: 4100 CAMDEN ROAD
 PINE BLUFF, AR 71603
Phone: (870) 879-0220

OVERALL DISTRICT STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	1609	1637	98.29	1615	1639	98.54	
Targeted Achievement Gap Group	1294	1317	98.25	1298	1319	98.41	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	1213	1231	98.54	1214	1231	98.62	
Hispanic	34	35	97.14	35	36	97.22	
White	341	350	97.43	344	350	98.29	
Economically Disadvantaged	1274	1297	98.23	1278	1299	98.38	
English Language Learners	5	5	100.00	7	7	100.00	
Students with Disabilities	172	174	98.85	172	174	98.85	

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	424	1480	28.65	47.86
Targeted Achievement Gap Group	286	1182	24.20	36.82
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	290	1119	25.92	27.81
Hispanic	16	33	48.48	41.06
White	108	309	34.95	55.29
Economically Disadvantaged	283	1164	24.31	37.65
English Language Learners	3	5	60.00	29.19
Students with Disabilities	5	157	3.18	12.11

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	334	1485	22.49	43.35
Targeted Achievement Gap Group	251	1185	21.18	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	223	1120	19.91	23.53
Hispanic	9	33	27.27	38.01
White	94	312	30.13	50.35
Economically Disadvantaged	250	1167	21.42	34.76
English Language Learners	1	6	16.67	31.10
Students with Disabilities	11	157	7.01	12.11

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	216	246	87.80	84.88
Targeted Achievement Gap Group	128	142	90.14	81.87
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	640	731	87.55	85.58
Targeted Achievement Gap Group	383	440	87.05	81.76
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	161	179	89.94	77.54
Hispanic	1	1	100.00	84.52
White	53	64	82.81	87.44
Economically Disadvantaged	126	139	90.65	81.70
English Language Learners	0	0	0.00	85.88
Students with Disabilities	9	11	81.82	81.89

2016 ESEA DISTRICT REPORT

WATSON CHAPEL SCHOOL DISTRICT

Superintendent: CONNIE HATHORN

LEA: 3509000

Enrollment: 2605

Attendance: 94.98

Poverty Rate: 75.01

Address: 4100 CAMDEN ROAD
PINE BLUFF, AR 71603

Phone: (870) 879-0220

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded April 29, 2016.

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

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

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

District Performance

The district performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the district performance for each subject.

Average State Performance

The average state performance statistics listed in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the state averages for each subject.

The school performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or an alternate assessment.

Report created on: 09/17/2016



Johnny Key
Commissioner

Process for Review of Schools Classified in Academic Distress by the State Board of Education

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

The process for schools and districts classified in Academic Distress reporting progress in the implementation of the ADE Site Review Team Recommendations at the November 2016 State Board of Education meeting:

1. Principals will be asked to report on the three goals established in Recommendation 1.
 - a. GOAL 1 The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
 - b. GOAL 2 The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
 - c. GOAL 3 The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

2. Dr. Wilde from the ADE School Improvement Unit will present the goal as a question and then function as time keeper. The questions will be presented one at a time, with each principal responding to first question before the second question is presented. This process will repeat for the three questions.
 - a. What steps has the leadership team taken to create a clear academic focus that will lead your school to the removal from Academic Distress? What were your successes and/or challenges, if any, in attaining stakeholder buy-in for this focus?
 - b. What steps has the leadership team taken to improve the culture of the school? What successes and/or challenges have you had in attaining an improved culture?
 - c. What steps has the leadership team taken to develop a culture of continuous improvement?

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3. Following the presentation of responses by the principals, Dr. Wilde from the ADE School Improvement Unit will provide a summary statement based on: the 45 progress reports submitted, Locally-Hired SIS reports submitted in the Indistar platform and the School Leadership Team Agendas and Minutes as reported in the Indistar platform.
4. The Superintendent, Principals, Locally-Hired School Improvement Specialist and the ADE School Improvement Specialist will be available to respond to any questions the State Board members may have.



ARKANSAS
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Recommendation 1

Submitted by
Division of Public School Accountability
School Improvement Unit

GOAL 1

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

CLARIFICATION

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long range commitment to continuous improvement and specifically removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

GOAL 2

The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

CLARIFICATION

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe, caring, healthy and intellectually stimulating learning environment where all students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

The School Improvement Leadership Team has the autonomy to identify and attend necessary training to ensure they are capable of leading a turnaround effort. The School Improvement Leadership Team meets regularly and serves as a conduit of communication to all stakeholders in a way that enables the School Improvement Leadership Team to receive input. A schedule and description of all assessments to be administered will be created including detail of how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is recommended that the Aspire Interim Assessments and Aspire Classroom Assessments are used for progress monitoring as available. Post-Unit Assessments can be combined with Aspire Classroom Assessments to monitor both standards attainment and/or the learning of foundation knowledge. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). The School Improvement Leadership Team analyzes data in order to draw conclusions and make decisions about school improvement and professional development. The School Improvement Leadership Team, with support from the District Improvement Leadership Team, seeks ways to retain effective teachers and how they will recruit and incentivize qualified teachers. This would include monitoring teachers for their "feelings or perceptions" of support on a quarterly basis.

The Instructional Improvement Team (otherwise referred to as PLC) works collaboratively with the empowerment to draw conclusions and make decisions based on data. Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work. An assessment is administered prior to instruction to plan for differentiated instruction within the unit. Assessments will be administered following instruction in two to three week intervals to assess effectiveness of instruction and to identify students in need of instructional support or enhancement. The Instructional Improvement Teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies. The Instructional Improvement Team reviews the results of assessments and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit and reflect on personal effectiveness. The Instructional Improvement Teams use the results from multiple measures of data to plan for professional development, inform subsequent instructional unit plans and make adjustments to the curriculum.



School Improvement Unit
Background and Support Needs for 2nd Quarter
2016-2017

Arkansas Department of Education – School Improvement Unit

Dollarway School District

Lasonia Johnson and Elizabeth Shock

November 2016

Overview and Background

A team of educators from the Arkansas Department of Education (ADE) visited all schools that were designated as Academic Distress in order to gain insights into the schools' circumstances that led to the academic distress classification. Following these visits, the ADE School Improvement Unit (SIU) developed recommendations that were designed to assist schools in their efforts to be removed from academic distress. Three overarching goals were developed and these goals serve as the foundation for the recommendations. The goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

In April of 2016, the Dollarway School District was classified in Academic Distress due to the district level of student proficiency (47.829%). Also, the State Board of Education voted to place the Dollarway School District in Fiscal Distress in addition to the Academic Distress classification. Therefore, the district reorganized administrative staff at the high school and the middle school. The following details about the school district are considered pertinent:

- Both principals are entering their first year in their current position. The high school principal previously served as the building principal at Robert F. Morehead Middle School. The current middle school principal previously served as the principal at James Mathews Elementary School.
- The local School Improvement Specialist (SIS), hired in September 2016, provides support to the three schools in the Dollarway School District. The SIS attended the Locally-Hired School Improvement Specialist Overview Workshop held at the ADE. In addition, she has registered for the 2016 Beegle Poverty Institute funded by the ADE.
- Two deans of students have been hired to support the high school and the middle school.
- Dollarway High School was initially classified in Academic Distress during the 2013-2014 school year and was re-classified in Academic Distress in June 2016.
- The high school campus serves grades nine through twelve.

- Robert F. Morehead Middle School was initially classified in Academic Distress in June 2016.
- The middle school campus serves grades five through eight.
- At both schools, the start of the 2016-2017 school year reflected high teacher turnover and administrative changes.

Areas for ADE Support

Dollarway High School and Robert F. Morehead Middle School

- Develop growth goal percentages that are authentic to the specific need of each grade level and subject area as it relates to each school's removal from Academic Distress. Develop a logic model to construct goals with interventions.
- Develop a system to ensure that all stakeholders (*i.e.*, students, parents, teachers, partners in education) know the academic focus and their role in accomplishing the focus. Evaluate if stakeholders know the plan.
- Develop a process to consistently document School Improvement Leadership Team meeting discussions and define decisions in the Indistar platform for the purpose of communication and accountability.
- Document School Improvement Leadership Team decisions related to the alignment of expenditures (*i.e.*, 1003a supplemental grant funds) to reach the shared focus.
- Analyze specific data points (*i.e.*, discipline data, attendance data, assessment data, and survey data) consistently and deeply for trends and decisions for improvement in order to drive changes for adult behavior in the next quarter.
- Develop a process to ensure that post-unit assessments are administered to *all* students as appropriate for each content area.
- Assist in the clarification of the evidence-based measures and expected improvement outcomes for each intervention and professional development activity.
- Assist in the identification of a clear strategy to improve school climate based upon educator and student survey results.
- Ensure the implementation of a plan to improve access to technology as it relates to the successful implementation of the Houghton Mifflin Harcourt (HMH) curriculum.
- Assist in the development/utilization of a curriculum map to communicate an expectation of standards to be taught within a given timeframe.
- Provide job-embedded support to the local school improvement specialist in the school improvement process.

Dollarway School District

- Increase engagement in the school improvement process through the review/coaching of:
 - School Improvement Leadership Team meeting minutes
 - Quarterly 45-Day Priority School Progress Reports
 - Local SIS weekly reports
 - ADE SIS monthly reports
 - Priority Improvement Plans (PIPs)
- Improve clarity in the principal's professional development plan.
- Ensure alignment of district initiatives/goals to school initiatives/goals.
- Support the coordination of efforts related to the Community Schools Initiative.
- Establish and model school improvement expectations related to data analysis, meeting documentation, and alignment of funding to identified needs.
- Define the process to ensure that the written curriculum is the taught curriculum and that instructional units are mapped to include post-unit assessments of what was just taught.



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 4, 2016

**State Board
of Education**

Barbara Warren, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

Mireya Reith
Fayetteville
Chair

Dear Superintendent Warren:

Dr. Jay Barth
Little Rock
Vice Chair

The Arkansas State Board of Education is committed to the academic success of all students in our state. To accomplish this goal, the State Board has established progress review dates with leadership from schools and districts classified in Academic Distress.

Joe Black
Newport

Susan Chambers
Bella Vista

Given your district has two schools classified in Academic Distress, the State Board of Education has scheduled your next review for Thursday, November 10, 2016.

Charisse Dean
Little Rock

Your report is scheduled to begin at 1:00 p.m., but the agenda is subject to change so we suggest that you arrive early.

Dr. Fitz Hill
Little Rock

As a reminder, the State Board of Education would like to hear a progress report specifically from the school principal. Following the principal's report, the Committee would like to hear from you (and other supporting administrators as appropriate) on how the district is supporting the school's efforts to increase student achievement. Please be prepared to discuss current year's progress for the following schools:

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dollarway High School (Academic Distress and Priority School)

Robert F. Morehead Middle School (Academic Distress and Priority School)

Below you will find a list of documents you need to submit for the Committee to review prior to the meeting. Please keep in mind that all documents submitted will be posted for public review and no documents should identify students or parents by name.

Please send this information to Glenda Cupples at glenda.cupples@arkansas.gov in PDF format as soon as possible, but no later than end of day on Friday, October 14, 2016. The items requested for review include:

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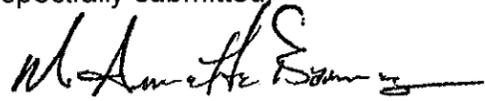
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475

1. A summary report of external providers supporting school improvement and, if this is a continuing service from 2015-2016, the evaluation of the effectiveness of these services within your school district.
2. A summary report from the principal of the actions the specific school is taking to meet the ADE's recommendations specific to the three goals.
3. The document that outlines the progress and next steps for supporting school(s) in meeting ADE's Recommendation 3 as outlined in your support plan and any supplemental material.
4. Any advisory minutes and agendas during the prior six months with topics related to school improvement highlighted.
5. Any additional information you consider relevant to your progress.

The State Board of Education looks forward to reviewing your information and discussing your successes and challenges. For the specific process of the meeting, we have attached a copy of the meeting protocol. If you need any additional information or assistance, please contact Dr. Richard Wilde at 501-683-3434 or richard.wilde@arkansas.gov.

Respectfully submitted,



M. Annette Barnes, Assistant Commissioner
Public School Accountability

cc: Dr. Richard Wilde, Public School Program Manager
Deborah Coffman, Chief of Staff
Elbert Harvey, Coordinator of School Improvement/Standards Assurance

Attachment: Process for Review



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: Dollarway School District

SCHOOL: Dollarway High School

STATUS: Priority and Academic Distress

SITE-BASED SIS: Rosie Clayton

EXTERNAL PROVIDER: Houghton Mifflin Harcourt

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Dr. Richard Wilde and Lasonia Johnson

SUPERINTENDENT: Barbara Warren

PRINCIPAL: Yolanda Prim

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

- By the end of the year, 9th graders will show an increase of 20% in ELA as measured by the ACT Aspire Summative assessment. Specifically in English with a focus on knowledge of language and production in writing. Specifically in reading with an emphasis on integration of knowledge and ideas and key ideas and details. Specifically in writing with an emphasis on organization and ideas and analysis.
- By the end of the year, 9th graders will show an increase of 20% in STEM as measured by the ACT Aspire Summative assessment. Specifically in math with a focus on geometry and algebra with an emphasis on figures and properties, right triangles, linear functions, and quadratic functions. Specifically in science with an emphasis on research summaries, interpretation of data, extending and reevaluating, and inferring and translating.
- By the end of the year, 10th graders will show an increase of 20% in ELA as measured by the ACT Aspire Summative assessment. Specifically in English with a focus on knowledge of language and production in writing. Specifically in reading with an emphasis on integration of knowledge and ideas and key ideas and details. Specifically in writing with an emphasis on organization and ideas and analysis.
- By the end of the year, 10th graders will show an increase of 20% in STEM as measured by the ACT Aspire Summative assessment. Specifically in math with a focus on geometry and algebra with an emphasis on figures and properties, right triangles, linear functions, and quadratic functions. Specifically in science with an emphasis on research summaries, interpretation of data, extending and reevaluating, and inferring and translating.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

The progress that my team and I have made in improving student learning or teacher skills/processes this quarter has been to focus specifically on five interim measurable objectives (IMOs): ID01, ID04, ID07, ID08, and ID010. In order to improve the effectiveness of school, a Leadership Team (SLT) must be established. The principal, a counselor, instructional facilitators, and lead teachers comprise the SLT. The SLT has regularly scheduled meetings at least twice per month for at least an hour. The SLT serves as a channel of communication for faculty and staff to garner input from school performance data and aggregated classroom observation data to make informed decisions for school improvement and professional development. Additionally, common teams have been established. Instructional Teams (teaching common subject area), a Student Team (a diverse group of student leaders), a School Community Council (with a majority of members being parents), and a Management Team (campus administrators and other personnel as needed). As noted, each team has a specific purpose with regularly scheduled meeting times and uses agendas and minutes to guide the meetings. In regards to academics, Harcourt Mifflin Harcourt Intervention Solutions Group has provided coaching to ELA and STEM teachers with implementing the HMH curriculum. One challenge has been the limited access to technology, which has hindered the full implementation of the HMH curriculum. Despite the limited access to technology, teachers are implementing the new curriculum by making the necessary modifications to the suggested lesson plans. Students have been assigned Nooks for classroom and home use.

Quarter 2:

Quarter 3:

Quarter 4:

479

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

For the 1st quarter, the school improvement leadership team has decided to use the activity period as an ACT Aspire and ACT preparation period. The SLT considers this to be a meaningful decision because it affords the students an opportunity to receive additional practice or remediation in areas where students are below the ACT readiness range. Additionally, the SLT has decided that one of every teacher's PGP must include classroom management. This decision was based on data obtained through classroom observations. This was a meaningful decision because a well-managed classroom lends itself to a highly engaged classroom where students are authentically engaged as opposed to a dysfunctional classroom or a passive compliance classroom.

Quarter 2:

Quarter 3:

Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1:

The SLT has decided to sustain the improvement efforts that are currently in place. By sustaining the improvement efforts, the students will continue to receive remediation in those areas where the students are below the ACT readiness range.

Quarter 2:

480

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)				
	1Q	2Q	3Q	4Q			As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q
5															
6															
7															
8															
9	95				19.8%	0	13					0			
10	74				16.2%	0	9					0			
11	73				19.2%	0	5					0			
12	87				14.8%	0	5					0			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

Based on the discipline referrals handled by the dean of students, our average referral rate for the 1st quarter is less than four per week.

482

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason																	
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9-12	32				10.5				3				0		0			

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

The average teacher absence rate for the 1st quarter is approximately one per week. This year no core teacher has been absent for 5 or more days as opposed to 30% of core teachers being absent during 1st quarter of the 2014-2015 school year.

483

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7										
8										
9	96.72				35		13			
10	96.59				18		10			
11	97.96				22		6			
12	98.12				23		6			

Comments/Clarifications:

High student absenteeism is mainly due to students cutting class and arriving 15 minutes or more after class begins. With the absence of the bells to indicate the start of class periods, students are not arriving in a timely manner or students choose to not attend class.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
5																			
6																			
7																			
8																			
Alg 1 8																			
Alg 1 9	94	5	4	33				89	49	89	48	88	32	37	51	59.4			
Geo 9	10	0	0	0				17	0	2	0	7	0	0	0	0.0			
Geo 10	68	39	4	0				62	6	77	7	71	0	5	0	6.0			
Alg 2	61	7	10	24				66	20	7	1	7	1	7	1	26.4			

Comments/Clarifications:

Students enrolled in resource Math9 are included in the count with Algebra 9 students, resource Math10 are included in the count with Geometry 10 students, and resource Math11 are included in the count with Algebra 2 students.

Because students are lacking basic algebraic skills and are 3 or more years below grade level in mathematics as shown in the Math Inventory Assessment, a large number of Algebra1 and Algebra2 students are failing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	$\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																			
6																			
7																			
8																			
9	91	5	5	45				53	44	68	42	54	31	21	9	64.3			
10	76	12	3	9				69	12	70	8	70	4	67	6	10.9			

Comments/Clarifications:

Students enrolled in resource English9 are included in the count with ELA 9 students and resource English10 are included in the count with ELA 10 students.

Because students are lacking basic reading and writing skills and are 3 or more years below grade level in those areas as shown in the Reading Inventory Assessment, a large number of English 9 and English 10 students are failing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

Comments/Clarifications:

We have completed the student data upload to the test portal. We are currently working on the proctor cache machine. After the setup of the cache machine is completed, we will be able to set dates for administering the ACT Aspire Interim Assessments.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>Math Inventory</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>Reading Inventory</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9	93.8%		88.6%	
10	92.6%		77.1%	
11	100.0%		77.4%	
12	96.3%		79.8%	

Comments/Clarifications:

Over 50% of the student population is performing below 5th grade level as indicated by their quantile and lexile scores.

Low performance in these areas negatively impacts performance in core classes as well as across the curriculum.

488

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	In Progress			
Student Results	2.95 out of 4.0			

489

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

**Secondary School
Student Climate Survey
Dollarway High School**

490

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL
	4	3	2	1	
1	135	122	11	6	274
2	137	108	11	7	263
3	62	136	57	9	264
4	64	134	49	25	272
5	42	103	80	36	261
6	64	121	60	19	264
7	31	62	97	71	261
8	37	119	82	30	268
9	92	120	45	10	267
10	66	143	45	9	263
11	120	104	30	9	263
12	64	132	56	20	272
13	90	105	37	25	257
14	84	126	42	13	265
15	136	94	19	12	261
16	91	97	50	23	261
17	106	112	31	11	260
18	87	114	50	13	264
19	82	120	44	14	260
20	22	53	90	96	261
TOTAL	1616	2228	988	459	5281

	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
1	49.3%	44.5%	4.0%	2.2%
2	52.1%	41.1%	4.2%	2.7%
3	23.5%	51.5%	21.6%	3.4%
4	23.5%	49.3%	18.0%	9.2%
5	16.1%	39.5%	30.7%	13.8%
6	24.2%	45.8%	22.7%	7.2%
7	11.9%	23.8%	37.2%	27.2%
8	13.8%	44.4%	30.6%	11.2%
9	34.5%	44.9%	16.9%	3.7%
10	25.1%	54.4%	17.1%	3.4%
11	45.6%	39.5%	11.4%	3.4%
12	23.5%	48.5%	20.6%	7.4%
13	35.0%	40.9%	14.4%	9.7%
14	31.7%	47.5%	15.8%	4.9%
15	52.1%	36.0%	7.3%	4.6%
16	34.9%	37.2%	19.2%	8.8%
17	40.8%	43.1%	11.9%	4.2%
18	33.0%	43.2%	18.9%	4.9%
19	31.5%	46.2%	16.9%	5.4%
20	8.4%	20.3%	34.5%	36.8%
TOTAL	30.6%	42.2%	18.7%	8.7%

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

491



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: DOLLARWAY
SUPERINTENDENT: BARBARA WARREN
SCHOOL: ROBERT F. MOREHEAD MIDDLE SCHOOL
PRINCIPAL: DIANE BOYD-EMELIFE
STATUS: PRIORITY
SITE-BASED SIS: ROSIE CLAYTON
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: LASONIA JOHNSON

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

100% of 5th – 8th graders will be tested in September 2016 to determine reading baseline/Lexile levels.

- **As determined by ACT Aspire, by April 2017, 5th grade will show at least a 3% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.**
- **As determined by ACT Aspire, by April 2017, 6th grade will show at least a 6% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.**
- **As determined by ACT Aspire, by April 2017, 7th grade will show at least a 3% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.**
- **As determined by ACT Aspire, by April 2017, 8th grade will show at least a 9% growth in number of students scoring ready and/or exceeding on the English portion of the ACT Aspire summative assessment.**

100% of 5th – 8th graders will be tested in September 2016 to determine math baseline quantile performance levels.

- **As determined by ACT Aspire, by April 2017, 5th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.**
- **As determined by ACT Aspire, by April 2017, 6th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.**
- **As determined by ACT Aspire, by April 2017, 7th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.**
- **As determined by ACT Aspire, by April 2017, 8th grade will show at least a 10% growth in number of students scoring ready and/or exceeding on the Math portion of the ACT Aspire summative assessment.**

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

We have pre-assessed the entire student body for Reading Inventory, Math Inventory, and Phonics Inventory. The Instructional Facilitators provide training in weekly Professional Learning Community Meetings in areas of Classroom Management, Instructional Strategies, Data Analysis, Student Engagement Techniques, High Order Thinking Skill questioning in lesson plans and instruction. The Professional Learning Communities have established a system to share meeting information, concerns, and data with the Principal, Instructional Facilitators and School Leadership Team. Establishing adequate and consistent meeting times has been a challenge due to outside influences and obligations. Other challenges are lack of working bell and intercom and completion of technology set-up in the building. The imbalance of non-certified personnel versus certified personnel and limited paraprofessionals creates a challenge. There is a concern of how the high volume of discipline issues might affect student performance. The Leadership Team will continue to focus on student performance data and classroom observation data to make decisions about school improvement as it relates to professional development. We will also continue to look at the indicators as they relates to the curriculum, classroom instruction with rigor and relevance, assessments, and ultimately to improve student performance.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)
Quarter 1: Updated vision statement. Updated mission statement. Created new school leadership team. Created new school leadership team roles/duties. Indistar training was shared with team. Re-evaluated Indistar indicators. The team considered these decisions meaningful to align with new district and building leadership, new goals, and visions.
Quarter 2:
Quarter 3:
Quarter 4:
What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.
Quarter 1: Based on classroom walk-throughs and discipline reports, we will increase parental contact and consistently enforce handbook policies and procedures, schoolwide.
Quarter 2:
Quarter 3:
Quarter 4:

667

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)				
	1Q	2Q	3Q	4Q			As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q
5	98				15.3	1	67					3			
6	81				16.0	0	48					0			
7	87				14.9	0	55					3			
8	72				22.22	0	69					3			
9															
10															
11															
12															

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

The SLT reviewed the discipline report to identify student trends. One student has been referred for additional services. The agenda for the Professional Development Day included whole group discussion on discipline concerns and Classroom Management strategies.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8	30				78				9				26%					
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

The leadership team has a concern about number of teacher absences. Maybe we can consult with the Personnel Policy Committee concerning incentives to improve teacher absentees. We may possibly create a survey to assess or provide data as to why teachers are absent. Leadership team will compare high absenteeism to student academic performance.

497

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5	97.1				7					
6	80.7				2					
7	86.7				8					
8	72.0				12					
9										
10										
11										
12										

Comments/Clarifications:

Leadership team discussed reasons for high absenteeism among students. Is it due to suspension, early checkout, etc. The team also discussed how this affects students' academic performance.

498

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$			
								A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5	98	0	0	26				65	23	77	23	72	30			35%			
6	81	5	10	32				80	30	80	40	76	44			48%			
7	87	2	6	20				76	18	86	19	88	19			22%			
8	72	0	1	24				64	40	64	27	62	15			43%			
Alg 1 8																			
Alg 1 9																			
Geo 9																			
Geo 10																			
Alg 2																			

Comments/Clarifications:

5th grade numbers are low for unit tests because the math/science instructional facilitator was not able to collect math data from one of the 5th grade teachers. It was determined in PLC meetings that students are performing below grade level in reading, students lack necessary skills for higher order thinking/problem solving. Instructional facilitators are continuously providing strategies to support identified areas.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment				a+b+c+d				A+B+C+D			
				A	a	B	b	C	c	D	d	$\times 100$							
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5	98	0	0	23				83	12	81	20	82	17			20%			
6	81	2	14	17				75	25	73	9	62	13			22%			
7	87	2	23	12				80	45	80	55	85	7			44%			
8	72	0	1	14				62	9	66	33	62	21			33%			
9																			
10																			

Comments/Clarifications:

It was determined in PLC meetings that students are performing below grade level in reading, students lack necessary skills for higher order thinking. Instructional facilitators are continuously providing strategies to support identified areas.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV	N/A	N/A	N/A	N/A	N/A

*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.

501
Comments/Clarifications:

RFMMS has not administered an interim assessment yet. We are in the process of uploading SDU files to Aspire test portal; setting up proctor cache machine; setting dates for interim assessments and establishing test groups and sessions in the test portal. We will be administering 3 interim assessments before time to administer the summative assessment.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>Math Inventory</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>Reading Inventory</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9				
10				
11				
12				

Comments/Clarifications:

At this time, the RFMMS SLT does not have the reports and data to complete the section of the report.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

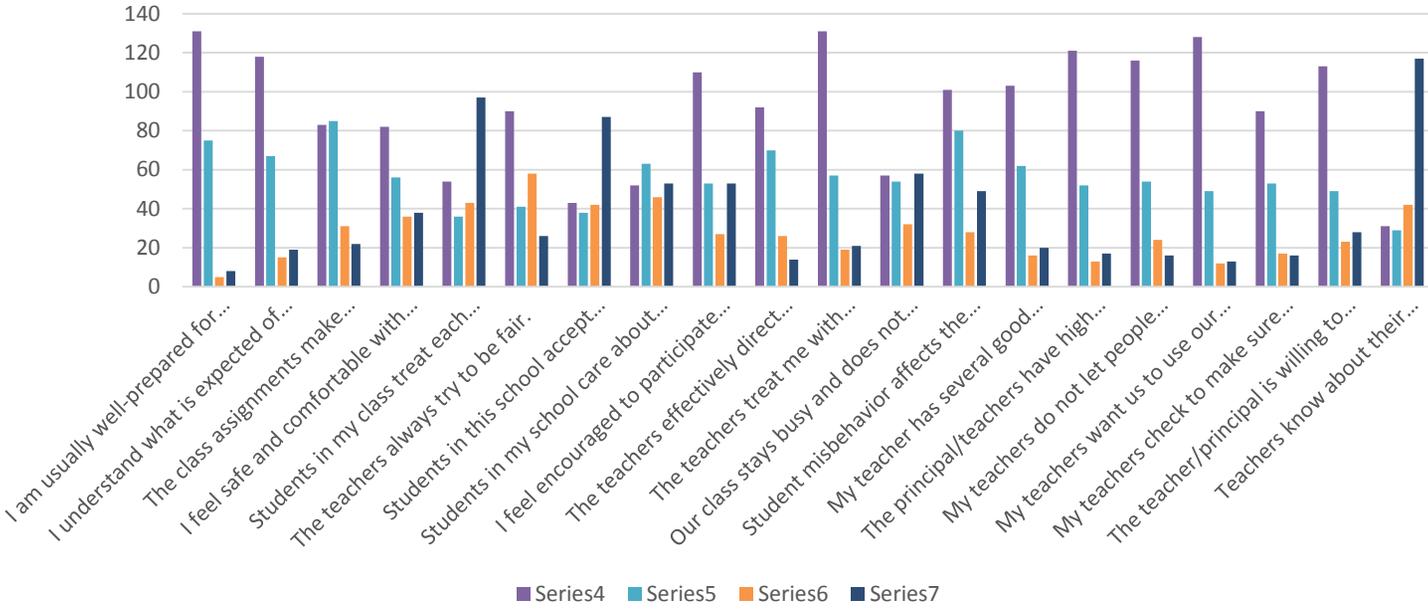
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	3.06 out of 4.0			
Student Results	3.52 out of 4.0			

309** Attach Copy of Survey Instrument if NOT using ADE provided survey

Comments/Clarifications:

Survey results show a close correlation between teacher and student opinion of school climate.

Student Survey



504

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

505

DOLLARWAY SCHOOL DISTRICT



Dollarway High School Academic Report of Progress Principal's Report Summary Highlights Recommendation 1

Goal 1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

- Development of School Improvement Leadership Teams
- Data Teams for Learning (DT4L)
- Development of Stakeholder Teams

Goal 2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

- Constructing Safe and Positive Environment
- Mission and Vision Collaboration
- Whole Staff and Student Climate Surveys

Goal 3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

- Assessment Plan Development
- Professional Learning Community Collaboration

DOLLARWAY SCHOOL DISTRICT



Robert F. Morehead Middle School Academic Report of Progress Summary Highlights Recommendation 1

- GOAL 1 The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
- Establishing a new School Improvement Leadership Teams
 - Professional Learning Communities Collaborations
- GOAL 2 The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
- Vision and Mission Statement Collaboration
 - Professional Development to Enhance Positive Culture
 - Conducting Stakeholder Perception Surveys
- GOAL 3 The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.
- Instructional Leadership Institute
 - Assessment Plan Development
 - Data Teams for Learning



Johnny Key
Commissioner

Process for Review of Schools Classified in Academic Distress by the State Board of Education

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

The process for schools and districts classified in Academic Distress reporting progress in the implementation of the ADE Site Review Team Recommendations at the November 2016 State Board of Education meeting:

1. Principals will be asked to report on the three goals established in Recommendation 1.
 - a. GOAL 1 The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
 - b. GOAL 2 The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
 - c. GOAL 3 The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

2. Dr. Wilde from the ADE School Improvement Unit will present the goal as a question and then function as time keeper. The questions will be presented one at a time, with each principal responding to first question before the second question is presented. This process will repeat for the three questions.
 - a. What steps has the leadership team taken to create a clear academic focus that will lead your school to the removal from Academic Distress? What were your successes and/or challenges, if any, in attaining stakeholder buy-in for this focus?
 - b. What steps has the leadership team taken to improve the culture of the school? What successes and/or challenges have you had in attaining an improved culture?
 - c. What steps has the leadership team taken to develop a culture of continuous improvement?

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3. Following the presentation of responses by the principals, Dr. Wilde from the ADE School Improvement Unit will provide a summary statement based on: the 45 progress reports submitted, Locally-Hired SIS reports submitted in the Indistar platform and the School Leadership Team Agendas and Minutes as reported in the Indistar platform.
4. The Superintendent, Principals, Locally-Hired School Improvement Specialist and the ADE School Improvement Specialist will be available to respond to any questions the State Board members may have.



ARKANSAS
DEPARTMENT
OF EDUCATION

Recommendation 1

Submitted by
Division of Public School Accountability
School Improvement Unit

GOAL 1

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

CLARIFICATION

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long range commitment to continuous improvement and specifically removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

GOAL 2

The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

CLARIFICATION

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe, caring, healthy and intellectually stimulating learning environment where all students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

The School Improvement Leadership Team has the autonomy to identify and attend necessary training to ensure they are capable of leading a turnaround effort. The School Improvement Leadership Team meets regularly and serves as a conduit of communication to all stakeholders in a way that enables the School Improvement Leadership Team to receive input. A schedule and description of all assessments to be administered will be created including detail of how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is recommended that the Aspire Interim Assessments and Aspire Classroom Assessments are used for progress monitoring as available. Post-Unit Assessments can be combined with Aspire Classroom Assessments to monitor both standards attainment and/or the learning of foundation knowledge. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). The School Improvement Leadership Team analyzes data in order to draw conclusions and make decisions about school improvement and professional development. The School Improvement Leadership Team, with support from the District Improvement Leadership Team, seeks ways to retain effective teachers and how they will recruit and incentivize qualified teachers. This would include monitoring teachers for their "feelings or perceptions" of support on a quarterly basis.

The Instructional Improvement Team (otherwise referred to as PLC) works collaboratively with the empowerment to draw conclusions and make decisions based on data. Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work. An assessment is administered prior to instruction to plan for differentiated instruction within the unit. Assessments will be administered following instruction in two to three week intervals to assess effectiveness of instruction and to identify students in need of instructional support or enhancement. The Instructional Improvement Teams use student data to assess strengths and weaknesses of the curriculum and instructional strategies. The Instructional Improvement Team reviews the results of assessments and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit and reflect on personal effectiveness. The Instructional Improvement Teams use the results from multiple measures of data to plan for professional development, inform subsequent instructional unit plans and make adjustments to the curriculum.



School Improvement Unit
Background and Support Needs for Second Quarter
2016-2017

Arkansas Department of Education – School Improvement Unit
Little Rock School District
Kim Wright and Teresa Rambo
November 2016

Overview and Background

A team of educators from the Arkansas Department of Education (ADE) visited all schools that were designated as Academic Distress in order to gain insights into the schools' circumstances that led to the academic distress classification. Following these visits, the ADE School Improvement Unit (SIU) developed recommendations that were designed to assist schools in their efforts to be removed from academic distress. Three overarching goals were developed and these goals serve as the foundation for the recommendations. The goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

In January of 2015, the State Board of Education voted to place Little Rock School District under state authority. Two middle schools (Henderson and Cloverdale Aerospace Technology Conversion Charter) and three high schools (Hall, J.A. Fair, and McClellan) have been classified in Academic Distress since 2013. The following details about the schools and district are considered pertinent:

- The commissioner appointed a new superintendent in July of 2016.
- Two of the high school principals are entering their first year in their current position as a building principal. Previously, the principal at McClellan High served as assistant principal in Dollarway School District; the J.A. Fair High School principal previously served as the School Improvement Specialist at Cloverdale.
- Each school has a locally hired School Improvement Specialist to support their efforts in school improvement.
- Both middle school campuses serve grades six through eight.
- The high school campuses serve grades nine through twelve.
- Significant staff turnover hinders progression in several of the schools:
 - J.A. Fair - 1/3 new staff. All teachers received Advancement via Individual Determination (AVID) training.
 - Hall - 21 teachers are new to the building and received professional development to help them acclimate to Hall High School.
 - McClellan - 15 new teachers to the building.

- Cloverdale - 15 new teachers in the building (six are first year teachers). Novice teachers are attending Fred Jones in-services for classroom management.
- Henderson – 13 new teachers to the building, as well as the math and literacy facilitators. They are currently without an assistant principal. Interviews were held on October 27, 2016.

Areas for ADE support:

Analysis of 45-Day Priority School Progress Reports, School Leadership Team Meeting minutes, and School Improvement Specialist weekly reports suggest further needed assistance:

Schools –

- Develop and clarify goals that are realistic, attainable, met by the specific needs of each grade level, and can support communication of a clear and shared focus.
- Develop a written logic flow model connecting the goals with school interventions to share with staff (the Achieve Team concept has a good start on this process).
- Create logic flow models for decisions made including clearly defined outputs and impacts intended from the decisions.
- Deepen analysis of specific data points in order to drive changes in adult/staff actions for the next quarter.
- Establish ongoing data collection systems that permit discussions on data points every two to three weeks.
- Utilize Indistar agenda and minutes system effectively and efficiently to document specific data discussed; clearly define discussions so that the system can function as both a behavioral record and a communication device for staff.
- Document School Improvement Leadership Team decisions related to the alignment of support expenditures (1003a supplemental grant funds) to reach the shared focus.
- Articulate the strategy developed to improve school climate based upon educator and student survey results.
- Examine discipline issues and excessive student and/or teacher absences in order to develop plans of action on how to alleviate these concerns.
- Strengthen parent and community relationships with the intent of improving student achievement.
- Create strategic plans for assisting new teachers with everyday challenges.

District-

- Integrate the Achieve Team process with the data being collected across the schools.
- Review the Academic Improvement Plan process and grading practices to determine improved effectiveness.
- Develop feeder pattern leadership teams to discuss Achieve Team plans that are articulated to address common issues.
- Begin process of a needs assessment for the feeder pattern of schools in Academic Distress inclusive of the 45-Day Priority School Progress Reports.
- Establish district norms for SIS weekly reports, agendas and minutes, and 45-day Progress Reports to reflect more detailed activities, processes and decisions towards school improvement.
- Develop an acceleration plan to address 9th grade students that failed Math and English in 8th grade.



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 4, 2016

State Board
of Education

Michael Poore, Superintendent
Little Rock School District
810 West Markham Street
Little Rock, AR 72201-1306

Mireya Reith
Fayetteville
Chair

Dear Superintendent Poore:

Dr. Jay Barth
Little Rock
Vice Chair

The Arkansas State Board of Education is committed to the academic success of all students in our state. To accomplish this goal, the State Board has established progress review dates with leadership from schools and districts classified in Academic Distress.

Joe Black
Newport

Given your district has five schools classified in Academic Distress, the State Board of Education has scheduled your next review for Thursday, November 10, 2016. Your report is scheduled to begin at 1:00 p.m., but the agenda is subject to change so we suggest that you arrive early.

Charisse Dean
Little Rock

As a reminder, the State Board of Education would like to hear a progress report specifically from the school principal. Following the principal's report, the Committee would like to hear from you (and other supporting administrators as appropriate) on how the district is supporting the school's efforts to increase student achievement. Please be prepared to discuss current year's progress for the following schools:

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Cloverdale Aerospace Tech Charter (Academic Distress and Priority School)

Diane Zook
Melbourne

Hall High School (Academic Distress and Priority School)

Henderson Middle School (Academic Distress and Priority School)

J. A. Fair High School (Academic Distress and Priority School)

McClellan Magnet High School (Academic Distress and Priority School)

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

Below you will find a list of documents you need to submit for the State Board of Education to review prior to the meeting. Please keep in mind that all documents submitted will be posted for public review and no documents should identify students or parents by name.

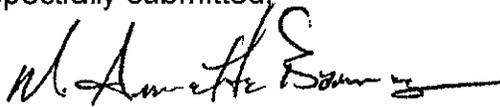
*An Equal
Opportunity
Employer*

Please send this information to Glenda Cupples at glenda.cupples@arkansas.gov in PDF format as soon as possible, but no later than end of day on Friday, October 14, 2016. The items requested for review include:

1. A summary report of external providers supporting school improvement and, if this is a continuing service from 2015-2016, the evaluation of the effectiveness of these services within your school district.
2. A summary report from the principal of the actions the specific school is taking to meet the ADE's recommendations specific to the three goals.
3. The document that outlines the progress and next steps for supporting school(s) in meeting ADE's Recommendation 3 as outlined in your support plan and any supplemental material.
4. Any advisory minutes and agendas during the prior six months with topics related to school improvement highlighted.
5. Any additional information you consider relevant to your progress.

The State Board of Education looks forward to reviewing your information and discussing your successes and challenges. For the specific process of the meeting, we have attached a copy of the meeting protocol. If you need any additional information or assistance, please contact Dr. Richard Wilde at 501-683-3434 or richard.wilde@arkansas.gov.

Respectfully submitted,



M. Annette Barnes, Assistant Commissioner
Public School Accountability

cc: Dr. Richard Wilde, Public School Program Manager
Deborah Coffman, Chief of Staff
Elbert Harvey, Coordinator of School Improvement/Standards Assurance

Attachment: Process for review



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: Little Rock School District
SCHOOL: Cloverdale Middle School
STATUS: Priority and Academic Distress
SITE-BASED SIS: Kathy Daneshmandi
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: Michael Poore
PRINCIPAL: Wanda Ruffins

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Teresa Rambo and Kim Wright

45-DAY Priority School Progress Report: Secondary

FIRST QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

Seventy-five percent of students will increase by a performance level in one or more content areas on the Spring, 2017 ACT Aspire.

523

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Progress Made – Cloverdale has made progress this quarter in the planning of professional development based on a teacher survey and as a result of data analysis. Our teachers chose ESL strategies as their top priority. Data indicates a need for stronger supports for the SWL population. The leadership team feels that co-teaching strategies for inclusion teachers is needed. We have worked to determine which students need interventions using data obtained from the ACT Aspire as well as reading, math and phonics inventories. These students have been enrolled in Math 180, Read 180 or System 44 classes. Our City Year focus groups are in place. New teacher training is ongoing.

Supports – Support in implementing a book study on Making Content Comprehensible for English Learners is being given by the district Achieve Team (DILT). We are working with the district director of special programs to plan a co-teaching inservice for inclusion teachers and the classroom teachers they work with.

Challenges – We were challenged with a shortage of teachers due to positions not being filled as well as teachers on extended leave. There are fifteen new teachers in our building this year, six of whom are first year teachers. The classroom management learning curve may have an adverse affect on student achievement initially. Due to scheduling conflicts, students who need intervention in both reading and math are only able to take one intervention class.

Challenges Overcome – We have finally been able to fill the two teaching positions with highly qualified teachers who are doing a great job. The City Year focus groups target students who are enrolled in one intervention class, but are in need of two interventions. Novice teachers are attending inservices to learn the Fred Jones model of classroom management.

Quarter 2:
Quarter 3:
Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1: Teachers were surveyed regarding their professional development needs. Seventy percent of teachers indicated a need/desire for professional development on ESL strategies to best meet the needs of our growing English learner population (27.8%). A book study on Making Content Comprehensible for English Learners has begun and will continue in PLCs throughout the school year. Data from various sources (PARCC 2015, ACT Aspire 2016, Reading Inventory, Phonics Inventory, Math Inventory) and teacher recommendations were studied to determine student deficiencies. The English, math and science teachers have met as vertical teams to analyze posttest data and ACT Aspire data. They talked about ways to use this data to guide instruction. Reflection forms are completed at the completion of each pre or post assessment. These reflections are used to differentiate and remediate instruction.

Quarter 2:

Quarter 3:

Quarter 4:

526

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1: Modifications to the school improvement efforts next quarter will include having the same expectations of science as we have for math and literacy (pre/posttests, vertical teaming, reflections of pre/posttests, science ACT Aspire interim administered, the science department chair serves as a teacher leader in the absence of a science instructional facilitator). Low writing scores on the ACT Aspire challenged us to search for an intervention. Criterion Writing is an online tool that allows students to compose writing electronically, provides immediate feedback for students and generates reports that are used to identify deficit areas. These deficit areas will be addressed by using Step Up to Writing to pull specific mini lessons for remediation.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)				
	1Q	2Q	3Q	4Q			As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q
5															
6	194				11.4	28.5	129					3			
7	194				12.0	28.5	180					6			
8	180				14.4	27.8	240					3			
9															
10															
11															
12															

528

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications:

One 7th grade math teacher on extended leave.

One 8th grade math teacher on extended leave.

One 7th grade English teacher on extended leave.

One SWD teacher on extended leave.

Since the majority of discipline referrals are for minor category 1 offenses or fighting, we have formed a student leadership team to plan monthly incentives to honor the grade level with the least number of category 1 offenses and also to honor the grade level with the least number of fights.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
6-8	46				219				53				11.4					
9-10																		
11-12																		

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

- One 7th grade math teacher on extended leave.
- One 8th grade math teacher on extended leave.
- One 7th grade English teacher on extended leave.
- One SWD teacher on extended leave.

529

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6	95.0				30					
7	93.4				36					
8	93.7				33					
9										
10										
11										
12										

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D} \times 100$			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
5																			
6	194	42	35	49				178	124	174	93					62			
7	194	35	53	66				74	52	180	155					82			
8	180	37	30	58				121	81	62	55					74			
Alg 1 8	16	N/A	N/A	0				25	12	11	0					33			
Alg 1 9																			
Geo 9																			
Geo 10																			
Alg 2																			

Comments/Clarifications:

One 7th grade math teacher on extended leave at time of unit 1 assessment.

One 8th grade math teacher on extended leave at time of unit 2 assessment.

While many students received a D or F on unit assessments, there was at least 30% growth from the pre- to the post-test in many instances. One seventh grade teacher spends a lot of time dealing with discipline issues, which ultimately impacts instruction. This is being addressed through the Fred Jones training and student incentives referenced above.

Algebra 1 was not offered at Cloverdale in 2014-15 or 2015-16.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D} \times 100$			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment				A	a	B	b				
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																			
6	194	21	18	10				177	8	180	16					7			
7	194	48	40	41				174	81	129	80					53			
8	180	38	7	75				119	82	129	27					44			
9																			
10																			

Comments/Clarifications:

One 7th grade English teacher on extended leave at time of unit 2 assessment
 While many students received a D or F on unit assessments, there was at least 30% growth from the pre- to the post-test in many instances.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

533

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

The ACT Aspire Interim I will be administered later this month

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by <u>HMH Math Inventory</u> (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by <u>HMH Reading Inventory</u> (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6	67%		61%	
7	65%		63%	
8	63%		65%	
9				
10				
11				
12				

Comments/Clarifications:

Math 180, Read 180, System 44 and English Language Development (ELD) classes are in place to address this deficiency. City Year focus groups are in place for students who are in need of, but whose schedule will not allow for, enrollment in one of the previously listed classes. The focus groups target students who are in need of more than one intervention, but whose schedule will only allow for one intervention class.

534

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

535

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.986			
Student Results	2.924			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

The statement, "Student misbehavior affects learning in the classroom" was scored low on both the educator and student surveys. Professional development on Positive Behavior Interventions and Supports (PBIS) is being scheduled as a result of our meeting with the district Achieve Team (DILT). A system is being developed for referring students to the School-Based Intervention Team (SBIT). Teachers and/or students working together was viewed as a positive.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

536



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: HALL HIGH
STATUS: PRIORITY/ACADEMIC DISTRESSED
SITE-BASED SIS: ROXIE BROWNING
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: MICHAEL POORE
PRINCIPAL: LARRY SCHLEICHER

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

- **Based on the 2017 ACT Aspire results, 5% of the combined 9th and 10th grade student math scores will move from the “Need Assistance” category to the “Close” category utilizing focus lists of students to engage in weekly push-in and pull-out targeted intervention support.**
- **Based on the 2017 ACT Aspire results, 5% of the combined 9th and 10th grade student reading scores will move from the “Need Assistance” category to the “Close” category utilizing focus lists of students to engage in weekly push-in and pull-out targeted intervention support.**

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

- The 9th grade Academy has been redesigned with the support from our Deputy Superintendent and the Grants office. Utilizing 1003a funding, the Center of School Redesign has provided 9th Grade Academy teachers with pre-school professional development and ongoing job embedded training. Based on observations and faculty testimonials, improvements within the climate and culture are moving more towards a positive nature within the Academy.
- Job embedded training to develop teachers' skills/processes has occurred via district initiatives including Step Up to Writing and Disciplinary Literacy. District level personnel and instructional facilitators have provided on-site support to increase teacher effectiveness in math, science, social studies and English classes.
- The principal conducted onboarding and follow-up sessions with 21 out of 24 teachers new to the building this school year. During the sessions, teachers engaged in common practices at Hall such as rituals, routines, procedures, classroom management, and team building activities. The goal of each session included supporting new teachers by acclimating them to Hall, building community, strengthening the culture/climate, and increasing their opportunities for success and effectiveness as a Hall High teacher.

Quarter 2:

Quarter 3:

Quarter 4:

539

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

- By established math and reading growth goals for the year, the team considers this to be a first step in focusing on assisting students in becoming proficient in the areas where they have been deficient. Further, the team understands the reality of moving more students closer to "Ready" status in math and reading will support our overarching goal to be removed from the Academic Distress and Priority School lists. October 12, 2016
- The team's decision to investigate deeply when reassessing indicators (ID11 & ID01 - September 14, 2016; IIB02 – September 28, 2016) during SILT meetings has led to determining 1.) The value in developing a meeting schedule that will allow for a longer period of time together once per month and 2.) The importance of creating new tasks within the reassessed indicators.
- Use of 1003 a funds to implement an After School ACT Prep Class for 100 students desiring to raise their ACT score for unconditional college admittance. September 14, 2016
- The team deemed it appropriate and necessary for Administration to engage in providing guidance to math and English teachers relative to professional expectations regarding the submission of Pre/Post assessment results. September 28, 2016
- Team members determined it necessary to conduct an investigation into a discipline management system that could also provide professional development to faculty members. This was a meaningful decision due to the fact that in the past, we have struggled to capture student discipline data and analyze in an effective manner which would lead to making greater gains in changing the student disciplinary challenges as well as efficiently addressing the faculty/staff skills in behavior management. September 28, 2016

Quarter 2:

Quarter 3:

Quarter 4:

<p>What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.</p>
<p>Quarter 1: We are investigating options relative to Schools of Innovation (SOI) and developing a School of Innovation Council composed of students, faculty, parents, community members, and other Hall stakeholders. If we move forward with the application process, the SOI has the possibility of becoming a major component to catapult transformation at Hall. The team has determined that a major change must take place as we cannot continue with our current methods.</p> <ul style="list-style-type: none"> Utilization of an online information report portal (Crystal Reports) system created by the district for teachers to directly report the Pre/Post (Unit) assessment. This will simplify the submission process via gaining back time loss in transferring information, eliminate the three-to-four exchange points within the data sharing process, and unify the reporting method as there were several discrepancies with individual teacher reporting to three people within the building.
<p>Quarter 2:</p>
<p>Quarter 3:</p>
<p>Quarter 4:</p>

541

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)				
	1Q	2Q	3Q	4Q			As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q
9	367				55 = 15%	130 = 35%	415					20			
10	258				33 = 13%	70 = 27%	202					28			
11	232				38 = 16%	69 = 30%	300					18			
12	186				32 = 17%	59 = 32%	167					1			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: The 504 percentages of total student population are as follows: 9th grade – 11 students =3%; 10th grade – 4 students = 2%, 11th grade – 8 students = 3%, 12th grade – 5 students = 3%

The SILT has not had an opportunity to review this data nor discuss. It will be discussed post submission to ADE as a SILT meeting will take place the week after the due date of this report.

542

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, English, Special Education) absent 5 or more days for any reason Enter Percent of Core Teachers who were absent 10 or more days per semester for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9-12	93				648				115				23%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications: *There are three long term substitutes due to vacancies which would add 541 additional absences. Two of the three positions will be filled with certified staff within 30 days. The positions include Spanish, Special Education, and Algebra II/Linear Systems. 763 total absences (not including the vacancies). 22 core teachers were absent 5 or more days which includes a teacher who served a disciplinary sanction for a total of 5 days.*

543

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	Number of Students Absent 10 or more Days Per Semester									
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9	Data needed				Data needed					
10	Data needed				Data needed					
11	Data needed				Data needed					
12	Data needed				Data needed					

Comments/Clarifications: This information is not available to schools until the cycle report is populated on November 15, 2016

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D}$ <i>X 100</i>			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
Alg 1 9-12				Data				No data	No data	248	126					51%			
Geo 9-12				Data				151	121	142	63								
Alg 2				None															
Alg I-09	94		168	51															
Alg. I 10	8		135	29															
Alg II-10	7																		
Geo. -09	0																		
Geo -10	41																		

Comments/Clarifications: The Algebra II teachers were not instructed to submit Pre/Post unit assessments. The SILT will discuss further and determine next steps. Per guidance from LRSD's Accountability Office, Hall conducted two Pre/Post assessments in Algebra I, Geometry, English I, and English II. The SILT has not discussed Pre/Post assessment data for the first quarter as a whole due to the challenge of faculty members' limited submissions by the deadline. The Algebra I Unit I assessment data results were not submitted by teachers for review. This was an SILT discussion resulting in a request of the principal to provide a directive regarding Pre/Post result submission (SILT minutes 9/28/16.) The D's & F's, total number of grades entered, and percent of D or F is not accurate due to the challenges listed in the "rationale for changing or sustaining improvement efforts" section of the SILT's report on page 4. We were unable to pull the other data by the due date. Will pull and discuss as an SILT.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
								Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F				
9 & 10								404	211	414	181					48 %			
9	No Data	No Data	100	65															
10	No Data	No Data	123	18															

Comments/Clarifications: Per guidance from LRSD’s Accountability Office, Hall conducted two Pre/Post assessments in Algebra I, Geometry, English I, and English II. The SILT has not discussed Pre/Post assessment data due to the challenge of faculty members’ limited submissions by the deadline. The 9th and 10th grade English results were combined for the first quarter due to several repeaters mixed in the classes and the challenges with the lack in clarification in the classification of multiple students. Data submitted regarding the D’s & F’s, total number of grades entered, and percent of D or F is not accurate due to the challenges listed in the “rationale for changing or sustaining improvement efforts” section of the SILT’s report on page 4. We were unable to pull the other data by the due date. Will pull and discuss as an SILT.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Nov 1-4, 2016	TBD	TBD	TBD	TBD
Interim II					
Interim III					
Interim IV					

547

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications: Interim I assessment dates are scheduled for November 1-4, 2016. We will report results on the 2nd quarter report. Hall's testing team has determined that we will conduct two ACT Aspire Interim assessments and one 2nd semester final exam per guidance from our LRSD Testing Coordinator.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by Scholastic Math Inventory (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by Scholastic Reading Inventory (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
9	91.86%		85.56%	
10	90.06%		70.55%	
11	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A

Comments/Clarifications: *Currently, we are not screening our 11th and 12th grade students.* The SILT members utilized this information in addition to the ACT Aspire results to determine our growth goals as indicated in our meeting minutes dated October 12, 2016.

548

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale
(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.63			
Student Results	2.7			

549

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications: The SILT will take a look at the results at an upcoming meeting for data analysis and discussion.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

Hall's SILT is not submitting any additional data at this time.

550



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: HENDERSON MIDDLE SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: JIMMY L. SMITH, JR.

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND KIM WRIGHT

SUPERINTENDENT: MICHAEL POORE

PRINCIPAL: FRANK WILLIAMS

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

Math:
By the end of the 2016-2017 school year, Henderson Middle school students will have grown from 18% of the student population classified as ready to 68% classified as ready in Mathematics.

Writing:
By the end of the 2016-2017 school year, Henderson Middle school students will have grown from 12% of the student population classified as ready to 62% in Writing.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

- Achieve Team – Support to Individual schools by District
 - Support of professional development in regards to implementation of Data Driven Teams.
 - Differentiation of Instruction through Odysseyware implementation.
 - Access to 1003A funding for additional professional development
- Challenges
 - Time within the school day to collaborate
 - Adequate time for TEACHERS to analyze and interpret data
 - One-to-one technology to further engage learners and aid in differentiation
- Progress Made with Student Learning
 - Pre/Post tests done and reported electronically
 - PBIS was created and developed the Henderson Discipline Policy, which has helped with student achievement in the classroom
 - Teacher-led PD on Differentiated Instruction during August pre-in-service days.
 - National Beta Club and Junior Honor Society contribute to the implementation of teacher of the month. This aids in giving student voice in the development of a school culture that celebrates success.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

- Pre Post Tests done electronically – This is preparation for the format that the ACT Aspire will use.
- Student Intervention Services of Read 180 and Math 180 created for 2016-2017 school year – Due to students' challenges in literacy and mathematics, Read 180 and Math 180 will be an intervention for students identified as 1-2 grade levels behind.
- IXL implemented with students and teachers – This interactive software allows students to practice skills from any device that can access the internet. This allows teachers another resource to differentiate instruction via technology.
- Actions and tasks planned to develop a digital Title One Parent Compact that will include a Parent Activity Kit.

Quarter 2:

Quarter 3:

Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1: Leadership team is looking at ways to modify the process for students who need to make up a pre-/post-test due to absences. Rationale for changing this process is to assure validity of data collected in the process.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)				
	1Q	2Q	3Q	4Q			As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q
6	232				16.6%	11.9%	156					9			
7	248				12.9%	11.3%	129					6			
8	208				13.5%	7.7%	124					4			

555

**SWD-Students with Disabilities*

**EL-English Language Students*

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
6-8	62				102.97				0				7.89%					

556

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

- Several teachers have been absent for training such as coaching and novice teacher mentor training, hence the total Teacher Days Absent for School Sponsored Events or Professional Development is not accurate. SIS will work with LRSD information systems to obtain a number that is accurate.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
6	95%				31					
7	94.8%				34					
8	94.4%				30					

Comments/Clarifications:

- With 5% of any grade level absent on any given day and thirty plus students per grade missing 5 or more days, the Leadership Team recognized a need for ensuring students make-up all school assessments, including Screener and Post-tests. For next quarter, the Leadership Team will address ways to modify this process for the school.

557

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	$\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
6	232	49	48	63				214	196	197	92					70%			
7	248	77	59	120				196	189	202	174					91%			
8	208	74	60	76				156	149	165	151					93%			
Alg 1 8	19		1							19	18					94%			

Comments/Clarifications:

- *Data from the unit one post test indicate that Henderson students had an average growth of 14%.*
- *Data from the unit two post test indicate that Henderson students had an average growth of 25%.*
- *When data is compiled from the unit 1 and unit 2 post tests, Henderson students showed an overall 1st quarter growth of 20%.*
- *Pre and Post test questions correlate with the appropriate grade-level and are derived from ACT Aspire Exemplars and PARCC released items.*
- *Enrollment numbers for each grade does not match our post-tested numbers. Leadership team will address this next quarter the issue of not having a process in place for student make ups from absences (could be due to discipline, field trips, or just out of school). Since our school engages in electronic post-testing, acquiring adequate technology for multiple days is a difficult task when sharing 2 chromebook carts and 2 computer labs across the school.*
- *Math classes currently are showing growth from the pre- to post-test; however, they are not reaching an achieving level as a whole. Within our subject collaborations and by utilizing an afternoon PD session each quarter, teachers with assistance from the school MIF, will work to align Post-Test questions to the Curriculum Map and examine the rigor of classroom lessons that are being presented moving the Math Department to becoming a Data Driven Team.*
- *Administration is using incentives to encourage students to use IXL learning. It is believed that this program will help improve pre requisite skills which in turn will increase posttest percentages.*

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
6	232	42	33	76				214	153	200	170					78%			
7	248	50	36	57				217	208	220	209					95%			
8	208	79	11	32				190	148	189	183					87%			

Comments/Clarifications:

- Data from the unit one post-test indicate that Henderson students had an average growth of 8%.
- Data from the unit two post-test indicate that Henderson students had an average growth of 13%.
- When data is compiled from the unit 1 and unit 2 post-tests, Henderson students showed an overall 1st quarter growth of 8%.
- Pre and Post test questions correlate with the appropriate grade-level and are derived from ACT Aspire Exemplars and PARCC released items.
- Enrollment numbers for each grade does not match our post-tested numbers. Leadership team will address this next quarter the issue of not having a process in place for student make ups from absences (could be due to discipline, field trips, or just out of school). Since our school engages in electronic post-testing, acquiring adequate technology for multiple days is a difficult task when sharing 2 chromebook carts and 2 computer labs across the school.
- English classes currently are showing growth from the pre- to post-test, nevertheless, they are not reaching an achieving level as a whole. Within our subject collaborations and by utilizing an afternoon PD session each quarter, teachers with assistance from the school LIF, will work to align Post-Test questions to the Curriculum Map and examine the rigor of classroom lessons that are being presented. We are currently engaging in a book study to better help teachers turn data into action.
- Administration is using incentives to encourage students to use IXL learning. It is believed that this program will help improve pre requisite skills which in turn will increase posttest percentages.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

560

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in Math as determined by _____ SMI _____ (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by _____ SRI _____ (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
6	77%		43%	
7	79%		35%	
8	78%		29%	

561

Comments/Clarifications:

- Based upon the number of students that completed the MI assessment by the end of September, percents were calculated by the number of students that fell in the “Below Basic” range divided by the number of students that completed the assessment. The Math Inventory has the Below Basic range set as being 2 or more grade levels behind. Also, we have various students that did not complete their first Math Inventory assessment before the end of September due to sharing 2 chromebook cards and 2 computer labs for the whole school. Upon analyzing this data, the Leadership Team recognized that there needs to be a Make-up process for Absent students (and Incompletes) for all Screener and Post Testing, especially since these are done electronically.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data
Survey Results on a 1-4 Scale
(Survey aggregate average)

562

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results				
Student Results	2.875			

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications:

Teacher surveys were converted to a digital format, yet data was not collected in a timely enough manner to report the results. The leadership team will work to ensure surveys are distributed and collected in an efficient manner for 2nd quarter reporting.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

Henderson Middle School uses IXL learning to engage students in learning using technology. For the first quarter 47% of the student population practiced 40,619 math problems, which equals 365 grade level skills. For the first quarter 52% of the student population practiced 65,592 language arts problems, which equals 288 grade level skills.

Henderson Middle School uses Read 180 as a reading intervention for readers who are one to three grade levels behind. For the 1st quarter Read 180 students averaged 15 minutes of daily usage.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: JA FAIR
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: DIONNE BRITTON
EXTERNAL PROVIDER: NONE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: RICHARD WILDE AND KIM WRIGHT

SUPERINTENDENT: MIKE POORE
PRINCIPAL: MICHAEL ANTHONY

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

JA Fair will increase ELA scores from 30% to 56% in English, from 13% to 38% in Reading, and from 19% to 58% in Writing by retaining our students who performed at the Exceeding and Ready Level for College and Careers on the ACT Aspire Exam in English, Reading and Writing and by improving our students' scores who scored at the CLOSE Level for College and Careers on the ACT Aspire exam; 75 students in English, 32 students in Reading and 47 students in Writing scored Ready or Exceeding for College and Career while 67 students in English, 61 students in Reading, and 93 students in writing scored at the CLOSE level. We will measure growth by comparing the End of Year ACT Aspire Exam results.

JA Fair will increase Math scores from 5% to 22% in Mathematics by retaining our students who performed at the Exceeding and Ready Level for College and Careers on the ACT Aspire Exam in Mathematics and by improving our students' scores who scored at the CLOSE Level for College and Careers on the ACT Aspire exam; 13 of our students scored Ready or Exceeding for College and Career in Math while 46 students scored at the CLOSE level for College and Careers on the ACT Aspire exam. We will measure growth by comparing the End of Year ACT Aspire Exam results.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

- Analyzed ACT Aspire Data as a Staff
- Continued the use of Pre-Post Testing in 3 week increments
- Conducted Training to Staff on How to Communicate Data to Students
- Developed an Improvement Plan of Interventions to Assist with Student Improvement
- Beginning to implement School-Wide Best Teaching Practices entitled AVID (Advancement via Individual Determination)
- Presented our plan to District and District has provided Support via District AVID Coordinator
- Conducted Training to Staff by National AVID Trainer
- Continuing to provide students with additional Math and Reading Time in the Math 180 and Reading 180 Courses
- Aligned Plan with 1003 A School Improvement funds
- Hired 1/3 New Staff

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1:

- * After careful review of the data, the team acknowledged that our interventions would have to take place in the classroom. With that being said, the team chose best practices through a system called AVID (Advancement via Individual Determination) as the vehicle to drive our classroom instruction.
- * The team decided to survey parents, teachers and students regarding AVID strategies to determine prior knowledge, interest and buy in.
- * Developed a Professional Learning Community training schedule that is aligned to our plan of improvement

Quarter 2:

Quarter 3:

Quarter 4:

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1:

Next Quarter we will begin implementing School wide best practices through a system called AVID (Advancement via Individual Determination)

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)				
	1Q	2Q	3Q	4Q			As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q
9	292				15.6%	6.6%	350					20			
10	215				12.2%	6.1%	202					11			
11	208				13.5%	5.8%	209					10			
12	148				16.1%	5.4%	121					8			

Comments/Clarifications (SWD Students with Disabilities; EL English Language Learners):

JA Fair has one third new staff which may have led to a high number of referrals. The Administration will study the discipline data in an effort to reduce referrals for Category I Minor Offenses. The Administration will revisit Classroom Management Strategies and Category I Minor Offense protocols and interventions.

568

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9-12	88				248				0				20%					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

On average, JA Fair teachers missed 2.8 days during the 1st nine week period, which is an improvement over last years' absences, which may be related to our positive climate survey results. The Administration has focused on absenteeism by speaking directly to teachers and offering concern opening a two-way communication about this issue.

569

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
9	93.5%				52					
10	93.7%				39					
11	93.9%				33					
12	94.2%				25					

Comments/Clarifications:

The Administration will review protocols in place for contacting parents when students are absent from school. The School Leadership Team will discuss incentives for students. We will continue to have counselors meet with students and parents. This attendance is also an improvement from last year, which demonstrates that we are moving in a positive direction.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D} \times 100$			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
Alg. I	205	89	84	21				87	11	176	73					32			
Geo.	217	111	120	45				189	109	187	119					61			

Comments/Clarifications:

Algebra 1 students: 41% students failed math last school year; 43% students failed math prior to last year. Students entered with math deficiency. Geometry students: 55% students failed math last school year; 51% students failed math prior to last year. Students entered with math deficiency. Math is our main focus area since historically our students struggle in this area. We have several interventions to assist our Math students.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

572

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D} \times 100$			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
				Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F								
9	292	131	102	29				65	24	69	19					32			
10	215	21	48	26				64	29	98	44					45			

Comments/Clarifications:

In our 9th and 10th Grade English classes this year, JA Fair has all new teachers except for one. It has been a challenge getting everyone trained in pre-post testing protocols and best practices. This is an area that the Administration and School Leadership Team will address next quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	Nov. 1-2	Not Available	Not Available	Not Available	Not Available
Interim II	Feb. 1-2				
Interim III					
Interim IV					

573

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by SMI (assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by SRI (assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
9	95%		76%	
10	97%		67%	

Comments/Clarifications:

JA Fair presented this data to the District Leadership Team and the district is addressing the issues of why the students are coming to high school three or more years below grade level. JA Fair has developed an intervention/remediation plan to assist students in improving, but with 95-97 percent of Math Students and 67-76 percent of ELA students three or more years below grade level is a challenge.

574

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.78			
Student Results	2.11			

575

Comments/Clarifications:

The Educator Survey which measures climate and culture is trending in a positive direction with a 2.78 average score out of 4. The highest score ratings came from the following statements: The vision for our school incorporates continuous improvement and Teachers know and understand their job expectations. **The lowest score rating came from the following statement:** Disciplining students does not hinder classroom instruction time; only 35.7% of teachers gave a positive response to this statement.

The Student Survey which measures climate and culture is not as positive as the teachers' feelings, but it is still trending in a positive direction with a 2.11 average score out of 4. The highest score rating came from the following statement: I understand what is required of me in preparation and participation. **The lowest score rating came from the following statement:** Teachers know about my life outside of school, only 23.5% of students gave a positive response to this statement.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

576



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: MCCLELLAN HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: ZORETTA FINLEY

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: KIM WRIGHT AND TERESA RAMBO

SUPERINTENDENT: MICHAEL POORE

PRINCIPAL: GABRIEL JACKSON

45-DAY Priority School Progress Report: Secondary

1st QUARTER

2016-2017 School Year

Revised 8/22/16

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Annual Student Achievement Goal(s)

What student growth goal(s) has/have been established for the current school year? (Please present in SMART goal format based upon a deep analysis of Aspire results.)

McClellan High School will increase the numbers of students who are Ready on the ACT Aspire Assessments 20% by the end of the 2016-17 school year (May 30, 2017).

McClellan High School will decrease the list of tardy students 10% through enacting a new tardy policy, creating the expectation that teachers should be at their doors between class changes by the end of the first semester.

578

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

Quarter 1:

Progress Made - I met with the District Director of Professional Development, the Secondary Lead English Teacher and the District Director for Math to create a professional development plan to address creating common formative assessments, data analysis, and re-teaching based on the data.

Supports – The Achieve Team met with the School Improvement Leadership Team to discuss our plan of action on how we intend to address student achievement. They made commitments to us based on the identified areas of need. We were provided with supplement Title II funding, and supplemental funding for our Computer Science classes.

Challenges – Transitioning to a new position, building relationships with the staff, introducing myself to the community and other stakeholders

Challenges Overcome – Staff turnover from last year, the new teachers have come in ready to work and added value to the systems already in place.

Quarter 2:

Quarter 3:

Quarter 4:

579

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Improvement Leadership Team's Narrative Report

What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)

Quarter 1: The team has continued to work on the Indicators around Team Structure and Assessments. We have a turnover in staff and this was a way to keep consistency with the staff and give the new members an opportunity to become acclimated to the process. The SIS has created Google Classrooms for each of the Instructional Teams where all of the minutes from the SILT meetings are placed along with any school improvement artifacts (previous test scores, previous quarterly reports, list of indicators by category, WiseWays articles, etc.) After reviewing our test data from last year the team determined that if we could achieve 20% growth and 95% tested this year McClellan could get off of academic distress. The math, English, science, and social studies departments have identified 45 students who are "Close" and in the top half of "In Need of Support" who we could move to "Ready" this school year. Each department had a core group of teachers who worked to develop a plan to address the needs of the identified 45 and the remainder of the students who are in need of support.

The SILT met with the district Achieve Team to discuss where we are, what our data tells us, our plan to move forward, and how they can assist us. Four goals were established:

1. Good communication between administration, teachers, and the SILT
2. Provide effective instruction to students
3. Improve school culture
4. Provide continuing support for McClellan staff and leadership

The SIS sent the ADE Educator Climate Survey out to the staff as a Google Form through staff email. We received 36 responses. The Student Climate Survey was also turned into a Google Form and sent to the students through their student email accounts. The SIS sent an email to the teachers asking them to allow students to complete the survey in class. We received a 121 student responses. Those responses were uploaded to the Google Classrooms for the teachers to see. Discussion of these surveys took place during collaboration.

We are administering pre- and post-test building wide. The other disciplines are helping to build the students capacity in reading, writing, and test taking skills.

The 9th grade teachers will be rewarding the Top Student and The Most Improved Student from among the 9th grade class every quarter. The reward for the students gaining these achievements will be a tablet.

This year our Parent Coordinator has made a big effort to get the community involved with the school community climate and student and parent outreach. The Acts 2:4 Church provided water and fruit for the entire student body and staff one day. We have initiated the School Community Council and the parents are becoming empowered to serve and have their voices heard. The Student Advisory Council participated in a retreat in August where they performed team building drills and learned about leadership skills to bring back and implement on campus. They have become an integral part of the campus and support the endeavors of the other student organizations. The Student Advisory Council also sponsored an Ice Cream Social at the beginning of the school year for the entire student body. Southwest Community businesses participated in a job fair for the DECA and JAG students. They performed on-site interviews and some of the students were hired. The Career Coach assisted them with the preparation of their resumes. We held a 9th grade Parent Meeting to introduce the teachers to the parents, share expectations from the 9th grade administrator, there was a Question and Answer session with the principal, and the parents were familiarized with Title I. We also held a parent meeting with the Senior class where the parents could meet the teachers; familiarize themselves with the Senior ticket, graduation requirements, scholarship opportunities, FAFSA requirements, and college outreach websites.

The Class of 2007 is having their class reunion in June and members of this former class came out to support the school during homecoming.

Quarter 2:

Quarter 3:

Quarter 4:

581

What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.

Quarter 1: After reviewing our discipline data it has become apparent that we have a couple of teachers who are excessive in writing referrals for minor infractions that should be dealt with on the classroom level. The team has decided that we need to hold training with the teachers on what infractions constitute a written referral and what infractions should be dealt with in the classroom. We also need to create a set of expectations for the students and then hold them accountable for meeting those expectations. Teachers will be at their door during class changes. All staff will be responsible for student accountability. When we see students in the halls ask them where they are supposed to be and assist them in getting there if necessary. We will initiate a callout to parents when students continue to be tardy. This policy will be communicated to all stakeholders.

Quarter 2:

Quarter 3:

Quarter 4:

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data

Grade Level	Number of Students Enrolled				SWD Percent of Total Student Population	EL Percent of Total Student Population	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)				Number of Students with 5 or more Discipline Referrals (*Cumulative)				
	1Q	2Q	3Q	4Q			As of 10/01/16	As of 10/01/16	1Q	2Q	3Q	4Q	1Q	2Q	3Q
5															
6															
7															
8															
9	246				14.4%	6.2%	167					3			
10	190				11.9%	6.7%	120					2			
11	175				17.1%	4.6%	110					2			
12	162				18.3%	1.2%	45					2			

***SWD-Students with Disabilities**

***EL-English Language Students**

Comments/Clarifications: Sanctions for Category 1 offenses build with progressive discipline. Especially for the first quarter as we begin due process, the first steps are warnings, parent conferences, referrals to counselors, therapists, etc. As we progress through the year, the due process catches up and we begin out of school suspensions. Remember, too, that some teachers write numerous referrals for minor infractions. At the current time we are not aware of how many of these students are Special Education students or ELL students. We will put systems in place to delineate these numbers for the 2nd quarter report. The number is also high due to the transition between principals and putting new systems in place. We are expecting these numbers to fall as we move forward to second quarter.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span				Total Teacher Days Absent for Illness & Personal				Total Teacher Days Absent for School Sponsored Events or Professional Development				Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason					
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5-8																		
9-12	85				38.5				108.67				15.38					

Specific Grade Levels and /or Spans may be modified according to your building

Comments/Clarifications:

We have one Social Studies teacher who is filling in as an assistant principal during our leadership transition. There is currently a substitute filling in for her and this would count for 23 of the professional development days. We also have three teachers who were out two days for Read180, Math180, and Systems 44 training. We have also had various teachers out for AAIMS and AVID trainings. The athletic coaches have been out for away games for travel time either a full-day or a half-day.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Attendance Data

Grade Level	Average Daily Attendance (%)				Number of Students Absent 5 or more Days Per Quarter					
	1Q	2Q	3Q	4Q	1Q	2Q	Semester 1	3Q	4Q	Semester 2
5										
6										
7										
8										
9					38		20			
10					19		7			
11					19		6			
12					17		4			

Comments/Clarifications:

While the average daily attendance is above 95% for the 10th, 11th, and 12th grade students we are below that for 9th grade. Currently we have 40 9th grade students who are repeating the 9th grade. There are already 20 of the 9th grade students who have been absent for more than 10 days. **I am waiting for the attendance numbers to update. They are currently blank.**

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Math Data

Math Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in Math 2014-15 prior to summer school	Number of Students with F in Math 2015-16 prior to summer school	Number of Students with D or F in Math by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$			
				1Q	2Q	3Q	4Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q
5																			
6																			
7																			
8																			
Alg 1 8																			
Alg 1 9	139	153	98	93				113	33						29				
Aig I 10	20	NA	9	13															
Geo 9	1	NA	0	0															
Geo 10	20	81	9	13				112	29						26				
Alg 2 9	27	NA	15	20				71	18						25				
Alg 2 10	144	NA	77	80															

Comments/Clarifications: We had to get the number of students who failed math in the 2014-15 school year from last year's report. That report only gave a total number for Algebra I and Geometry. It was not separated out by grade level which is why there are blanks beside Algebra 10 and Geometry 9. All of the math teachers did not report a total number for Ds and Fs. This is something that will need to be corrected for 2nd quarter. The number of failures is consistent with the number of students who are currently performing 3 or more years below grade level. The students are not ready for the required content that the teachers are providing to them. In order to address this issue CityYear has started doing pullouts with the 9th graders during their elective classes. The department has started doing Remediation Fridays where they focus on prior knowledge skills that the students would have to master in order to be successful with the current curriculum. The department also offers Before and After School Tutoring.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

English/Language Arts Data

ELA Data by quarter Grades 5-10

Grade Level	Number of students enrolled this quarter	Number of Students with F in ELA 2014-15 prior to summer school	Number of Students with F in ELA 2015-16 prior to summer school	Number of Students with D or F in ELA by Grading Period				Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter $\frac{a+b+c+d}{A+B+C+D} \times 100$			
								Lower Case Letters: Report the number of D and F grades on each post-unit assessment											
				A	a	B	b	C	c	D	d	1Q	2Q	3Q	4Q				
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q
5																			
6																			
7																			
8																			
9		116	54	39				104	74							71			
10		97	38	11				173	81							47			

Comments/Clarifications: Under the previous administrator the English department was instructed to administer common formative assessments that were based on the ACT, so these assessments do not reflect the learning of content or skills that took place in the classroom for this quarter. The department has since received training in creating teacher-made common formative assessments and this will be the expectation for the rest of the year. We know that parents start contacting the school after receiving student report cards about their child academic performance and what can be done to assist them. This will be the time that we make a concerted effort to promote before and after school tutoring to parents. The team has also decided to use a Student Reflection Form with the students that allows them to reflect on their performance and make commitments to improve.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

School Summary of Interim Assessments

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I					
Interim II					
Interim III					
Interim IV					

***Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

Comments/Clarifications: Our testing window runs October 18 through November 4. We will not have the data from our first Interim Assessment completed by the time this report is due. We will only be administering the Reading and Math Interim Assessments. The Science department has elected to use the Interim Assessments with their students in after school tutoring.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Student Screening Data

Grade Level	Percent of students 3 or more years below grade level in math as determined by __Math Inventory__(assessment tool used)		Percent of students 3 or more years below grade level in ELA as determined by _Reading Inventory__(assessment tool used)	
	Beginning of Year	End of Year	Beginning of Year	End of Year
5				
6				
7				
8				
9	78%		75%	
10	75%		79%	
11	50%		77%	
12	54%		67%	

Comments/Clarifications: This is a significant number of our student population. Half of the English department is using articles from ReadWorks.org to building reading comprehension skills. One of the 11th grade teachers is using the Marching to Success website that gives the students a diagnostic assessment and then provides them with exercises focused on their areas of weakness. The teacher is using the free version which only provides limited resources.

589

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT
Summary of Educator/Student School Climate Survey Data

Survey Results on a 1-4 Scale

(Survey aggregate average)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Educator Results	2.475			
Student Results	2.63			

590

****Attach Copy of Survey Instrument if NOT using ADE provided survey**

Comments/Clarifications: The surveys were turned into Google forms and sent to the teachers and students through their email accounts. One of the 10th grade English teachers allowed all of her students to take the survey during class. For the first quarter we 121 student responses and 36 teacher responses. The leadership team is exploring professional development options that focus on school culture.

SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Optional Data

Do you have other data sources that support and/or identify that you are making gains in student outcomes? *You may include a chart to describe your data, but do not include raw data or student names.*

Pre AP Chemistry - Ch 2	1	26	36.1%	23	75.1%	39.0%	8
Pre AP Chemistry- Ch 2	4	14	36.7%	12	90.6%	53.9%	1
Pre AP Chemistry- Ch2	7	12	31.5%	11	74.6%	43.1%	3
APES- Ecology	6	8	28.3%	8	50.0%	21.7%	5
AP Chem- Gas Laws	3	6	31.0%				
Physical Science Gas laws	1	26	38.0%	26	82.0%	44.0%	2
Physics Acceleration	2	19	55.0%	18	75.0%	20.0%	0
PLTW IED Modeling	3	25	38.0%	24	72.0%	34.0%	4
Computer Science Routing	4	7	48.0%	7	86.0%	38.0%	0
Physical Science Gas laws	6	26	37.0%	25	78.0%	41.0%	8
(10) Pre-AP Biology	1	22	27.0%	25	53.0%	26.0%	24
(10) Pre-AP Biology	2	15	26.0%	19	47.0%	21.0%	16
(10) Pre-AP Biology	3	26	33.0%	29	53.0%	20.0%	25
(11-12) Human Anatomy and Physiology	4	12	33.0%	14	73.0%	40.0%	6

591

(11-12) AP Biology	6	21	34.0%	26	96.0%	62.0%	0
Biomes and Ecosystems	1	7	40.0%	8	65.0%	25.0%	2
Biomes and Ecosystems	2	15	43.0%	18	58.0%	15.0%	10
Biomes and Ecosystems	4	20	35.0%	20	48.0%	13.0%	18
Biomes and Ecosystems	6	14	45.0%	14	54.0%	12.0%	11
Biomes and Ecosystems	7	11	52.0%	15	59.0%	7.0%	7
Physical Science/9th	2	12	41.0%	20	27.0%	- 14.0%	
	3	23	42.0%	16	37.0%	-5.0%	
	4	22	51.0%	21	30.0%	- 21.0%	
	6	28	55.0%	22	40.0%	- 15.0%	
	7	21	50.0%	19	32.0%	- 18.0%	



**State Board of Education Review
November 10, 2016**

- I. Goal 1 - The School Improvement Leadership Team will develop a clear and shared academic focus.
 - A. Established goals that will lead to removal from academic distress.
 - a. Seventy-five percent of students will increase by a performance level in one or more content areas on each ACT Aspire Interim Assessment.
 - b. Seventy-five percent of students will increase by a performance level in one or more content areas on the ACT Aspire Summative.
 - B. Implement practices that will support the achievement of the academic goals.
 - a. Analyze data for decision making at School Improvement Leadership Team Meetings.
 - b. Review *Wise Ways* research for best practices when making decisions.
 - c. Provide professional development on ESL instructional and differentiation strategies that will increase the learning of all students. (28.3% of students are English Language Learners.)
 - d. Continue use of pre/post-testing in 3 week increments.
 - e. Use classroom observations to check for implementation of staff training.
 - f. Ensure that all staff have input in decisions made by the school improvement leadership team.
- II. Goal 2 – The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
 - A. Focus on PBIS to improve student behavior and decrease discipline referrals.
 - a. Provide professional development for key staff members on PBIS strategies.
 - b. Leadership Team will review referrals on a regular basis to determine what improvement actions are needed.
 - c. Develop a system for consistent referrals of students to the SBIT team and provide the necessary professional development.
 - d. Select staff members will be trained to become Alternative Behavior Educators (ABE), utilizing interactive software to emphasize the importance of responsible behaviors.
 - e. The Student Leadership Team in conjunction with the administration and City Year corps members is planning monthly competitions among grade levels designed to decrease fights and category 1 offenses.
 - B. Increase parent involvement in an effort to improve the school culture and increase student achievement.
 - a. Form a parent volunteer database.
 - b. Contact each parent on the database and personally invite them to volunteer at our school.
 - c. Compile a list of specific ways to utilize parent volunteers.

- III. Goal 3 – The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.
- A. Establish a culture committee to plan incentives that will foster a culture of continuous improvement.
 - B. Celebrate progress towards meeting school goals and excellence demonstrated by students, faculty or parents.
 - C. The Achieve Team process demonstrates the commitment of the district to support the administration, faculty, staff, students and parents of the school in their efforts to improve.
 - D. The district offers professional development that is content specific as well as professional development designed to meet the individual instructional needs of teachers.

Hall High School response to the three goals:

Goal 1 - The School Improvement Leadership Team will develop a clear and shared academic focus.

A. Established goals that will lead to removal from academic distress.

- Based on the 2017 ACT Aspire results, 15% of the combined 9th and 10th grade student math scores will move from the “Need Assistance” category to the “Close” category utilizing focus lists of students to engage in weekly push-in and pull-out targeted intervention support.
- Based on the 2017 ACT Aspire results, 15% of the combined 9th and 10th grade student reading scores will move from the “Need Assistance” category to the “Close” category utilizing focus lists of students to engage in weekly push-in and pull-out targeted intervention support.
- Based on weekly focus walks, 75% of Hall’s teaching staff will implement AVID instructional strategies by the end of the 2017-2018 school year.
- All students who complete the after-school ACT prep class during the 2016-2017 school year will reach a minimum composite score of 19 for unconditional college/university acceptance.

B. Implement practices that will support the achievement of the academic goals.

- Analyze data for decision making at each School Leadership Team Meeting.
- Review *Wise Ways* research for best practices when making decisions.
- Continue use of Pre-/Post-testing in 2-4 week increments.
- Train staff in AVID instructional strategies.
- Train staff in classroom management strategies.
- Continuing to implement Step-up to Writing and Disciplinary Literacy instructional strategies.
- Use classroom observations and focus walks to check for implementation of staff training.
- School Improvement Leadership Team and Achieve Team members are working to ensure that Hall’s stakeholders (parents, students, community, faculty/staff, and alumni) provide input and support relative to school improvement efforts. We are working in concert with the Tribe Alumni Association, Hall’s revitalized Parent Teacher Student Association (PTSA,) collaborating with various community partnerships including the Hall High Neighborhood Association and Trinity United Methodist Church.
- Utilize intervention (academic focus list) support provided by City Year core members within the 9th Grade Academy.
- Implement strategies obtained from the Arkansas Leadership Academy via the Master Principal program, Teacher Leadership Institute, and Assistant Principal Academy. The principal is in your second year, five teachers are in their second year, and one assistant principal in her first year.
- The math teachers met this past summer to develop instructional units along with pre/post assessments. The English and Science teachers will be encouraged to follow suit.

C. Successes –

- Priority Improvement Plan (PIP) implementation of taking AVID Schoolwide via regular PLC’s and the October 17th Professional Development supported by the district.
- SILT more focused on making meaningful decisions related to continuous school improvement. More communication to the staff via faculty meeting updates and a shared drive.
- Redesigned the after-school program to focus more on providing instructional support. High student interest in the ACT Prep Class during the after school program.

D. Challenges –

- Due to the number of new staff this school year, the level of implementation for Disciplinary Literacy and Step up to Writing varies greatly.

Goal 2 – The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

- A. Utilize climate survey results to discuss improvements needed and implement a plan of action with stakeholders.**
- Train staff in the Poverty and Coaching Institute methods.
 - Develop a system of focus walks to provide job-embedded, non-evaluative support to teachers.
 - Administrative Team will review referrals on a regular basis to determine what improvement actions may be needed.
 - School Improvement Leadership Team along with faculty support are providing input regarding incentives for teachers and students to celebrate instruction and learning accomplishments.
 - Provided aesthetic value in the building with banners and flags to promote school spirit and morale.
 - Getting the student body more involved in the school via one act plays and increased band participation.
- B. Collaborate with parent and community stakeholders to develop a meaningful school-community compact that outlines the commitments of both toward improving student achievement.**
- Through the revitalized PTSA:
- Develop goals that both parents and school agree on for the compact.
 - Develop specific commitments under each goal to which parents/community, students, and teachers/school agrees.
 - Survey teachers, parents, students and community stakeholders to evaluate the success of the compact.
- C. Success –**
- Larger interest and membership in PTSA from the community and faculty.
- D. Challenges –**
- Gaining more student and parent memberships.

Goal 3 – The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

- The district and school are developing a Hall High School of Innovation Council to investigate and explore the school redesign models available through Schools of Innovation. We are also partnered with Arkansas' Office of School Innovation throughout the application process.
- Collaborated with the district to develop strategies to recruit and maintain effective teachers.
- Developed an onboarding process that provides support for new staff members.
- The principal recognizes achievement and regularly celebrates progress towards meeting school goals and excellence demonstrated by students, faculty or parents.
- The Achieve Team process demonstrates the commitment of the district to support the administration, faculty, staff, students and parents of the school in their efforts to improve.
- The district provides a curriculum that is aligned to state standards in both content and rigor and supports the teachers to effectively implement the curriculum through professional development and on-site observations and feedback.

Henderson Middle School – Progress Report

I. Goal 1 - The School Improvement Leadership Team will develop a clear and shared academic focus.

- A. Strengthen the school’s instructional program.
 - a. Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
 - i. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
 - ii. Henderson Middle School teachers will incorporate technology to differentiate instruction as a means of providing support and enhancing learning opportunities
 - b. The school utilizes ACT Aspire interim assessments with each student three times during the year to determine progress toward college and career ready objectives.
 - c. The administrative team monitors curriculum and classroom instruction regularly.
 - i. Drop in observations
 - ii. Formal and Informal observations
- B. Use Data to inform instruction for continuous school improvement.
 - a. The Leadership Team looks at school performance data as well as aggregated classroom observation data. The team then uses that data to make decisions about school improvement and professional development needs.
 - i. Leadership participates in book study “How teachers turn data into action.”
 - ii. Train staff on techniques to differentiate instruction.
 - iii. Train staff on uses of technology to engage students.
 - iv. Use classroom observations to plan and differentiate professional development needs.

II. Goal 2 – The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

- A. Establish a school environment that improves school safety and discipline
 - a. All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.
 - i. Development and sustain a School Based Intervention Team (SBIT)
 - ii. Focus on PBIS to improve student behavior and decrease discipline referrals.
 - iii. When conducting drop in observations, the administrative team focus on providing feedback relative to the classroom environment during the first nine weeks.
 - b. School leadership celebrates individual, team, and school successes, especially related to student learning outcomes.
 - i. Implementation of behavior and learning incentives
 - ii. NJHS/BETA club Teacher of the Month recognition
 - iii. Celebrate student success during halftime of home basketball games***
- B. Provide ongoing mechanisms for family and community engagement.
 - a. Creation of a digital Title I Compact that includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).
 - i. School Leadership is working to development a Parent Activity Kit to include teacher video taught lessons.
 - ii. Coordination of Math and Literacy Nights

- iii. Hiring and Retention of a bi-lingual para-professional (November 1, 2016)
- b. School leadership is in continuous solicitation of school partnerships.

III. Goal 3 – The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

- A. Collaborates with the district to develop strategies to recruit and maintain effective teachers.
- B. Developed an onboarding process that provides support for new staff members.
- C. Celebrates progress towards meeting school goals and excellence demonstrated by students, faculty or parents.
- D. The Achieve Team process demonstrates the commitment of the district to support the administration, faculty, staff, students, and parents of the school in their efforts to improve.
 - a. Improve the school's use of data to identify instructional areas that need school-wide improvement. Within the PLC and content team, bring data from difference sources to the team, analyze the data, and make decisions/commitments based on the data by the end of the meeting.
 - b. District achieve team will help to secure adequate tech equipment to implement blended learning environment.
 - i. Order appropriate number of Chromebooks to implement blended learning.
 - 1. Contact Chromebooks vendor to expedite shipping of Chromebooks
 - c. Assess software for use with blended learning environment for alignment with standards and how it influences writing.
 - d. LRSD ACHIEVE Team will supply an executive coach for Principal.
- E. The district provides a curriculum that is aligned to state standards in both content and rigor and supports the teachers to effectively implement the curriculum through professional development and on-site observations and feedback.

JA Fair High School- Responses to the State Board of Education

- I. Goal 1- The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress
 - A. Established goals that will lead to removal from academic distress.
 - a. JA Fair will increase ELA scores from 30% to 56% in English, from 13% to 38% in Reading, and from 19% to 58% in Writing by maintaining our students who performed at the Exceeding and Ready Level for College and Careers on the ACT Aspire Exam in English, Reading and Writing and by improving our students' scores who scored at the CLOSE Level for College and Careers on the ACT Aspire exam
 - b. JA Fair will increase Math scores from 5% to 22% in Mathematics by maintaining our students who performed at the Exceeding and Ready Level for College and Careers on the ACT Aspire Exam in Mathematics and by improving our students' scores who scored at the CLOSE Level for College and Careers on the ACT Aspire exam
 - B. Implement practices that will support the achievement of the academic goals.
 - a. Analyzed ACT Aspire Data as a Staff
 - b. Continued the use of Pre-Post Testing in 3 week increments
 - c. Conducted Training to Staff on How to Communicate Data to Students
 - d. Developed an Improvement Plan of Interventions to Assist with Student Improvement
 - e. Beginning to implement School-Wide Best Teaching Practices entitled AVID (Advancement via Individual Determination)
 - f. Presented our plan to District and District has provided Support via District AVID Coordinator
 - g. Conducted Training to Staff by National AVID Trainer, Local SIS, and Facilitators
 - h. Continuing to provide students with additional Math and Reading Time in the Math 180 and Reading 180 Courses
 - i. Aligned 1003a School Improvement funds to improvement plan
- II. Goal 2- The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
 - A. Focus on building a positive relationship with staff, students, and administrators
 - a. Hired $\frac{1}{3}$ New Staff
 - b. Hired a New Principal
 - c. Principal has increased decision-making to include all staff
 - d. Surveyed the staff and students on their feelings on climate and culture
 - e. Establishing school-wide strategies in which all teachers participate
 - f. Increased activities for students: morning announcements, student advisory council, academic assemblies

B. Focus on building community and parent relationships with the intent of improving student achievement.

- a. Parent Involvement Coordinator has solicited Partners in Education
- b. Increased membership in our PTA
- c. Hosted Parent Night with a very positive turnout

III. Goal 3- The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

- A. The District has implemented the “Achieve Team,” which is a combination of the District Leadership Team along with other stakeholders to assist the school in carrying out its plan of improvement; i.e. Assigned AVID Coordinator to attend School Leadership Team Meetings.
- B. The District “Achieve Team” has planned follow up visits to ensure implementation of plan.
- C. The District is providing training in the TESS and LEADS Evaluation System and BloomBoard Software for Evaluating Teachers and Principals.
- D. The District hired a Local School Improvement Specialist.

McClellan High School

- I. Goal 1 – The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
 - A. Revisiting the Mission Statement, Vision Statement, and Core Beliefs
 - B. Established goals that will lead to removal from academic distress.
 - a. Setting SMART Goals for the year
 - McClellan High School will increase the number of students who are "Ready" on the ACT Aspire Assessments 20% by the end of the 2016-17 school year (May 30, 2017).
 - McClellan High School will decrease absences and tardies 10% by the end of the first semester.
 - C. Implement practices that will support the achievement of the academic goals.
 - a. Provide professional development to assist teachers to develop quality common formative assessments and use data to differentiate instruction and re-teach those students who need extra help. This will be happen in a three phases: Phase I - how to create common formative assessments, Phase II will focus on how to analyze the data and Phase III will focus on what re-teaching should look like in the classroom.
 - b. Analyze data for decision making at each School Leadership Team Meeting.
 - c. Administering pre- and post-test assessments in all core classrooms with 2-4 week instructional units.
 - D. Successes and/or challenges
 - a. Most of the responses to the school's plan were positive. Teachers appreciated the explanation of CFAs, and they were presented with a lot of good information. Then we have that few who are resistant to change and even though they participated in the training they have stated that they see no reason in changing their practice and will continue to do what they have always done.
 - b. Success – 9th grade incentives for student achievement
- II. Goal 2 – The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
 - A. What steps has the leadership team taken to improve the culture of the school?
 - a. Student Advisory Council
 - b. School Community Council
 - c. Google Classrooms for School Improvement Leadership Team and Instructional Teams
 - d. Put a tracking system in place for keeping up with discipline data.
 - e. School Leadership Team is reviewing the discipline data and taking action to improve the number of referrals.

- f. Create an implementation plan with the School Community Council on getting the Learning Compact supported by all stakeholders.
- g. Collecting Climate Surveys from the teachers and students every quarter to provide actionable data about school climate.

What successes and/or challenges have you had in attaining an improved culture?

With the transition of leadership, getting our principal up to speed on meeting regularly with these groups is something we are working on.

- III. Goal 3 – The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.
 - a. Strive for 45 students who are “Close” and in the top half of “In Need of Support” who we could move to “Ready” this school year in all core content areas.
 - b. Achievement Plan to address interventions identified in the Academic Improvement Plans.
 - c. Creating Enrichment options to help move Ready students to Exceeding
 - d. Receiving support from the Achieve Team and creating a timeline to assist us in accomplishing our goals.



ARKANSAS
DEPARTMENT
OF EDUCATION

**Arkansas Department of Education Review
Recommendations for Mineral Springs
School District Related to Academic
Distress Classification**

November 2016

Submitted by
Division of Public School Accountability
School Improvement Unit

Table of Contents

Introduction and Background	Page 1
Recommendation #1:	Page 2
Recommendation #2:	Page 2
Recommendation #3:	Page 3
Recommendation #4:	Page 5

INTRODUCTION and BACKGROUND

In accordance with the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (10.06.2 and 10.06.3), the Arkansas Department of Education (ADE) Assistant Commissioner for Public School Accountability, Annette Barnes, appointed a team to conduct an onsite review of the Mineral Springs High School.

The review team consisted of educators representing the ADE departments of Special Education, Educator Effectiveness, School Improvement and Federal Programs. Mr. Elbert Harvey from the ADE's Division of Public School Accountability attended as a process observer. The district appointed two external consultants and one district administrator to be process observers. The district videotaped the interviews conducted on September 22, 2016, and provided the ADE with a copy of the process.

The district had prepared extensive documentation to clarify their plans and actions. It was noted that the district documentation was well organized and attempted to communicate in a manner similar to a Standards and Federal Programs monitoring. While this was not requested by ADE, it was very helpful to have the documents to review.

Interviews were conducted with the District Leadership Team, a combination of the Elementary and High School Leadership Teams, students, and support personnel. The interviews utilized a predetermined set of questions with ADE Review Team members conducting unscripted follow-up questions to the responses provided. Members of the local school board offered to be available for interview and conveyed a sincere intent to support administration in addressing the learning needs of students.

Staff reported a perception of high trust for the fiscal management of the district and school leadership reported minimal turnover in faculty. The high school 9-12 principal for the school year 2016-17, is in his first year with Mineral Springs and is viewed as having a strong curricula background. The principal for grades 7-8 also functions as a 0.5 Full Time Equivalent School Improvement Specialist for grades 9-12.

The ADE Review Team concluded that the district and the school were actively seeking to address the challenges related to a "school classified in academic distress." The following recommendations are made with the intent to support, recognize, and organize the work already embraced by the district and school staff.

RECOMMENDATIONS

Recommendation 1:

It is recommended that the 7-12 school receive the same Arkansas Department of Education (ADE) support as a priority school. This would permit the Mineral Springs Secondary School to access weekly support from ADE School Improvement Unit (SIU) and the coordination of additional support from other units as needed. This, however, would require an increase in the locally hired School Improvement Specialist (SIS) from part-time to full-time. This could be accomplished by a cost neutral adjustment in staffing.

Currently, the 7-12 school has a part-time principal for grades 7 and 8 and a full-time principal for grades 9-12. The part-time principal functions as a part-time School Improvement Specialist. Specifically, given the size of the district and given the need to maximize the articulation and alignment of all efforts, the district could easily function with a K-6 principal and a 7-12 principal. This would permit the part-time School Improvement Specialist to be increased to a full-time School Improvement Specialist and report directly to the superintendent. This adjustment would be made in the 2017-2018 school year. The ADE support would be effective starting on October 17, 2016.

Recommendation 2:

Given that the district has initiated several efforts, it is recommended that by December 30, 2016, these efforts be aligned and articulated into a Plan of Support that clarifies:

- A. The professional development plan of activities that will support the principal in becoming an accomplished turnaround principal (identifying specific trainings, readings, mentors, and timelines for activities to occur and the expected outcome of each component of the activities). This plan shall include observation calibration training for Teacher Excellence and Support System (TESS) along with training in the use of the BloomBoard Insight Reports.

Further, district and school leaders will work with the ADE Educator Effectiveness Unit to align existing walk-through practices to be recorded as informal observations within the TESS (BloomBoard) process.

- B. A description of specific State and Federal Categorical (restricted funds) funding provided to the school and specifically targeted for school improvement activities. The funding description will clarify positions and programs purchased with categorical dollars; specify the amount of student improvement anticipated by the expenditure and how the effectiveness of the program or position will be evaluated in accordance with the anticipated student gains. The funds available and at the discretion of the School Improvement Team will be defined.

- C. The description of all assessments to be administered by the school with clear detail on how the assessments will be utilized by teachers, instructional teams, and the School Improvement Leadership Team. It is encouraged that the ACT Aspire Interim Assessments be used for progress monitoring. Post-unit assessments are to be developed by instructional teams specific to the units taught and may include both standards-based questions and questions related to any foundational knowledge required as part of the units of instruction. Dates for assessments by grade level, expected levels of student achievement (SMART Goal), and clear use of each type of assessment will be detailed in the plan(s). It is encouraged that the school minimize assessment to Formative Assessments, Aspire Interims (or Aspire aligned interims), and Unit Assessments. Semester Exams may be substituted for the third Unit Assessment if all students at that grade level or subject area are administered the Semester Exam. It is recommended that districts use an assessment inventory process to complete this section.
<http://www.achieve.org/assessmentinventory>
- D. A description of the actions the district is taking to ensure that there is curriculum alignment in at least the areas of literacy and mathematics as assessed for accountability. This alignment process would be conducted for K-12.
- E. The description of the supports to be provided to engage parents and community in the turnaround efforts. Specifically identify the activities that will be offered, a timeline and how the school will maintain and analyze data related to parent participation. The analysis should contrast participation levels of parents of proficient students to participation levels of parents of non-proficient students with the intent of providing additional services and support to parents of non-proficient students.

Recommendation 3:

It is further recommended that both the elementary and secondary school improvement plans be revised by March 30, 2017, to articulate these three goals.

- Clear and Shared Focus
- Positive Culture and Climate
- Continuous Improvement

GOAL 1

The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.

CLARIFICATION

The School Improvement Leadership Team ensures the development of a clear and shared focus involving all stakeholders. All stakeholders know the focus and how achieving the focus will lead to increased achievement, long-range commitment to continuous improvement and specifically, removal from Academic Distress classification. All stakeholders can articulate their role, and the role of interventions/innovations/programs in accomplishing the focus. The focus will be foremost in decisions related to support expenditures. All faculty will clearly understand the evidence that identify progress throughout the year. The School Improvement Leadership Team will provide an update of progress to the local school board quarterly.

GOAL 2

The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.

CLARIFICATION

The School Improvement Leadership Team ensures there is a sense that educating students extends beyond teachers and staff in schools to include all educational stakeholders. Parents, as well as businesses, social service agencies, and community colleges/universities all know their role in this effort. Teachers, staff, students and stakeholders believe that all students can learn and are able to articulate a personal vision of success. The school has a safe, caring, healthy and intellectually stimulating learning environment where all students and staff feel welcomed, supported and valued. The social-emotional, behavior and academic needs of students are addressed using a research-based multi-tiered approach. Instruction is student-focused; teachers have high expectations of student learning and believe they can teach all students.

Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. Teachers determine needed support and professional development that aligns with the school and district's clear focus and high expectations. The School Improvement Leadership Team will regularly assess school culture by utilizing ADE provided or approved student and teacher surveys and provide an update to the state and local school board quarterly.

GOAL 3

The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

CLARIFICATION

A culture of continuous improvement is one that involves assessing, planning and monitoring of school improvement indicators and making data-driven decisions toward achieving the shared and clear focus. All teams work collaboratively within and outside of their teams, have a clear and communicated written purpose, bylaws, and can articulate their role in achieving the focus.

Recommendation 4:

The local school board holds accountability for the progress of students. The National School Boards Association in conjunction with the Center for Public Education have identified characteristics of effective school boards. These include and require that school boards are data literate, allocate resources to needs, and maintain a focus on student achievement goals. To support the local school board in being effective, the review teams make the following recommendation:

In conjunction with the School Improvement Leadership Team, and the designated team from the Arkansas Department of Education, the District Improvement Leadership Team will present the school's required quarterly progress report to the local school board and discuss supports, actions, and/or trainings in which the local school board can participate to further support the school or schools.

To clarify the intent of this recommendation, each quarter following the submission of the quarterly progress report, the assigned ADE Team will meet with representatives from the district and school to develop and present a report of progress to the local school board. To the degree possible, the report to the local board will highlight the decisions made that either supported or distracted from the school's efforts. The District Improvement Leadership Team and the assigned ADE Team will then assist the local school board in identifying any trainings that would assist in their efforts to become more effective.



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

September 7, 2016

**State Board
of Education**

Mireya Reith
*Fayetteville
Chair*

Curtis Turner, Superintendent
Mineral Springs School District
P. O. Box 189
Mineral Springs, AR 71851

Dr. Jay Barth
*Little Rock
Vice Chair*

Dear Superintendent Turner:

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

This letter confirms that the Arkansas Department of Education Team of Educators, per the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (May 2016), will conduct a site review on September 22, 2016. Specifically, 10.06.3 "The team of educators shall evaluate and make recommendations to the public school or public school district superintendent within sixty (60) calendar days following the school's or district's classification as being in academic distress."

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

We would like to begin the day at 8:30 am, but this can be adjusted to anytime between 7am and 9am based on your staffs' daily schedule. Let us know the time you prefer to start the district and site review. We will need an appropriate space to interview groups of staff and students. Midday, we will take a 30 minute break for the team to debrief and eat lunch. We also request that you assign a district level administrator to monitor the interviews and to debrief with the ADE Site Review Team at the end of the day. ADE will have two to three process observers who will not interact with the Site Review Team or participate in the interview process. Their primary function is to ensure the integrity of our review process.

Our team will need to interview various groups throughout the day. Each interview should be planned for approximately 1 hour, with 15 minutes between each session. We would like to interview the following list of local stakeholders:

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

1. Principal and building Locally Hired School Improvement Specialist
2. Superintendent and other district level staff that provide direct support to the school
3. The School Improvement Leadership Team
4. Instructional Facilitators if not part of the School Improvement Leadership Team. If the Instructional Facilitator is part of School Improvement Leadership Team, then we will not need to interview separately.

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5. A stratified selection of students that represents the demographics of the school. We would like to have some high, medium and low performing students as determined by grades and or skills. Within the student focus group we would like to have students that have a history of misbehavior referrals, as well as students that have a history of compliance with school rules. We prefer to meet with male students separately from female students if possible. If you have space, we could meet with the two student groups at the same time.
6. Counselors, attendance clerks, dean of students and leaders of any special programs you have in place to motivate students
7. Representatives from the Special Education staff K-12 within the district

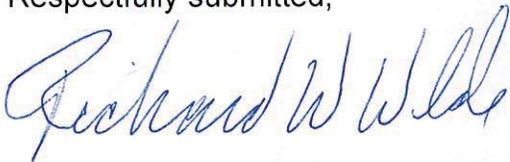
You may arrange the interviews in any order based on availability of staff and students. We would like to conclude interviews by 3:30 so that we can discuss highlights of the day with your designated district level administrator. Below is a list of items the Site Review Team is seeking to understand related to your system. This is not an all-inclusive list, but gives you some guidance on areas the Site Review Team will be asking questions.

- Documented support provided uniquely for the school in academic distress
- Hypothesis related to barriers preventing school reaching 50 plus percent proficient
- Professional development plan and needs assessment related to school in academic distress
- Current use of state and federal categorical allocations
- Recruitment and retention plans (analysis of turnover and stabilization plan)
- Challenges and strengths of district hindering or helping school improvement process
- Thoughts of what would be support (or interference) for the district and school
- Teacher evaluation aggregated rankings
- PGPs and their relationship to student achievement
- Observation schedule for the past year
- Support provided by the district
- Retention plan of Highly Effective Teachers
- Leadership team effectiveness
- Unit plans
- Unit assessments
- Interim assessments
- Leadership team structure
- Data utilization and progress measures
- Plan to engage parents in academic support
- PD Plan
- Culture, vision, and sense of urgency
- Barriers, supports, and resources
- Hypothesis related to root cause analysis

- Diagnostic needs assessment per ESEA Flexibility Waiver
- Process to determine embedded PD
- District provided curriculum support
- Purpose of Unit Plans and Unit Assessment
- District provided PD in data utilization, lesson development, unit development
- Strategy for engaging parent support for academics
- Perceptions of level of support from school leadership team
- Purpose and use for interim assessments

The items listed above are areas in which the Site Review Team will be asking questions. We do not expect or want you to create new documents for this review. If you have information addressing any of the items on the list, we would like to have a copy if possible. If you have any questions or would like to discuss details further, please call me at 501-683-2501.

Respectfully submitted,

A handwritten signature in blue ink that reads "Richard W. Wilde". The signature is written in a cursive style with a large initial "R".

Dr. Richard W. Wilde
Public School Program Manager
Public School Accountability
Arkansas Department of Education



Haas Hall Academy Partnership and Diversity Report

Quarter one | Prepared October 2016

PROJECT OVERVIEW

3

**HAAS HALL ACADEMY
EXPANSION EFFORTS**

4

**NORTHWEST ARKANSAS
DEMOGRAPHICS**

5

COMMUNITY OUTREACH

6

HAAS HALL ACADEMY
**Partnership
& Diversity
Report**

OCTOBER 2016

7

LANGUAGE BARRIERS

8

ACCESS TO TECHNOLOGY

9

TRANSPORTATION

10

SCHOOL PARTNERSHIPS

Haas Hall Academy has always attracted a diverse scholar body. We continue to expand our appeal to new families as we prepare an even more diverse scholar population to be successful college students and contributing members of society.



Fall 2016

Partnership & Diversity Report

Haas Hall Academy was asked by The State Board of Education to report back on the status of diversity and partnership initiatives at the end of the first quarter. In this report we highlight some efforts made to address these concerns during the first quarter of the year.

As we prepared our diversity plan, and this requested report, we first considered what is required by federal and state law; Race, Color, Religion or Creed, Nationality or Ancestry (*Title VI Civ Rights Act '64*); Sex (*Title IX of the Educ Amends of '72*); Physical or Mental Disabilities (*Sec 504 of the Rehab Act '73, Title II ADA '90, Part B IDEA for FAPE and SE and Related Serv*); and athletic ability, extracurricular ability, and English proficiency level ... (*Ark Code Ann §6-18-1903 School Choice Act*); and subsequent policies and procedures adopted by the Arkansas State Board of Education and the Arkansas Department of Education. Haas Hall Academy has been and is in compliance with those requirements. We then looked to the several states where diversity plans and annual reports are legally required. Common components, metrics, and style were reviewed.

Haas Hall Academy remains committed to attracting, retaining, graduating and matriculating a diverse and excellent scholar body. Diversity has always been a core value at Haas Hall Academy. Research shows that diverse communities better prepare scholars for college and their careers – places where they will need to collaborate with and appreciate many differing people. We believe, regardless of race, neighborhood or prior academic experience, every scholar is capable of high levels of academic and social achievement.

Haas Hall Academy has existing schools in two Northwest Arkansas communities – Fayetteville and Bentonville. We have been approved to open a third school in Springdale and have an interest in opening a fourth school in the historic Lane Hotel in downtown Rogers. The demographics of the four schools will require additional diversity efforts to attract new scholars.



Fayetteville



Bentonville



Springdale



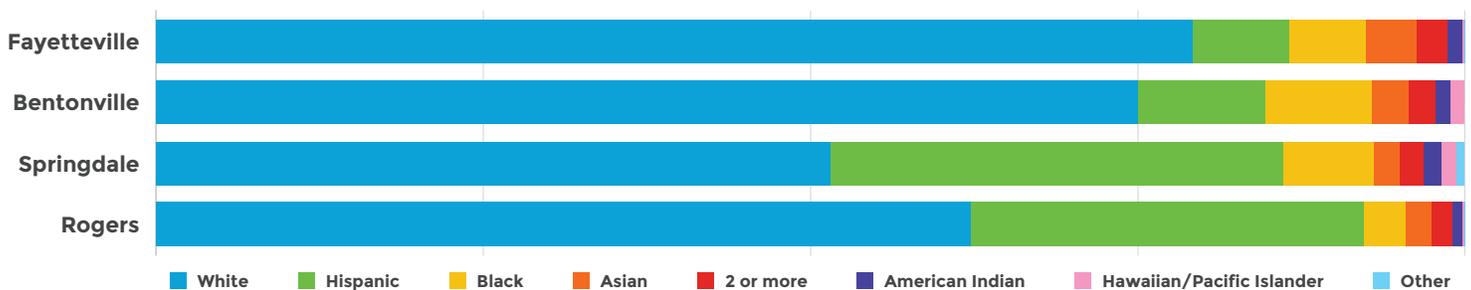
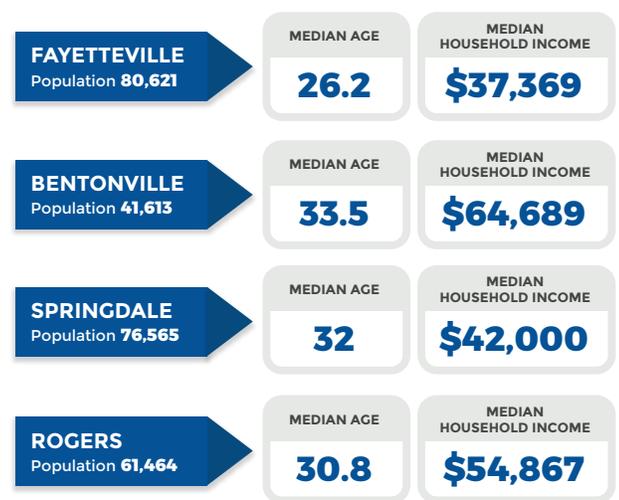
Rogers

Beyond simply striving to align our demographics to regional or neighborhood demographics, diversity also includes life experiences, attitudes, languages, and learning styles or differences.

Haas Hall Academy at the Jones Center in Springdale is located in the center of the Springdale Public School attendance zone with the lowest socioeconomic and academic performance levels and the highest racial and ethnic minority levels. In addition to our general community recruitment efforts, we have targeted recruitment efforts to families in our location attendance zone. The Rogers campus will be located in a somewhat similar attendance zone as the Springdale campus.

The demographic breakdown of each town is as follows:

NWA DEMOGRAPHICS	FAYETTEVILLE	BENTONVILLE	SPRINGDALE	ROGERS
White	79.1%	75.8%	51.6%	62.6%
Hispanic	7.4%	9.8%	34.6%	30.2%
Black	5.8%	8.2%	6.9%	3.2%
Asian	3.9%	2.9%	2.0%	2.0%
2 or more	2.3%	2.0%	1.8%	1.6%
American Indian	1.2%	1.2%	1.4%	0.8%
Hawaiian/Pacific Islander	0.1%	1.1%	1.1%	0.1%
Other	0.1%	0.0%	0.7%	0.1%



www.city-data.com. 2014



The value of Haas Hall Academy resonates in different ways with the various populations in Northwest Arkansas. Recruitment efforts are closely monitored to identify the unique response from each community so we can better direct our marketing strategies to reach families where they live and interact. Our current outreach practices involve using local radio, newspaper, and television; handouts and flyers, direct mail marketing, social media advertising, community outreach, and referral networks.

Language Barriers

Marketing materials, digital advertising, and community outreach are provided in multiple languages to accommodate the needs of all families within our diverse community. Each campus has a bilingual staff member available to assist parents and answer questions. Haas Hall Academy contracts a Spanish translator to assist in the development of marketing materials and outreach scripts and has recently developed a relationship with the Marshallese Educational Initiative to provide translation services as needed.

The school web page (haashall.org) has a prominent translation button leading to more than 100 language translation options for all text and forms. Daily announcements are available at all times on the school web page. They are sent daily, via email, to scholars, parents, and staff, and can be translated automatically in over 50 languages. The school's Facebook page features daily posts regarding school activities, scholar achievements, admission, and important school news. The posts can be translated into over 70 languages.

Through a partnership developed last spring with the Cisneros Center for New Americans (CCFNA), Haas Hall Academy's Superintendent is overseeing the design and scope of a program aimed to educate parents of Haas Hall Academy scholars. Haas Hall Academy personnel and CCFNA are collaboratively designing curriculum focused on GED attainment, preparation for ACT/SAT tests, and navigating the college application and financial aid process. These courses will be held at The Jones Center during evenings and weekends to meet the needs of working parents.



**GED ATTAINMENT
TEST PREP
APPLYING FOR COLLEGE
FINANCIAL AID**



Access to Technology

Haas Hall Academy makes available two iPads at the front desk of each campus for parents to apply for admission or check their lottery status. Front desk staff is trained to assist parents with the application process and language selection. They also assist parents in signing up for an email address if they do not already have one. Parents who apply at a campus are given a paper receipt of application which contains their child's Lottery ID number and all important dates.

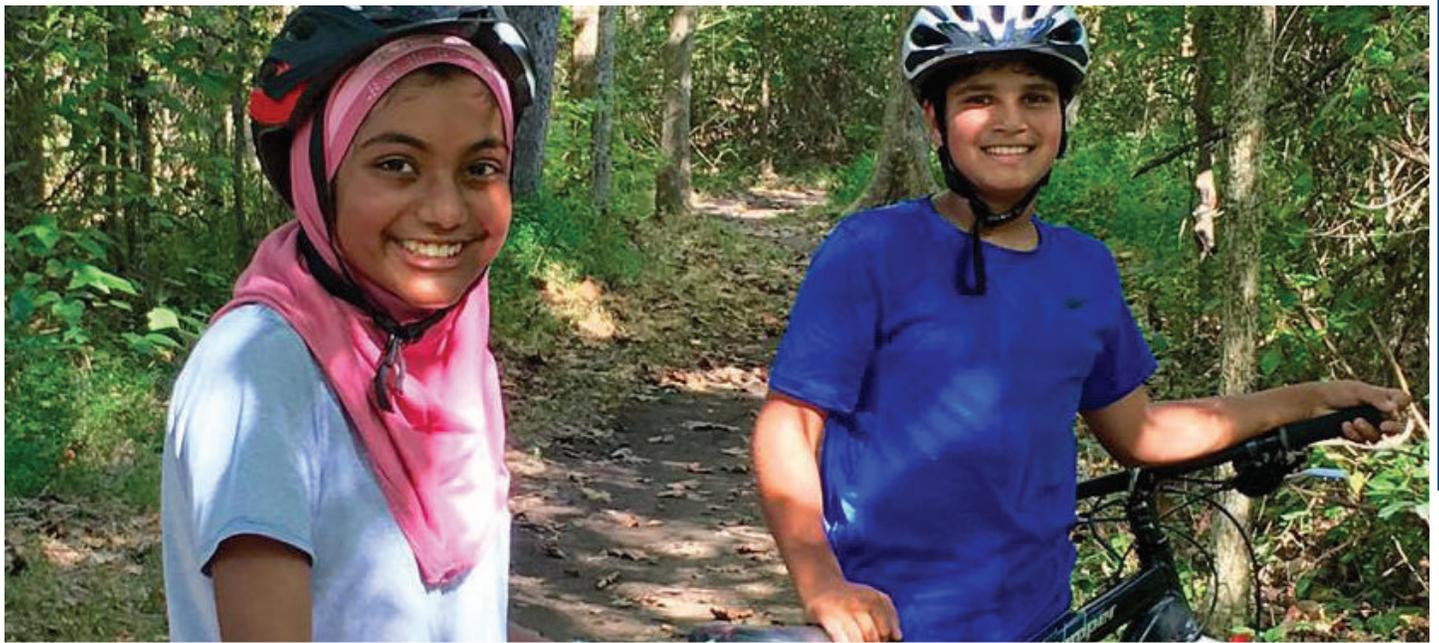
Two additional iPads, a portable Internet hotspot and a printer are available during local festivals and community events so that parents can apply for admission on the spot. Bilingual volunteers are trained to help parents through the application process, as well as provide an overview of the details of the school and the lottery process.

Specific attention has been given to increase accessibility for all Haas Hall Academy scholars to computers and internet for research, communication, and daily schoolwork, and wireless telephone access to communicate with school officials.

A database of communication resources has been created, including free computer and Internet access and sources for income-based, low-cost Internet access, computers, and free cell phone service providers.

This information has been distributed via daily announcements to current Haas Hall Academy families, discussed with scholars during morning announcements, and also will be included in all new scholar orientation paperwork.





TRANSPORTATION

Getting to and from school in a safe, timely way should never be an obstacle to a great education. If a family faces difficulties transporting their child, all they need do is ask for assistance in finding a working solution. The school web page (haashall.org) features a transportation page which outlines options- including trail maps, bus routes and schedules, and a Carpool Forum for current families and information on transportation options. Assistance is included in all new scholar orientation paperwork.



The Fayetteville, Springdale, and proposed Rogers campuses were intentionally selected for proximity to conveniently timed public transportation and for their safe walkability/bikability to culturally and economically diverse neighborhoods.



Ozark Regional Transport transports passengers on ADA compliant buses from all corners of Washington and Benton counties. ORT stops at the Springdale and proposed Rogers campuses multiple times daily. Haas Hall Academy will purchase a bus pass for any scholar needing assistance.



The Haas Hall Academy Carpool Forum is a communication tool hosted on the school website that allows families to connect on free or low-cost ride sharing solutions to all campuses.



Traditional School District Partnerships and Collaboration

Springdale School District Dr. Schoppmeyer and Dr. Jared Cleveland met during Haas Hall Academy's appeal for a charter and formed a friendship determined to work towards the needs of all students and scholars. Dr. Cleveland and Dr. Schoppmeyer discussed the possibilities of sharing food service personnel and supplies as well as the possibility of sharing spots on Springdale's school busses.

Fayetteville School District Dr. Matt Wendt contacted Dr. Schoppmeyer to set up a meeting. They discussed various opportunities for collaboration, including visiting each other's campuses.

Rogers School District Mrs. Stacy Keenan, Executive Director of Development, and Dr. Schoppmeyer met with Dr. Marlin Berry. Dr. Berry is new on the job and is feeling out the terrain. He indicated his willingness to speak about potential partnerships. The three discussed a few opportunities to get started. Dr. Schoppmeyer told Dr. Berry once the State Board of Education grants Haas Hall Academy approval for the Rogers campus he would ask to meet with him again.



Chartered Public, Private and Homeschool Partnerships and Collaboration

Arkansas Arts Academy Dr. Schoppmeyer met with Mary Ley, CEO, and Nathalie Brunell, CFO, of the Arkansas Arts Academy. The three identified some areas for collaboration in shared resources, educational programs, after-school programs, and tutoring.

Haas Hall Academy has compiled a working database of every traditional district, chartered public school, private school and homeschool organization in Benton and Washington counties.

Last Winter, all were invited to join together to offer the Northwest Arkansas School Choice Fair to families. There was a great deal of interest and support from surrounding businesses and community organizations and some interest among charter schools and private schools, but very little interest from traditional public schools at that time. Since then, there has been more interest among some of the larger districts, and the NWA School Choice Fair is being planned for early Winter 2017.



— NORTHWEST ARKANSAS —
SCHOOL CHOICE
— FAIR —



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!





Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Dr. Martin Schoppmeyer
Haas Hall Academy
3880 Front Street
Fayetteville, AR 72703

State Board
of Education

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
Haas Hall Academy, Fayetteville Amendment Request**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Dr. Schoppmeyer:

Joe Black
Newport

On October 19, 2016, the Charter Authorizing Panel met and approved the amendment requests for Haas Hall Academy to open a campus in Rogers with an enrollment cap of 500 students in the 2017-18 school year. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the amendment will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

CC: Superintendent Wendt, Fayetteville School District
Superintendent Berry, Rogers School District
Superintendent Rollins, Springdale School District

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Haas Hall Amendment Request

Motion

To approve the amendment request

Barnes	Liwo	Saunders
Gotcher-2	Pfeffer	Smith-M
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			I am encouraged by their efforts to improve lottery transparency, shadow a scholar, and on-going partnerships with stakeholders. This is a great model for our state and a great opportunity for the Rogers community.
Lester	X			The concerns that I had about the lottery process were answered in the presentation. There is a demand in the area, and I believe the new campus has the support of the community. I do recommend continued collaboration with the neighboring school districts.
Liwo	X			There is a demand. The new Rogers campus is an area that has a culturally and ethnically diverse population that is in a lower socioeconomic status. Haas has an outreach program targeted at low-income families. They will participate in the National School Lunch program. New facilities will help enable Haas to offer Free and Reduced Lunches.
Pfeffer	X			Haas Hall has addressed previous concerns from the Charter Panel and has a proven

				record of success with the scholars in their school.
Rogers	X			There are not any academic or financial issues with HAAS at this time. Although I have some questions about budget and operations of the lottery and student tutoring, I did not oppose, because as Mrs. Smith pointed out, they are good at doing what they have said they would do.
Saunders		X		I have concerns over the lottery process not producing a diverse population.
Smith	X			Haas Hall to date has not had any accountability or financial issues. I do have personal concerns regarding the mission of Haas Hall attracting students with a higher academic ability as an open-enrollment charter for all students. I have requested data to support that students who enroll in Haas Hall remain and thrive academically, graduating on time with a GPA of 2.75 or higher.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: October 19, 2016

HAAS HALL ACADEMY - FAYETTEVILLE

SPONSORING ENTITY: THE ACADEMY, INC.

CURRENT DATA

Maximum Enrollment	1,000
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

2015-2016 Enrollment by Race

Two or More Races	12
Asian	27
Black	6
Hispanic	26
Native American/Native Alaskan	4
Native Hawaiian/Pacific Islander	2
White	275
Total	352

2015-2016 Enrollment by Grade

7th Grade	48
8th Grade	54
9th Grade	61
10th Grade	65
11th Grade	59
12th Grade	65

2015-2016 Student Status Counts

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

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	340.98	343.83	343.17	341.04
ADM	340.98	343.83	343.17	341.04
%	100.00%	100.00%	100.00%	100.00%

BACKGROUND

Authorized January 12, 2004
 Contract Expiration June 30, 2022

Amendment Request Considered and APPROVED August 9, 2004
 Change Facility

Special Appearance August 14, 2006
 Status Report

Special Appearance September 11, 2006
 Budget Report

Renewal Request

June 11, 2007

Charter renewed for five years

Amendment approved to add grade 9

Amendment approved to waive the following:

6-17-302 Public School Principals - Qualifications and Responsibilities

6-17-309 - Certification Waiver

6-17-902 - Definition of a Teacher

6-17-908 -Teacher's Salary Fund

Standards for Accreditation 9.03.4.11 AP Courses

Standards for Accreditation 15.03 Licensure and Renewal

Standards for Accreditation 18.0 Gifted and Talented Education

Standards for Accreditation 21.0 Auxiliary Services

Special Appearance

August 13, 2007

Report on balance owed to ATRS

Special Appearance

September 10, 2007

Report on balance owed to ATRS

Special Appearance

September 24, 2007

Report on balance owed to ATRS

Amendment Request Considered and DENIED

August 11, 2008

Add Grade 8

Increase enrollment from 120 to 220

Relocate to Fayetteville from Farmington

Amendment Request Considered and APPROVED

November 3, 2008

Add Grade 8

Increase enrollment from 120 to 320

Relocate to Fayetteville from Farmington

Renewal Request

April 9, 2012

Charter renewed for ten years

Amendment denied: waiver allowing recruitment of out-of-state board members.

Amendment approved to waive the following:

6-13-616 - Qualifications of Directors

6-15-1004 - Qualified Teachers in Every Public Classroom

6-17-908 - District Boundaries

6-17-203- Committee for Each School District

6-18-223 - Credit for College Courses

Standards for Accreditation 9.03.3.12 Foreign Language/Algebra I/HS Credit

Standards for Accreditation 16.02 Media Services

Standards for Accreditation 16.03 Health and Safety Services

Standards for Accreditation 19.03 Alternative Learning Environment

Amendment Request Considered and APPROVED

February 18, 2015

Add Grade 7

Increase enrollment from 320 to 400

Amendment Request Considered and APPROVED

May 18, 2016

Amendment to allow sibling enrollment preference

Amendment Request Considered and APPROVED

July 14, 2016

License request for campus in Springdale with enrollment cap of 500

Increase enrollment cap at Fayetteville from 400 to 500



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

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Tuesday, September 13, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Amendment Requests

Dear Ms. Boyd:

Please allow this communication to serve as Haas Hall Academy's request for amendment changes to our existing Fayetteville charter. As part of this request, we set forth three specific requests.

1. **Replicate our Fayetteville campus into the Historic Lane Hotel.** The Historic Lane Hotel located in downtown Rogers is the proposed site for our Rogers campus. The Lane Hotel is a National Register property that is currently being restored to function as a state-of-the-art educational facility. Our most recent lottery admitted less than 12% of the applicants, so we believe there is substantial demand in the community to expand. This opportunity to begin in the fall of 2017.
2. **Sibling Admission Preference for Rogers.** As part of our current request we also seek to affirmatively invoke Arkansas Code Annotated §6-23-306(14)(C) allowing enrollment preferences for siblings of enrolled scholars at our proposed Rogers location in order to have clarity for all.
3. **Replicate current waivers at existing campuses for Rogers.** To ensure fidelity with the proven academic and operational models at Haas Hall Academy, we request that all waivers currently in place at existing approved Haas Hall Academy locations be granted for our proposed Rogers location.

Haas Hall Academy fulfills the requirements of Ark. Code Ann. §6-23-304(d)(1) and (d)(2) to be granted a license by the Authorizer. Haas Hall Academy has demonstrated academic success as defined by the State Board for all public schools; and has never been subject to any disciplinary actions by the Authorizer; been classified as in academic or fiscal distress; nor has it had its open-enrollment public charter school placed on charter school probation or suspended or revoked under Ark. Code Ann. §6-23-105.

I thank you in advance for your assistance with this matter.

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent of Schools
MWS/hpt

Attachment



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TABLE OF CONTENTS

Amendment Request Form.....	3
Narrative	4
Facilities Utilization Agreement.....	7
Budget Projections	8
Race/Grade and Free/Reduced Enrollment.....	10
Map of Current Location.....	11
Map of Proposed Location.....	12
Desegregation Analysis.....	13
Sibling Policy	14
Current Waivers	15



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Haas Hall Academy

LEA Number: 7240700 Phone Number: (479) 966.4930 Submission Date: 08/31/2016

Charter Leader: Dr. Martin W. Schoppmeyer, Jr.

Email Address: MartinSchoppmeyer@haashall.org

Type of Amendment Requested:

Add a new campus

Address 121 W. Poplar

Rogers, AR 72756

School district in which the campus will be located Rogers



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NARRATIVE

I. Educational Need

Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation, and be a catalyst for the renewal of expectations for public education. Haas Hall Academy is ranked the #1 public high school in Arkansas for the fifth consecutive year by *U.S. News & World Report* and ranked #19 in the nation by *Newsweek* magazine.

In response to the consistent accomplishments of our scholars and the expertise and work ethic of our faculty, demand for our rigorous academic and distinctive social programs well surpasses our current ability to educate more scholars in Northwest Arkansas. The centrally located Lane Hotel in downtown Rogers will allow many of our scholars to utilize the trail system to walk and ride their bikes to school. Public transportation is also available.

Haas Hall Academy was encouraged to replicate in Rogers. The demand for our programs far exceed our ability to accept new scholars. Only 12% of applicants for our 2016.2017 lottery were able to enroll in a Haas Hall Academy campus this year. An additional location in downtown Rogers will continue to make our programs more accessible.

Haas Hall Academy representatives met with Rogers Public School officials to discuss possible partnerships and ways of working together for the sake of all students. Haas Hall Academy is committed to provide our educational option to additional families in Northwest Arkansas.

Haas Hall Academy is the only school in Washington and Benton Counties to receive an 'A' ranking from the Arkansas Department of Education's accountability system. Based on the ACT Aspire scores Haas Hall Academy had the highest test scores for all grades we serve, 7-12.

Haas Hall Academy's college readiness index was the highest in Arkansas. Haas Hall Academy Bentonville is second in the state. The percentage who met all four readiness benchmarks was 48.3%. Our scores were as follows:

Haas Hall Academy

Math Average ACT Score, 26.9

Math % Met Readiness Benchmark, 94.4%

English Average ACT Score, 29.8

English % Met Readiness Benchmark, 100%

Reading Average ACT Score, 28.3

Reading % Met Readiness Benchmark, 92.6%

Science Average ACT Score, 26.5

Science % Met Readiness Benchmark, 88.9%

% Met All Four Readiness Benchmarks, 81.5%

Rogers Heritage High School

Math Average ACT Score, 18.8 (-8.1)
Math % Met Readiness Benchmark, 23.7% (-70.7%)
English Average ACT Score, 18.4 (-11.4)
English % Met Readiness Benchmark, 53.6% (-46.4%)
Reading Average ACT Score, 19.3 (-9)
Reading % Met Readiness Benchmark, 35.4% (-57.2%)
Science Average ACT Score, 19.3 (-7.2)
Science % Met Readiness Benchmark, 24.2% (-64.7%)
% Met All Four Readiness Benchmarks, 12.7% (-68.8%)

Rogers High School

Math Average ACT Score, 19.4 (-7.5)
Math % Met Readiness Benchmark, 28.5% (-65.9%)
English Average ACT Score, 18.6 (-11.2)
English % Met Readiness Benchmark, 53.0% (-47%)
Reading Average ACT Score, 19.6 (-8.7)
Reading % Met Readiness Benchmark, 36.0% (-56.6%)
Science Average ACT Score, 19.9 (-6.6)
Science % Met Readiness Benchmark, 30.1% (-58.8%)
% Met All Four Readiness Benchmarks, 19.1% (-62.4%)

Rogers New Technology High School

Math Average ACT Score, 20.3 (-6.6)
Math % Met Readiness Benchmark, 34.2% (-60.2%)
English Average ACT Score, 20.4 (-9.4)
English % Met Readiness Benchmark, 71.9% (-28.1%)
Reading Average ACT Score, 21.3 (-7)
Reading % Met Readiness Benchmark, 50.0% (-42.6%)
Science Average ACT Score, 21.0 (-5.5)
Science % Met Readiness Benchmark, 39.5% (-49.4%)
% Met All Four Readiness Benchmarks, 25.4% (-56.1%)

II. A Unique Opportunity

Haas Hall Academy has a unique opportunity expand our nationally acclaimed academic program into the Historic Land Hotel in downtown Rogers. The Lane Hotel, built in 1928, is listed on the National Register of Historic Places and is being restored to function as a state-of-the-art educational facility.

The Lane Hotel will provide our scholars with rich, educational opportunities such as:

- 26 instructional spaces
- Two science labs (wet & dry)
- Music room with private practice rooms
- Videography and photography studios
- Art room with a kiln
- Two collaborative work areas
- Commercial kitchen
- Two dining rooms
- Spacious outdoor learning area and veranda

The Lane Hotel will contain a commercial kitchen allowing us to provide freshly prepared meals to our scholars. This kitchen will allow us to expand this program and provide food service to additional locations. An additional location in Rogers will allow us an opportunity to educate more scholars while maintaining our small, proactive familial environment.

III. Educational Program

Haas Hall Academy is an accelerated, college-preparatory STEAM (Science, Technology, Engineering, Arts, and Mathematics) school, and as such, we prepare our scholars for their intended college major while they are in high school. As a microcosm of a university, we infuse higher education pedagogical techniques into our courses. Our scholars complete courses by the semester, not by the calendar year, promoting a seamless transition between the secondary- and higher-educational environments.

At Haas Hall Academy, all scholars are exposed to an accelerated, college-preparatory education. Our courses provide the opportunity for greater depth and breadth of instructional material.

The courses our scholars take are determined by academic ability, not by grade level. English is the only exception. Scholars take two years of English in one calendar year. Scholars study one year (semester) of language and composition and one year (semester) of literature and composition. It is our intent and hope to bring to the Rogers community the opportunity to achieve the dramatic results our scholars have realized elsewhere in Northwest Arkansas. We believe all students deserve such an option.

FACILITIES UTILIZATION AGREEMENT

To be completed and submitted with an amendment request to add a new campus or relocate an existing campus

Lessor(Owner): KLS Leasing, LLC

Lessee(Tenant): Haas Hall Academy

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:
Abandoned. Fully restored.

Address of Premises: 121 W. Poplar
Rogers, AR 72756

Square Footage: 43,700

Terms of Lease: Six years

Rental Amount: \$25,833/mo

Contingency: The terms of this agreement are contingent upon
The Academy, Inc.

Charter School

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:

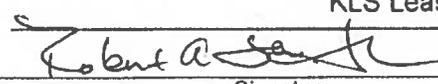
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: Haas Hall Academy, Rogers

By:  Date 9.12.16
Signature

Lessor: KLS Leasing, LLC

By:  Date 9-12-16
Signature



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Haas Hall Academy Rogers 2017.2018 Budget Proposal

2017.2018 Revenue Summary

Revenue	Amount	Total
Student Growth Funding	\$6,800 x (380)	\$2,584,000.00
Grants	\$0.00	\$0.00
Total Operational Funds		\$2,584,000.00

2017.2018 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$1,306,250.00	
Benefits	\$326,562.50	
Total Salaries and Benefits		\$1,632,812.50

Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$42,000.00	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$110,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Liability Insurance	\$19,000.00	
Disposal Sanitation	\$8,825.00	
Water/Sewer	\$11,970.00	
Electricity/Gas	\$88,625.00	
Lease	\$310,000.00	
Total Operating Expenditures		\$916,171.50
Total Expenditures		\$2,548,984.00
Revenues minus Expenditures		(\$35,016.00)



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Haas Hall Academy LEA 2017.2018 Budget Summary

2017.2018 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,800 x (350)	\$2,380,000.00
Student Growth Funding	\$6,800 x (857)	\$5,827,600.00
Facilities Funding	\$553.69 x (350)	\$193,791.50
Grants	\$0.00	\$0.00
Total Operational Funds		\$8,401,391.50

2017.2018 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$4,138,877.60	
Benefits	\$1,034,718.50	
Total Salaries and Benefits		\$5,173,596.10

Operations	Amount	Total
Equipment & Vehicles	\$110,380.90	
Technology	\$452,754.54	
General Supplies	\$258,009.00	
Textbooks	\$248,904.60	
Classroom Equipment	\$451,860.00	
Dues and Fees	\$56,100.00	
Bookkeeping	\$79,500.00	
Legal	\$76,500.00	
Purchased Services	\$103,500.00	
Office Equipment	\$82,500.00	
Water/Sewer	\$21,170.00	
Disposal/Sanitation	\$17,550.50	
Liability Insurance	\$57,000.00	
Electricity/Gas	\$153,815.00	
Lease	\$951,814.48	
Total Operating Expenditures		\$3,121,359.02
Total Expenditures		\$8,294,955.12
Revenues minus Expenditures		(+\$106,436.38)



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Scholar Demographics 2016.2017 Enrollment Race/Grade

Fayetteville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	5	12	6	4	6	3	36
Black			1	2	1		4
Hawaiian/Pacific Islander			2				2
Hispanic	1	2	5	3	5	8	24
Native American		1	1		2		4
Two or More	4	3	8	2	1		18
White	25	52	40	48	51	46	265
Grade Totals	38	70	63	59	66	57	353

Bentonville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	10	7	11	9	3	3	43
Black	1	2	2			1	6
Hawaiian/Pacific Islander							
Hispanic	5	8	5	4	2	4	28
Native American		1	1	2	2		6
Two or More	6	1	2	3	1	1	14
White	29	50	38	55	33	16	221
Grade Totals	51	69	59	73	41	25	318

Percentage Free and Reduced Lunch

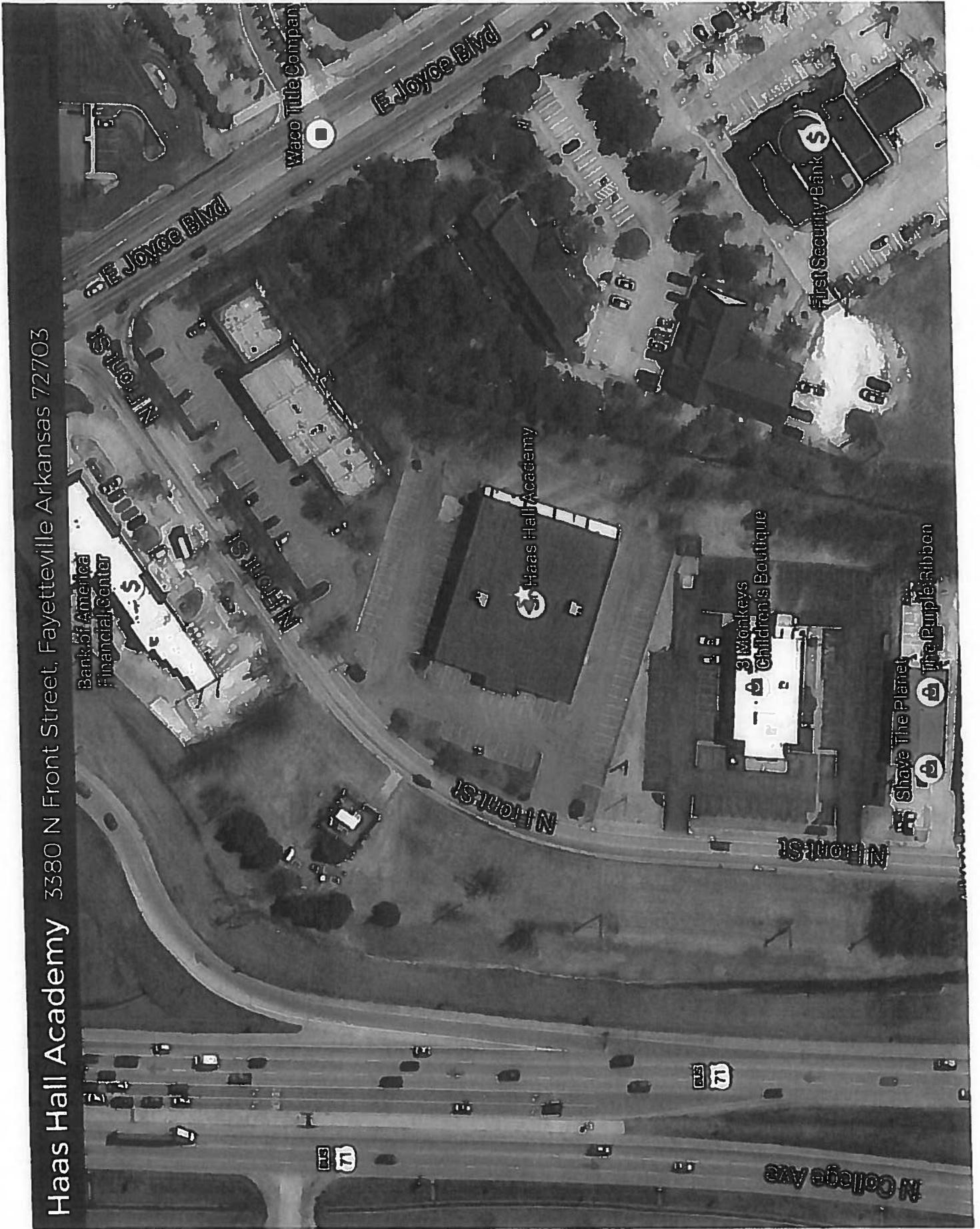
Fayetteville Campus

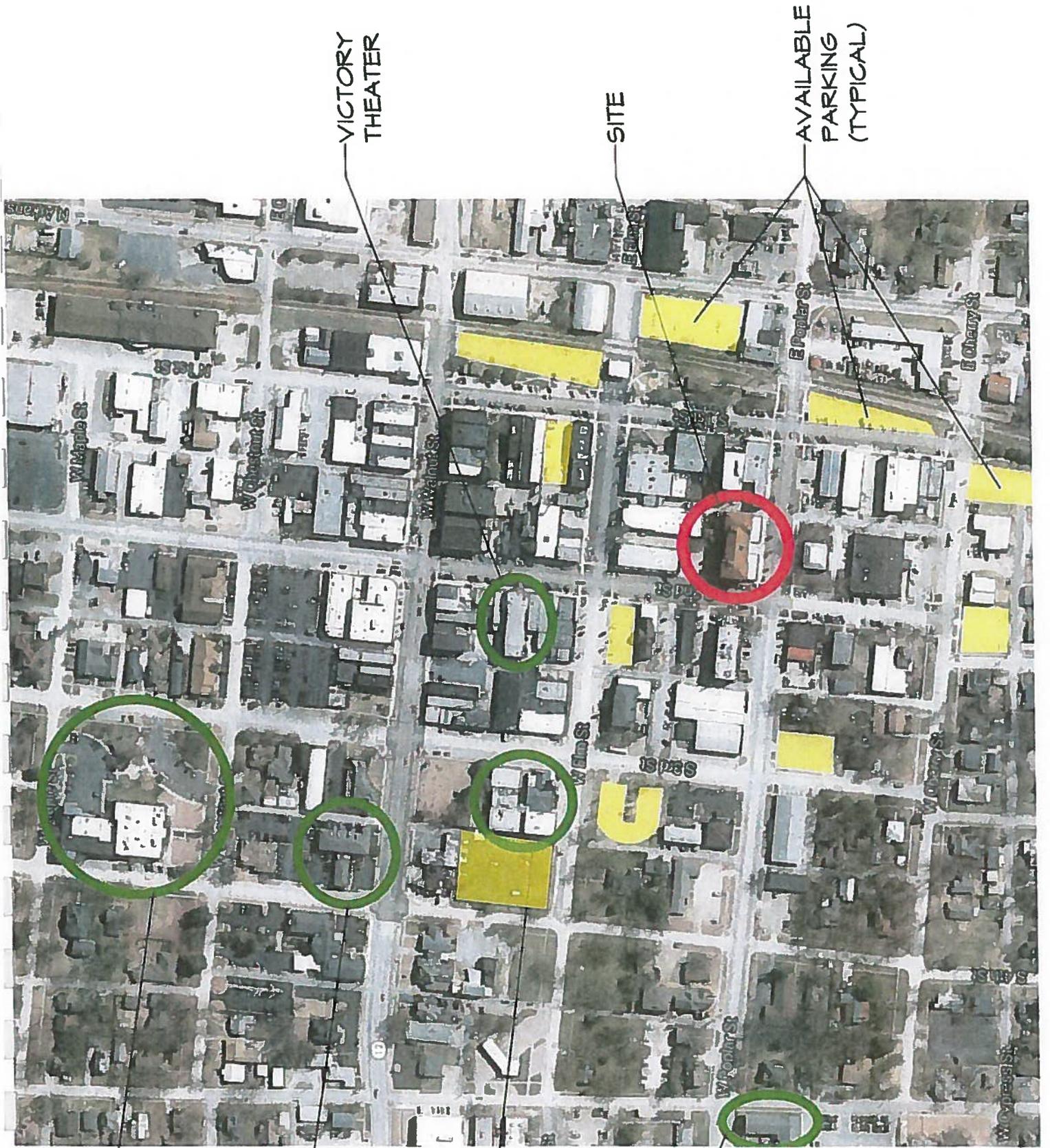
Grade Level	07	08	09	10	11	12	Total
FRL	N/A						

Bentonville Campus

Grade Level	07	08	09	10	11	12	Total
FRL	N/A						

Haas Hall Academy 3380 N Front Street, Fayetteville Arkansas 72703





CITY HALL

CHAMBER
OF
COMMERCE

FIRST
METHODIST
CHURCH

BENTON
COUNTY
SCHOOL
OF THE
ARTS

VICTORY
THEATER

SITE

AVAILABLE
PARKING
(TYPICAL)



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DESEGREGATION ANALYSIS

Haas Hall Academy is requesting a license to open an open-enrollment public charter school in Rogers within the boundaries of the Rogers School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Rogers, Springdale, Eureka Springs, Bentonville, and Pea Ridge School Districts. Besides those School Districts, the Rogers School District is also contiguous to the Huntsville School District. Haas Hall Academy may also receive some students from the Huntsville School District as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools pursuant to Ark. Code Ann. § 6-23-106, the applicant finds that neither the Rogers School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an open-enrollment public charter school in Rogers will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.



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SIBLING POLICY

Haas Hall Academy has submitted its request to invoke the sibling preference as authorized by Arkansas law. The goal of this policy is to ensure family uniformity and consistency and not to divide children who have a preference to attend the same institution. Siblings are defined as children who share at least one common biological or legal parent whether through natural or adoptive means. This definition includes:

- a) Biological Siblings that share parents;
- b) "Half" siblings that share a single parent;
- c) "Step" siblings that share a parent or parents through marriage; and
- d) Children who share a parent or parents through adoption or guardianship.

Haas Hall Academy will offer preferential placement of scholars whose family siblings are currently enrolled at Haas Hall Academy. Applicants must apply and provide proof of a clear sibling relationship with a currently enrolled scholar.

Siblings will only receive preferential placement at the campus at which their sibling is enrolled if there is an available seat in the grade level they wish to be enrolled.

**HAAS HALL ACADEMY
APPROVED WAIVERS**

District LEA:	72-40-700	Elementary School LEA:	N/A
City:	Fayetteville	Middle School LEA:	N/A
Opening Date:	Fall 2004	High School LEA:	72-40-703
Grades Approved:	7-12	Expiration Date:	06/30/2022
CAP:	1,000	Grades Served 2016-2017:	7-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-630 et seq.	Election by zone and at large
6-14-101	Applicability of general election laws
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-18-223	College credits (rules and regulations of any institution of higher education and/or the Arkansas Higher Education Coordinating Board are not waived)
6-18-503	Written student discipline policies required
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-505	School discipline act (corporal punishment)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

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

9.03.3.11	5-8 Arkansas history (to be incorporated into other courses)
9.03.3.12	Pertaining to high school courses being taught in Grades 5-8
9.03.4.7	High School Social Studies (Arkansas history to be incorporated into other social studies curriculum)
9.03.4.11	AP Courses
15.03	Licensure and Renewal
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
21	Auxiliary Services

Waivers from Other Rules:

ADE Rules Governing Education Licensure

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

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (certified staff salary schedule)

African American History

Certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

- Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
- Conducting criminal background checks for employees;
- High school graduation requirements as established by the State Board of Education;
- Special education programs as provided by this title;
- Public school accountability under this title;
- Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
- Health and safety codes as established by the State Board of Education and local governmental entities.

Also, any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Arkansas Qualified Teacher Requirements. Core academic subjects include English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art and Foreign Language.



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!



MartinSchoppmeyer@haashall.org

3880 N Front Street
Fayetteville, Arkansas 72703
haashall.org

Dr. Martin W. Schoppmeyer, Jr.

Founder and Superintendent, Haas Hall Academy

Founded the first open-enrollment, public charter high school in the state of Arkansas, Haas Hall Academy, in 2004. Today the school boasts two campuses in Northwest Arkansas with over 700 scholars currently enrolled and further expansion plans scheduled for Summer 2016.



Background

Haas Hall Academy is a small, comprehensive institution promoting an accelerated college preparatory curriculum with over 700 scholars in grades 7 through 12. Haas Hall Academy is the state's only open-enrollment charter high school focusing on rigor and high academic standards.

Mission

To provide an aggressive alternative to the traditional learning environment for scholars with high intensity of purpose, enabling them to succeed at the nation's prestigious universities and to become pillars of their communities.

Vision

Haas Hall Academy produces truly educated graduates ready for the academic challenges that await them in their higher education pursuits.

**Every Scholar, Every Day –
College Bound!**



#1 Public High School in Arkansas

US News & World Report – 2012, 2013, 2014, 2015 & 2016
Haas Hall Academy ranks 721 spots above the second-ranked public school district in Arkansas (Bentonville).

Niche Best Schools (K-12) – 2016

Business Insider – 2015



#19 Public High School in the United States

Newsweek's America's Top High Schools – 2015



The only Gold Medal Public High School in Arkansas

US News & World Report

Three consecutive years – 2014, 2015, 2016



Ranked one of America's Most Challenging Schools

Washington Post – 2013, 2014, 2015, 2016

In the top 1% for the fourth consecutive year



Earned the letter grade of 'A' with a perfect score of 300/300

Arkansas Department of Education

Two consecutive years – 2015, 2016



School Newspaper received state's top award

Scholastic Press Association Conference – 2013, 2014, 2015 & 2016

The Haas Hall Herald was inducted into the Arkansas Scholastic Press Association's Hall of Fame in 2016.

Scholars have been accepted to over 180 Colleges and Universities in the past two years.

Partial list of Colleges accepting Haas Hall Academy Graduates

American University	Johns Hopkins University	University of CO, Boulder
Amherst College	McGill University	University of Connecticut
Auburn University	Middlebury College	University of Georgia
Benedictine University	New York University	University of Glasgow
Bowdoin College	Purdue University	University of Illinois
Brandeis University	Rensselaer Polytechnic Inst.	University of Iowa
Bucknell University	Rhodes College	University of Leeds
Carnegie Mellon University	Rice University	University of MA, Amherst
Case Western Reserve	Rochester Inst. of Technology	University of Michigan
Colby College	Sewanee: University of the South	University of Missouri
College of William & Mary	Southern Methodist University	University of NC, Chapel Hill
Colorado College	Smith College	University of Notre Dame
Colorado School of Mines	Stanford University	University of Oregon
Davidson College	Swarthmore College	University of Rochester
Emerson College	Texas A & M	University of South Florida
Emory University	Texas Christian University	University of Texas, Austin
Fordham University	The New School-Eugene Lang	UT, Dallas - McDermott
Georgetown University	Trinity University	University of Tulsa
George Washington	Ohio State University	University of Vermont
Georgia Inst. of Technology	University of Arkansas	University of WI, Madison
Gonzaga University	UC, Berkeley	Washington & Lee University
Grinnell College	UC, Los Angeles	Washington University, St. Louis
Hendrix College	UC, Santa Barbara	Vanderbilt University
Harvey Mudd College	University of Chicago	Vassar College

Fayetteville

New Campus opened
August 2015

CAMPUS EXPANSION
AUGUST 2017



Springdale

New Campus opening
August 2016

NEW CAMPUS: AUGUST 2017



Rogers

Newest Campus proposed
to open August 2017
in downtown Rogers

NEW CAMPUS: AUGUST 2017



Bentonville

Opened August 2015
on SE J Street



Population Growth

Northwest Arkansas
population under
18 years of age



2010

123,608

2015

129,302

2020 (projected)

140,508

2010-2015 Growth

NWA	+5,704
Rogers	+1,152
Bentonville	+1,449

2015-2020 Growth*

NWA	+11,293
Rogers	+1,775
Bentonville	+1,679

The projected number of students entering schools in Northwest Arkansas over the next 5 years is **double** the number of students who entered over the last 5 years.

Non-White Diversity

at Haas Hall Academy and comparable districts

22%

of Scholars identify as Non-White at the Haas Hall Academy Fayetteville campus.

28%

of Scholars identify as Non-White at the Haas Hall Academy Bentonville campus.

30%

of Children identify as Non-White at Fayetteville High School.

26%

of Children identify as Non-White at Bentonville High School.

Data compiled by the University of Arkansas Office for Education Policy
Arkansas School Demographics Databases 2015-2016

Haas Hall Academy
has developed a
comprehensive
outreach plan to
encourage low-income
families to participate
in our lottery system.

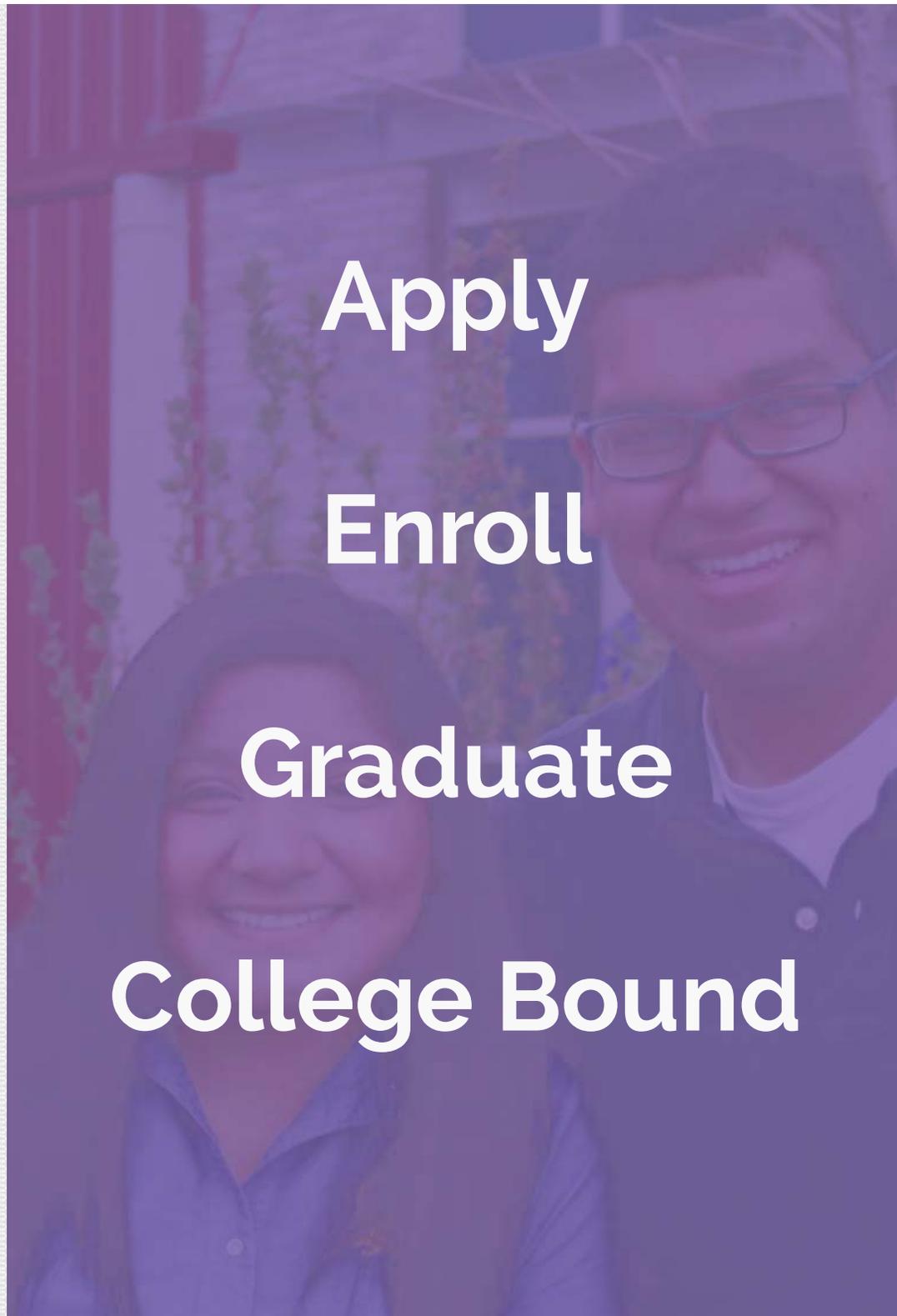
655

Apply

Enroll

Graduate

College Bound





Our partnership with the Cisneros Center for New Americans contemplates enrichment projects such as:
NWA School Choice Fair and a GED program.

3.141592653589793238462643383279502884197169399674375105820974944592307816406286208998628034825342147093844609550582231725...

Community Outreach

Creates community awareness

Spans multicultural barriers

Offering community service credits and Spanish translation services to scholars





Lane Hotel

Located in the heart of downtown Rogers.

Virtually abandoned over 15 years ago.



The Lane Hotel
**Key element of the collaborative Rogers
downtown revitalization plan.**

Lunchroom facilities will allow Haas Hall Academy to fully implement standard lunch programming.

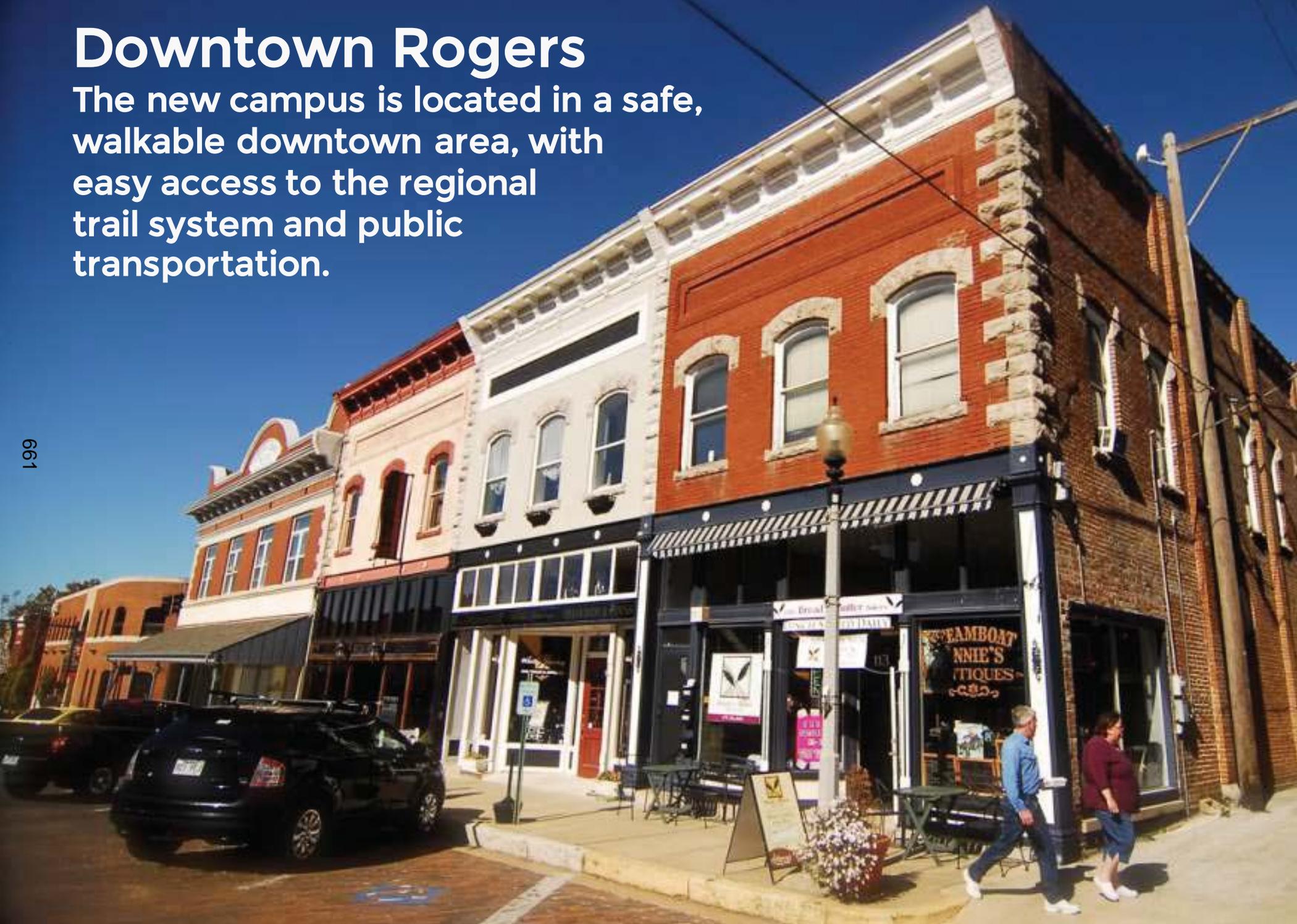
Free and reduced lunches will be offered.



Downtown Rogers

The new campus is located in a safe, walkable downtown area, with easy access to the regional trail system and public transportation.

661





Partnerships with the Rogers school district, Arkansas Arts Academy, and local businesses have been discussed and will be further explored throughout the year.



**Demonstrated
academic success**

Has never:

Been subject to any disciplinary actions by the Authorizer

Been classified as an academic or fiscal distress

Had its open-enrollment public charter school placed on charter school probation or suspended or revoked under Ark. Code Ann. §6-23-'105.



HeatherHolaway@haashall.org

3880 N Front Street
Fayetteville, Arkansas 72703
haashall.org

Heather Holaway

Executive Director of Marketing, Haas Hall Academy

Heather administrated the recent 2016-2017 admissions lottery for the Fayetteville and Bentonville campuses.

Heather's current focus is on refining the admissions system, administering the admissions lotteries, preparing expansions to our existing charters, and coordinating the upcoming district expansions.

HAAS HALL ACADEMY
EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!

Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation and be a catalyst for the renewal of expectations for public education. Our focus is academics to ensure that we have 100% placement in colleges and universities.

Northwest Arkansas has become one of the fastest-growing parts of the country. Unfortunately, there is little choice in public education for parents and scholars seeking a well-rounded academic environment with an accelerated, college-prep curriculum. With Haas Hall Academy is building an innovative c

#1 Public High School in Arkansas
-U.S. News & World Report
Five consecutive years: 2012, 2013, 2014, 2015, 2016

#1 Public High School in Arkansas
-Niche Best Schools (K-12), 2016

#1 Public High School in Arkansas
-Business Insider, 2015

#19 Public High School in the United States
-Newsweek's America's Top High Schools, 2015

HAAS HALL ACADEMY
EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!

Haas Hall Academy es reconocida nacionalmente por múltiples premios demostrando como una escuela puede fortalecer las comunidades. Inspira innovación y es un catalizador para la renovación de las expectativas para la educación pública. **Nuestro enfoque es en lo académico para asegurarnos de que tengamos 100% de aceptación en las universidades.**

El noroeste de Arkansas se ha convertido en una de las zonas de mayor crecimiento del país. Por desgracia, hay pocas opciones en la educación pública para los padres y los estudiantes que buscan un ambiente pequeño personalizado con un plan de estudios acelerado para la preparación universitaria. Con dos campus en el noroeste de Arkansas y con un plan ambicioso de expansión, Haas Hall Academy está construyendo una comunidad innovadora de jóvenes comprometidos a la educación.

#1 escuela preparatoria pública en Arkansas
-US News & World Report
Cinco años consecutivos: 2012, 2013, 2014, 2015, 2016
-Niche Best Schools (K-12), 2016
-Business Insider, 2015

#19 escuela pública en los Estados Unidos
-Newsweek's America's Top High Schools, 2015

la única escuela preparatoria pública con "Cold Medal" en Arkansas
-U.S. News & World Report
Tres años consecutivos: 2014, 2015, 2016

FAYETTEVILLE
Nuevo Campus de agosto del año 2016

BENTONVILLE
El año 2013 se inauguró en agosto

SPRINGDALE
HAAS HALL ACADEMY

INICIO DE CLASE EN AGOSTO. EL AÑO 2016 AHORA PUEDEN INSCRIBIRSE DEL GRADO 7 AL 10
Visítenos en la línea en haashall.org

Springdale: Grades 7-10
Accelerated S.T.E.A.M. curri
(Science, Technology, Engineering
Open-Enrollment Public Ch
Admission by random lotter

For more information v

Springdale: Grados 7-10
Acelerada S.T.E.A.M plan de estudios
(Ciencia, Tecnología, Ingeniería, Artes y Matemáticas)
Inscripción abierta "Public Charter" = No hay costo
Admisión es por sorteo. ¡Aplique hoy!

Para más información visite utilizará haashall.org/springdale

THE JONES CENTER

Advertising Materials
Flyers are being distributed in both English and Spanish throughout Northwest Arkansas to raise awareness about the application process.

Quick-look Cards
Business cards with application information are posted on info boards at area businesses.

Radio Advertising
Ad spots in English and Spanish feature an overview of the school, application process, and instructions on how to apply.

Print Advertising
English and Spanish ads in the Arkansas Democrat Gazette and La Prensa.

Newspaper Articles
Two articles in the Arkansas Democrat Gazette feature the school and lottery information.

605



Haas Hall Academy

Admissions Lottery Process

2017-2018

The Haas Hall Academy Lottery Application

Simple web-based application form

One application per child
Complete in under one minute
Available in over 100 languages

Follows all guidelines outlined in the Lottery Best Practices webinar

Praised by the Board of Education for ease of use and transparency of process.

Application for Admission | Haas Hall Academy

HAAS HALL ACADEMY
1978 HALLS HILL RD - COLLEGE SPRING

WELCOME - SCHOLAR LIFE - ADMISSIONS - FRIENDS - PARENTS - CONTACT

APPLICATION FOR ADMISSION

Home - Admissions - Application for Admission

Haas Hall Academy is an accredited, rigorous math and science based college preparatory open-enrollment charter school serving grades 7-12 for scholars with high intensity of purpose. Haas Hall Academy has been recognized by U.S. News and World Report as one of the finest high schools in the nation!

We would like to thank you for considering Haas Hall Academy as the next step in your child's academic career by joining the exceptional group of individuals who have made the important decision to focus on preparation for college.

The Arkansas Quality Charter Schools Act of 2013 states:

If there are still more applications for admission

HAAS HALL ACADEMY APPLICATION FOR ADMISSION

If you would like for your child to be considered for the 2016-2017 Haas Hall Academy admissions lottery at more than one campus, a separate application for each campus must be submitted by March 4, 2016.

STEP 1 OF 2

Campus *
Grade Level for Admittance Term *
Scholar's Name *
Scholar's Date of Birth *
Home Address

APPLICANT VERIFICATION

Home - Admissions - Applicant Verification

CONFIRM YOUR SCHOLAR'S APPLICATION

Enter the scholar applicant's date of birth (mm/dd/yyyy) and last name and the parent's/guardian's email address.

All form fields must be completed.

Scholar's Date of Birth (mm/dd/yyyy)

09041994

Scholar's Last Name

Application

Parent/Guardian Email Address

heatherholaway@haashall.org

SEARCH

SCHOLAR'S NAME
TEST APPLICATION

Fayetteville	SCHOLAR'S DATE OF BIRTH
Fall 2016	08/04/1994
7th Grade	CURRENT SCHOOL
	Test School
	LAST COMPLETED MATH CLASS
	8th Grade Math

3016 N Strawberry Drive
Fayetteville, Arkansas 72703
United States
(479) 225-4531

Heather Holaway
heatherholaway@haashall.org

Displaying 1 - 1 of 1

VERIFY ANOTHER SCHOLAR

IMPORTANT DATES

- March 4, 2016 - Admission Application Deadline
- March 11, 2016 - Deadline for Application Revisions
- March 30, 2016 - Admissions Lottery Drawing

Please confirm that all information displayed about your child's grade and selected campus is correct. If you need to correct any information, please submit your edits using our simple online form by March 11, 2016.

EDIT YOUR SCHOLAR'S APPLICATION FOR ADMISSION

If you would like for your child to be considered for the admissions lottery at additional campuses, a new application for that campus must be submitted by March 4, 2016.

SUBMIT AN APPLICATION FOR ADMISSION

Applicant Name

7th Grade

FAYETTEVILLE

F3164

BENTONVILLE

B4325

SPRINGDALE

S550e

Name of Parent/Guardian
Name of Parent/Guardian
parentguardian1@email.com
parentguardian2@email.com
(479) 966-4930

VIEW ANOTHER APPLICATION

Lottery Identification Numbers

All applications are assigned an unique Lottery ID number for each campus. That number is emailed to an applicant and can be verified online using the Lottery ID Finder. The Lottery ID number serves to provide parents/guardians the opportunity to track their child's progress during the lottery drawing while protecting the family's privacy.

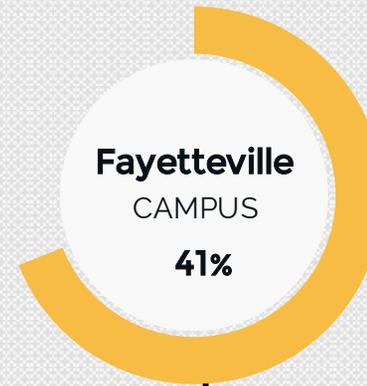
Shadow a Scholar

Prospective scholars are immersed in Haas Hall Academy's unique culture for one school day.

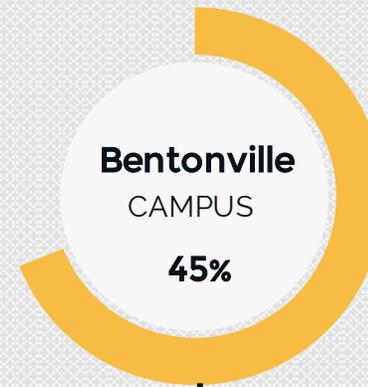
Families are invited to attend an open house event to tour the campus, meet faculty, and attend a brief Q&A session.

One-on-one faculty & scholar interaction.

Suggested, but not required.



41% of prospective scholars chose to shadow at the Fayetteville campus prior to the 2016-2017 lottery drawing.



45% of prospective scholars chose to shadow at the Bentonville campus prior to the 2016-2017 lottery drawing.

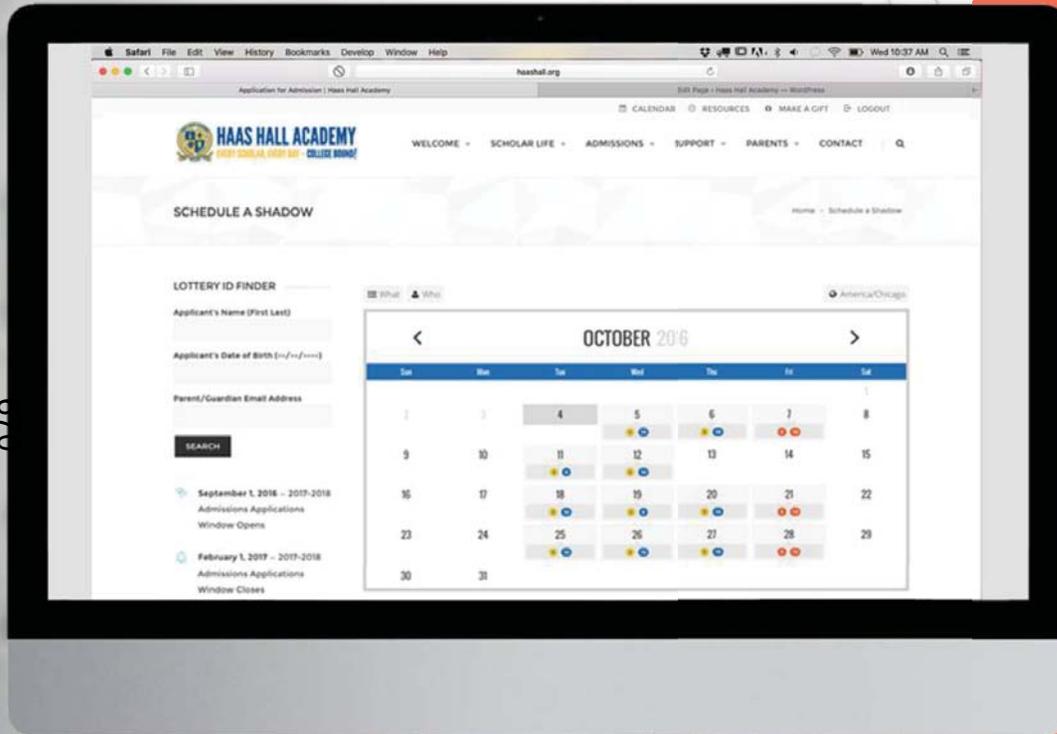
Shadow a Scholar

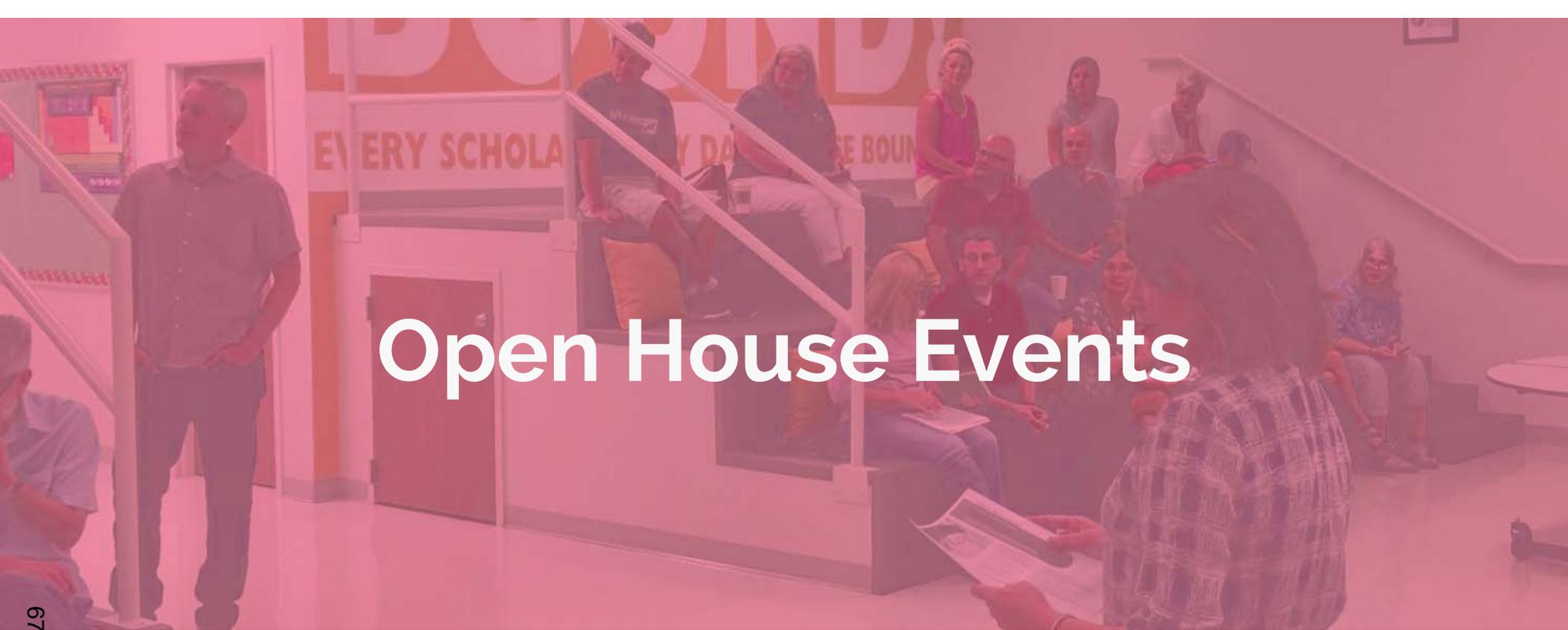
**Simple web-based
Scheduling Form**

Email Confirmation

**Text and Email
Reminders**

**Simplified system
benefits faculty and
ensures consistency**





Open House Events

Four sessions held at the Fayetteville and Bentonville campuses

Campus tour, faculty introduction, brief presentation, question & answer session

Morning and evening events accommodate the schedules of all families

October

Morning session

Bentonville: October 27 – 8am

Fayetteville: October 24 – 8am

November

Evening session

Bentonville: November 17 – 6pm

Fayetteville: November 15 – 6pm

December

Morning session

Bentonville: December 8 – 8am

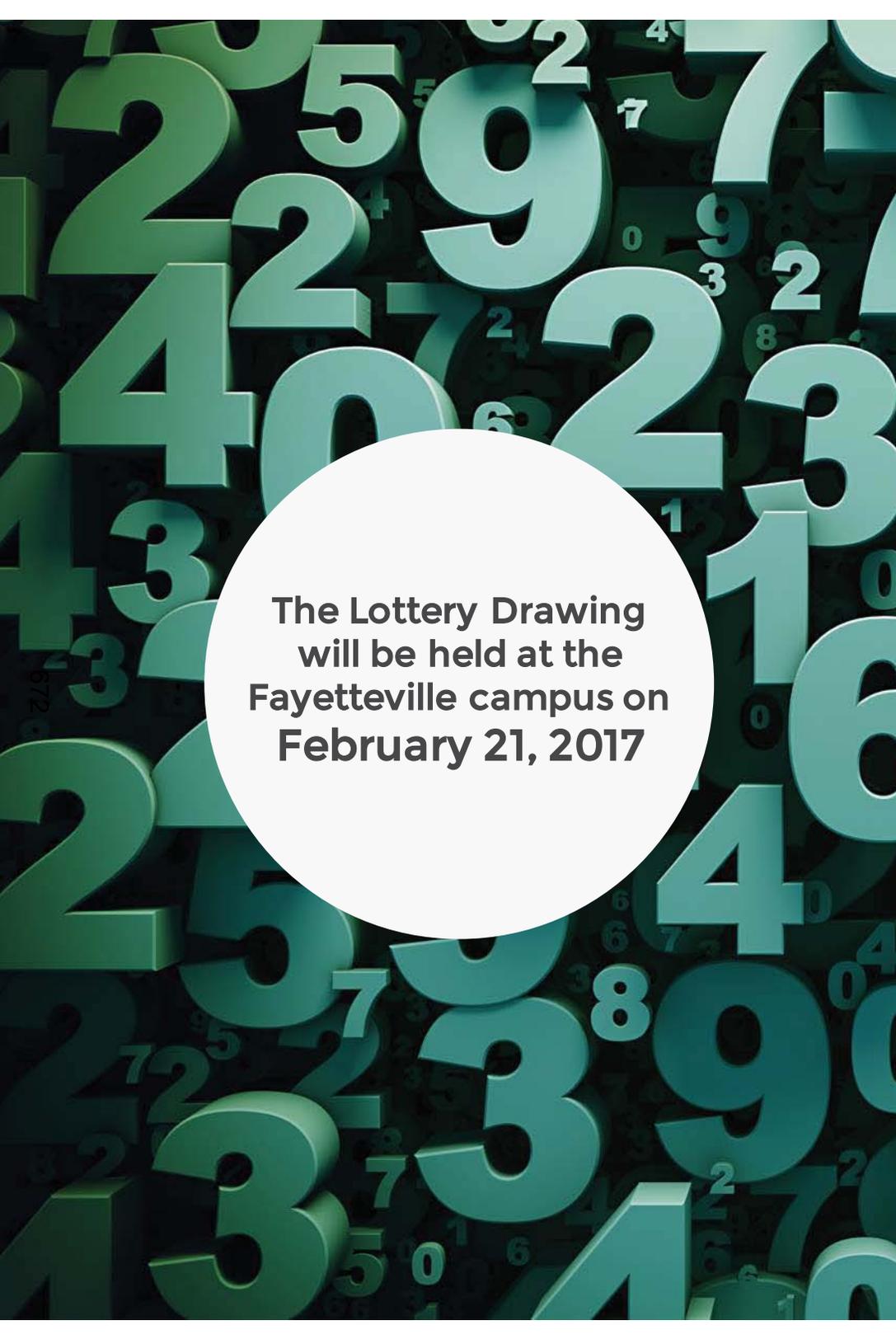
Fayetteville: December 6 – 8am

January

Evening session

Bentonville: January 12 – 6pm

Fayetteville: January 10 – 6pm



The Lottery Drawing
will be held at the
Fayetteville campus on
February 21, 2017

Admissions Lottery Drawing

Haas Hall Academy conducts an anonymous lottery for each campus by campus and grade.

Haas Hall Academy utilizes an electronic system which features a random number generator formula that assigns random selection for each applicant. Seats in each grade level are filled according to availability.



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!

Welcome to Haas Hall Academy!

Congratulations! Your scholar, **Test Scholar's Name (First) Test Scholar's Name (Last)**, has been accepted to the **Test Grade Level for Admittance Term** at the Haas Hall Academy Test Campus campus for the 2016-2017 school year.

Please accept (or decline) your scholar's seat by completing the [Seat Acceptance](#) form no later than **April 9, 2016 at 4PM**.

Simply enter your scholar's [Lottery ID](#), contact information, and sign the form electronically to accept or decline their seat.

Please note that final enrollment is subject to completion of all enrollment requirements. Upon receipt of your scholar's seat acceptance, we will begin the enrollment process. Information concerning important dates and documents necessary for enrollment will be sent via email in the following weeks.

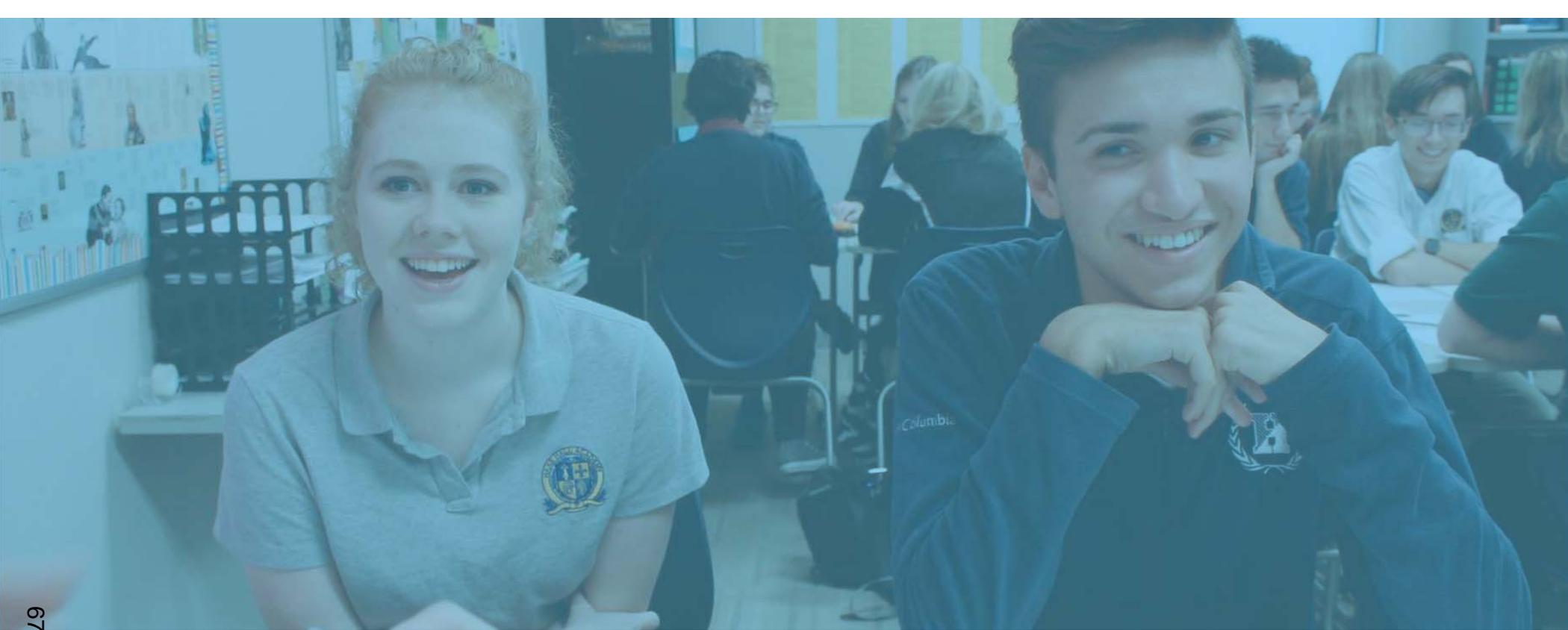
Questions? Send us an email at admissions@haashall.org.

[Seat Acceptance](#)

Seat Acceptance

Our electronic notification system tracks each time an email is opened, if the recipient clicked any links within the email, or if the email was undeliverable.

Parents/guardians of accepted scholars will sign an electronic form to accept or deny their scholar's seat. Digital signatures and tracking numbers are used in this process for audit purposes.



2017 – 2018 Lottery Timeline

September 1, 2016

Application window opens for the 2017-2018 lottery cycle.

October – February

Applicants are encouraged to shadow a scholar and attend an open house event.

February 1, 2017

Application window closes for the 2017-2018 lottery cycle.

February 21, 2017

Lottery Drawing, the public is encouraged to attend.



Haas Hall Academy Admissions Lottery

675

**Transparent,
traceable process**

Random selection

**Supervised and
Audited by ADE**

Open to the public



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!



MEMO

DATE: October 5, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Haas Hall Academy

I. INTRODUCTION

The Academy, Inc. submitted an application for a license to operate an open-enrollment public charter school, Haas Hall Academy, in Rogers, Arkansas, which replicates the existing Fayetteville campus, including its sibling admission preference policy and waivers.

The proposed charter school would be located within the boundaries of the Rogers School District. The proposed charter school would provide instruction in seven through twelve (7-12) and possess a student enrollment cap of 400. According to its application, the proposed charter school expects to draw students from the Bentonville, Eureka Springs, Fayetteville, Huntsville, Rogers, Pea Ridge, and Springdale school districts.

II. STATUTORY REQUIREMENTS

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

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

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

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts and open-enrollment charter schools operating in Benton and Washington Counties are as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Bentonville School District	612 3.81%	975 6.07%	499 3.11%	1,722 10.72%	261 1.63%	11,991 74.66%	16,060 --
Decatur School District	2 0.34%	34 5.81%	15 2.56%	193 32.99%	23 3.93%	318 54.36%	585 --
Elkins School District	9 0.80%	3 0.27%	7 0.62%	74 6.54%	18 1.59%	1,020 90.19%	1,131 --
Farmington School District	88 3.72%	17 0.72%	60 2.54%	192 8.11%	20 0.85%	1,989 84.07%	2,366 --
Fayetteville School District	496 5.14%	363 3.76%	924 9.57%	1,164 12.06%	128 1.33%	6,577 68.14%	9,652 --
Gentry School District	87 6.02%	120 8.30%	7 0.48%	216 14.94%	78 5.39%	938 64.87%	1,446 --
Greenland School District	28 3.30%	2 0.24%	10 1.18%	50 5.89%	4 0.47%	755 88.93%	849 --
Gravette School District	41 2.27%	17 0.94%	8 0.44%	102 5.64%	60 3.32%	1,581 87.40%	1,809 --
Huntsville School District	61 2.67%	12 0.52%	5 0.22%	228 9.97%	62 2.71%	1,918 83.90%	2,286 --
Lincoln School District	30 2.49%	54 4.49%	9 0.75%	96 7.98%	38 3.16%	976 81.13%	1,203 --
Pea Ridge School District	25 1.30%	5 0.26%	19 0.98%	120 6.22%	15 0.78%	1,746 90.47%	1,930 --
Prairie Grove School District	3 0.16%	21 1.12%	26 1.38%	92 4.89%	33 1.75%	1,706 90.70%	1,881 --
Rogers School District	244 1.62%	290 1.92%	258 1.71%	6,775 44.94%	267 1.77%	7,243 48.04%	15,077 --
Siloam Springs School District	161 3.89%	117 2.83%	40 0.97%	1,175 28.39%	259 6.26%	2,387 57.67%	4,139 --
Springdale School District	301 1.42%	330 1.55%	517 2.43%	9,756 45.89%	2,608 12.27%	7,748 36.44%	21,260 --
West Fork School District	45 4.14%	11 1.01%	12 1.10%	44 4.04%	19 1.75%	957 87.96%	1,088 --
DISTRICTS TOTAL	2,233 2.70%	2,371 2.86%	2,416 2.92%	21,999 26.58%	3,893 4.70%	49,850 60.23%	82,762 --

Open-Enrollment Public Charter Schools in Washington and Benton Counties							
Arkansas Arts Academy	39	12	15	108	16	584	774
	5.0%	1.6%	1.9%	14.0%	2.1%	75.5%	--
Haas Hall Academy	12	27	6	26	6	275	352
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	--
Haas Hall Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	--
Ozark Montessori	1	2	4	46	5	78	136
	0.7%	1.5%	2.9%	33.8%	3.7%	57.4%	--
NWA Classical Academy	12	112	9	67	6	345	551
	2.2%	20.3%	1.6%	12.2%	1.1%	62.6%	--
CHARTER TOTAL	71	193	38	272	40	1,494	2,108
	3.4%	9.2%	1.8%	12.9%	1.9%	70.9%	--

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

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Bentonville, Eureka Springs, Fayetteville, Huntsville, Rogers, Pea Ridge, and Springdale school districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

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



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Desegregation Analysis

Haas Hall Academy is requesting a license to open an open-enrollment public charter school in Rogers within the boundaries of the Rogers School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Rogers, Springdale, Eureka Springs, Bentonville, and Pea Ridge School Districts. Besides those School Districts, the Rogers School District is also contiguous to the Huntsville School District. Haas Hall Academy may also receive some students from the Huntsville School District as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Rogers School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an additional campus in Springdale will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

2015 ESEA DISTRICT REPORT

District: HAAS HALL ACADEMY
LEA: 7240700
Enrollment: 320

Superintendent: MARTIN SCHOPPMEY **Address:** 3155 NORTH COLLEGE AVENUE
Attendance: 100.00 **Address:** FAYETTEVILLE, AR 72703
Poverty Rate: 0.00 **Phone:** (479) 966-4930

OVERALL SCHOOL STATUS: 2014 ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	183	183	100.00	126	126	100.00	
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
White	152	152	100.00	103	103	100.00	
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	177	182	97.25	22.73
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	n < 10	n < 10	n < 10	18.35
White	147	151	97.35	26.04
Economically Disadvantaged	n < 10	n < 10	n < 10	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	n < 10	n < 10	n < 10	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	119	125	95.20	13.95
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	n < 10	n < 10	n < 10	12.10
White	97	102	95.10	17.14
Economically Disadvantaged	n < 10	n < 10	n < 10	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	n < 10	n < 10	n < 10	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	69	70	98.57	96.08	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	176	177	99.44	96.08	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	60	61	98.36	95.55	
Economically Disadvantaged	n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		

2015 ESEA DISTRICT REPORT

District: HAAS HALL ACADEMY
LEA: 7240700
Enrollment: 320

Superintendent: MARTIN SCHOPPMEY
Attendance 100.00
Poverty Rate: 0.00

Address: 3155 NORTH COLLEGE AVENUE
Address: FAYETTEVILLE, AR 72703
Phone: (479) 966-4930

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

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

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

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

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016



CITY OF ROGERS
Office of the Mayor
Mayor Greg Hines

October 14, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

To Whom It May Concern:

On behalf of The City of Rogers, I am pleased to write a letter in support of the application for a new campus of Haas Hall Academy with the Arkansas Department of Education.

The building Haas Hall has chosen to become its 4th campus is by far the most beautiful, majestic, and imposing building in downtown Rogers. This 41,000 square foot 5-story hotel was built in 1928 and at the time could be seen for miles. When first built, the Lane Hotel was advertised as the first fireproof building in Arkansas and has hosted many famous occupants such as: aviator Amelia Earhart, boxer Jack Dempsey, and actor Errol Flynn. In 2003, the 'Palace of the Ozarks' shut its doors and became vacant. Over the years, I've met with several investors that envisioned a variety of ideas to bring new life to this building that contains so much rich history to our city; however, none found the return of investment worthwhile.

The Rogers Historical Museum is currently restoring the former Arkansas Democrat Gazette building to its original 1947 appearance, which will quadruple the current size of the Museum by creating a campus of three different buildings adjacent to the Rogers Haas Hall location. Being in such close vicinity to a historical museum gives the students another way to experience local history.

The area surrounded by the new Haas Hall campus of Rogers contains the most populated mix of multicultural, multiethnic residents that are in the lower socioeconomic status in Rogers. This is evidenced by the most recent US Census report, mostly due to low property values and the proximity of various industrial jobs.

Since 2004, Haas Hall is living up to its mission of providing a rigorous college-prep curriculum, which has been proven by the school's numerous statewide high achievements, 100% graduation rate, and 100% college acceptance rate. Currently, downtown Rogers is blessed to have three high schools: Arkansas

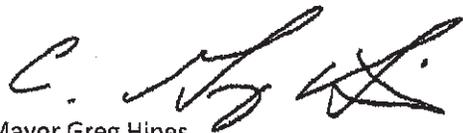
Rogers City Hall • 301 West Chestnut Street • Rogers, Arkansas 72756
Phone.479.621.1127 • Fax.479.631.2767 • www.rogersarkansas.com

Arts Academy, Rogers Heritage High School, and Rogers New Tech High School. Haas Hall would provide an exceptional alternative for students in Rogers and our surrounding cities to study with an emphasis on graduation and college preparation.

Between a new bus stop for Ozark Regional Transit, a public transportation system, and miles of sidewalks and bike paths, this new urban location is filled with alternate modes of transportation. Without having to rely on their parents to act as chauffeurs, the students are given more opportunities to experience independence and an ability to succeed in academics and extra-curricular activities that working parents are not always able to provide.

Between the students going to school every morning to immerse themselves in the rich history of Rogers, utilizing alternate forms of transportation, along with the opportunity to choose a school that is ranked as one of the best in the State, I support the expansion of Haas Hall Academy's application for a new campus in downtown Rogers and hopeful our community can count on your support as we work to meet the growing need of excellent academics for the many diverse students throughout Rogers.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Hines', written in a cursive style.

Mayor Greg Hines

Monday, October 17, 2016
Weather & Traffic

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NWA editorial: A well-earned expansion

Haas Hall sets the bar for public charter schools

By NWA Democrat-Gazette
Posted: October 15, 2016 at 1 a.m.

Among the many examples of successes worth replicating in Northwest Arkansas, one has to include Haas Hall Academy.

The state's Charter Authorizing Panel will have a chance to do that next week when it considers Haas Hall's request to create a 500-student campus in downtown Rogers in the old Lane Hotel. The site would become the fourth for the academy, which already instructs 647 students in Fayetteville and Bentonville with a focus on science, technology, engineering, arts and math for its seventh- through 12th-graders.

What's the point?
Haas Hall Academy has set a strong example for how well public charter schools can educate students and is the kind of school that state should seek to replicate where needed.

If approved, Haas Hall would open its Rogers location next school year, starting with 350 students. This summer, the academy received state Board of Education approval for a Springdale campus even after the Charter Authorizing Panel rejected the request.

The Rogers School District offers quality education to all public school students, so nobody would suggest the state should open the floodgates on new charter schools for the city. But the state's educational laws and policies embrace the value of charter schools in giving public school students a choice and in creating a more

competitive environment to serve them. When it comes to charter schools, it's hard to imagine one succeeding any better than Haas Hall.

The academy last month had eight semifinalists in the prestigious National Merit Scholarship Program, behind the larger Bentonville and Fayetteville high schools, which had 18 and 16, respectively. When ACT test scores were released in August, Haas Hall performed better than all other high schools in the two-county area. In July, when the results of last year's state-required ACT Aspire testing were released, Haas Hall led all of the state's schools in student achievement. *U.S. News & World Report* ranked Haas Hall as the No. 1 public high school in Arkansas for five straight years. It's ranked No. 19 in the nation by *Newsweek's* analysis.

The old Lane Hotel facility is being fully renovated and will no doubt make a fine home for the academy. Never in our wildest imagination did we envision a school going there, what with the limited parking and the alcoholic beverages being served up in several establishments just feet from the building. But downtown revitalization is well under way and Mayor Greg Hines says Haas Hall is a good fit for what the future holds for the area.

As the Charter Authorizing Panel considers Haas Hall's request, we can't think of a better example for what charter schools should be in Arkansas.

Commentary on 10/15/2016

POPULAR COMMENTED Promoted Links

- These 70s Child Stars Are Unrecognizable Now
Trend Chaser
- Yes sir, Raleigh can run
- You're In For A Big Surprise in 2016 if You Own A Home in ...
Comparisons.org Quotes
- Three meth dealers sentenced to federal prson
- Congress Gives Homeowners Who Owe Less Than \$62...
Lower My Bills
- Noted Fayetteville architect, Fay Jones protege dies at 68
by Taboola



Monday, October 17, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Letter of Support: Haas Hall Academy at the Lane

To: Charter Authorizing Panel

Haas Hall Academy is requesting approval for a license to open a fourth campus in Downtown Rogers. The Haas Hall Academy at the Lane will add to the educational experience of those attending the school, because of the historic nature of the campus and the revitalization of our downtown. The campus will be a great addition servicing up to 500 students attending 7th through 12th grade with room to expand their program. The Rogers-Lowell Area Chamber of Commerce supports this effort and encourages your approval.

Sincerely,

Raymond M. Burns, CCE
President /CEO
Rogers-Lowell Area Chamber of Commerce



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

October 21, 2016

Johnny Key
Commissioner

Scott Shirey
KIPP Delta Public Schools
415 Ohio Street
Helena-West Helena, AR 72342

**State Board
of Education**

**RE: Notice of Charter Authorizing Panel Decision
KIPP Delta Public Schools Amendment Request**

Mireya Reith
*Fayetteville
Chair*

Dear Mr. Shirey:

Dr. Jay Barth
*Little Rock
Vice Chair*

On October 19, 2016, the Charter Authorizing Panel met and approved the amendment request for KIPP Delta Public Schools. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the amendment will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

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

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Hoy, Helena-West Helena School District

*An Equal
Opportunity
Employer*

KIPP Delta Amendment Request

Motion

To approve the amendment request

Barnes	Liwo	Saunders-M
Gotcher	Pfeffer-2	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	x			I see no issues with this amendment request. The change of location will be positive for all involved.
Lester	X			There are no financial or logistical concerns with the move to a new facility.
Liwo	x			I have no concerns with relocation.
Pfeffer	X			I have no concerns with the relocation.
Rogers	X			I have no issues with the address change.
Saunders	X			I have no concerns.
Smith	x			I have no concerns with the amendment request. It was a well put together request with appropriate information provided.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: October 19, 2017

KIPP DELTA PUBLIC SCHOOLS
SPONSORING ENTITY: KIPP DELTA, INC.

CURRENT DATA

Maximum Enrollment	2,310
Approved Grade Levels	K-12
Grades Served 2015-2016	K-12

2015-2016 Enrollment by Grade

Kindergarten	80
1st Grade	77
2nd Grade	79
3rd Grade	79
4th Grade	121
5th Grade	190
6th Grade	128
7th Grade	139
8th Grade	141
9th Grade	135
10th Grade	131
11th Grade	66
12th Grade	44

2015-2016 Enrollment by Race

Two or More Races	7
Asian	13
Black	1270
Hispanic	39
Native American/Native Alaskan	1
Native Hawaiian/Pacific Islander	0
White	81
Total	1411

2015-2016 Student Status Counts

Migrant	0
LEP	3
Gifted & Talented	0
Special Education	114
Title I	1276
Source: District Cycle 4 Report	

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	1356.77	1350.28	131.14	1275.37
ADM	1400.51	1397.33	1373.25	1357.16
%	96.88%	96.63%	9.55%	93.97%

BACKGROUND

Authorized	March 11, 2002
Grade levels	K-12
Maximum Enrollment	2,310
Length of Contract	Ten Years
Contract End Date	06/30/2023

Amendment Request Considered and APPROVED Relocate KIPP Delta campus	September 12, 2004
Renewal Request Renewed for 3 years Amendment denied - add grades 9-12 to KIPP Delta	March 14, 2005
Amendment Request Considered and APPROVED Addition of grades 9-12 to KIPP Delta and increase enrollment ca	April 9, 2007
Renewal Request Renewed for 5 years Amendment approved - additional waivers	March 10, 2008
Amendment Request Considered and APPROVED Addition of K-4 to Helena	October 13, 2008
Amendment Request Considered and APPROVED Addition of Blytheville license	November 9, 2009
Amendment Request Considered and APPROVED Additional Waivers	July 12, 2010
Amendment Request Considered and APPROVED Add 4th grade to Blytheville and relocate campus	May 14, 2012
Renewal Request Renewed for 10 years Amendment approved - additional waivers Amendment approved - Add 3rd grade to Blytheville and increase enrollment by 90	March 11, 2013
Amendment Request Considered and APPROVED Add 9-12 to Blytheville and increase enrollment Additional Waivers	November 20, 2013
Amendment Request Considered and APPROVED Additional Waivers	February 13, 2014
Amendment Request Considered and APPROVED Addition of Forrest City license	November 13, 2014
Amendment Request Considered and APPROVED Change of address Forrest City campus	February 18, 2015
Amendment Request Considered and APPROVED Change grades of Blytheville College Prep from 4-8 to 4-6 Change grades of Blytheville Collegiate High from 9-10 to 7-12 Establish new campus at 1124 West Moultrie Drive to be used for elementary	February 19, 2016



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: KIPP Delta Public Schools

LEA Number: 5440701 Phone Number: 870-753-9035 Submission Date: 9/12/2016

Charter Leader: Scott Shirey

Email Address: scott.shirey@kipdelta.org

Type of Amendment Requested:

Relocate existing campus

Current campus address 215 Cherry Street

Helena, AR 72342

Proposed campus address 1020 Plaza Street

West Helena, AR 72390

School district in which the campus will be located Helena-West Helena

KIPP Delta Public Schools Student Demographic Percentages

Includes PK Students

1,448 Total Active Students On 09/09/2016

District Gender Percentages

Gender	Gender Count	Gender Percentage
Females	729	50.35%
Males	719	49.65%
Gender - Total	1,448	100.00%

District Primary Race Percentages

Race	Race Count	Race Percentage
Asian	14	0.97%
Black	1,326	91.57%
Hispanic or Latino	29	2.00%
Two or More Races	7	0.48%
White	72	4.97%
Primary Race - Total	1,448	100.00%

District Curriculum Percentages

Curriculum Name	Curriculum Count	Curriculum Percentage
Regular Student	1,434	99.03%
Unassigned	14	0.97%
Curriculum - Total	1,448	100.00%

District G/T Percentages

G/T	G/T Count	G/T Percentage
No	1,446	99.86%
Yes	2	0.14%
G/T - Total	1,448	100.00%

District Special Ed Percentages

Special Ed	SPED Count	SPED Percentage
Active	106	7.32%
Inactive	8	0.55%
No	1,334	92.13%
Special Education - Total	1,448	100.00%

District 504 Percentages

504	504 Count	504 Percentage
No	1,431	98.83%
Yes	17	1.17%
504 - Total	1,448	100.00%

District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	824	56.91%
04	615	42.47%
Unassigned	9	0.62%
Meal Status - Total	1,448	100.00%

District Residency Percentages

Residency Name	Residency Count	Residency Percentage
Resident/District	1,315	90.81%
School Choice, Not First Time	126	8.70%
Unassigned	7	0.48%
Residency - Total	1,448	100.00%

District Homeless Percentages

Homeless Status	Homeless Count	Homeless Percentage
Doubled Up	10	0.69%
Not Applicable	1,435	99.10%
Shelter - Transitional House	3	0.21%
Homeless - Total	1,448	100.00%

District ELL/LEP Percentages

ELL	ELL Count	ELL Percentage
No	1,448	100.00%
ELL - Total	1,448	100.00%

District Migrant Percentages

Migrant	Migrant Count	Migrant Percentage
No	1,448	100.00%
Migrant - Total	1,448	100.00%

District Home Language Percentages

Language	Home Language Count	Home Language Percentage
Arabic	4	0.28%
Chinese; Zhongwen	1	0.07%

KIPP Delta Public Schools Student Demographic Percentages

Includes PK Students

1,448 Total Active Students On 09/09/2016

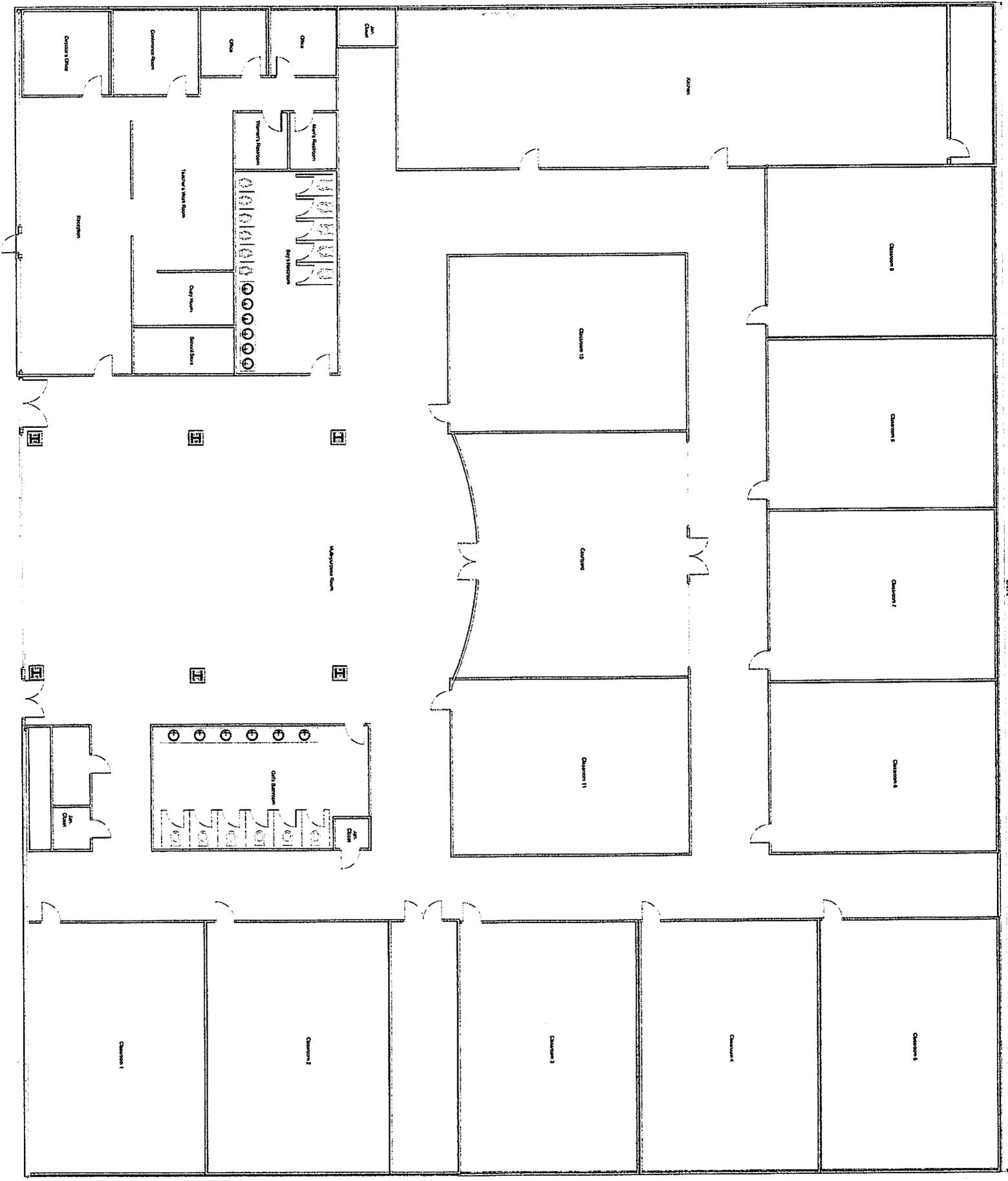
Language	Home Language Count	Home Language Percentage
English	1,439	99.38%
Mandarin	1	0.07%
Spanish	3	0.21%
Home Language - Total	1,448	100.00%

**KIPP Delta Public Schools
ENROLLMENT REPORT
Enrollment Date: Sep 9, 2016**

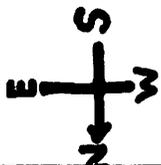
Enrollment Count		01	02	03	04	05	06	07	08	09	10	11	12	KF	SS	Race Totals
Asian	Females						1		2		1	1				5
	Males					1	1	1		1	2	2		1		9
	Gender Totals					1	2	1	2	1	3	3		1		14
Black	Females	39	41	45	51	68	85	49	55	52	60	45	27	28	1	646
	Males	38	30	28	52	82	87	58	65	53	47	30	26	40		636
	Gender Totals	77	71	73	103	150	172	107	120	105	107	75	53	68	1	1,282
Hispanic	Females		1		3	5	3		1	1						14
	Males	2		1	4		3	1	2	1				1		15
	Gender Totals	2	1	1	7	5	6	1	3	2				1		29
Two or More	Females						1					2				3
	Males							1	1	1	1					4
	Gender Totals						1	1	1	1	1	2				7
White	Females	1	3	1	3	7	5	2	1	5	4	6		2		40
	Males	2	2	2	2	4	4	1	2	4	2			5		30
	Gender Totals	3	5	3	5	11	9	3	3	9	6	6		7		70
Grade Totals	82	77	77	115	167	190	113	129	118	117	86	53	77	1		1,402

Run Date of Report: Sep 9, 2016

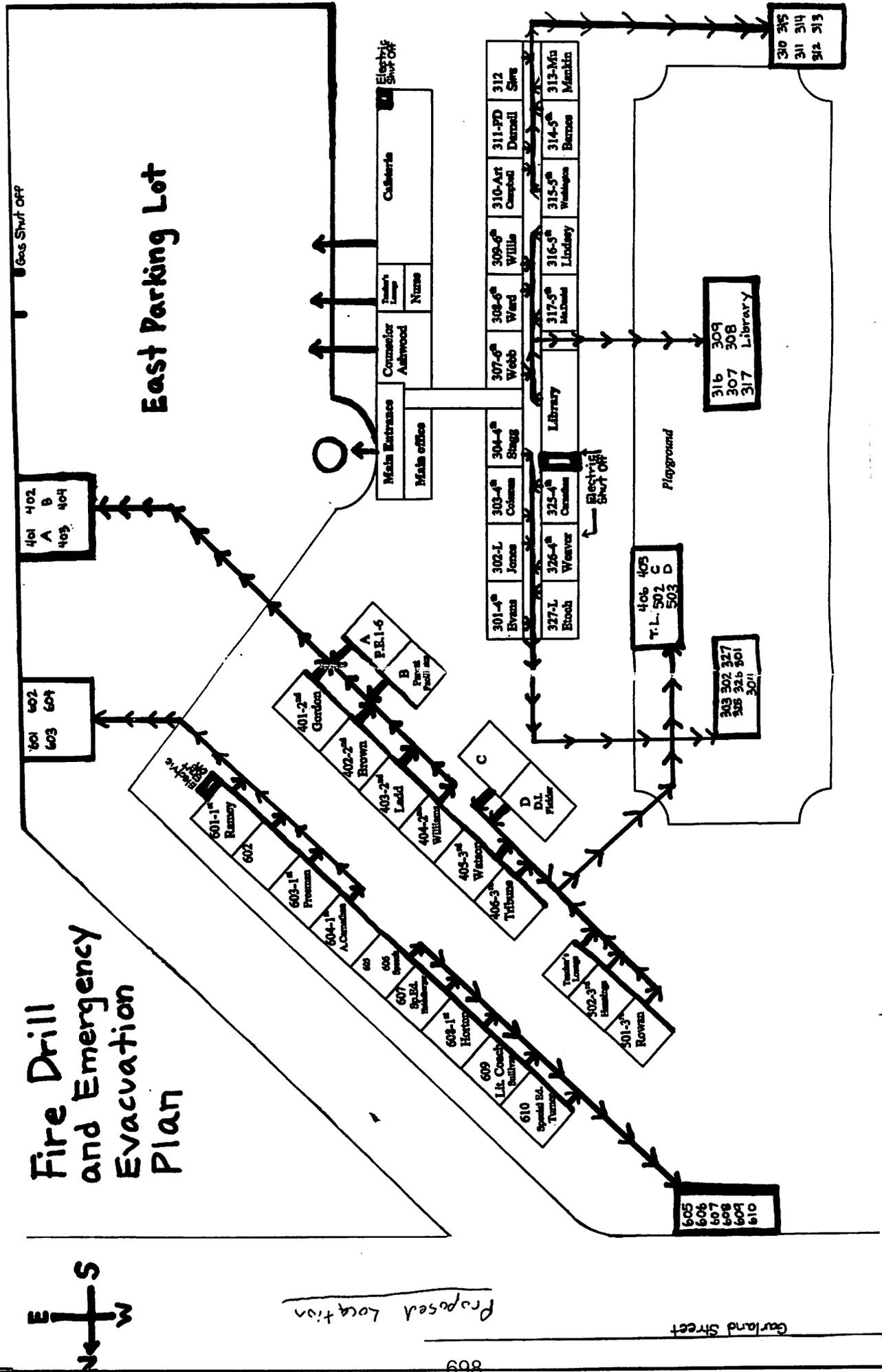
697
Current Location



Fire Drill and Emergency Evacuation Plan

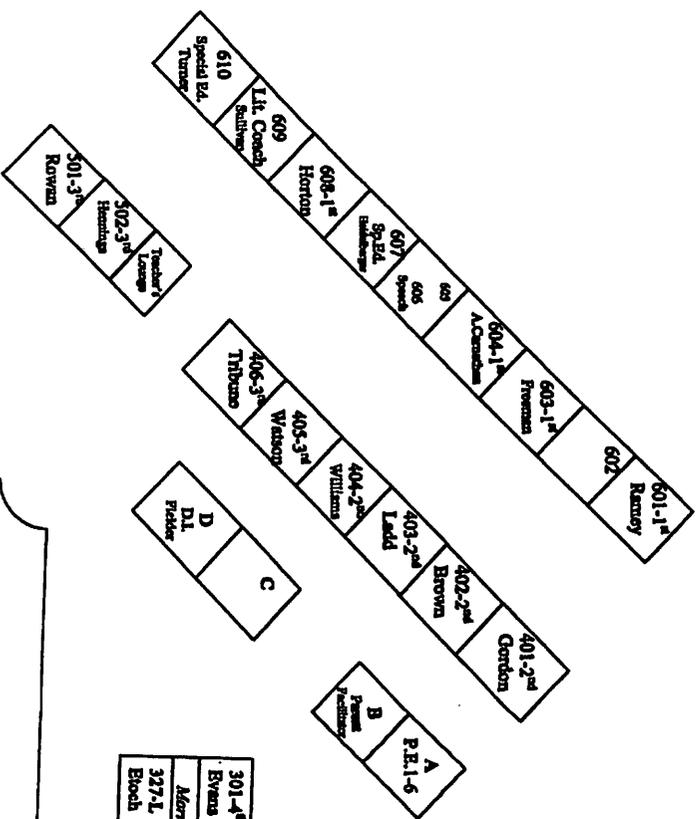


Proposed Location

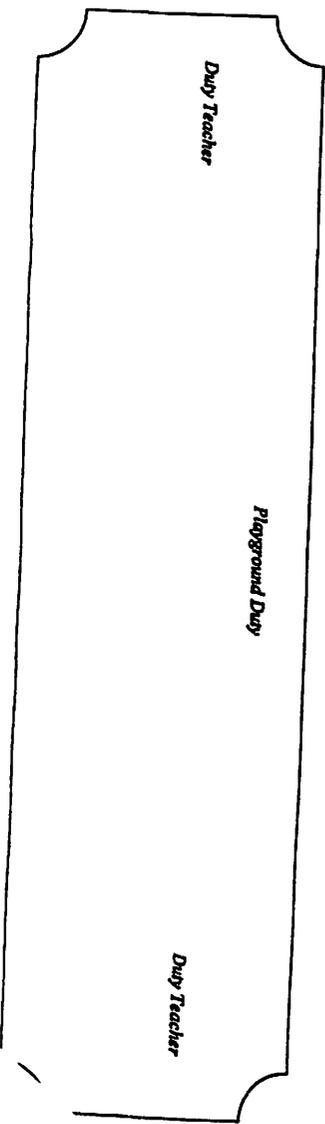


1020 PLAZA STREET
 WEST HELENA, AR 72390
 870.872.8426
 PRINCIPAL: JOYCE STEVENSON
 ASSISTANT PRINCIPAL: ELMORA MOORE

"BEECH CREST IS GOING TO THE TOP! WE WON'T BE STOPPED!"



Morning/Evening Car Day		Cafeteria	
Main Entrance	Mail Office	Breakfast Day	Lunch Day
301-4 th Evers	302-L Jones	307-6 th Webb	308-6 th Ward
303-4 th Coleman	304-4 th Stagg	309-6 th White	310-Art Campbell
305-4 th Condon	306-4 th Webb	311-PD Darnell	312-Rench
307-L Bloch	308-4 th Weaver	309-5 th Lindsey	310-5 th Williams
309-4 th Condon	310-4 th Condon	311-4 th Barnes	312-Mu Martin



Land Records Book

Filed: 07/30/2015 10:17 am
Phillips County, Arkansas
Lynn Stillwell, Circuit Clerk
By: JENNA MALLARD, DC

3 Pages \$25.00



CORPORATION LIMITED WARRANTY DEED

KNOW ALL MEN BY THESE PRESENTS:

THAT **HELENA WEST HELENA SCHOOL DISTRICT**, formerly **West Helena School District No. 3**, of **Phillips County, Arkansas**, by **John Hoy, Superintendent**, under the authority of **Johnny Key, Arkansas Commissioner of Education**, in his capacity as the **Board of Helena West Helena School District**, hereinafter called **GRANTOR**, for and in consideration of **TEN DOLLARS (\$10.00)** and other good and valuable consideration, cash in hand paid by **KIPP Delta, Inc., an Arkansas non-profit corporation, and its successors and assigns**, herein called **GRANTEE**, the receipt of which is hereby acknowledged, do hereby grant, bargain, sell and convey unto said **GRANTEE**, the following described lands situated in Phillips County, Arkansas, to-wit:

All of Block Forty-three (43) in the City of West Helena, Phillips County, State of Arkansas.

Subject to the covenants and restrictions as set forth in that certain "Ancillary Agreement" entered into by and between GRANTOR AND GRANTEE, on even date, as if set forth word for word herein.

filed
J. Hoy

Subject to conditions, restrictions and easements, if any, now of record.

TO HAVE AND TO HOLD the same unto the said **GRANTEE** and unto its successors and assigns forever, with all appurtenances thereunto belonging.

And **GRANTOR** hereby covenants with the said **GRANTEE** that it will forever warrant and defend the title to the said lands and property against the lawful claims of any and all persons whomsoever arising from or during the ownership of the above described real property by the **Helena West Helena School District**, formerly **West Helena School District No. 3** (limited warranty).

IN WITNESS WHEREOF, the said GRANTOR has hereunto set its hand and seal this 30 day of July, 2015.

**HELENA WEST HELENA SCHOOL DISTRICT,
formerly West Helena School District No. 3**

BY: *John Hoy*
John Hoy, Superintendent

ACKNOWLEDGMENT

STATE OF ARKANSAS

COUNTY OF Phillips

On this 30 day of July, 2015, before me, *Linda J. Cokes*, a Notary Public, duly commissioned, qualified and acting, within and for said County and State, appeared in person the within name **John Hoy**, who stated that he is the Superintendent, in his capacity as the Superintendent of the Helena West Helena School District, and is duly authorized in such capacity to execute the foregoing instrument for and in the name and behalf of said school district, and further stated and acknowledged that he had had so signed, executed, and delivered said foregoing instrument for the consideration, uses, and purposes therein mentioned and set forth.

IN TESTIMONY WHEREOF, I have hereunto set my hand and official seal this 30 day of July, 2015.

Linda J. Cokes
NOTARY PUBLIC



GRANTOR: Helena West Helena School District, 305 Valley Drive, Helena, AR 72342
GRANTEE: KIPP Delta, Inc., 415 Ohio Street, Helena-West Helena, AR 72342

THIS INSTRUMENT PREPARED BY: Beavers & Cline, Attorneys, P.O. Box 924, Forrest City, AR 72336-0924



Desegregation Analysis

KIPP Delta Public Schools (KIPP Helena) is requesting an amendment to authorize it to relocate its elementary school campus in Helena-West Helena to another location still within the Helena-West Helena School District (HWHSD). KIPP Helena will continue to comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

KIPP Helena should continue to have no negative impact on the ability or the efforts of the HWHSD or any other Arkansas public school districts to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The HWHSD has not submitted information to the Arkansas Department of Education (ADE) stating that it is a party to any active desegregation lawsuits. Based upon its careful review pursuant to Ark. Code Ann. §6-23-106, KIPP Helena does not believe that the granting of its requested amendment will hamper, delay or in any way negatively affect the desegregation efforts of the HWHSD.

KIPP Helena will continue to comply with all federal and state laws concerning enrollment in a public school and in particular those laws specified to enrollment in a public charter school. The current (September 13, 2016) student population of KIPP's Helena elementary school is 440 students; the current number of students in all of KIPP's Helena campuses is 1,457 students. The 2015-2016 school year student population of the HWHSD as maintained by the ADE Data Center (the latest listed on the ADE Data Center's website) is 1,425 students.

KIPP Helena realizes it cannot exclude any student that may wish to attend due to race, gender, ethnicity, or any other prohibited reason. No conclusion can be inferred or drawn against KIPP Helena that there exists any intent to continue to operate a public school, by way of this amendment request, or in practice, that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

KIPP DELTA, INC.

Accountants' Report and Forecasted Financial Statements

Volumes I and II

Years Ending June 30, 2016 Through 2020



KIPP DELTA, INC.
Years Ending June 30, 2016 Through 2020

Contents

Volume I

Independent Accountants' Report..... 1

Forecasted Financial Statements

Statements of Financial Position 2
 Statements of Activities..... 3
 Statements of Cash Flows 4
 Financial Indicators 5

Historical Information

Statements of Financial Position 6
 Statements of Activities..... 7
 Statements of Cash Flows 8
 Financial Indicators 9

Assumptions and Notes to Forecasted Financial Statements

Basis of Assumptions 10
 Summary of Significant Accounting Policies 10
 General Description of KIPP Delta Public Schools 16
 Description of the Planned Beech Crest Project (Helena)..... 25
 Description of the Beech Crest School USDA Rural Development Long-term
 Financing Plan (Helena) 27
 Description of the Planned Central and Bryles Projects (Blytheville) 28
 Description of the Central and Bryles School USDA Rural Development
 Long-term Financing Plan (Blytheville)..... 30
 Description of the Forrest City School Incubator Expansion and
 Permanent Campus Project..... 31
 Description of the Forrest City School Incubator Expansion and
 Permanent Campus Project with a Commercial Bank To-Be-Determined
 Long-term Financing Plan (Forrest City) 32
 Demographic Data..... 33
 Assessment of Demand and KIPP Delta’s Capacity and Academic Performance 42
 Revenue from State Assistance 62

KIPP DELTA, INC.
Years Ending June 30, 2016 Through 2020

Revenue from Federal Assistance	66
Contribution, Gifts and Donations.....	69
Activity Revenue	71
School-level Employee Compensation and Related Expenses.....	71
School-level Staff Recruitment and Development	72
Direct Student Expenses.....	72
KIPP Through College	73
Transportation.....	73
Food Services	73
Custodial Services	74
Other Operating and Professional Services	74
Central Office and Regional Expenses	75
Depreciation Expense and Fixed Assets.....	76
Interest Expense.....	77
Long-term Debt	79
Financial Position Assumptions	81
Sensitivity Analysis	82

Attachments – Volume II

KIPP Delta Charter Information.....	Attachment I
Arkansas Department of Education Rules Governing Public Charter Schools	Attachment II
KIPP Delta, IRS Tax Exempt Status Letter.....	Attachment III
Donor Commitment Letters.....	Attachment IV
Annual Report and Academic Assessment.....	Attachment V
Governmental Allocations	Attachment VI
Legal Letter	Attachment VII
Letters of Support.....	Attachment VIII
KIPP Foundation Support.....	Attachment IX
Evaluation of KIPP Delta board and management	Attachment X

Independent Accountants' Report

Board of Directors
KIPP Delta Public Schools
Helena, Arkansas

We have examined the accompanying forecasted statements of financial position and related statements of activities and cash flows of KIPP Delta, Inc. as of June 30, 2016 through 2020, and for the years then ending. The management of KIPP Delta, Inc. is responsible for the forecast. Our responsibility is to express an opinion on the forecast based on our examination.

Our examination was made in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included such procedures as we considered necessary to evaluate both the assumptions used by management and the preparation and presentation of the forecast. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, the accompanying forecast is presented in conformity with guidelines for presentation of a forecast established by the American Institute of Certified Public Accountants, and the underlying assumptions provide a reasonable basis for management's forecast. However, there will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material. We have no responsibility to update this report for events and circumstances occurring after the date of this report.

We have not audited, reviewed or compiled the accompanying historical financial statements of KIPP Delta, Inc. as of and for the years ended December 31, 2011 through 2015 and, accordingly, do not express an opinion or any other form of assurance on them.

BKD, LLP

June 16, 2016

KIPP DELTA, INC.
Forecasted Statements of Financial Position
June 30, 2016 Through 2020

Assets

	2016	2017	2018	2019	2020
Current Assets					
Cash and cash equivalents	\$ 2,999,335	\$ 2,878,907	\$ 4,146,714	\$ 4,409,834	\$ 4,651,826
Accounts receivable, net	600,000	606,000	612,060	618,181	624,362
Pledges receivable	200,000	202,000	204,020	206,060	208,121
Deposits	10,000	10,000	10,000	10,000	10,000
Total current assets	3,809,335	3,696,907	4,972,794	5,244,075	5,494,309
Cash and Cash Equivalents – Restricted Debt Service	65,964	65,964	-	-	-
Cash and Cash Equivalents – Restricted Debt Service Forrest City	-	-	-	19,608	39,216
Cash and Cash Equivalents – Restricted Debt service Beech Crest	-	-	-	48,136	100,648
Cash and Cash Equivalents – Restricted Debt Service Central/Bryles	-	-	-	-	42,960
Property and Equipment, Net	14,189,170	22,039,852	29,198,924	28,246,243	27,269,968
Total assets	<u>\$ 18,064,469</u>	<u>\$ 25,802,723</u>	<u>\$ 34,171,718</u>	<u>\$ 33,558,062</u>	<u>\$ 32,947,102</u>

Liabilities and Net Assets

	2016	2017	2018	2019	2020
Current Liabilities					
Current maturities of long-term debt	\$ 359,190	\$ 10,871,536	\$ 12,588,743	\$ 489,924	\$ 468,046
Accounts payables and accrued expenses	500,000	505,000	510,050	515,151	520,302
Accrued interest	50,000	370,000	730,000	50,000	50,000
Total current liabilities	909,190	11,746,536	13,828,793	1,055,075	1,038,348
Long-term Debt	7,476,868	4,124,884	10,568,081	22,885,357	22,417,311
Total liabilities	<u>8,386,058</u>	<u>15,871,420</u>	<u>24,396,874</u>	<u>23,940,431</u>	<u>23,455,659</u>
Net Assets					
Unrestricted	8,678,411	8,931,302	8,774,844	8,617,631	8,491,443
Temporarily restricted	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Total net assets	<u>9,678,411</u>	<u>9,931,302</u>	<u>9,774,844</u>	<u>9,617,631</u>	<u>9,491,443</u>
Total liabilities and net assets	<u>\$ 18,064,469</u>	<u>\$ 25,802,723</u>	<u>\$ 34,171,718</u>	<u>\$ 33,558,062</u>	<u>\$ 32,947,102</u>

KIPP DELTA, INC.
Forecasted Statements of Activities
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Unrestricted Revenues, Gains and Other Support					
State assistance	\$ 11,953,386	\$ 12,495,776	\$ 16,125,346	\$ 18,165,112	\$ 19,836,151
Federal assistance	3,670,094	3,911,861	4,533,824	5,398,714	6,035,021
Contributions, gifts and donations	4,137,563	2,000,000	1,000,000	1,000,000	1,000,000
Activity revenue	184,057	197,310	226,879	252,162	273,030
Net assets released from restrictions	1,012,559	1,000,000	1,000,000	1,000,000	1,000,000
Total unrestricted revenues, gains and other support	<u>20,957,659</u>	<u>19,604,947</u>	<u>22,886,049</u>	<u>25,815,987</u>	<u>28,144,202</u>
Expenses					
Salaries and wages	8,379,844	8,879,396	10,800,484	11,988,867	13,143,882
Staff recruitment & development	305,314	401,953	497,104	546,517	593,735
Direct student expenses	1,031,604	1,179,754	1,446,417	1,602,652	1,755,514
Other operating & prof. services	198,882	209,249	267,082	293,511	316,190
Foundation fees	63,291	79,930	98,911	116,321	133,268
KIPP through college services	952,246	565,442	612,139	721,178	762,928
Transportation services	997,932	1,041,476	1,358,510	1,566,110	1,766,252
Food services	1,327,826	1,544,760	1,944,568	2,170,251	2,372,587
Custodial services	312,236	351,449	387,276	471,605	485,718
Central office expense	2,467,846	2,359,427	2,534,229	2,645,797	2,742,586
Insurance, Maintenance, IT, Utilities and Leases	994,563	1,658,178	1,404,507	1,595,656	1,843,283
Assets not capitalized	110,232	181,608	306,903	323,222	355,356
Interest	363,029	209,968	426,563	768,221	815,019
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
Total expenses	<u>18,171,042</u>	<u>19,352,056</u>	<u>23,042,506</u>	<u>25,973,201</u>	<u>28,270,390</u>
Change in Unrestricted Net Assets	<u>2,786,617</u>	<u>252,891</u>	<u>(156,458)</u>	<u>(157,213)</u>	<u>(126,188)</u>
Temporarily Restricted Net Assets					
Contributions, gifts and donations	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Net assets released from restrictions	(1,012,559)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
Change in Temporarily Restricted Net Assets	<u>(12,559)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Change in Net Assets	<u>2,774,058</u>	<u>252,891</u>	<u>(156,458)</u>	<u>(157,213)</u>	<u>(126,188)</u>
Net Assets, Beginning of Year	<u>6,904,353</u>	<u>9,678,411</u>	<u>9,931,302</u>	<u>9,774,844</u>	<u>9,617,631</u>
Net Assets, End of Year	<u>\$ 9,678,411</u>	<u>\$ 9,931,302</u>	<u>\$ 9,774,844</u>	<u>\$ 9,617,631</u>	<u>\$ 9,491,443</u>

KIPP DELTA, INC.
Forecasted Statements of Cash Flows
Years Ending June 30, 2016 Through 2020

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Operating Activities					
Change in net assets	\$ 2,774,058	\$ 252,891	\$ (156,458)	\$ (157,213)	\$ (126,188)
Items not requiring operating cash:					
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
Changes in:					
Accounts receivable	34,255	(6,000)	(6,060)	(6,121)	(6,182)
Pledges receivable	(68,543)	(2,000)	(2,020)	(2,040)	(2,061)
Accounts payable, accrued expenses and accrued interest	(126,180)	325,000	365,050	(674,900)	5,152
Net cash provided by operating activities	<u>3,279,787</u>	<u>1,259,357</u>	<u>1,158,326</u>	<u>323,019</u>	<u>1,054,794</u>
Investing Activities					
Increase in restricted cash	-	-	65,964	(67,744)	(115,080)
Purchase of property and equipment	(2,530,868)	(8,540,147)	(8,116,886)	(210,612)	(207,798)
Net cash used in investing activities	<u>(2,530,868)</u>	<u>(8,540,147)</u>	<u>(8,050,922)</u>	<u>(278,356)</u>	<u>(322,878)</u>
Financing Activities					
Proceeds from issuance of long-term debt	1,361,180	10,554,200	21,545,000	12,807,200	-
Principal payments on long-term debt	(645,857)	(3,393,838)	(13,384,597)	(12,588,743)	(489,924)
Net cash provided by financing activities	<u>715,323</u>	<u>7,160,362</u>	<u>8,160,403</u>	<u>218,457</u>	<u>(489,924)</u>
Increase (Decrease) in Cash and Cash Equivalents	1,464,242	(120,428)	1,267,807	263,120	241,992
Cash and Cash Equivalents, Beginning of Year	<u>1,535,093</u>	<u>2,999,335</u>	<u>2,878,907</u>	<u>4,146,714</u>	<u>4,409,834</u>
Cash and Cash Equivalents, End of Year	<u>\$ 2,999,335</u>	<u>\$ 2,878,907</u>	<u>\$ 4,146,714</u>	<u>\$ 4,409,834</u>	<u>\$ 4,651,826</u>

KIPP DELTA, INC.
Forecasted Financial Indicators
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Profitability Indicators					
Total margin (change in net assets / total revenues)	13.2%	1.3%	-0.7%	-0.6%	-0.4%
Cash flow margin ((change in net assets + depreciation + interest) / total revenue)	18.1%	5.9%	5.4%	6.9%	6.7%
Return on equity (change in net assets / net assets)	28.7%	2.5%	-1.6%	-1.6%	-1.3%
Liquidity Indicators					
Current ratio (current assets / current liabilities)	4.19	0.31	0.36	4.97	5.29
Days cash on hand (cash / ((total expense – depreciation) / 365 days))	62.5	56.3	68.5	64.9	62.7
Capital Structure Indicators					
Equity financing (net assets / total assets)	53.6%	38.5%	28.6%	28.7%	28.8%
Debt service coverage ratio ((change in net assets + depreciation + interest) / (current portion of long-term debt + interest))	5.27	0.10	0.09	1.41	1.46
Long-term debt to capitalization (long-term debt / (LTD + net assets))	43.6%	29.3%	51.9%	70.4%	70.3%
Cost Indicators					
Salaries to operating expenses (salary expense / total operating expenses)	54.6%	52.9%	53.8%	53.1%	53.2%
Average age of facility (accumulated depreciation / depreciation expense)	7.7	8.5	7.1	6.9	7.7

KIPP DELTA, INC.
Historical Statements of Financial Position
June 30, 2011 Through 2015

Assets

	2011	2012	2013	2014	2015
	Audited	Audited	Audited	Audited	Audited
Current Assets					
Cash and cash equivalents	\$ 826,407	\$ 1,050,521	\$ 1,006,180	\$ 1,274,689	\$ 491,357
Cash and cash equivalents – restricted	510,281	371,295	715,958	1,313,960	1,043,736
Total cash and cash equivalents	1,336,688	1,421,816	1,722,138	2,588,649	1,535,093
Accounts receivable, net	190,172	297,290	397,680	465,959	634,255
Pledges receivable	722,324	645,075	117,500	89,400	131,457
Deposits	-	-	10,000	12,000	10,000
Total current assets	2,249,184	2,364,181	2,247,318	3,156,008	2,310,805
Property and Equipment, Net	8,640,209	11,539,343	11,605,572	11,537,132	12,324,499
Total assets	<u>\$ 10,889,393</u>	<u>\$ 13,903,524</u>	<u>\$ 13,852,890</u>	<u>\$ 14,693,140</u>	<u>\$ 14,635,304</u>

Liabilities and Net Assets

	2011	2012	2013	2014	2015
	Audited	Audited	Audited	Audited	Audited
Current Liabilities					
Line of credit	\$ -	\$ -	\$ -	\$ -	\$ 380,000
Current maturities of long-term debt	119,906	199,069	219,501	232,347	268,727
Current maturities of capital leases	29,536	74,453	127,121	128,468	104,615
Accounts payable	148,482	369,153	241,945	292,117	478,543
Accrued interest payable	22,957	35,231	77,070	123,265	131,673
Total current liabilities	320,881	677,906	665,637	776,197	1,363,558
Other Long-term Liabilities	59,650	80,568	86,859	141,597	104,732
Long-term Debt	4,729,810	7,252,487	7,304,459	6,795,141	6,262,661
Total liabilities	5,110,341	8,010,961	8,056,955	7,712,935	7,730,951
Net Assets					
Unrestricted	4,538,301	4,899,930	5,212,703	5,773,805	5,891,794
Temporarily restricted	1,240,751	992,633	583,232	1,206,400	1,012,559
Total net assets	5,779,052	5,892,563	5,795,935	6,980,205	6,904,353
Total liabilities and net assets	<u>\$ 10,889,393</u>	<u>\$ 13,903,524</u>	<u>\$ 13,852,890</u>	<u>\$ 14,693,140</u>	<u>\$ 14,635,304</u>

KIPP DELTA, INC.
Historical Statements of Activities
Years Ended June 30, 2011 Through 2015

	2011 Audited	2012 Audited	2013 Audited	2014 Audited	2015 Audited
Unrestricted Revenues, Gains and Other Support					
State assistance	\$ 4,409,796	\$ 6,124,317	\$ 8,301,738	\$ 8,874,717	\$ 10,000,623
Federal assistance	-	-	-	-	-
Contributions, gifts and donations	613,204	569,230	762,038	2,007,729	1,342,504
Activity revenue	51,693	52,225	43,210	41,862	61,435
Tuition	-	-	-	34,944	57,211
Earnings on investments	3,300	3,268	3,660	3,188	3,413
Other revenue	38,099	41,773	42,856	232,969	128,737
Net assets released from restrictions	2,988,239	3,493,091	3,780,858	4,493,285	4,986,770
Total unrestricted revenues, gains and other support	8,104,331	10,283,904	12,934,360	15,688,694	16,580,693
Expenses					
Regular programs	2,018,325	2,621,192	3,258,492	3,727,495	3,796,910
Special education	357,307	388,171	624,647	329,267	629,832
Compensatory education	718,777	817,041	1,235,212	1,704,260	1,686,739
Other instructional services	2,080	60,211	63,287	-	-
Student support services	115,262	223,321	502,074	675,361	891,788
Instructional staff support service	401,601	700,019	1,153,730	1,581,501	1,544,921
General administration support services	570,313	586,736	580,848	767,319	839,937
School administration support services	979,713	1,243,132	1,462,166	1,745,297	1,969,601
Business support services	133,291	126,541	288,592	333,126	375,745
Operation and maintenance of plant service	874,126	1,380,227	1,266,924	1,611,618	1,707,350
Student transportation services	556,217	720,121	786,203	810,604	915,649
Other support services	211,062	159,139	233,247	417,911	517,614
Food services operations	489,408	621,245	840,434	1,024,204	1,226,528
Community support services	-	-	-	-	311
Interest expense	250,116	275,179	325,731	399,629	359,779
Total expenses	7,677,598	9,922,275	12,621,587	15,127,592	16,462,704
Change in Unrestricted Net Assets	426,733	361,629	312,773	561,102	117,989
Temporarily Restricted Net Assets					
State assistance	2,284	3,107	4,027	78,629	5,826
Federal assistance	2,174,273	2,235,059	2,582,795	3,892,453	3,608,139
Contributions, gifts and donations	565,640	965,848	732,425	1,093,974	1,138,833
Other revenue	34,487	40,959	52,210	51,397	40,131
Net assets released from restrictions	(2,988,239)	(3,493,091)	(3,780,858)	(4,493,285)	(4,986,770)
Change in Temporarily Restricted Net Assets	(211,555)	(248,118)	(409,401)	623,168	(193,841)
Change in Net Assets	215,178	113,511	(96,628)	1,184,270	(75,852)
Net Assets, Beginning of Year	5,563,874	5,779,052	5,892,563	5,795,935	6,980,205
Net Assets, End of Year	\$ 5,779,052	\$ 5,892,563	\$ 5,795,935	\$ 6,980,205	\$ 6,904,353

KIPP DELTA, INC.
Historical Statements of Cash Flows
Years Ended June 30, 2011 Through 2015

	2011 Audited	2012 Audited	2013 Audited	2014 Audited	2015 Audited
Operating Activities					
Change in net assets	\$ 215,178	\$ 113,511	\$ (96,628)	\$ 1,184,270	\$ (75,852)
Items not requiring operating cash:					
Depreciation	456,095	624,178	724,930	878,829	888,002
Gain on sale of property	-	-	-	(250,000)	(250,000)
Changes in:					
Accounts receivable	543,397	(107,118)	(100,390)	(68,279)	(168,296)
Pledges receivable	160,560	77,249	527,575	28,100	(42,057)
Deposits	-	-	(10,000)	(2,000)	2,000
Accounts payable	78,745	220,671	(127,208)	50,172	186,426
Accrued interest payable	921	12,274	41,839	46,195	8,408
Net cash provided by operating activities	<u>1,454,896</u>	<u>940,765</u>	<u>960,118</u>	<u>1,867,287</u>	<u>548,631</u>
Investing Activities					
Purchase of property and equipment	<u>(1,003,265)</u>	<u>(3,398,312)</u>	<u>(616,159)</u>	<u>(579,524)</u>	<u>(1,586,469)</u>
Net cash used in investing activities	<u>(1,003,265)</u>	<u>(3,398,312)</u>	<u>(616,159)</u>	<u>(579,524)</u>	<u>(1,586,469)</u>
Financing Activities					
Principal payments on capital leases and long-term debt	(484,485)	(340,396)	(304,565)	(421,252)	(395,718)
Proceeds from note payable	-	-	-	-	380,000
Proceeds from long-term debt	<u>200,000</u>	<u>2,883,071</u>	<u>260,928</u>	<u>-</u>	<u>-</u>
Net cash provided by (used in) financing activities	<u>(284,485)</u>	<u>2,542,675</u>	<u>(43,637)</u>	<u>(421,252)</u>	<u>(15,718)</u>
Increase (Decrease) in Cash and Cash Equivalents	167,146	85,128	300,322	866,511	(1,053,556)
Cash and Cash Equivalents, Beginning of Year	<u>1,169,542</u>	<u>1,336,688</u>	<u>1,421,816</u>	<u>1,722,138</u>	<u>2,588,649</u>
Cash and Cash Equivalents, End of Year	<u>\$ 1,336,688</u>	<u>\$ 1,421,816</u>	<u>\$ 1,722,138</u>	<u>\$ 2,588,649</u>	<u>\$ 1,535,093</u>

KIPP DELTA, INC.
Historical Financial Indicators
Years Ended June 30, 2011 Through 2015

	2011 Audited	2012 Audited	2013 Audited	2014 Audited	2015 Audited
Profitability Indicators					
Total margin (change in net assets / total revenues)	2.73%	1.13%	-0.77%	7.26%	-0.46%
Cash flow margin ((change in net assets + depreciation + interest) / total revenue)	11.67%	10.09%	7.62%	15.10%	7.15%
Return on equity (change in net assets / net assets)	3.72%	1.93%	-1.67%	16.97%	-1.10%
Liquidity Indicators					
Current ratio (current assets / current liabilities)	7.01	3.49	3.38	4.07	1.69
Days cash on hand (cash / ((total expense – depreciation) / 365 days))	67.56	55.81	52.84	66.31	35.98
Capital Structure Indicators					
Equity financing (net assets/total assets)	53.07%	42.38%	41.84%	47.51%	47.18%
Debt service coverage ratio ((change in net assets + depreciation + interest) / (current portion of long-term debt + interest))	2.49	2.14	1.75	3.90	1.86
Long-term debt to capitalization (Long-term debt / (LTD + net assets))	45.32%	55.45%	56.05%	49.84%	47.98%
Cost Indicators					
Salaries to operating expenses (salary expense / total operating expenses)	14.35%	13.46%	13.58%	19.29%	23.68%
Average age of facility (accumulated depreciation / depreciation expense)	3.21	3.35	3.88	4.11	5.06

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 1: Basis of Assumptions

The accompanying presentation has been prepared to assist in assessing the ability of KIPP Delta, Inc. (KIPP Delta) to meet the cash requirements of operations and other financial needs during the period of this financial forecast. Proceeds from the United States Department of Agriculture (USDA) will be used by KIPP Delta to construct new school facilities and to refinance existing debt. The underlying assumptions described herein are based on historical data, present circumstances and other related currently available information.

The accompanying financial statement forecast represents, to the best of management's knowledge and belief, KIPP Delta's expected financial position, changes in net assets and cash flows during the forecast period. Accordingly, the forecast reflects management's judgment as of June 16, 2016, the date of this forecast, of the expected conditions and its expected course of action. The assumptions disclosed herein are those management believes are significant to the forecast and are not all-inclusive. Variances between the forecasted and actual results can be expected, as events and circumstances frequently do not occur as expected, and those variances may be material. Management does not intend to update this financial statement forecast for these expected variances.

This financial forecast is based on legislation and regulations currently in effect and those management believes will be enacted based on the current legislative status. If future legislation or regulations related to educational facilities are enacted or forecasted regulation changes do not occur, the outcome of such legislation or regulations could have a material effect on future operations.

The financial forecast has been prepared in accordance with the accounting principles generally accepted in the United States of America that are expected to be used in the financial statement presentations covering the period of the financial forecast, which are consistent with the principles KIPP Delta uses in preparing its historical financial statements. Unless otherwise stated, all dates used herein refer to KIPP Delta's fiscal year, which ends on June 30.

Note 2: Summary of Significant Accounting Policies

The significant accounting policies used by KIPP Delta in this forecast are based on those used in the historical audited financial statements of KIPP Delta and those expected to be used by KIPP Delta in the future. The significant accounting policies of the KIPP Delta are incorporated herein by reference.

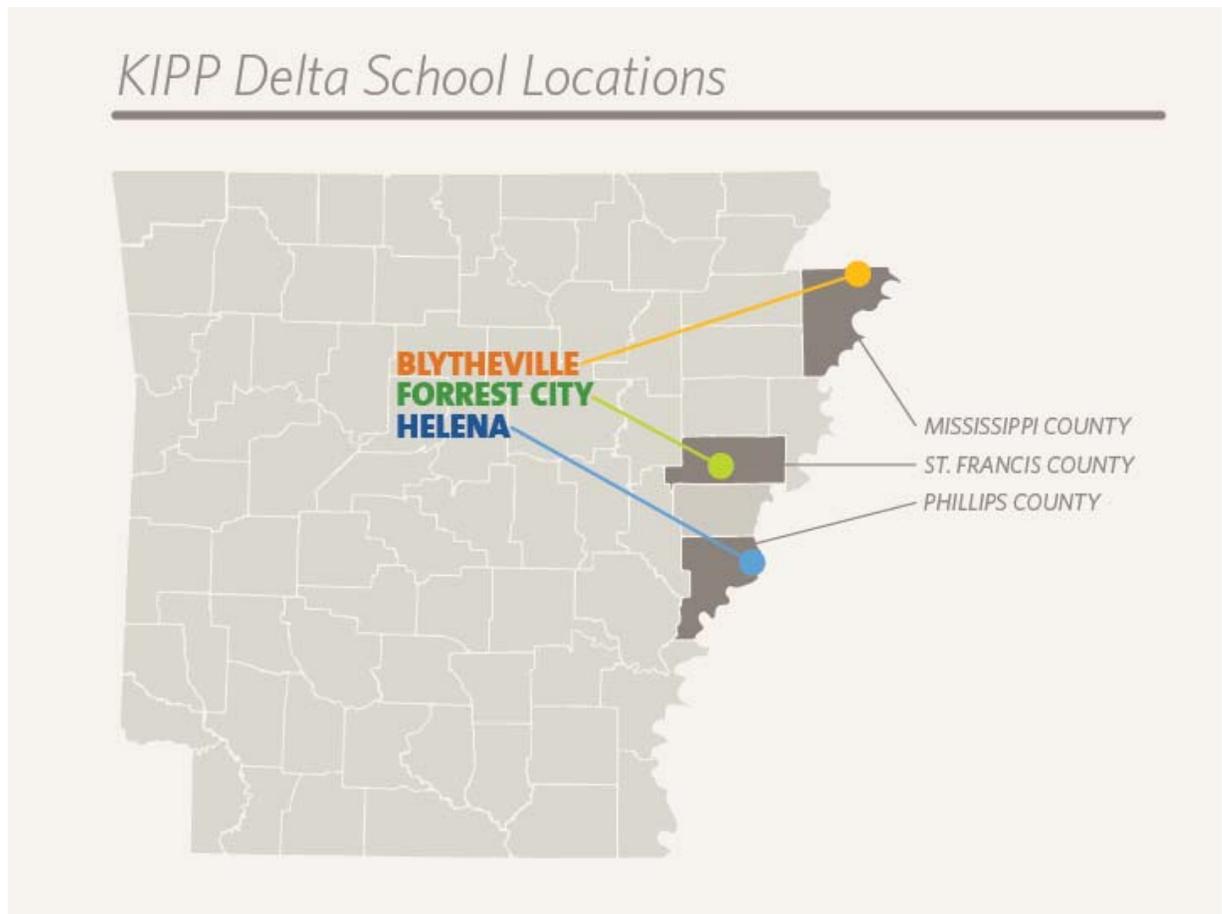
KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Nature of Operations

KIPP Delta, Inc., formally KIPP Delta College Preparatory School, was incorporated in 2002 in the state of Arkansas as a non-profit organization to operate one or more public charter schools in the state of Arkansas. Currently, KIPP Delta operates six schools serving the Helena, Blytheville and Forrest City areas: KIPP Delta Elementary Literacy Academy (Helena), KIPP Delta College Preparatory School (Helena), KIPP Delta Collegiate High School (Helena), KIPP Blytheville College Preparatory School (Blytheville), KIPP Blytheville Collegiate High School (Blytheville) and KIPP Forrest City College Preparatory School (Forrest City).

KIPP Delta plans to construct and operate additional classrooms opening in St. Francis, Phillips and Mississippi Counties through 2020.



KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash Equivalents

KIPP Delta considers all liquid investments with original maturities of three months or less to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amounts due from state and federal agencies. KIPP Delta provides an allowance for doubtful accounts, when determined necessary, which is based upon a review of outstanding receivables, historical collection information and existing economic conditions.

Property and Equipment

Property and equipment are stated at cost less accumulated depreciation. Depreciation is charged to expense using the straight-line basis over the estimated useful life of each asset. Assets under capital lease obligations are depreciated over the shorter of the lease term or their respective estimated useful lives.

Donations of property and equipment are reported at fair value as an increase in unrestricted net assets unless use of the assets is restricted by the donor. Monetary gifts that must be used to acquire property and equipment are reported as restricted support. The expiration of such restrictions is reported as an increase in unrestricted net assets when the donated asset is placed in service.

KIPP Delta capitalizes interest costs as a component of construction in progress for the proposed school facility project (the Project), based on interest costs of borrowing specifically for the Project.

Temporarily and Permanently Restricted Net Assets

Temporarily restricted net assets are those whose use by KIPP Delta have been limited by donors to a specific time period or purpose. Permanently restricted net assets are restricted by donors to be maintained in perpetuity. Management has forecasted that there will not be any permanently restricted net assets during the forecast period.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Revenues

The KIPP Delta's revenue will come predominately from either state or federal assistance. Management's assumptions regarding revenue are sensitive assumptions to this forecast. See *Note 12* and *Note 13* regarding Revenue from State and Federal Assistance.

Contributions

Unconditional promises to give cash and other assets are accrued at estimated fair value at the date each promise is received. Gifts received with donor stipulations are reported as either temporarily or permanently restricted support. When a donor restriction expires, that is, when a time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified and reported as an increase in unrestricted net assets. Donor-restricted contributions whose restrictions are met within the same year as received are reported as unrestricted contributions. Conditional contributions are reported as liabilities until the condition is eliminated or the contributed assets are returned to the donor.

Deferred Revenue

Deferred revenue represents the unexpended portion of special revenue funds from the federal government and is deferred and recognized over the periods to which the fees relate.

Income Taxes

KIPP Delta has been recognized as exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar provision of state law. However, the KIPP Delta is subject to federal income tax on any unrelated business taxable income. KIPP Delta does not expect to incur unrelated business taxable income during the forecast period.

Source

All assumptions were provided by management (Management) of KIPP Delta.

Classification Changes between Forecasted and Historical Periods

Certain classification changes have been made between the forecasted and historical statements of financial position and statements of activities. These classification changes do not impact change in net assets.

In the forecasted statements, federal assistance is recorded directly to unrestricted revenues; however, in the historical statements, federal assistance is recorded as temporarily restricted donor revenues then released from restrictions to unrestricted revenues. Furthermore, management assumes KIPP will receive and expend donor restricted gifts of approximately \$1,000,000 each year; therefore, net assets released from donor restriction are approximately \$1,000,000 in the forecasted statements. These assumptions are estimated based on the historical experience of the school with its donors.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Additionally, there are changes in account groupings for activity revenues and other income (see *Note 15*). This classification difference does not impact total revenues or change in net assets.

Furthermore, Generally Accepted Accounting Principles (GAAP) require not-for-profits, such as, KIPP Delta to classify expenses by functional purpose. KIPP’s historical audited statements classify expenses into the following functional classifications: regular programs, special education, compensatory education, student support services, instructional staff support services, general administration support services, school administration support services, business support services, operation and maintenance of plant services, transportation services, other support services, food services, community services and interest expense. These functional classifications include natural cost center groupings, such as, salaries and benefits, professional development, office supplies and depreciation.

The combining of cost centers across functional programs, makes forecasting difficult for management because student ratios and multipliers cannot easily be applied in a transparent manner across time. The functional grouping of expenses also makes it difficult to ensure that all known costs have been included.

Therefore, to ensure all known expenses are included in the financial model and to account for the various growth stages of each KIPP Delta community, the expense categories for the forecasted financial statements have been classified differently. A one-to-one comparison cannot be made between the two expense classifications; however the below table provides a general crosswalk:

Forecasted Financials – Expense Categories	Equivalent Historical Audited – Expense Categories
Salaries and Wages	<i>Personnel Costs (salaries and benefits) typically included in:</i> Regular Programs, Special Education, Compensatory Education, Student Support Services, Instructional Staff Support Services, General Administration Support Services, School Administration Support Services and Business Support Services.
Staff Recruitment and Development	<i>Non-personnel related costs typically included in:</i> Regular Programs; Special Education; Compensatory Education; and Instructional Staff Support.
Direct Student Expenses	<i>Non-personnel related costs typically included in:</i> Regular Programs; Special Education; Compensatory Education; and Student Support Services.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Forecasted Financials – Expense Categories	Equivalent Historical Audited – Expense Categories
Other Operating and Professional Services	<p><i>Non-personnel costs</i> for other operating expenses typically included in: Regular Programs; Student Support Services; Instructional Staff Support Services; General Administration Support Services; School Administration Support Services; Operation and Maintenance of Plant Services; and Facilities Acquisition and Construction.</p> <p><i>Non-personnel costs</i> for professional services typically included for Regular Programs; General Administrative Support Services; and School Administrative Support Services.</p>
Foundation Fees	<i>Non-personnel costs</i> included in School Administrative Support Services.
KIPP Through College Services	<i>Personnel and non-personnel expenses</i> typically included in Student Support Services.
Transportation Services	<i>Personnel and non-personnel expenses</i> related to food service across the region.
Food Services	<i>Personnel and non-personnel expenses</i> related to food service across the region.
Custodial Services	<i>Personnel and non-personnel expenses</i> related to General Administrative Support Services and Operation and Maintenance of Plant Services.
Central Office Expenses	<i>Personnel and non-personnel expenses</i> typically included in: General Administrative Support Services; School Administrative Support Services; Business Support Services; Operating and Maintenance Plant Services; Other Support Services; and Facilities Acquisition and Construction.
Insurance, Maintenance, IT, Utilities and Leases	<p><i>Non-personnel expenses</i> related to Operation and Maintenance of Plant Services.</p> <p>Insurance is categorized in the same way.</p> <p>Information Technology (IT) is also listed in the following: Regular Programs; General Administrative Support Services; School Administrative Support Services; and Facilities Acquisition and Construction.</p> <p>Lease expenses are also included in General Administrative Support Services and School Administrative Support Services.</p>

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Forecasted Financials – Expense Categories	Equivalent Historical Audited – Expense Categories
Assets not capitalized	<i>Non-personnel expenses</i> typically included in: Regular Programs; Compensatory education; Instructional Staff Support Services; General Administration Support Services; School Administration Support Services; and Operation and Maintenance of Plant Services.
Interest	No change

Note 3: General Description of KIPP Delta Public Schools

History

KIPP Delta Public Schools was founded in Helena-West Helena, Arkansas, in 2002, to provide a free, rigorous college-preparatory education to underserved students in the Arkansas Delta. Their ultimate goal was to graduate students with the strength of character and academic abilities needed to succeed in life – and in so doing, prove what is possible in public education. They promised to do whatever was necessary to help students succeed. KIPP Delta is still making – and keeping – the same promise today. They now lead six schools across the Arkansas Delta serving over 1,400 students and 190 alumni. Since opening, their schools have regularly outperformed local school districts academically, and the work of many of their schools, staff, and students has been recognized on local, statewide and national levels. To date, 99% of their high school graduates have been accepted into college, and nearly 80% are currently persisting in or have graduated from college.

KIPP Delta is part of the national “Knowledge Is Power Program” (KIPP) network of 183 high-performing public schools serving over 70,000 students across the country. Additional information regarding KIPP Delta’s relationship with the national KIPP program may be found in *Attachment IX*. At KIPP, teachers, students, and families are all united around the same goal—college graduation. Through their collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than students of similar economic backgrounds. Their success is driven by their focus on:

- **High Expectations:** Clearly defined and measurable high expectations for academic achievement and conduct that creates and reinforces a culture of achievement and support. We know that every student is different and we personalize learning based on a student’s needs, skills and interests.
- **Strength of Character:** Success in life depends on more than academic learning. We help students foster character strengths that are essential for their own success. And we empower them to express their voice with power and to improve the world around them.
- **Highly-Skilled Teachers and Leaders:** Great schools require great teachers and school leaders. We empower their school teams and invest in leadership and training rather than in bureaucracy.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

- **Safe & Structured Environments:** Physical and emotional safety is needed for students to take risks and learn from their successes and their mistakes. Their schools provide a safe, structured, and nurturing environment with minimal distractions so their students love school and maximize their learning.
- **KIPP Through College:** Counselors and advisors support students as they prepare for and select the right college for their needs and interests. After high school, we help KIPP alumni navigate the social, academic and financial challenges they might encounter while in college.

In 2001, KIPP was recruited to Helena-West Helena, Arkansas, by a small group of community leaders. Under the leadership of founding Principal Scott Shirey, KIPP Delta College Preparatory School opened its doors to 65 fifth graders (the class of 2010) from the communities of Helena and West Helena on July 8, 2002. Almost 90 percent of the students qualified for the federal free or reduced lunch program, and more than 95 percent were African-American. More importantly, they all signed KIPP's "Commitment to Excellence," which is a promise between students, parents and teachers to take measures for the purpose of increasing learning.

Baseline testing for the inaugural class revealed that the KIPP Delta students scored at the 17th percentile in language arts and the 18th percentile in math on the Stanford norm-referenced tests. By the end of the year, the same students increased their scores to the 49th percentile in language and the 45th percentile in math.

After four years, the Class of 2010 outperformed the state average in both mathematics and literacy, where 66 percent and 95 percent of the students, respectively, scored proficient or advanced on the Arkansas Benchmark Exams. Ninety-seven percent scored proficient or advanced on the end-of-course algebra exam and received high school credit for algebra as eighth-graders. More impressively, these eighth-grade students outperformed every public school in Eastern Arkansas in reading, math and language on the state mandated norm-referenced ITBS tests in the spring of 2006. In 2006, to continue to serve the rising 9th graders of the class of 2010, KIPP Delta Collegiate High School was opened in Helena. By 2011, KIPP served 270 students in grades 5 – 8, and the Class of 2011 achieved the same high academic results, with 67 percent scoring proficient or advanced in math, 79 percent in literacy and 97 percent of Algebra students in the eighth grade on the end-of-course algebra exam. The student body has remained 95 percent African-American and more than 85 percent qualified for the federal free and reduced-price lunch program.

The middle school's early success was clear, and plans were soon made to expand KIPP throughout the Delta region. Scott Shirey took on the role of the school's executive director in 2008. KIPP Delta Elementary Literacy Academy was founded in 2009. That same year, KIPP Delta issued a request for proposals to three high-poverty communities in the Delta—Blytheville, Pine Bluff and West Memphis—to gauge their interest in and commitment to helping open their first KIPP schools outside of Helena. They received enthusiastic support and media attention in each community. The winning city, Blytheville, pledged \$100K toward the operating budget of a new KIPP school in its community each year.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

In 2010, KIPP Delta opened its first new middle school in Mississippi County, KIPP Blytheville College Preparatory School. Community leaders and parents are now a part of its “Local Development Council,” which serves in a fundraising, outreach and advisory role. BCPS currently serves 278 students in grades 4-8 and will grow to serve more than 300 students.

Blytheville Collegiate High (BCHS) was founded in 2014 and is one of two high schools in the KIPP Delta region. BCHS currently serves 121 students in grades nine and ten and will grow to serve 240 students in grades 9–12 over the next two years.

Forrest City College Preparatory School (FCCPS) was founded in July of 2015 and currently serves 72 students in the 5th grade. The school will grow to serve over 270 students in 5th through 8th grades over the next four years. FCCPS utilizes the successful learning models currently in place at BCPS and DCPS in order to provide its students with an opportunity to receive a quality education.

Today, KIPP Delta’s primary goal is to ensure that the students they serve graduate from college at the same rate (80%) as students from top-quintile income households across the United States. It intends to become one of the top performing college preparatory school systems in Arkansas and is already making significant progress toward this goal. KIPP Delta Collegiate High School has consistently been ranked in the top 10 high schools in Arkansas by U.S. News and World Report. On average, 93% of KIPP Delta’s graduates attend a two or four year college, 98% of students enroll in a two-year, four-year or technical colleges within one year of graduating, and 99% of seniors from the last five graduating classes have been accepted by a college or university. KIPP Delta’s strategic partnerships with several universities have provided over \$3.6 million in financial support for its students and KIPP Delta’s seniors have received well over \$6 million in scholarships since 2011.

Growth Plan

KIPP Delta is a growing cluster of free, open-enrollment public charter schools that places underserved students in the Arkansas Delta on the path to college. KIPP Delta currently conducts its academic program at four locations across Helena-West Helena, one location in Blytheville and one location in Forrest City.

The Delta region has long struggled with low education levels, high unemployment, high crime, and declining population. Approximately 9.6 percent of residents have a college degree, compared to the state average of 18.7 percent. Nearly all (92 percent) of the students are African-American, and more than 90 percent qualify for free or reduced-price school lunches. Nevertheless, KIPP Delta is preparing 100 percent of them for college.

Over the next five years, KIPP Delta will grow to serve nearly 2,400 students in six schools, nearly doubling demand and capacity in the communities it serves. With the addition of the Beech Crest facility, the Helena campuses will grow to serve nearly 1,300 students. The Blytheville campuses, with the Central facility, will be able to fully grow the existing high school and launch an elementary school. The additional grade-levels combined with increased enrollment at existing grade-levels will push KIPP Blytheville’s total enrollment over 800 students. KIPP Forrest City will grow its middle school from 5th to 9th grade.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements

Years Ending June 30, 2016 Through 2020

By 2020, Forrest City is expected to serve over 300 students. Through these strategic investments, KIPP Delta expects to come closer to fulfilling its vision of ensuring that every child in the Arkansas Delta receives a rigorous, college-preparatory education. Beyond 2020, KIPP Delta plans to grow its Blytheville and Forrest City campus to serve over 1,000 students in each community. KIPP Delta is also considering entering one to two additional Arkansas communities for the purpose of establishing additional K-12 college preparatory systems.

KIPP Delta plans to complete five facility projects and refinance all existing facility debt-requiring total of approximately \$25.7 million over the next five years. To ensure the success of the plan, KIPP Delta raised \$2.3 million and is seeking \$19.6 million in debt financing from USDA for the Beech Crest, Central and Bryles construction projects as well as the refinancing of existing Helena and Blytheville facility debt. KIPP Delta plans to seek \$3 million in alternate financing for the Forrest City incubator and permanent campus projects as well as \$800,000 of existing debt. The projects comprise a leasehold improvement of an existing facility including a modular purchase, the construction of a campus using modular building technology, and the renovation of two brick and mortar facilities. These capital expenditures are expected to span a 27 month period divided into three phases spanning February 2016 to July 2018.

Governance

KIPP Delta is governed by a thirteen-member board of directors. The current members of the board of directors and their occupations are as follows:

Randy Zook, Board President

A native of McGehee, Arkansas, Mr. Randy Zook graduated from the University of Arkansas with a Bachelor of Science degree in business administration. Before serving as deputy director of the Arkansas Economic Development Commission (AEDC), he spent nearly 34 years with Atlantic Envelope Company of Atlanta, serving as president and CEO of the \$200 million company from 1989 to 2004. After his retirement, he began his second career involved in economic development efforts. In 2006, he served as chairman of the Central Ozarks Task Force for Economic Development and currently serves as a member of the Melbourne Airport Commission.

Chalk Mitchell, City Attorney

Mr. Chalk Mitchell grew up in Helena, Arkansas, and graduated from Eliza Miller High School before pursuing his undergraduate degree at Morehouse College and graduate degrees at both Georgetown University Law Center and Harvard University. He is currently Helena's City Attorney. He serves on the board of several community groups in his hometown and recently completed his term as chair of KIPP Delta's Board of Directors.

Ron Nurnberg, Executive Director of Teach For America (TFA) in Mississippi

Mr. Ron Nurnberg has presided over the expansion of the Delta corps from 32 corps members in 1996 to 520 in the 2010-2011 school year. Prior to joining TFA, Ron completed a master's degree in southern studies at the University of Mississippi.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

He also served as executive director of Main Street Helena, project coordinator for the Center of Southern Culture in Oxford and Vicksburg, assistant director of Central College's American Program at Trinity College in Carmarthen, Wales, and operated a highly successful pub and restaurant business in St. Louis. His undergraduate degree is in business administration and interpersonal communications.

Cathy Cunningham, Community Development Consultant, Southern Bancorp Community Partners

Mrs. Cathy Cunningham is a community development consultant at Southern Bancorp Community Partners and a longtime member of the KIPP Delta Board of Directors. She also sits on the boards of several other local organizations including Southern Bancorp, the Helena-West Helena Advertising and Promotion Commission, and the Phillips Community College/University of Arkansas Foundation. Past honors include being named the Phillips County citizen of the year in 2011 and receiving the "Beyond Z" award at the KIPP School Summit in 2006. Cathy received her undergraduate degree from the University of Arkansas, Monticello and her graduate degree from the University of Central Arkansas.

Don Frieson, Senior Vice President for Replenishment and Planning, Sam's Club

Mr. Don Frieson joined the Sam's Club team in November 2012 as the SVP for Replenishment and Planning. As part of Walmart International he most recently served as Chief Integration Officer for Massmart Holdings, a chain of over 300 stores operating in 13 Sub-Saharan African nations. His responsibilities included supply chain, merchandising, global sourcing and total integration responsibilities into the Walmart business. Don is a member of the Retail, Hospitality, and Tourism Board at the University of Tennessee, the Board of Regents for Morgan State University, and the Morgan State University Foundation board. Don received a bachelor's degree in Operations Management from the University of Tennessee and completed the Global 20/20 Executive Education Program at the Tuck School of Business, Dartmouth College.

Darrin Williams, Chief Executive Officer, Southern Bancorp

Representative Darrin L. Williams is the Chief Executive Officer of Southern Bancorp, Inc., a family of a community development bank and a nonprofit affiliate that work in concert to revitalize underserved communities in the mid-South. With over \$1 billion in assets, over 80,000 customers and 39 branches throughout the Arkansas and Mississippi Delta, Southern Bancorp, Inc., and its affiliates comprise one of the most effective and largest community development organization in America. Darrin is also a member of the Arkansas House of Representatives, where he serves as the Speaker Pro Tempore. Darrin has been recognized nationally for his progressive legislative work, including being selected as "one of the rising stars" in American government and offered a prestigious Aspen-Rodel Fellowship in Public Leadership by the Aspen Institute and being recognized as one of twelve legislators to watch by Governing Magazine. Darrin holds a LL.M. in Securities and Financial Regulation from Georgetown University Law Center, a J.D. from Vanderbilt University School of Law and a B.A. from Hendrix College.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Joseph K. Wood, Deputy Secretary of State, Arkansas

Mr. Joseph Wood serves as Deputy Secretary of State in Arkansas. He leads both the Communications & Education Division and the Business and Commercial Services Division for the agency. He is responsible for reaching across the state to educate Arkansans about the State Capitol, Arkansas history, citizenships, and the importance of voting. He is responsible for driving communications for the agency including public relations, website maintenance, newsletters, and constituent services.

Wood was appointed by Secretary of State Mark Martin taking the oath of office in January 2011 and again January 2015. Joseph has been actively involved in politics and community outreach since 1988. He is a former chairman candidate for the Republican Party of Arkansas and served two terms as the State Treasurer for the party. Joseph continues to serve the people of Arkansas working with various non-profits and schools around the state including serving as University of Arkansas Chancellors Advisory board on diversity and the board of governance for Ecclesia College.

Baxter Sharp, President and Partner, Sharp & Sharp Law Firm

Mr. Baxter Sharp graduated in 1988 with a bachelor's degree in German and European history from Washington and Lee University in Lexington, VA. He followed that up with a law degree from the University of Arkansas at Fayetteville in 1991. His love of community service was solidified in college, where duty and honor were emphasized.

Highlights from Sharp's civic involvement include board member and tutor at the Literacy Council of Monroe County, Brinkley City Council, assistant Scoutmaster for the Boy Scouts, Monroe County Heart Association, Lawyers for Literacy Committee and board member of the Arkansas Community Foundation. Sharp currently serves as President and Partner of Sharp & Sharp Law Firm in Brinkley.

Robin Houseworth, Houseworth Hotels and Restaurants, LLC

Mrs. Robin Houseworth is a native Arkansan. She obtained a Chemistry and Biology degree from Henderson State University and a master's degree in Education. She and her husband reside in Blytheville and have been in the hospitality industry for 37 years. Robin is a Certified Hotel Administrator, and recently launched Houseworth Hotels and Restaurants, LLC with her husband and two daughters. Robin has been a volunteer for 28 years with the Miss America Organization, and a 20 year member of the Arkansas Chapter D PEO. Both organizations concentrate on providing women with scholarships to further their education. She is also on the Board of Directors for the Miss Arkansas Pageant. Robin enjoys travelling internationally, spending time at Lake Norfolk, and entertaining her grandchildren and her two Yorkies.

Lisa John-Adams, Quality Systems Director, Nucor Steel Arkansas

Mrs. Lisa John-Adams has been with Nucor Corporation since 1994. She has led the implementation of NSA's Quality Management System, which has kept its certifications since first certified in 2001. She is a certified Quality and Environmental Systems Lead Auditor.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Lisa holds a Master of Science in Chemistry and a Bachelor of Science in Chemistry and Biochemistry from the University of the West Indies and the University of Toronto. Lisa is the 2014 President of the Board of Directors of the Greater Blytheville Area Chamber of Commerce. She is also the President of the Board of Directors of The Haven, a domestic violence shelter. Lisa is a member of the Mississippi County Solid Waste Board and chairs the Board's recycling committee. Lisa is married to Tracy Adams and together they have three children. Lisa and her family live in the Blytheville area.

Bill Glaser, Cold Mill Manager, Nucor Steel Arkansas

Mr. Bill Glaser has been with Nucor Corporation since 1999. His other positions held at Nucor include Shipping Manager, Galvanizing Line Project Supervisor, Shipping Supervisor, Cost Accountant, and Production Planner. Bill has served on the board of the local United Way, as well as the board of Main Street Blytheville. Prior to joining the KIPP Delta Board of Directors, Bill served on KIPP Delta's Finance Committee. Bill is married to Christy Glaser and together they have one daughter, Hannah Glaser, who is a senior at Armorer High School.

Kristen Collier Wright, Senior Vice President, General Counsel and Secretary, AutoZone, Inc.

Mrs. Kristen Wright joined the AutoZone team, based in Memphis, Tennessee, in 2012. Kristen currently serves on AutoZone's Executive Committee and oversees the Legal Department, Government Affairs, Corporate Communications, and Community Relations. Prior to joining AutoZone, Kristen was a partner with the law firm Bass, Berry & Sims in Memphis, focusing on complex litigation, commercial and financial transactions, and intellectual property and technology. A native of Forrest City, Wright graduated from Forrest City High School in 1994, then went on to earn a Bachelor's degree in English and a law degree from the University of Arkansas.

Kristen is married to State Representative Marshall Wright, also an attorney in Forrest City, and together they have twins, Collier and Syble. Kristen serves on the Board of Directors of Memphis in May International Festival and SFC Elves, a Christmas toy drive serving over 700 children.

Vince Billingsley, Vice President, Capital Financial Service Group, Inc.

Mr. Vince Billingsley lives in Forrest City, Arkansas, and services customers in the areas of Employee Benefits, Health Insurance, Medicare Supplements, and Property & Casualty Insurance. Vince is a graduate of the University of Arkansas with a Bachelor's degree in marketing. After graduating, Vince moved to Vail, Colorado, for three years where he worked in the hospitality and service industry. He taught children's ski school in the winter, worked on golf courses in the summer, and also worked as a waiter and cook in a variety of restaurants. In 2003, Vince moved back home to Forrest City where he began his career in the family insurance and financial services sector. Vince married his wife, Amber, in 2008 and they have three daughters, Ona, Norah, and Emily. His family attends St. Francis of Assisi Catholic Church where Vince currently serves as Chairman of the Finance Council. He is an active member of the St. Francis County Master Gardeners, Crowley's Ridge Technical Institute's Technology Advisory Committee, and the Forrest City Downtown Revitalization Commission.

(See information on evaluation of the board and management at *Attachment X*)

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Key Management Personnel of KIPP Delta Public Schools

Scott Shirey, Founder and Executive Director

Mr. Shirey is the founder and Executive Director of KIPP Delta. Prior to founding KIPP Delta College Preparatory School in 2002, Mr. Shirey completed the KIPP Delta School Leadership Program, which includes intensive study at UC Berkeley's Haas School of Business. Mr. Shirey taught for three years in Baton Rouge, Louisiana, where he was a Teach for America corps member. In November 2011, Forbes Magazine listed Mr. Shirey as one of the world's seven most powerful educators. Mr. Shirey also graduated Cum Laude from Colby College with a B.A. in History.

Janelle Renee Jenkins, Chief Operating Officer

Ms. Jenkins directs regional operations, human capital management, finance, and strategic planning. After a successful career in the auto manufacturing and banking industries, Ms. Jenkins transitioned to the public education sector through the prestigious Broad Residency. She most recently served as Director, Project and Change Management for Charlotte-Mecklenburg Schools in North Carolina, supporting 168 schools. Ms. Jenkins earned a Master of Educational Leadership from The Broad Center for School System Management, a Master of Business Administration from the Booth School of Business at The University of Chicago, and a Bachelor of Business Administration from The Ross School of Business at The University of Michigan. She is passionate about optimizing processes and systems to support employee development, and social and academic outcomes for all children. Ms. Jenkins is a native of Detroit, Michigan.

Luke Van De Walle, Chief Academic Officer

Mr. Van De Walle first came to the Delta after graduating from Purdue University in 2002. As a Teach for America corps member, he taught math at Eliza Miller Middle School in Helena, Arkansas. After finishing his two-year commitment with Teach for America in 2004, Mr. Van De Walle joined the team at KIPP Delta where he taught sixth and seventh grade math and continued to move through the leadership pipeline. He was accepted into the Fisher Fellowship Program in 2005 and later founded KIPP Delta Collegiate High School, leading as the School Director for four years. Mr. Van De Walle began serving as KIPP Delta's Chief Academic Officer in 2011.

Carissa Godwin, Chief Development Officer

Mrs. Godwin is in her fourth year at KIPP Delta and oversees regional development, marketing, advocacy, and communications needs. Prior to joining KIPP Delta, Ms. Godwin held senior development positions at Make-A-Wish Foundation of the Mid-South and Arkansas Children's Hospital Foundation. Mrs. Godwin has a degree in Communications with a Public Relations emphasis from the University of Central Arkansas.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Charity Hallman, Director of Finance

Ms. Hallman directs the organization's regional finance and human resources team. Prior to joining the organization, she served as the Deputy Director of Fiscal Policy at StudentsFirst, a nonprofit education reform organization. In this role, Ms. Hallman provided policy recommendations for state-level advocacy work in 18 states for the purpose of ensuring all students have equitable access to public funding. Ms. Hallman began her career in education finance in Washington DC's Office of Budget and Planning and then spent four years serving in various leadership positions within the Office of the State Superintendent of Education (OSSE). As the Deputy Director of the Office of Grants Management and Compliance within OSSE, Ms. Hallman oversaw the management and timely liquidation of over \$400M in state, federal, and court-ordered funds. Ms. Hallman has a Master of Public Administration degree from the University of Delaware with an emphasis in Financial Management and an undergraduate degree from the University of Central Arkansas. She is also an AmeriCorps VISTA alumni and a native Arkansian.

Todd Dixon, School Leader – KIPP Elementary Literacy Academy

Mr. Dixon graduated magna cum laude from Colby College in 2006 with a Bachelor's degree in physics and a minor in education. After graduation, Mr. Dixon joined Teach for America as a teacher in the Arkansas Delta. He has taught seventh through Mr. Dixon twelfth grade math, science, and engineering courses over the last six years. In 2010, became an assistant principal at KIPP Delta Collegiate High School and participated in the KIPP Delta School Leadership Program's Principal Prep training in the summer of 2011 and became the School Director of DCH that same year. The Principal Prep program intensively prepares individuals to be successor leaders of existing KIPP Delta schools. Mr. Dixon transitioned to lead KIPP Delta Elementary Literacy Academy in June 2015.

Stephanie Bennetts, School Director – KIPP Delta Collegiate High School

Stephanie Bennetts is originally from Rumford, Rhode Island. She graduated from the University of Pennsylvania in 2007 with a Bachelor's degree in Political Science and a minor in English. After graduation, Stephanie joined Teach For America's 2007 Mississippi Delta Corps and was placed at KIPP Delta Collegiate as a social studies teacher. For the next three years, Stephanie taught a variety of subjects including English 9, 10, 11 and AP Language. Stephanie served as Assistant Principal at KIPP Delta Collegiate for five years before becoming the School Leader in 2015.

Heather Johnson, School Director – KIPP Delta College Preparatory School

Mrs. Johnson is originally from Scotch Plains, New Jersey. After graduating from Ursinus College in Collegeville, Pennsylvania in 2007, she joined Teach for America as a corps member in the Arkansas Delta. Since the start of her teaching career, she has taught a variety of subjects at KIPP Delta, originally placed as a Spanish teacher working with 9th and 10th grade students and to eventually finding her love as an English Language Arts and Social Studies teacher working with 7th and 8th grade students.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Mrs. Johnson moved through the leadership pipeline at KIPP Delta as a grade level chair participating in the KIPP Delta Teacher Leader Program onto an assistant principal participating in the KIPP Delta Leadership Program and now serves as the School Director of KIPP Delta College Preparatory School.

Marcus Nelson, School Director – KIPP Forrest City College Preparatory

Mr. Nelson was born and raised in Helena, Arkansas. Mr. Nelson began his teaching career for the Jefferson Literacy Council. In 2005, he began teaching mathematics at KIPP Delta and became School Leader of KIPP Delta College Preparatory School in 2011. Mr. Nelson holds a Master's degree in Education Leadership and Supervision from National Louis University in Chicago, Illinois. He has also participated in the KIPP Delta School Leadership Program and Fisher Fellowship and was been selected to be the Founding School Leader for KIPP Forrest City College Preparatory School, which opened in Forrest City in the 2015-2016 academic year.

Maisie Wright, School Director – KIPP Blytheville College Preparatory and KIPP Blytheville Collegiate

Ms. Wright is originally from South Londonderry, Vermont, and graduated from Cornell University in Ithaca, New York, in 2006 with a Bachelor's degree in Anthropology and African Studies. Ms. Wright started her teaching career as a 2006 Teach for America Corps member at KIPP Delta College Preparatory School, teaching seventh grade Mathematics and Science at KIPP Delta for three years. In 2009, Ms. Wright became a Fisher Fellow and opened KIPP Blytheville College Preparatory School in July 2010.

Note 4: Description of the Planned Beech Crest School Project (Helena – West Helena)

The proposed financing plan will issue approximately \$6,790,000 of new debt and refinance approximately \$3,200,000 of existing debt (see *Note 27*, sub-notes (A) and (D)). The Helena-West Helena School District consolidated multiple campuses in 2011 leaving three former elementary schools unoccupied. After three years of repeated requests to evaluate the abandoned properties for purchase, the Helena-West Helena School District offered three former school properties for sale in October of 2014. KIPP Delta's leadership in coordination with WER Architects assessed the conditions of all three properties. The Beech Crest property's size including building square footage and total acreage, campus configuration, highly visible strategic location and community history make it the most desirable choice.

The renovation of the existing Historic Beech Crest Elementary School campus, in West Helena, AR, is to be used for the new KIPP Delta Beech Crest Elementary School. The existing schools spaces and functions will be re-used to the greatest extent possible with needed repairs and upgrades to the finishes, HVAC, electrical and minor plumbing components to create a functioning educational environment for teachers and students. Some initial site and building stabilization is necessary in order to secure and keep the existing facilities from further deterioration.

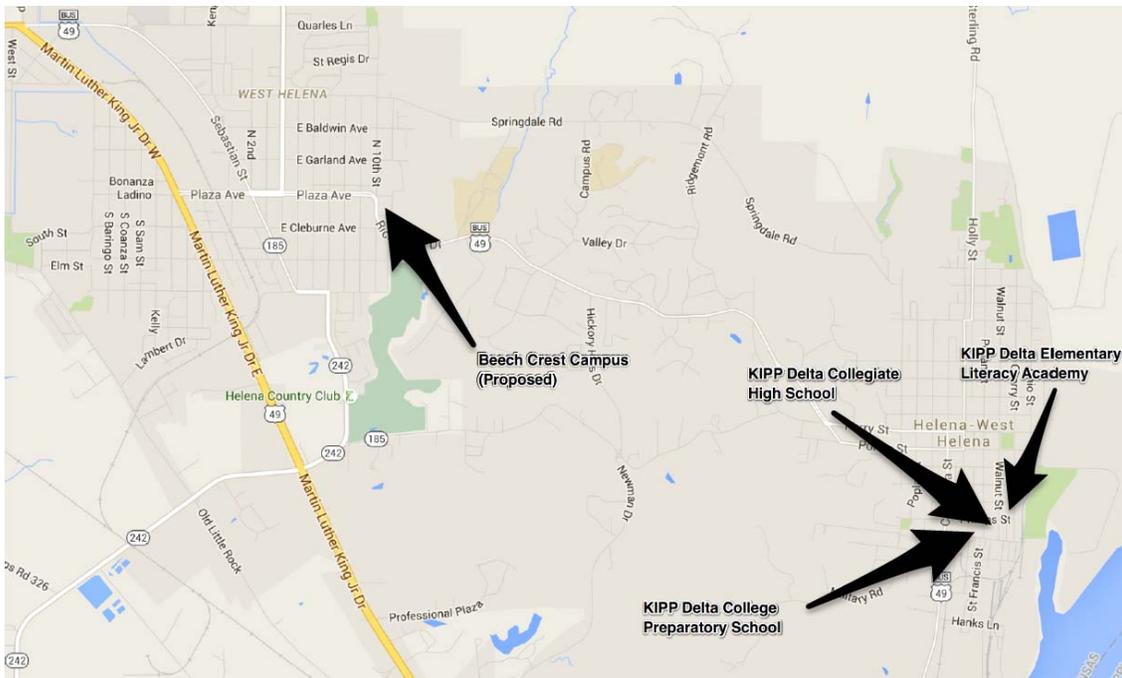
KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Several buildings will be renovated in this construction/renovation project. It is expected that construction will begin in late 2016 with the school opening in August 2017.

For purpose of this forecast, it is assumed that construction of the project will commence July 2016 and be completed in July 2017, for an overall 12-month construction period. See a summary of the proposed debts and amounts to be refinanced in *Note 27*.

Management, the Architect and the Construction Manager have estimated the total costs for the construction and related costs associated with the Project as summarized below:



KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

USDA – Beech Crest		
Construction costs	\$	5,070,975
Architectural and engineering fees		178,402
Equipment		310,000
Interest		600,000
Contingencies		278,561
Financing costs		148,000
Stabilization		202,062
Refinance of existing debt		3,200,000
Kitchen designer fee		2,000
		9,990,000
Contributions – Beech Crest (Walton Family Foundation - See page 70)		
Construction		243,389
Stabilization		92,061
Purchase and development fees		80,000
Architectural and engineering fees		274,550
Kitchen designer fee		10,000
		700,000
	\$	10,690,000

Note 5: Description of the Beech Crest School USDA Rural Development Long-term Financing Plan (Helena)

The proposed financing plan will issue approximately \$6,790,000 of new debt and refinance approximately \$3,200,000 of existing debt (see *Note 27*, sub-notes (A) and (D)). The proposed financing plan for the Project assumes a long-term loan from the United States Department of Agriculture (the USDA) and a contribution from the Walton Family Foundation.

Source of Funds – Beech Crest	Rate		
USDA	3.125% fixed 30 years	\$	9,990,000
Contribution – Walton Family Foundation			700,000
			700,000
		\$	10,690,000

Beginning July 1, 2016, during construction a commercial bank to-be-determined (TBD Commercial Bank) will provide interim financing of \$9,300,000 with a rate of 5.0%. On July 1, 2017, upon completion of the project, USDA will convert the interim loan to a permanent financing term note payable of \$9,990,000 and the rate will be fixed at 3.125 percent. The loan is to be amortized over 29 years with a one year interest deferral period. Twelve months from the date of closing on the USDA loan, and estimated interest only payment of \$300,000 would be due. On the 13th month from the date of closing on the USDA loan, principal and interest payments of \$43,757 would commence.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Additionally, KIPP must fund a debt service reserve account of \$4,376 per month beginning on the 13th month for the first 10 years or until KIPP accumulates \$525,084.

Management's assumption that these sources of funding will be obtained by KIPP Delta is a sensitive assumption to this forecast.

Note 6: Description of the Planned Central and Bryles School Projects (Blytheville)

The proposed financing plan will issue approximately \$6,275,000 of new debt and refinance approximately \$3,400,000 of existing debt (see *Note 27*, sub-notes (B) and (F)). In order to ensure a high quality academic and extracurricular program for students of KIPP Blytheville Collegiate, KIPP Delta is planning an expansion project at the Senator Steve Bryles Campus. This campus currently houses two of KIPP Delta's existing schools in Blytheville. The campus is strategically located on a 20 acres site with 30,000 SF of existing modular construction. The proposed project adds two new buildings. The first building will be an eight classroom modular building added to the east side of the food service modular building in the center of the campus. The second building will be a "bricks & mortar" multipurpose building with a gymnasium, locker rooms, two or three classroom type spaces restrooms and offices. The project will provide classrooms for science and music studies as well as athletic and assembly space in the form of the new multi-purpose building. The multi-purpose building is also planned to have an area of hardened construction to allow the students and staff a place to go to in inclement weather. Both of these buildings were part of the original master plan for the main campus and represent a natural growth of the campus according to the master plan.

KIPP Delta also seeks to complete its renovation of the Central Campus in Blytheville, Arkansas. The second phase of renovations completes KIPP Delta's effort to restore a valued community building and provide increased capacity to expand the grade-span of KIPP Delta's Blytheville College Preparatory School.

In the fall of 2014, the Blytheville Public School District placed two unused former elementary schools for sale. KIPP Delta evaluated both facilities and determined that the condition, size, layout and relatively close proximity of the Central campus to its existing Blytheville campus made it an excellent opportunity. KIPP Delta acquired the facility in February of 2016 and is self-financing the first phase of renovations to the campus. This proposed USDA financing is associated with the second phase renovations to that campus.

The existing school's spaces and functions will be re-used to the greatest extent possible with needed repairs and upgrades to the finishes, electrical, minor HVAC and minor plumbing components to create a functioning educational environment for teachers and students. Building areas A, B & C will be renovated in this construction/renovation project in phases as defined on the drawings. Building "D" is a separate stand along building. The building is in good condition and no repairs are planned for it at this time.

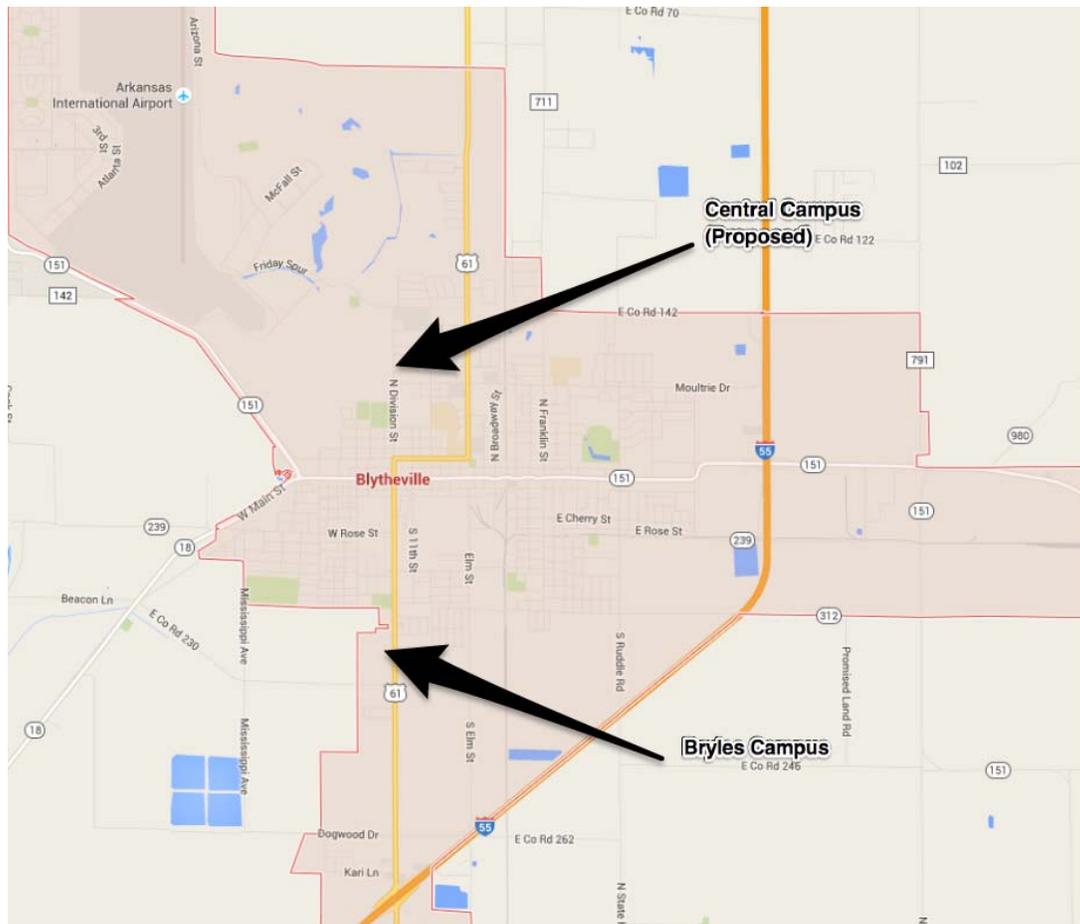
KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

The Blytheville campuses, with the Central facility, will be able to fully grow the existing high school and launch an elementary school. The additional grade-levels combined with increased enrollment at existing grade-levels will push KIPP Blytheville's total enrollment over 800 students. By doing all of this, KIPP Delta expects to come closer to fulfilling its vision of ensuring that every child in the Arkansas Delta receives a rigorous, college-preparatory education. Beyond 2020, KIPP Delta plans to grow its Blytheville and Forrest City campus to serve over 1000 students in each community.

For purpose of this forecast, it is assumed that Central campus construction project will commence in February of 2017 and be completed by July 2017. The Bryles campus construction will commence in July of 2017 and be completed in July 2018, for an overall 18-month construction period for both projects.

Management, the Architect and the Construction Manager have estimated the total costs for the construction and related costs associated with the project as summarized below:



KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

USDA – Central and Bryles

Construction costs	\$	4,470,000
Architectural and engineering fees		395,000
Equipment		200,000
Interest		670,000
Contingencies		447,000
Financing costs		83,000
Refinance of existing debt		3,400,000
Kitchen designer fee		10,000
		9,675,000

Contributions

Equipment		100,000
		\$ 9,775,000

Note 7: Description of the Central and Bryles School USDA Rural Development Long-term Financing Plan (Blytheville)

The proposed financing plan will issue approximately \$6,275,000 of new debt and refinance approximately \$3,200,000 of existing debt (see *Note 27*, sub-notes (B) and (F)). The proposed financing plan for the Project assumes a long-term loan from the United States Department of Agriculture (the USDA) and a contribution.

Source of Funds – Central and Bryles	Rate		
USDA	3.125% fixed 40 years	\$	9,675,000
Contribution			100,000
			\$ 9,775,000

Beginning February 1, 2017, during construction a TBD Commercial Bank will provide interim financing of \$1,122,000 for the Central Campus and \$8,055,000 for the Bryles campus with a rate of 5.0%. On July 1, 2018, upon completion of the projects, USDA will convert the interim loan to a permanent financing term note payable of \$9,675,000 and the rate will be fixed at 3.125 percent. The loan is to be amortized over 39 years with a one year interest deferral period. Twelve months from the date of closing on the USDA loan, and estimated interest only payment of \$290,000 would be due (this forecast assumes KIPP will make this interest only payment one month early). On the 13th month from the date of closing on the USDA loan, principal and interest payments of \$35,798 would commence. Additionally, KIPP must fund a debt service reserve account of \$3,580 per month beginning on the 13th month for the first 10 years or until KIPP accumulates \$429,576. See a summary of the proposed debts and amounts to be refinanced in *Note 27*.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2015 Through 2020

Management's assumption that these sources of funding will be obtained by KIPP Delta is a sensitive assumption to this forecast.

Note 8: Description of the Forrest City School Incubator Expansion and Permanent Campus Project (Forrest City)

In order to ensure a high quality academic and extracurricular program for students of KIPP Forrest City, KIPP Delta is growing their school in their existing incubator space and while planning the construction of a new permanent campus. The campus is currently located in a leased facility. KIPP Delta has already purchased two modular classroom buildings to create adequate space for its growing middle school operation and plans on occupying the facility until June 2018.

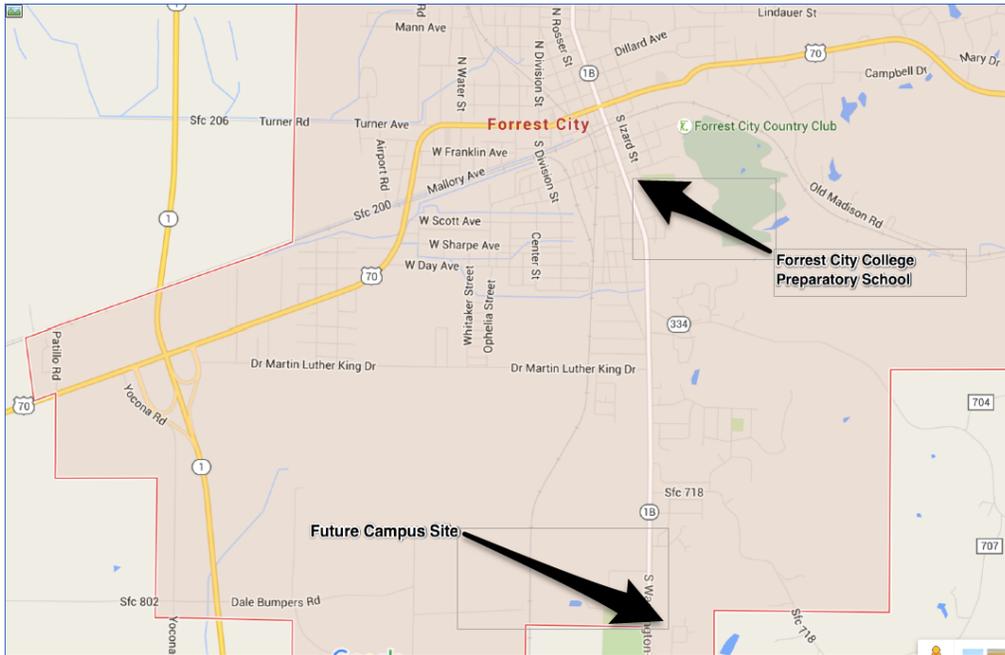
KIPP Delta was recently given a strategically located 20 acre site for the purpose of establishing a permanent campus. KIPP Delta is planning the construction of a 30,000 SF modular building campus similar to the Bryles campus in Blytheville. The project will provide classrooms, administrative, and assembly spaces for school. Planning is still in the preliminary stages and they anticipate engaging an architect and a construction manager to fully plan the campus by the summer of 2017.

For purpose of this forecast, it is assumed that permanent campus construction project will commence in January of 2018 and be completed by July 2018.

Management has estimated the total costs for the construction and related costs associated with the project to be \$3,000,000 financed through a TBD Commercial Bank.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020



Note 9: Description of the Forrest City School Incubator Expansion and Permanent Campus Project with a Commercial Bank To-Be-Determined Long-term Financing Plan (Forrest City)

The proposed financing plan from a TBD Commercial Bank will issue approximately \$3,000,000 of new debt (see *Note 27*, sub-notes (E) and (EE)). The proposed financing plan for the Project assumes a long-term loan from a TBD Commercial Bank.

Source of Funds – Forrest City	Rate		
Commercial Bank To-Be-Determined	5.13% fixed 30 years	\$	3,000,000

Beginning July 1, 2017, during construction a TBD Commercial Bank will provide interim financing of \$3,000,000 for the Forrest City Project with a rate of 5.13%. On July 1, 2018, upon completion of the projects, the TBD Commercial Bank will convert the interim loan to a permanent financing term note payable of \$3,000,000 and the rate will be fixed at 5.13 percent. The loan is to be amortized over 30 years with monthly principle and interest payments due. Additionally, KIPP must fund a debt service reserve account of \$1,634 per month beginning in 2019 for the first 10 years or until KIPP accumulates \$196,080. See a summary of the proposed debts and amounts to be refinanced in *Note 27*.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Note 10: Demographic Data

Census Highlights:

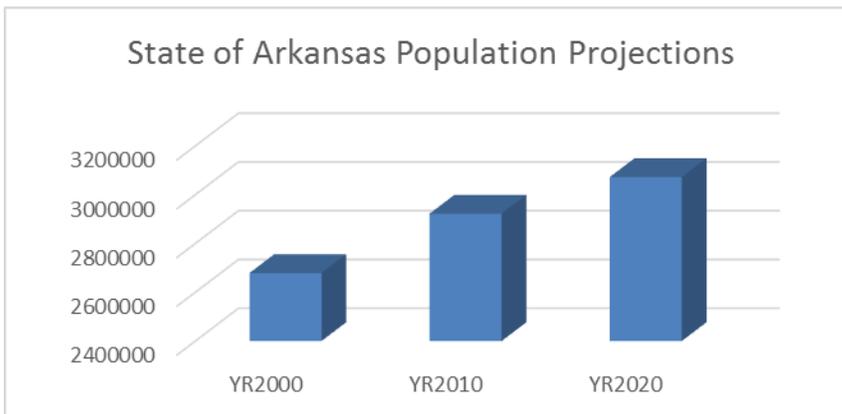
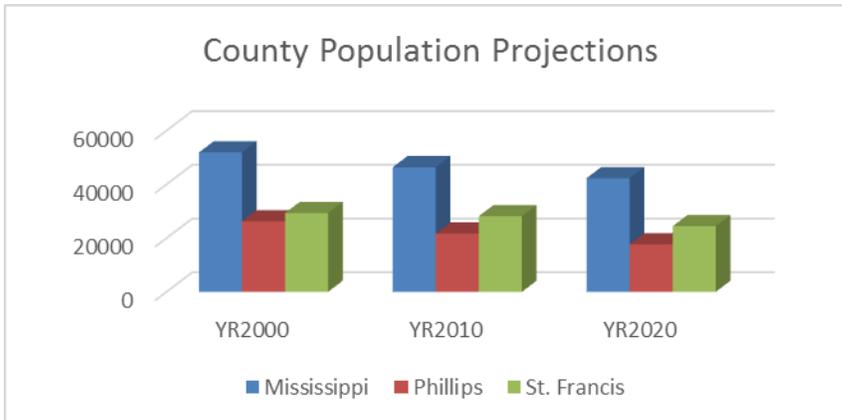
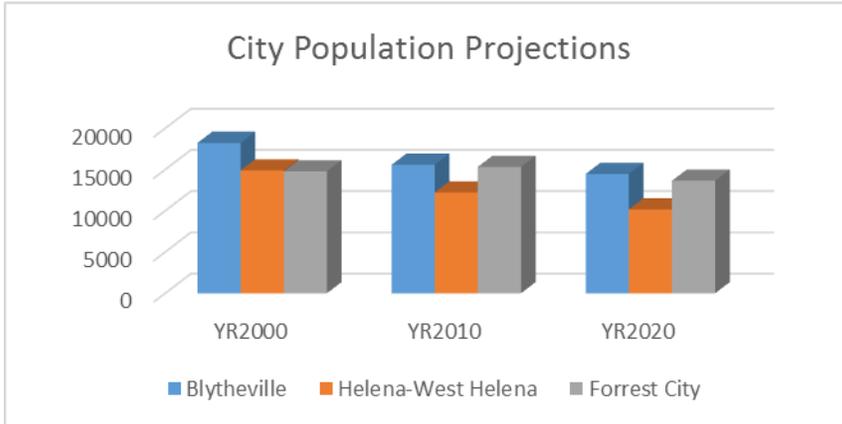
		Year 2000	Year 2010	Year 2020
Mississippi County	History	51,849	46,372	
Mississippi County	Fitted values	51,689	46,490	
Mississippi County	Lower confidence limits			38,832
Mississippi County	Point forecasts			42,319
Mississippi County	Upper confidence limits			46,074
City Blytheville		18,238	15,578	14,477
Phillips County	History	26,290	21,686	
Phillips County	Fitted values	26,529	21,569	
Phillips County	Lower confidence limits			16,498
Phillips County	Point forecasts			17,677
Phillips County	Upper confidence limits			18,958
City Helena-West Helena		14,904	12,230	10,172
St Francis County	History	29,325	28,173	
St Francis County	Fitted values	29,231	28,396	
St Francis County	Lower confidence limits			22,765
St Francis County	Point forecasts			24,441
St Francis County	Upper confidence limits			26,213
City Forrest City		14,785	15,333	13,643
Arkansas State	History	2,678,588	2,922,280	
Arkansas State	Fitted values	2,677,769	2,919,965	
Arkansas State	Lower confidence limits			3,034,437
Arkansas State	Point forecasts			3,072,430
Arkansas State	Upper confidence limits			3,110,424

Source: Hamilton, G.L. Arkansas 2005-2030 County and State Population Projections: Time Series Extrapolations, Institute for Economic Advancement University of Arkansas at Little Rock, April 19, 2005. Available at: http://www.aiea.ualr.edu/images/rokdownloads/DemoRes/population/expo_proj_doc_05_30.pdf – US Census American Fact Finder: Population Search by City/County/Nation – (www.factfinder.census.gov)

Census data shows that current population decline will continue at a slightly slower rate ahead of the 2020 Census. Despite operating in counties with declining populations, KIPP Delta has grown by 116% over the past five years with applications consistency exceeding available seats in their schools.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020



Source: Hamilton, G.L. Arkansas 2005-2030 County and State Population Projections: Time Series Extrapolations, Institute for Economic Advancement University of Arkansas at Little Rock, April 19, 2005. Available at: http://www.aiea.ualr.edu/images/rokdownloads/DemoRes/population/expo_proj_doc_05_30.pdf – US Census American Fact Finder: Population Search by City/County/Nation – (www.factfinder.census.gov)

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Largest Employers in Mississippi County

1. American Greetings Corporation Employee Code: H 1400 Ohlendorf Road Osceola 72370 Product: Greeting cards (mfg) (870) 563-5221 Union: n/a
2. Nucor-Yamato Steel Company Employee Code: G 5929 East State Highway 18 Armored 72310 Product: Steel - structural (mfg) (870) 762-5500 Union: n/a
3. Nucor Steel Employee Code: G 7301 East County Road 142 Blytheville 72315 Product: Steel mill (870) 762-2100 Union: n/a
4. Maverick Tube Corporation (Tenaris Hickman) Employee Code: G 4950 North County Road 967 Blytheville 72315 Product: Steel pipe and tubes (mfg) (870) 763-6281 Union: n/a
5. Denso Manufacturing Arkansas, Inc. Employee Code: F 100 Denso Road Osceola 72370 Product: Automotive parts (mfg) (870) 622-9500 Union: n/a
6. Blytheville School District Employee Code: F 405 Park Street Blytheville 72315 Product: Public schools (870) 762-2053 Union: n/a
7. Walmart Stores, Inc. (multiple locations) Employee Code: F 3700 East State Highway 18 Blytheville 72315 Product: Retail department stores (870) 763-0440 Union: n/a
8. Viskase Corporation Employee Code: F 2221 East State Highway 198 Osceola 72370 Product: Plastic food casings (mfg) (870) 563-3541 Union: n/a
9. TMK IPSCO Employee Code: E 5460 North State Highway 137 Blytheville 72315 Product: Steel tubing (mfg) (870) 763-7700 Union: n/a
10. Great River Medical Center Employee Code: E 1520 North Division Street Blytheville 72315 Product: Health care (870) 838-7300 Union: n/a
11. Arkansas Northeastern College Employee Code: E 2501 South Division Street Blytheville 72315 Product: Colleges/universities (870) 762-1020 Union: n/a
12. Nibco, Inc. Employee Code: E 4059 East State Highway 18 Blytheville 72315 Product: Fluid power valves/hose fittings (mfg) (870) 763-7044 Union: n/a
13. Marine Terminals of Arkansas (KMGP Services) Employee Code: E 3852 North CR 955 Blytheville 72315 Product: Harbor services (870) 763-5923 Union: n/a
14. Osceola School District Employee Code: D 2750 West Semmes Avenue Osceola 72370 Product: Public schools (870) 563-2561 Union: n/a
15. South Mississippi County School District Employee Code: E 1700 West State Highway 14 Wilson 72395 Product: Public schools (870) 655-8520 Union: n/a

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

16. Gosnell School District Employee Code: D 600 North State Highway 181 Blytheville 72315 Product: Public schools (870) 532-4017 Union: n/a
17. Manila School District Employee Code: D 419 East Olympia Street Manila 72442 Product: Public schools (870) 561-4419 Union: n/a
18. Kagome Creative Foods, LLC Employee Code: D 710 North Pearl Street Osceola 72370 Product: Margarine (mfg) (870) 563-2601 Union: n/a
19. Southworth Products Corporation Employee Code: D 715 Highway 77 S Manila 72442 Product: Hydraulic scissor lift tables (mfg) (870) 561-3345 Union: n/a
20. Lexicon, Inc. Employee Code: D 5929 East Highway 18 Armorel 72310 Product: Steel fabrication (870) 762-2509 Union: n/a

Data for this list was compiled from the following sources: Dun & Bradstreet (Hoovers), ReferenceUSA, Arkansas Department of Workforce Services (1st Quarter 2015) and various community and company web pages. Employee Code: A=1-10 B=11-49 C=50-99 D=100-199 E=200-299 F=300-499 G=500-999 H=1,000-2,499 I=2,500 +

Prepared by the Arkansas Economic Development Commission
Strategic Planning & Research Division
February 2016

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2015 Through 2020

Largest Employers for Saint Francis County

1. Forrest City School District Employee Code: F 845 Rosser Street Forrest City 72335
Product: Public schools (870) 633-1485 Union: n/a
2. Boar's Head Provisions Company, Inc. Employee Code: F
2530 West Broadway Forrest City 72335 Product: Meat and meat products (mfg)
(870) 630-1638 Union: n/a
3. Wal-Mart Stores, Inc. Employee Code: F
205 Deadrick Road Forrest City 72335 Product: Retail department stores
(870) 633-0021 Union: n/a
4. Forrest City Grocery Company Employee Code: E 3400 Commerce Road Forrest City
72335 Product: Grocers – retail (870) 633-2044 Union: n/a
5. Forrest City Hospital Employee Code: E
1601 Newcastle Road Forrest City 72335 Product: Health care
(870) 261-0000 Union: n/a
6. East Arkansas Community College Employee Code: E 1700 Newcastle Road Forrest
City 72335 Product: Schools, universities, & colleges (870) 633-4480 Union: n/a
7. Crestpark Retirement Inn Employee Code: D
500 Kittel Road Forrest City 72335 Product: Health care (870) 633-7630 Union: n/a
8. Truckstops of America (TA Operating) Employee Code: D 408 Highway 149 N Earle
72331 Product: Truck stops and plazas (870) 657-2105 Union: n/a
9. Palestine Wheatley School District Employee Code: D 7920 Highway 70 W Palestine
72372 Product: Public schools (870) 581-2646 Union: n/a
10. Mestek (Airtherm) Employee Code: D 3333 North Washington Street Forrest City 72335
Product: Heat and air equipment (mfgs) (870-633-5660 Union: n/a
11. Amicare of Forrest City Employee Code: C 603 Kittle Road Forrest City 72335 Product:
Home health care services (870) 633-3800 Union: n/a
12. Hughes School District Employee Code: C 310 College Street Hughes 72348 Product:
Public schools (870) 339-2570 Union: n/a
13. Crowley's Ridge Technical Institute Employee Code: C 1620 Newcastle Road Forrest
City 72335 Product: Schools, universities and colleges (870) 633-5411 Union: n/a

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

14. First National Bank (multiple locations) Employee Code: C 101 North Washington Avenue Forrest City 72335 Product: Banking (870) 633-3112 Union: n/a
15. Kids for the Future, Inc. Employee Code: C 1825 East Broadway Street Forrest City 72335 Product: Child care services (870) 630-2328 Union: n/a

Data for this list was compiled from the following sources: Dun & Bradstreet (Hoovers), ReferenceUSA, Arkansas Department of Workforce Services and various community and company web pages Employee Code: A=1-10 B=11-49 C=50-99 D=100-199 E=200-299 F=300-499 G=500-999 H=1,000-2,499 I=2,500 +

Prepared by the Arkansas Economic Development Commission
Research Division
March 2014

Largest Employers for Phillips County

1. Helena-West Helena School District Employee Code: F
305 Valley Drive Helena/West Helena 72342 Product: Public schools (870) 338-8172
Union: n/a
2. Walmart Stores, Inc. Employee Code: E
602 Sheila Drive Helena/West Helena 72390 Product: Retail department stores
(870) 572-2442 Union: n/a
3. University of Arkansas - Phillips Community College Employee Code: E
1000 Campus Drive Helena/West Helena 72342 Product: Colleges/universities
(870) 338-6474 Union: n/a
4. KIPP Delta, Inc. Employee Code: E 210 Cherry Street Helena/West Helena 72342
Product: Public schools (870) 753-9444 Union: n/a
5. Helena Regional Medical Center Employee Code: E 1801 Martin Luther King Jr. Drive
Helena/West Helena 72342 Product: Health care (870) 338-5800 Union: n/a
6. Crestpark Helena LLC Employee Code: D 116 November Drive Helena/West Helena
72342 Product: Retirement communities (870) 338-3405 Union: n/a
7. Barton-Lexa School District Employee Code: D 9546 Highway 85 Lexa 72355 Product:
Public schools (870) 572-7294 Union: n/a
8. Hoffinger Industries, Inc. Employee Code: D 315 North Sebastian Helena/West Helena
72390 Product: Swimming pools & accessories (mfg) (870) 572-3466 Union: n/a
9. Marvell School District Employee Code: C 311 Midway Road Marvell 72366 Product:
Public schools (870) 829-2381 Union: n/a

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

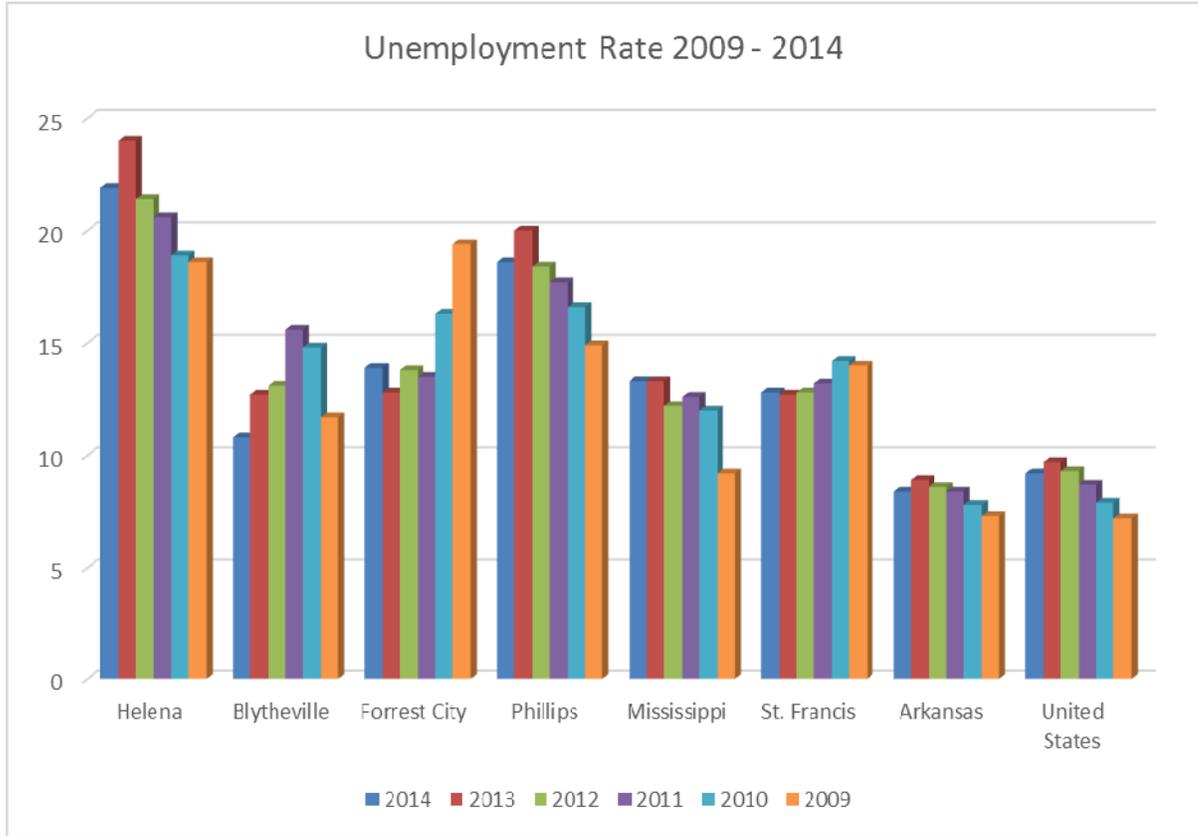
10. Hay's Supermarkets, Inc. Employee Code: C 816 North Sebastian Street Helena/West Helena 72390 Product: Retail grocery stores (870) 572-7277 Union: n/a
11. Mid-Delta Community Service, Inc. (2 locations) Employee Code: C 610 South Biscoe Helena/West Helena 72342 Product: Special needs transportation (870) 338-6406 Union: n/a
12. BPS, Inc. Employee Code: C 28 Phillips 324 Helena/West Helena 72343 Product: Packaging and labeling services (870) 572-7771 Union: n/a
13. Southern Bancorp Bank (multiple locations) Employee Code: C 425 East Plaza Helena/West Helena 72390 Product: Financial institutions (870) 816-1111 Union: n/a
14. Sonic Drive-In Employee Code: C 798 North Sebastian Helena/West Helena 72390 Product: Restaurants (870) 338-6406 Union: n/a
15. Southern Hardware Company Employee Code: C 589 North Sebastian Street Helena/West Helena 72390 Product: Hardware (wholesale) (870) 572-6761 Union: n/a

Data for this list was compiled from the following sources: Dun & Bradstreet (Hoovers), ReferenceUSA, Arkansas Department of Workforce Services (1st Quarter 2015) and various community and company web pages. Employee Code: A=1-10 B=11-49 C=50-99 D=100-199 E=200-299 F=300-499 G=500-999 H=1,000-2,499 I=2,500 +

Prepared by the Arkansas Economic Development Commission
Strategic Planning & Research Division
February 2016

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

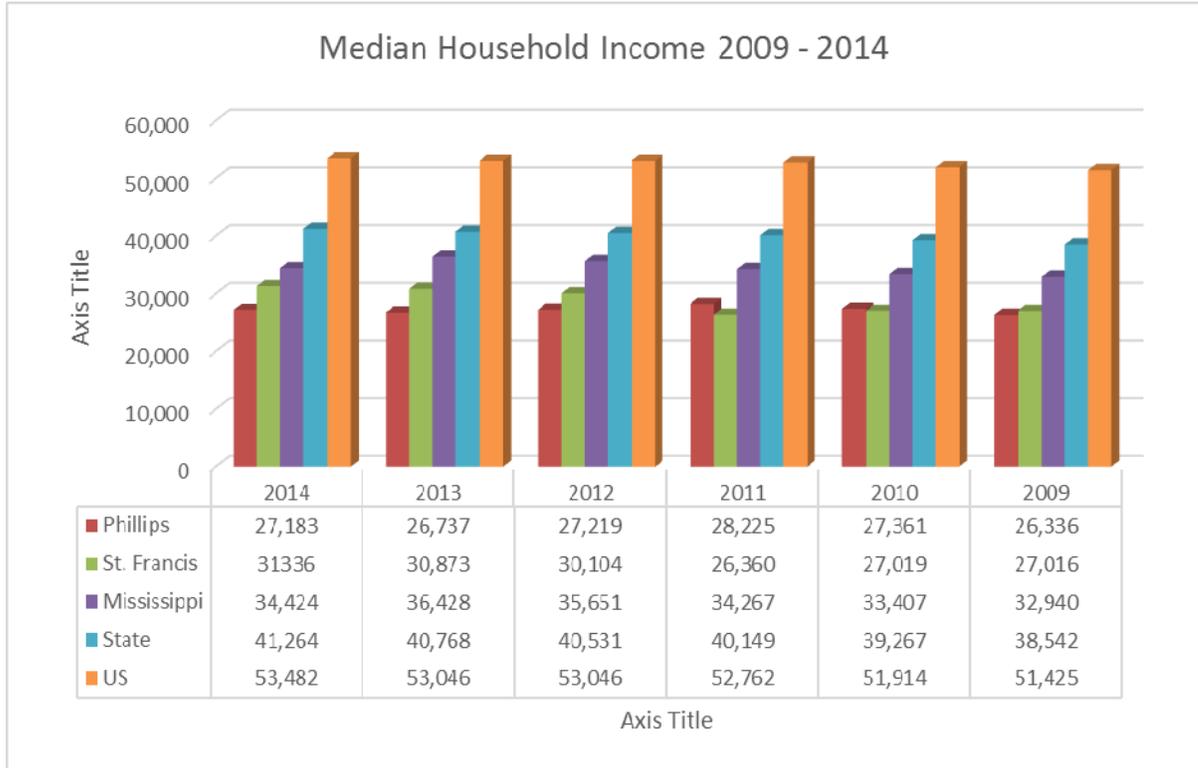


Source: US Census American Fact Finder: Unemployment Rate by City/County/State/Nation
(www.factfinder.census.gov)

The data shows that the unemployment level in counties where KIPP Delta operates schools is higher than state and national levels of unemployment. KIPP Delta is actively working to combat unemployment by increasing the number of college graduates in the counties they serve. Furthermore, their planned growth during the forecast period will create teaching, administrative, and operational jobs in each of the communities they serve.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020



Source: US Census American Fact Finder: Median Household Income by County/State/Nation (www.factfinder.census.gov)

The data shows that median income levels in counties where KIPP Delta operates schools are lower than state and national levels. With a projected increase of more than 100 jobs and starting salaries for teachers that far exceed median income levels, KIPP Delta will impact economic opportunity in the counties they serve.

Economic Impact

Over the forecast period KIPP Delta will invest over \$18,000,000 in new facilities creating construction jobs and increasing KIPP Delta’s demand for locally available goods and services. Furthermore, the forecasted growth of KIPP Delta’s operations will create more than 100 additional jobs in the communities they serve.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 11: Assessment of Demand and KIPP Delta's Capacity and Academic Performance

The assessment of demand was designed to analyze the potential future demand for KIPP Delta's services and to:

- Analyze demographic and economic trends in the service area.
- Assess Management's estimated enrollment levels.
- Assess Management's estimate of potential demand based on community support.

Several variables will impact the success of the school. Here is a list of some, but not all, of those variables:

- Proximity of the facility to student population
- Services offered
- Aesthetic qualities of the facility
- Quality of education
- Accessibility
- Changes in laws and regulation
- Community support
- Philanthropic support

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Assessment of Enrollment and Demographics

KIPP Delta currently serves over 1,440 Pre-Kindergarten to 12th grade students in Lee, Mississippi, Phillips, and Saint Francis counties from over 12 different cities, including Forrest City, Marianna, Marvell, Helena-West Helena, Elaine, Lexa, Colt, Blytheville, Osceola, Gosnell, Armored, and Luxora. Nearly a quarter of KIPP Delta students commute from surrounding towns and the region maintains an average daily attendance of 97% region-wide.

The following are key demographics of KIPP Delta's student body for school year 2015-2016:

- Student Body Ethnicity
 - 92% African-American
 - 5% White
 - 3% Other Ethnicities
- 52% Female and 48% Male
- 90% qualify for free or reduced lunch
- 9% receive special education services
- 1,100+ miles traveled each day
- 272 bus stops in the KIPP Delta Region (Helena 137, Blytheville 107, Forrest City 28)

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

The following table presents enrollment data for other public schools within the KIPP service areas:

District Name	Grade Level	2011	2012	2013	2014	2015	2016
	Grade 01	221	239	211	230	250	216
	Grade 02	246	210	220	208	210	238
	Grade 03	254	221	196	205	195	191
	Grade 04	277	245	157	166	151	151
	Grade 05	194	211	178	155	149	151
	Grade 06	222	174	208	162	141	135
	Grade 07	240	213	154	208	152	140
	Grade 08	210	231	205	155	180	145
	Grade 09	237	233	242	226	198	187
	Grade 10	246	221	183	207	173	151
	Grade 11	172	185	187	167	162	156
	Grade 12	174	173	202	183	166	174
	Kindergarten	232	241	250	263	221	201
Blytheville School District		2,925	2,797	2,593	2,535	2,348	2,236
	Grade 01	250	234	234	259	216	220
	Grade 02	229	231	220	212	247	209
	Grade 03	254	216	224	208	183	237
	Grade 04	269	257	195	209	181	173
	Grade 05	237	252	229	189	193	136
	Grade 06	241	232	239	228	181	174
	Grade 07	261	234	230	229	213	174
	Grade 08	239	262	221	218	205	192
	Grade 09	325	230	252	273	202	193
	Grade 10	218	295	243	221	224	213
	Grade 11	231	184	247	229	198	180
	Grade 12	195	225	173	222	195	164
	Kindergarten	213	240	258	245	229	213
Forrest City School District		3,162	3,092	2,965	2,942	2,667	2,478
	Grade 01	160	145	128	154	130	121
	Grade 02	171	134	115	121	140	109
	Grade 03	211	136	123	118	109	131
	Grade 04	204	202	120	107	112	100
	Grade 05	179	132	135	117	111	102
	Grade 06	174	146	121	123	107	95
	Grade 07	150	140	138	123	123	108
	Grade 08	157	137	120	136	121	105
	Grade 09	188	187	122	141	124	113
	Grade 10	187	128	155	128	128	108
	Grade 11	164	136	102	125	107	99
	Grade 12	145	116	110	108	129	107
	Kindergarten	170	141	160	146	140	126
Helena/West Helena School District		2,260	1,880	1,649	1,647	1,581	1,424
Grand Total		8,347	7,769	7,207	7,124	6,596	6,138

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements

Years Ending June 30, 2016 Through 2020

The following table presents KIPP Delta's enrollment by area and grade for school years 2011 to 2016:

School Year	2011	2012	2013	2014	2015	2016
KIPP Delta Elementary Literacy Academy						
Pre-K	---	---	---	36	36	51
Kindergarten	58	63	73	86	85	77
1 st Grade	54	63	73	74	82	77
2 nd Grade	54	64	71	74	81	77
3 rd Grade	---	68	71	74	82	77
4 th Grade	---	---	72	75	74	77
Total	166	258	360	419	440	436
KIPP Delta College Preparatory School						
5 th Grade	59	68	81	76	75	67
6 th Grade	59	68	78	79	78	74
7 th Grade	58	74	80	74	79	78
8 th Grade	60	69	81	76	77	81
Total	236	279	320	305	309	300
KIPP Delta Collegiate High School						
9 th Grade	76	66	83	78	84	73
10 th Grade	51	70	65	57	71	73
11 th Grade	26	45	55	41	46	62
12 th Grade	22	25	44	41	38	44
Total	175	206	247	217	239	252
Helena Total	577	743	927	941	988	988
KIPP Blytheville College Preparatory School						
4 th Grade	---	---	57	45	57	42
5 th Grade	63	56	62	58	52	47
6 th Grade	---	63	60	65	70	51
7 th Grade	---	---	55	49	75	58
8 th Grade	---	---	---	54	62	59
Total	63	119	234	271	316	257
KIPP Blytheville Collegiate High School						
9 th Grade	---	---	---	---	56	60
10 th Grade	---	---	---	---	---	48
Total	0	0	0	0	56	108
Blytheville Total	63	119	234	271	372	365
KIPP Forrest City College Preparatory School						
5 th Grade	---	---	---	---	---	72
Total	---	---	---	---	---	72
Forrest City Total	---	---	---	---	---	72
KIPP Delta Total	640	862	1,161	1,212	1,360	1,424
Growth Rate	21%	35%	35%	4%	12%	5%

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

KIPP Delta focuses on school level enrollment as it relates to annual budgets instead of individual grades. This is done to ensure that talent and demand needs are balanced. School leaders are given the authority to revise staffing and/or enrollment to meet changing conditions in their communities while staying within the Board approved budget.

The following table presents forth applications received by KIPP Delta for the past four school years:

Grade	2013	2014	2015	2016
Pre-K	---	112	150	158
Kindergarten	91	143	153	137
1 st Grade	30	66	86	82
2 nd Grade	23	56	74	80
3 rd Grade	42	54	64	76
4 th Grade	70	115	134	144
5 th Grade	67	97	89	155
6 th Grade	50	66	100	112
7 th Grade	49	80	92	109
8 th Grade	32	61	83	92
9 th Grade	31	56	79	87
10 th Grade	33	34	44	87
11 th Grade	5	---	21	43
12 th Grade	---	---	7	17
Total	523	940	1176	1379

Applications are required for new students only, as returning students are automatically eligible for enrollment in the grade into which they are either retained or promoted. KIPP Delta’s regional entry grades, *i.e.* the grade levels that do not have a class of returning students promoted into them, are kindergarten in Helena, fourth grade in Blytheville, and fifth grade in Forrest City. In all other grades, new students are accepted according to the number of open seats available, with all other students placed on a wait list.

Wait List

KIPP Delta’s schools are free, open enrollment public schools for children coming from any school district in Arkansas. KIPP Delta does not discriminate against anyone on the basis of race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or special needs.

Open enrollment for the upcoming school year (2016-2017) begins in January and ends in April. If the number of enrollment applications received during this period exceeds the number of student seats available, a lottery will be held in April to determine the order in which students are offered seats. Pursuant to the Public Charter School Laws, siblings of current students receive preference in the lottery should they apply during the open enrollment period. Students applying after April are added to the wait list on a first-come first-served basis.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

KIPP Delta’s wait list at the end of each school year from 2012 to 2015 is presented below:

Grade	2012	2013	2014	2015
Pre-K	---	36	108	162
Kindergarten	43	88	66	170
1 st Grade	14	54	41	101
2 nd Grade	11	38	39	85
3 rd Grade	20	43	31	73
4 th Grade	33	45	33	148
5 th Grade	31	33	20	102
6 th Grade	23	29	41	117
7 th Grade	23	28	49	110
8 th Grade	15	24	37	91
9 th Grade	15	38	27	98
10 th Grade	16	14	13	55
11 th Grade	2	---	7	26
12 th Grade	---	---	5	9
Total	246	470	517	1347

Attrition

KIPP Delta’s region-wide attrition rates for the previous six school years are as follows:

Grade	2010	2011	2012	2013	2014	2015
Pre-K	N/A	N/A	N/A	15.0%	20.6%	19.4%
Kindergarten	29.4%	29.3%	17.5%	16.4%	23.3%	24.7%
1 st Grade	24.5%	14.8%	15.9%	20.5%	20.3%	16.0%
2 nd Grade	N/A	9.3%	12.5%	22.5%	12.2%	17.5%
3 rd Grade	N/A	N/A	10.3%	16.9%	17.6%	19.3%
4 th Grade	N/A	N/A	N/A	10.1%	20.8%	24.6%
5 th Grade	31.1%	21.8%	16.9%	20.4%	18.7%	22.9%
6 th Grade	18.6%	13.6%	23.1%	34.1%	12.5%	26.8%
7 th Grade	19.4%	15.5%	16.2%	22.2%	11.6%	23.4%
8 th Grade	8.8%	8.3%	2.9%	12.3%	14.6%	16.1%
9 th Grade	21.7%	17.1%	18.2%	38.6%	12.8%	23.7%
10 th Grade	16.7%	11.8%	18.3%	32.3%	22.8%	13.0%
11 th Grade	10.0%	9.5%	11.4%	27.3%	14.6%	18.0%
12 th Grade	0.0%	0.0%	8.0%	4.5%	4.9%	5.4%
Weighted Annual Average	19.5%	15.5%	15.5%	21.8%	16.2%	20.9%

Over 50% of student attrition is attributed to students moving out of the geographic areas served by KIPP Delta.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

The Market

As the only charter school in its primary market area, KIPP Delta competes primarily with public schools in the school districts surrounding each of its respective campuses. KIPP Delta’s Helena campus currently serves 19% of all public school students located in the four surrounding school districts, and expects total market share to grow to 24% by 2020. The Blytheville campus serves 8% of all public school students located in the three surrounding school districts. With the expansion of the Blytheville campus, KIPP Delta expects to achieve a 15% market share within five years consistent with its experience in Helena. The newly launched Forrest City campus is expected to reach a 10% market share by 2020.

Enrollment levels have increased at KIPP Delta since its inception, and it is operating near its combined facility capacity of approximately 1,400 students. Student retention across all schools has been approximately 82% on average over the last five years. KIPP Delta has been able to sustain its current enrollment share in the midst of an overall declining public school student population in its market area.

Below is a summary of the change in average daily attendance (ADA) for 2015-2016 for the school districts surrounding KIPP Delta’s campuses.

Attendance District LEA	District Description	2011 ADA	2016 ADA	% Change
5403000	HELENA/ W.HELENA SCHOOL DIST.	2235	1425	-36%
3904000	LEE COUNTY SCHOOL DISTRICT	974	746	-23%
4702000	BLYTHEVILLE SCHOOL DISTRICT	2902	2223	-23%
6201000	FORREST CITY SCHOOL DISTRICT	3133	2439	-22%
5404000	MARVELL-ELAINE SCHOOL DISTRICT	450	366	-19%
1802000	EARLE SCHOOL DISTRICT	696	589	-15%
4801000	BRINKLEY SCHOOL DISTRICT	620	542	-13%
4701000	ARMOREL SCHOOL DISTRICT	448	394	-12%
4713000	OSCEOLA SCHOOL DISTRICT	1361	1234	-9%
5604000	MARKED TREE SCHOOL DISTRICT	584	545	-7%
4708000	GOSNELL SCHOOL DISTRICT	1398	1305	-7%
4802000	CLARENDON SCHOOL DISTRICT	541	508	-6%
1804000	MARION SCHOOL DISTRICT	4226	4036	-5%
0101000	DEWITT SCHOOL DISTRICT	1316	1257	-4%
1803000	WEST MEMPHIS SCHOOL DISTRICT	5657	5561	-2%
5401000	BARTON-LEXA SCHOOL DISTRICT	757	791	5%
4712000	MANILA SCHOOL DISTRICT	979	1052	8%
1608000	JONESBORO SCHOOL DISTRICT	5315	5835	10%
6205000	PALESTINE-WHEATLEY SCH. DIST.	668	751	12%
5440700	KIPP DELTA PUBLIC SCHOOLS	630	1362	116%

Source: Arkansas Department of Education Annual Statistic Report

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Projected Total Enrollment

School Year	2016	2017	2018	2019	2020
Helena					
Pre-K	51	54	70	70	70
Kindergarten	77	78	104	104	104
1st Grade	77	76	104	104	104
2nd Grade	77	76	104	104	104
3rd Grade	77	76	104	104	104
4th Grade	77	76	78	104	104
5th Grade	67	76	75	75	104
6th Grade	74	70	75	75	75
7th Grade	78	76	104	104	104
8th Grade	81	78	75	100	104
9th Grade	73	78	75	78	90
10th Grade	73	70	72	75	75
11th Grade	62	70	72	72	75
12th Grade	44	60	60	70	70
Sub-total	988	1,022	1,180	1,247	1,295
Blytheville					
Kindergarten			55	55	55
1st Grade			55	55	55
2nd Grade				55	55
3rd Grade					55
4th Grade	42	50	55	75	75
5th Grade	47	50	55	55	75
6th Grade	51	50	55	55	55
7th Grade	58	51	60	75	75
8th Grade	59	60	60	57	75
9th Grade	60	60	60	60	60
10th Grade	48	64	60	60	60
11th Grade		54	55	58	60
12th Grade			50	55	55
Sub-total	365	439	620	715	810
Forrest City					
5th Grade	72	65	70	70	70
6th Grade		70	70	70	70
7th Grade			67	70	70
8th Grade				67	67
9th Grade					65
Sub-total	72	135	207	277	342
KIPP Delta Total	1,424	1,588	1,999	2,231	2,439
Growth Rate	5%	12%	26%	12%	9%

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Helena

- KIPP Delta’s Helena campus currently serves 988 students. In addition to offering grades kindergarten through twelve, this campus contains a day care facility and a preschool for three and four year olds. This is KIPP Delta’s oldest and most established school community. Presently, enrollment is suppressed at the lower grades due to space and seat constraints, which will be address through the renovation of Beech Crest.
- While construction is under way, student growth in FY17 is expected to be modest, 26 students across all campuses.
- Student growth in FY18, however, is expected to be significant an increase of 158 students.
- By renovating the Beech Crest Campus, KIPP Delta will be able to initiate several facility transitions across its schools that will permit substantial growth to occur between FY18 and FY20. Enrollment for the revised Helena campus structure is projected to be 1,287 by school year 2020.
- The following bullets explain the more immediate transitions that will allow KIPP Delta’s Helena campus to grow by approximately 274 students over the next four years.
 - Once Beech Crest is renovated, KIPP Delta will gain 35 classrooms. This will allow the elementary to go from four sections per grade to five. This will also allow KIPP Delta to move its preschool and K-4th grades on to campus. KIPP Delta’s day care will close in FY16.
 - In turn, the high school will be able to transition out of its modular campus, which has reached its useful life, to the brick and mortar school located on 215 Cherry Street in downtown Helena.
 - The middle school will remain on its current campus, but the size of its seventh grade class will be able to expand from 75 students to 104, starting in FY18. This increase is permitted because the eighth grade classes will be move into the Depot building, which is located across the street from the “new” high school.
 - In FY19 the fourth and eighth grades will add one section per grade. Total enrollment in FY19 is expected to reach 1,239
 - In FY20, fifth grade and ninth grade will add another section. Total enrollment is expected to reach 1,287.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Blytheville

- KIPP Delta's Blytheville campus currently serves 365 students in grades fourth through tenth. All grades are currently located on the Bryles campus. By FY2020, total enrollment for Blytheville's campuses is projected to be 810.
- KIPP Delta has secured a 63,000 square foot brick and mortar school referred to as Central. This school was owned by the Blytheville Public School system and was used to serve preschool through sixth grade. It contains 35 classrooms. In addition to classroom space, it contains a cafeteria/gym, a library, and multiple offices. One wing of this property will be renovated in the spring of 2016.
- In July of the same year, grades fourth through sixth will transfer from the Bryles campus to the renovated wing at Central. Enrollment at the new campus in FY18 is projected to be 150.
- The facility transition to Central will open up at least four classrooms on the Bryles campus allowing the high school to increase enrollment among its existing grades and add grades eleventh and twelve over the next two years. By FY18, the Bryles campus will contain grades seventh through twelfth and serve approximately 345 students. By FY20, the Bryles campus expects to serve 385 students.
- In FY17, KIPP Delta will renovate the remaining wing at the Central facility so that in FY18, it can open an elementary school starting with grades kindergarten through first. Enrollment is projected to be 275.
- By FY20, the Central campus will serve grades kindergarten through sixth and serve approximately 425 students.

Forrest City

- The Forrest City campus opened in FY16 with a fifth grade and has maintained an average enrollment of 72 students.
- Each year the school will add a grade until it reaches 9th grade in FY2020. Enrollment is projected to be 342 by FY2020.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Faculty and Staff

The following table provides information regarding KIPP Delta's current and projected professional staff and faculty as of January of each year listed:

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Enrollment	862	1,161	1,212	1,360
Teacher/Aid Counts	67	80	108	114
Student to Teacher/Aid Ratio	13:1	15:1	11:1	12:1
Teacher Retention Rate	70%	66%	72%	56%

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Enrollment	1,424	1,588	1,999	2,231	2,439
Teacher/Aid Counts	112	118	144	159	171
Non-Teachers*	42	38	44	48	52
Student to Teacher/Aid Ratio	13:1	13:1	14:1	14:1	14:1
Student to School Staff Ratio	9:1	10:1	11:1	11:1	11:1

*Non-teachers = school leaders, assistant principals, managing grade level chairs, and operations staff

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

The following tables provide information regarding KIPP Delta’s projected professional staff and faculty for each year listed:

2016 (Actual)						
Helena	Enrollment	Teachers + Aids	*Non-teachers	Student to Teacher Ratio	Student to School Staff Ratio	
ELA (Pre-K)	51	8	1	6	6	
ELA (K–4th)	385	31	10	12	9	
DCPS (5th–8th)	300	19	7	16	12	
DCH (9th–12th)	<u>252</u>	<u>23</u>	<u>7</u>	<u>11</u>	<u>8</u>	
Total	988	81	25	12	9	
Blytheville						
BCPS (4th–8th)	257	17	7	15	11	
KBCH (9th–10th)	<u>108</u>	<u>11</u>	<u>5</u>	<u>10</u>	<u>7</u>	
Total	365	28	12	13	9	
Forrest City						
FCCPS (5th)	<u>72</u>	<u>3</u>	<u>5</u>	<u>24</u>	<u>9</u>	
KIPP Delta	<u><u>1,424</u></u>	<u><u>112</u></u>	<u><u>42</u></u>	<u><u>13</u></u>	<u><u>9</u></u>	

*Non-teachers = school leaders, assistant principals, managing grade level chairs and operations staff

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

2017					
Helena	Enrollment	Teachers + Aids	*Non-teachers	Student to Teacher Ratio	Student to School Staff Ratio
ELA (Pre-K)	54	8	1	7	6
ELA (K-4th)	382	31	8	12	10
DCPS (5th-8th)	300	21	7	14	11
DCH (9th-12th)	278	18	7	15	11
Total	1,014	78	23	13	10
Blytheville					
BCPS (4th-6th)	150	11	4	13	10
KBCH (7th-11th)	289	19	7	15	11
Total	439	30	11	14	11
Forrest City					
FCCPS (5th & 6th)	135	9	4	15	10
KIPP Delta	1,588	118	38	13	10

*Non-teachers = school leaders, assistant principals, managing grade level chairs and operations staff

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

2018

Helena	Enrollment	Teachers + Aids	*Non-teachers	Student to Teacher Ratio	Student to School Staff Ratio
ELA (Pre-K)	70	10	1	7	6
ELA (K-4th)	494	40	10	12	10
DCPS (5th-8th)	329	22	7	15	11
DCH (9th-12th)	279	18	7	15	11
Total	1,172	91	26	13	10
Blytheville					
BCPS (K-1st & 4th-6th)	275	18	6	15	11
KBCH (7th-12th)	345	23	8	15	12
Total	620	41	14	15	11
Forrest City					
FCCPS (5th-7th)	207	13	5	16	12
KIPP Delta	1,999	144	44	14	11

*Non-teachers = school leaders, assistant principals, managing grade level chairs and operations staff

2019

Helena	Enrollment	Teachers + Aids	*Non-teachers	Student to Teacher Ratio	Student to School Staff Ratio
ELA (Pre-K)	70	10	1	7	6
ELA (K-4th)	520	43	10	12	10
DCPS (5th-8th)	354	24	8	15	11
DCH (9th-12th)	295	19	7	15	11
Total	1,239	96	26	13	10
Blytheville					
BCPS (K-2nd & 4th-6th)	350	22	8	16	12
KBCH (7th-12th)	365	23	8	16	12
Total	715	46	15	16	12
Forrest City					
FCCPS (5th-8th)	277	17	7	16	12
KIPP Delta	2,231	159	48	14	11

*Non-teachers = school leaders, assistant principals, managing grade level chairs and operations staff

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

2020						
Helena	Enrollment	Teachers + Aids	*Non-teachers	Student to Teacher Ratio	Student to School Staff Ratio	
ELA (Pre-K)	70	10	1	7	6	
ELA (K-4th)	520	43	11	12	10	
DCPS (5th-8th)	387	24	8	16	12	
DCH (9th-12th)	310	20	7	15	11	
Total	1,287	97	26	13	10	
Blytheville						
BCPS (K-6th)	425	28	9	15	11	
KBCH (7th-12th)	385	25	8	15	12	
Total	810	53	17	15	12	
Forrest City						
FCCPS (5th-9th)	342	21	9	17	12	
KIPP Delta	2,439	171	52	14	11	

*Non-teachers = school leaders, assistant principals, managing grade level chairs, and operations staff

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Growth 2016 – 2020

Helena

ELA (Pre-K)	19	37%
ELA (K–4th)	135	35%
DCPS (5th–8th)	87	29%
DCH (9th–12th)	58	23%
Total	299	30%

Blytheville

BCPS (K–6th)	168	65%
KBCH (7th–12th)	277	258%
Total	445	122%

Forrest City

FCCPS (5th–9th)	270	376%
KIPP Delta	1,015	71%

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Employee Benefits and Pension Plan

KIPP Delta offers full health insurance as well as employee-paid supplemental benefits such as dental, vision, disability, life, and accident insurance. Full-time employees of KIPP Delta also participate in the Arkansas Teacher Retirement System (ARTRS), which is a defined benefit retirement plan. ARTRS is administered as a “qualified” government sponsored retirement plan under the provisions of IRS § 401(a). KIPP Delta is required to pay an employer match of 14% on the salary paid to ARTRS members. A member becomes vested in the plan after five or more years of service credit.

Insurance

KIPP Delta maintains adequate insurance coverage related to property, casualty and liability claims. There can be no assurance the amount of insurance required to be obtained with respect to its facilities will be adequate or the cause of any damage or destruction to the facility will be as a result of a risk that is insured. Further, there can be no assurance of the ongoing creditworthiness of the insurance companies with which KIPP Delta obtains insurance policies.

Environmental Matters

An environmental survey of the Beech Crest campus revealed the presence of lead based paint and asbestos in the facility. KIPP Delta’s Construction Manager created an abatement strategy with an EPA approved environmental services company and the current construction budget contemplates sufficient funds to remove all hazardous materials as part of the renovation process.

An environmental survey of the Central campus revealed the presence of lead based paint and asbestos in the facility. KIPP Delta elected to abate all hazardous materials in the facility as part of their self-funded phase I renovation activities which are currently underway at the campus. Additional testing will be performed as part of the phase II renovation project and funds have been reserved in the phase II budget for additional abatement of hazardous materials. Furthermore, during the real estate due diligence process for Central Elementary School, an underground fuel storage tank (UST) associated with an on-site boiler, was observed adjacent to the 34,000 square-foot classroom building. Based on the potential for unreported leaks or spills associated with the suspected underground fuel tank, KIPP Delta elected to remove the storage tank and remediate the soil per EPA guidelines. The State of Arkansas’ Department of Environmental Quality has certified the successful resolution of the storage tank issue.

Litigation

From time to time, KIPP Delta may be subject to litigation involving current or former students. Other than a special education case currently pending, KIPP Delta has no knowledge of any other outstanding or threatened litigation matters, administrative proceedings or regulatory issues facing the School wherein any unfavorable decision would have a material adverse impact on KIPP Delta or on its ability to carry out its obligations. As a preventative measure, KIPP Delta carries insurance against actual and threatened litigation. See information on pending lawsuit at *Attachment VII*.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements

Years Ending June 30, 2016 Through 2020

Academic Performance

Several metrics are used to determine a student's college readiness. Test data gathered over the last ten years prove that students make tremendous gains over time at KIPP Delta in both reading and mathematics. Students at KIPP Delta also consistently outperform their peers in the local school districts and statewide. KIPP Delta enrolls all students in the Smart Core Curriculum so they are eligible for the Academic Challenge Scholarship when they graduate. KIPP Delta also uses assessments, such as MAP, and monthly interim tests, described in detail below. These monthly interim tests are analyzed to identify gaps in student learning; then action is taken to ensure students get the additional support they need to score as highly as possible. Students are encouraged to take Advanced Placement courses and all students are required to participate in a college preparatory summer program.

KIPP Delta continues support for students beyond high school graduation through its "KIPP Delta Through College" alumni program. The mission of the Program is to ensure that college graduation is an option for all KIPP Delta students. At the heart of this work is the belief that income, race and zip code should not determine educational outcome. The goal of the program is to ensure 80% of our high school alumni graduate from college by exposing students to multiple college options early, guiding students and families through the admissions and financial aid process, and advocating to eliminate barriers to college matriculation and graduation. On average 93% of KIPP Delta graduates attend a two or four year college, 98% of graduates enroll in a two-year, four-year, or technical college within one year of graduating, and 99% of the seniors from the last five graduating classes have been accepted by a college or university. Since 2010, KIPP Delta graduates have earned over \$6 million in scholarships.

MAP (Measures of Academic Progress) Exam

One indicator of student progress KIPP Delta examines each year is the percentage of students meeting growth targets as measured by the MAP exam. Each student has an individual "growth target" for the year. Growth is measured as the difference in points between the beginning-of-year and end-of-year tests. A student's growth target is equivalent to average growth nation-wide for students in the same grade with the same beginning-of-year score. Nationally, on average, 50% of students makes their growth target. Local and state comparison data is not available. 65% of KIPP Delta's students reached their growth target in Math and 61% reached their target in Reading. 47% of KIPP Delta students reached their target in Language and 58% reached their target in Science. KIPP Delta's 2015 MAP results are included in the 2015 Annual Report, included as *Attachment V*.

ACT Exam

One of the main predictors of college readiness is a student's performance on the ACT exam. The ACT is the most widely taken college entrance exam in the United States and accepted by all American colleges and universities. Arkansas colleges and universities consider a student scoring a composite of 19 or higher to be "college ready." One hundred percent of KIPP Delta students sit for the ACT exam, achieving an average score of 20.1. Their peers attending district high schools in Helena achieved a 16.3, in Blytheville achieved 18.3, and in Forrest City achieved 18.6. Across Arkansas, ninety three percent of students take the ACT Exam achieving an average score of 20.4.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

KIPP Delta students engage in rigorous preparation for the ACT including quarterly interim assessments to monitor progress toward college readiness starting the ninth grade.

The Partnership for Assessment of Readiness for College and Careers (PARCC)

PARCC assessments, which are aligned with the Common Core State Standards were administered in Arkansas during the 2014-2015 school year. This was the first year and only year the assessment was used so no trend or other comparative data is available. The PARCC assessments were required to be administered to students in grades 3-10 for ELA/Literacy and grades 3-8 for mathematics. PARCC End-of-Course (EOC) assessments are required for Algebra I and Geometry, and districts may choose to administer assessments for Algebra II and/or Grade 11 ELA/Literacy. On the 2014-15 PARCC assessment, KIPP students outperformed their local districts in all eight out of eight Mathematics assessments and in seven out of eight English Language Arts assessments.

Subject	Test	KIPP Prof	Local Dist. Prof	State Prof
ELA	1ELA Grade 03	10%	8%	29%
ELA	1ELA Grade 04	17%	9%	34%
ELA	1ELA Grade 05	8%	11%	32%
ELA	1ELA Grade 06	19%	16%	33%
ELA	1ELA Grade 07	28%	22%	35%
ELA	1ELA Grade 08	26%	18%	32%
ELA	1ELA Grade 09	25%	13%	37%
ELA	1ELA Grade 10	23%	17%	37%
Math	1Math Grade 03	18%	16%	31%
Math	1Math Grade 04	15%	9%	24%
Math	1Math Grade 05	13%	4%	24%
Math	1Math Grade 06	14%	4%	25%
Math	1Math Grade 07	30%	3%	22%
Math	1Math Grade 08	21%	6%	17%
Math	2Algebra I	17%	2%	28%
Math	3Geometry	9%	2%	21%

*School Level Results are included in *Attachment V*. Also, The '14-'15 PARCC results can be accessed directly by visiting: <http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2015>

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements

Years Ending June 30, 2016 Through 2020

Additional information on student performance and programs beyond the classroom are in the 2015 Annual Report, included as *Attachment V*.

Management's assumptions of enrollment projections were obtained from KIPP Delta and are a sensitive assumption to this forecast.

Assessment of Community Support

KIPP Delta has a proven track record of substantial success in fundraising and advocacy. From successful competition for federal, state, and private grants to philanthropic fundraising efforts with individuals, foundations, and corporations, KIPP Delta raised nearly \$8.7 million from FY 2012 through FY 2015 and over \$13.9 million since FY 2008. KIPP Delta has also taken a leadership role in advocating for more equitable facility funding for charters. Working with State legislators and Arkansas Governor Asa Hutchinson, KIPP Delta helped secure a new one-time per pupil facility fund for Arkansas charter schools. This will result in more than \$700,000 in additional public revenue for KIPP Delta this fiscal year. Steps are being taken to ensure that this funding transitions to a permanent resource. These efforts are a focus for both the executive leadership team as well as KIPP Delta's Board and are supported by a full-time development team of three.

The strength of the organization's fundraising efforts was most recently demonstrated by KIPP Delta's success with the Building a Better Tomorrow Campaign. The Campaign was launched in the Fall of 2013 to build a new kindergarten wing and playground at the DELA campus. The campus was operating with over 400 students in a building designed to serve 250 after reaching capacity just four years after its founding. The total project cost was \$1.2 million, and KIPP Delta reached its Campaign goal in just eight months and began construction.

The ongoing fundraising goals are intended to support the programs which KIPP Delta considers to be outside the scope of its per pupil funds – the KIPP Delta Through College alumni program, teacher recruitment and retention, athletics and performing arts, in addition to facility construction needs. As of November 2015, 100% of the FY 2016 goal had been achieved.

Although other schools exist in the counties where KIPP Delta operates, KIPP Delta is committed to providing choice and opportunity for all students. KIPP Delta has received numerous letters of support from community institutions, local businesses and community members (see *Appendix V*).

Note 12: Revenue from State Assistance

Annually, KIPP Delta receives state revenue from a combination of sources to support the education of both its preschool and kindergarten through twelfth grade students. Rates for state assistance for Foundation Funding Aid, plus growth funding; National School Lunch Categorical Funding plus growth funding; and professional development were obtained from the Arkansas Department of Education's August 2015 State Aid Notice. Act 1039 of 2011 amends public school funding amounts for foundation funding (as provided by Ark. Code Ann 6-2062305(a)(2)) and categorical funding (as provided by Ark. Code Ann 6-20-2305(b)(2) and 6-20-2305 (b)(5)).

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements

Years Ending June 30, 2016 Through 2020

Revenues from these funding streams were adjusted using an assumed one percent inflation. Forecasted student populations were provided by the KIPP Delta Management team.

The funding rate for the High Quality Preschool Program was obtained from the August 1 grant agreement issued by the Arkansas Department of Human Services (DHS). The rate for the Arkansas Better Chance Program (ABC) was obtained from the FY17 application. No adjustments to the annual per pupil award amounts were made.

State Funding Summary

Foundation Funding – Foundation funding is provided by the Arkansas Department of Education (ADE) annually. These funds are likely to continue for the foreseeable future. Foundation funds are considered unrestricted and can be used for general operations. Funding rates are published in the Arkansas Department of Education’s August 2015 State Aid Notice (see *Attachment VI*). Charter schools are funded on current year Average Daily Membership (ADM). The final determination of state foundation funding is available after current 3rd-quarter ADM is established.

Professional Development – These funds are likely to continue for the foreseeable future. Professional Development (PD) funding shall be an amount up to the amount authorized by law times the district’s ADM of the previous school year. A Commissioner’s memo is issued annually. The funding rate is also published in the Arkansas Department of Education’s August 2015 State Aid Notice (see *Attachment VI*). PD funding is limited to expenses related to improving the knowledge, skills, and effectiveness of teachers, administrators, paraprofessionals and bus drivers.

State National School Lunch Categorical Funding – KIPP Delta is a Community Eligibility Provision (CEP) district. KIPP Delta’s CEP rate is set at 90% until 2019. The National School Lunch Act (NSLA) funding is based on the school district’s CEP percentage, multiplied by the number of enrolled students for the preceding school year. CEP rates are set for four years at a time. The CEP rate determines the school district’s funding band. For school districts in which 90% or greater of the students are enrolled in the national school lunch program, state categorical funding shall be the amount authorized by Ark. Code Ann. § 6-20-2305(b)(4)(A)(i).

In FY16, KIPP Delta went from a free and reduced lunch participation rate of less than 90 percent to being at or over 90 percent. Additional funding, referred to as transition funding, is provided to that move schools from one funding band to another. KIPP Delta is in year one of a three year transition process. Each year, funding is increased by one-third of the difference between the amount for the current year and the per student funding amount for the preceding year. Full NSLA funding is set at \$1,562. KIPP Delta will reach full funding in FY 2018, which is why the transition and growth funding ceases in the forecasted revenue.

School districts that grow at least one percent for each of the three previous years, also qualify for National School Growth Funding. Growth funding is calculated as the three year average growth in enrollment multiplied by the district’s previous year’s CEP percentage.

All NSLA funding is restricted to uses that provide research-based programs or purposes that improve or sustain the academic achievement of students who were scoring below proficiency.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

This funding cannot be used to meet or satisfy the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts. The rates for the base NSLA, growth and transition funding are published in the Arkansas Department of Education's August 2015 State Aid Notice (see *Attachment VI*).

AR Better Chance – The Arkansas Better Chance program is funded through an appropriation in the Arkansas Department of Education (ADE) Public School Fund budget. ADE contracts with the DHS Division of Child Care and Early Childhood Education to administer the program. The Division is responsible for all operational duties associated with ABC. Funding is expected to continue for the foreseeable future. Grant funds are awarded annually. Funds are restricted to salaries and programs used to support the growth and development of three and four year old children whose parents qualify for the program.

High Quality Preschool Program – DHS Division of Child Care and Early Childhood Education administers the program. The Division is responsible for all operational duties associated with the High Quality Preschool Program (HQPP). Funding is expected to continue through FY 2019. Grant funds are awarded annually. Funds are restricted to salaries and programs used to support the growth and development of four year old children whose parents qualify for the program. In FY18, KIPP Delta is expected to increase its number of funded slots from 11 to 16.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements

Years Ending June 30, 2016 Through 2020

Fiscal revenues from all of these funding streams are summarized in the following table. State funding documentation is included in *Attachment VI*.

State Assistance	2016	2017	2018	2019	2020
Foundation funding (general operating)	\$ 6,584	\$ 6,650	\$ 6,716	\$ 6,784	\$ 6,851
Projected students	1,396	1,534	1,929	2,161	2,369
	<u>9,191,264</u>	<u>10,200,855</u>	<u>12,955,817</u>	<u>14,659,147</u>	<u>16,230,817</u>
Professional development	26	26	26	26	26
Projected students	1,316	1,396	1,534	1,929	2,161
	<u>34,282</u>	<u>36,366</u>	<u>39,961</u>	<u>50,250</u>	<u>56,294</u>
State – National School Lunch (NSL) (base - math, literacy, science improvement)	1,042	1,215	1,562	1,562	1,562
Projected students eligible free/reduced lunch	1,192	1,256	1,736	1,945	2,132
	<u>1,242,064</u>	<u>1,526,040</u>	<u>2,711,788</u>	<u>3,037,934</u>	<u>3,330,340</u>
State - National School Lunch (NSL) (transition - math, literacy, science improvement)	173	173	-	-	-
Projected students eligible free/reduced lunch	1,192	1,256	-	-	-
	<u>206,216</u>	<u>217,288</u>	<u>-</u>	<u>-</u>	<u>-</u>
State – National School Lunch (NSL) (growth - math literacy, science improvement)	1,562	1,562	-	-	-
Projected students eligible free/reduced lunch	139	139	-	-	-
	<u>217,118</u>	<u>217,118</u>	<u>-</u>	<u>-</u>	<u>-</u>
AR Better Chance (ABC) Pre-K (3/4 yr olds slots)	4,860	4,860	4,860	4,860	4,860
Projected students	34	34	45	45	45
	<u>165,240</u>	<u>165,240</u>	<u>218,700</u>	<u>218,700</u>	<u>218,700</u>
High Quality Preschool Program (improvement slots)	2,460	2,460	2,460	2,460	-
Projected students (ABC 4 yr olds)	19	19	30	30	-
	<u>46,740</u>	<u>46,740</u>	<u>73,800</u>	<u>73,800</u>	<u>-</u>
High Quality Preschool Program (expansion slots)	7,830	7,830	7,830	7,830	-
Projected students (Non-ABC 4 yr olds)	11	11	16	16	-
	<u>86,130</u>	<u>86,130</u>	<u>125,280</u>	<u>125,280</u>	<u>-</u>
Facilities funding (one-time)	554	-	-	-	-
Projected students	1,316	1,534	1,929	2,161	2,369
	<u>729,064</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Arkansas No Kid Hungry carryover	720	-	-	-	-
ABC carryover	243	-	-	-	-
Better Beginnings carryover	1,500	-	-	-	-
NSL carryover	21,919	-	-	-	-
Arkansas Recognition Grant (one-time)	9,655	-	-	-	-
Professional development carryover	1,231	-	-	-	-
	<u>35,268</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total State Assistance	<u>\$ 11,953,386</u>	<u>\$ 12,495,776</u>	<u>\$ 16,125,346</u>	<u>\$ 18,165,112</u>	<u>\$ 19,836,151</u>

Management's assumption that these revenues will be obtained by KIPP Delta is a significant and sensitive assumption to this forecast.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 13: Revenue from Federal Assistance

KIPP Delta receives federal revenue from four U.S. Department of Education formula grant programs: Title I, Title II, Title VI-B, Section 611 and Title VI-B, Section 619. Titles I and II are part of Public Law 107-110, the No Child Left Behind Act of 2001. Title VI-B grants are part of the Individuals with Disabilities Education Act.

KIPP Delta also participates in the U.S. Department of Agriculture National School Lunch Program. The formulas used to allocate these federal funds to schools are outlined in the associated federal statutes. In FY16, KIPP Delta began participating in the Community Eligibility Provision (CEP). Section 104 (a) of the Healthy, Hunger Free Kids Act (HHFKA) of 2010 established CEP. This program is available to local education agencies and schools in high poverty areas.

The Arkansas's Department of Education uses these federal statutes to calculation awards/reimbursement rates annually. The amount awarded per grant program changes annually depending on the total amount of funding allocated to Arkansas, school enrollment, poverty rates, breakfast and lunch participation rates, and the number of students with Individualized Education Programs.

Federal Funding Summary

Title I – Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. This program is administered by the Arkansas Department of Education (ADE) and funding is expected to continue for the foreseeable future. Grant funds are awarded annually and are considered restricted funds. Schools that operate a school-wide program must use these dollars to upgrade their entire educational programs to improve the achievement for all students, particularly the lowest-achieving students.

Title II – The purpose of the program is to increase academic achievement by improving teacher and principal quality. Title II funds are currently allocated through a statutory formula that takes into account the number of students ages 5 and 17 that are enrolled in the district. This program is administered by the Arkansas Department of Education (ADE) and funding is expected to continue for the foreseeable future. Grant funds are awarded annually and are considered restricted funds. Title II, Part A provides these agencies the flexibility to use these funds creatively to address challenges to teacher quality.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

Federal Special Education and Pre-school – Title VI, Part B, Section 611 and Section 619 of the Individuals with Disabilities Education Act (IDEA) provides financial assistance to LEAs with high number or high percentages of children with disabilities. Federal special education dollars are awarded through two grant programs: Programs for School-age Students (Section 611) and Early Childhood (Section 619). Both grants are currently allocated through three statutory formulas based on (1) historical payment data; (2) the relative number of enrolled students in the district; and (3) the relative number of students living in poverty. This program is administered by the Arkansas Department of Education (ADE) and funding is expected to continue for the foreseeable future. Grant funds are awarded annually and are considered restricted funds. Funds must be used to support the needs of students with Individualized Education Program.

Federal Child Nutrition – Reimbursement rates for breakfast, lunch, and school snacks are determined by the US Department of Agriculture (USDA), Food and Nutrition Service. The program is administered by the Arkansas Department of Education/Child Nutrition Unit and funding is expected to continue for the foreseeable future. Grant funds are awarded annually and are considered restricted funds. Actual funding is based on the number of meals served each month multiplied by the reimbursement rate.

Rural and Low-Income School Program Title VI-B State – In order to receive this funding, a school district must not be eligible for federal Title IV funds and must enroll 20% or more of students between the ages of 5 to 17 from families living below the poverty line. The program is administered by the Arkansas Department of Education and funding is expected to continue for the foreseeable future. Grant funds are awarded annually and are considered restricted funds.

Medicaid/ARMAC Reimbursement – Medicaid is a federally funded program. Schools can receive Medicaid-related reimbursement for a variety health and mental health services provided to students with an Individualized Education Program and/or considered medically fragile. Funding is also received for administrative support. Randomized time studies are used to determine how much administrative time is spent assisting families each quarterly. The program is administered by the Arkansas Department of Education, Medicaid in the Schools Division and funding is expected to continue for the foreseeable future.

Forecasted revenues for FY 2017 through FY 2020 were made by establishing a per pupil allocation using actual FY16 award amounts. The FY16 per pupil allocation was then multiplied by future year enrollment projections. Federal funding documentation is included in *Attachment VI*.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Federal Assistance	2016	2017	2018	2019	2020
Title I funds	\$ 1,128	\$ 1,139	\$ 1,151	\$ 1,162	\$ 1,174
Projected students	1,316	1,396	1,534	1,929	2,161
	<u>1,484,448</u>	<u>1,590,435</u>	<u>1,765,132</u>	<u>2,241,844</u>	<u>2,536,585</u>
Title II funds	165	167	168	170	172
Projected students	1,316	1,396	1,534	1,929	2,161
	<u>217,140</u>	<u>232,643</u>	<u>258,198</u>	<u>327,929</u>	<u>371,043</u>
Special education	2,246	2,268	2,291	2,314	2,337
Projected students	112	122	152	169	183
	<u>251,220</u>	<u>277,322</u>	<u>348,732</u>	<u>390,673</u>	<u>428,276</u>
Federal – national school lunch w/ community eligibility	932	951	970	989	1,009
Projected students eligible free/reduced lunch	1,396	1,534	1,929	2,161	2,369
	<u>1,301,072</u>	<u>1,458,282</u>	<u>1,870,460</u>	<u>2,137,328</u>	<u>2,389,911</u>
Title VI-B Pre-School (State)	5,217	8,431	10,602	11,878	13,021
Title VI-B Pre-School (Federal)	8,562	6,783	8,530	9,556	10,475
Title VI-B (RLIS)	26,078	28,663	36,043	40,378	44,262
Medicaid/ARMAC reimbursement	15,582	17,127	21,127	24,127	26,449
Title I carryover	261,506	215,000	215,000	215,000	215,000
Title IV-B carryover	22,094	-	-	-	-
Fresh Fruits & Veg. Program	77,175	77,175	-	-	-
Total Federal Assistance	<u>\$ 3,670,094</u>	<u>\$ 3,911,861</u>	<u>\$ 4,533,824</u>	<u>\$ 5,398,714</u>	<u>\$ 6,035,021</u>

Management’s assumption that these revenues will be obtained by KIPP Delta is a significant and sensitive assumption to this forecast.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 14: Contributions, Gifts and Donations

KIPP Delta has a proven track record of substantial success in fundraising and advocacy. From successful competition for federal, state, and private grants to philanthropic fundraising efforts with individuals, foundations, and corporations, KIPP Delta has raised nearly \$8.7 million from FY 2011 through FY 2015 and over \$13.9 million since FY 2008. The following table details our fundraising performance by year over the past five years plus the current year.

Annual Campaign	FY2011	FY2012	FY2013	FY2014*	FY2015	FY2016**
Individuals			\$113,451	\$631,025	\$281,743	\$607,350
Grants			1,631,373	1,135,863	1,515,906	1,381,472
Events			61,151	51,387	91,555	105,150
Corporations			110,920	56,723	187,632	93,508
Employee Giving			23,455	8,000	7,835	11,171
Total Annual Campaign	\$1,298,788	\$1,459,973	\$1,919,239	\$1,882,058	\$2,084,672	\$2,198,702

*FY14 Annual Campaign figure does not include a \$250k loan forgiveness from CSGF

** FY16 is YTD Performance

Please note that these figures are lower than the dollar amounts reported by auditors. Auditors report all grants and donations received and earned during a fiscal year. KIPP Delta reporting is slightly more conservative in that they only report philanthropic donations received toward annual campaign.

KIPP Delta has also taken a leadership role in advocating for more equitable facility funding for charters. Working with State Legislators and Governor Hutchinson, KIPP Delta helped secure a new one-time per pupil facility fund for Arkansas charter schools. This will result in more than \$700,000 in additional public revenue for KIPP Delta this fiscal year. Steps are being taking to ensure that this funding transitions to a permanent resource. These efforts are a focus for both the executive leadership team as well as KIPP Delta’s Board and are supported by a full-time development team of three.

The strength of the organization’s fundraising efforts was most recently demonstrated by KIPP Delta’s success with the Building a Better Tomorrow Campaign. The Campaign was launched in the fall of 2013 to build a new kindergarten wing and playground at the DELA campus. The campus was operating with over 400 students in a building designed to serve 250 after reaching capacity just four years after its founding. The total project cost was \$1.2 million, and KIPP Delta reached its Campaign goal in just eight months and began construction.

KIPP Delta’s FY 2016 annual campaign fundraising target is \$2 million. The ongoing fundraising goals are intended to support the programs which KIPP Delta considers to be outside the scope of its per pupil funds – the KIPP Delta Through College alumni program, teacher recruitment and retention, athletics and performing arts, in addition to facility construction needs.

KIPP DELTA, INC.

Assumptions and Notes to Forecasted Financial Statements Years Ending June 30, 2016 Through 2020

As of May 20, 2016, \$2,225,711 has been raised toward the \$2M goal with another \$922,450 secured towards next fiscal year's goal.

Contribution revenue is made up of projected donations and is based on historical giving and upon communication of intent with private donors. KIPP Delta feels that this level of fundraising is sustainable with its fundraising plan. Donations are based on historical funding from opening other schools. Based on KIPP Delta's historical financial statements, it is a significant assumption in these forecasted statements that KIPP Delta will continue to maintain approximately \$1,000,000, annually, of temporarily restricted net assets at each fiscal year-end.

Fiscal revenues from these streams are summarized in the following table:

	2016	2017	2018	2019	2020
Contributions, Gifts and Donations					
Wally McCloskey	\$ 500,000	\$ -	\$ -	\$ -	\$ -
Arthur Rock and Rembe AP Grant	125,000	-	-	-	-
KIPP Foundation: Student Wellness	54,235	-	-	-	-
KIPP Foundation CSPG 3	78,500	-	-	-	-
KIPP Foundation CSPG 4	267,988	226,000	-	-	-
KIPP Foundation: Local Advocacy Strategy and Capacity	75,000	-	-	-	-
KIPP Foundation: Shark Tank	200,000	-	-	-	-
KIPP Foundation: STEP (year 1-3)	13,000	9,000	8,000	-	-
USDA - Helena	23,337	-	-	-	-
WFF-Associated Facility Expenses	200,000	-	-	-	-
WFF-Beech Crest	700,000	-	-	-	-
WFF-Central	1,300,000	-	-	-	-
WFF-Forrest City	100,000	-	-	-	-
WFF-General Operating Grant	-	500,000	-	-	-
WFF-Helena	-	500,000	-	-	-
WFF-Transportation	609,200	529,200	-	-	-
Windgate Charitable Foundation (Yrs 2-3)	50,000	50,000	-	-	-
Nurco Steel & Nucor-Yamato Steel (Yrs 2-5)	50,000	50,000	50,000	50,000	-
Southern Bancorp (Yrs 2-5)	25,000	25,000	25,000	25,000	-
WFF - KTC (Yr 2)	198,906	-	-	-	-
Author Rock & Rembe AP grant (carryover)	3,156	-	-	-	-
Author Rock & Rembe PD (carryover)	2,808	-	-	-	-
Doris & Donald Fisher Student Wellness Grant (carryover)	7,771	-	-	-	-
Gates (carryover)	14,772	-	-	-	-
Kenan Charitable Trust (carryover)	2,000	-	-	-	-
King Foundation (carryover)	35,000	-	-	-	-
KIPP Foundation: Local Advocacy Strategy and Capacity (carryover)	13,721	-	-	-	-
KIPP Foundation: ELMA Music Foundation-Helena and Blytheville (carryover)	42,222	-	-	-	-
Morton (carryover) KTC	14,724	-	-	-	-
Pathwise (carryover)	8,053	-	-	-	-
WFF - Forrest City Start Up (carryover)	376,433	-	-	-	-
WFF - KTC (carryover)	141,143	-	-	-	-
Windgate Charitable Foundation carryover (Yr. 1)	50,000	-	-	-	-
Other	292,867	1,110,800	1,917,000	1,925,000	2,000,000
Less: Carryover recognized in PY revenues	(437,273)	-	-	-	-
Total Contributions, Gifts and Donations	\$ 5,137,563	\$ 3,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000

Management's assumption that these contributions will be obtained by KIPP Delta is a significant and sensitive assumption to this forecast.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 15: Activity Revenue

Activity revenue consist of revenues received for ticket sales for athletic events, schools sponsored activities, tuition for daycare and preschool, uniform sales and staff meal sales. No inflation rates were used. Cost estimates are based on FY16 actuals. Projects assume that athletic events will generate \$41 and other school sponsored events will generate \$100 on a per pupil basis for each student enrolled between 7th and 12th grades. Revenue from daycare and preschool tuition assumes that at least 9.5 families will be enrolled annually and pay an annual tuition of \$5,000. The model assumes that each enrolled student will purchase at least three uniform shirts annually. Shirts cost approximately \$8.50. Management estimates that each teacher will eat lunch in their respective school's cafeteria approximately 28 times a year. An adult lunch cost \$3.40. Revenue from these funding streams is summarized in the following table (see *Note 2 – Classification Changes between Forecasted and Historical Periods*):

Activity Revenues	2016	2017	2018	2019	2020
Athletics	\$ 28,337	\$ 29,813	\$ 35,975	\$ 41,391	\$ 45,692
Other school – sponsored events	65,163	72,103	87,004	100,105	110,505
Daycare & Pre-K tuition	47,400	45,000	45,000	45,000	45,000
Uniform sales	28,195	32,928	41,223	46,095	50,463
Paid meals sales	14,962	17,466	17,677	19,571	21,370
Total activity revenues	\$ 184,057	\$ 197,310	\$ 226,879	\$ 252,162	\$ 273,030

Note 16: School-level Employee Compensation and Related Expenses

A summary of school-based salary expenses and employee benefits expense is shown in the following table. KIPP Delta's salary expenses are based on management's forecasted need for approximately 160 full-time equivalents (FTEs) in 2016; 156 in 2017; 189 in 2018; 210 in 2019; and 229 in 2020. These staffing projections include the salary and benefit costs associated with principals, assistant principals, teachers, coaches, instruction aids, counselors and operation support staff. Average salary amounts were used for each respective job category. Management has forecasted an annual retention rate of 66%. Salaries for returning staff are projected to increase 3% annually. Benefit expenses are projected to equal approximately 27% of compensation costs.

	2016	2017	2018	2019	2020
School Site Staff (including SST)	\$ 8,379,844	\$ 8,879,396	\$ 10,800,484	\$ 11,988,867	\$ 13,143,882
Total salaries and benefits	\$ 8,379,844	\$ 8,879,396	\$ 10,800,484	\$ 11,988,867	\$ 13,143,882

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 17: School-level Staff Recruitment & Development

Management allocates \$150 per student to staff development and associated travel; \$20 per student for acknowledgment and retention activities; \$70 for interns, stipends and teacher placement fees. Management also estimates that each new school-level staff hire will cost approximately \$500 to recruit. No inflation rate was applied for FY17 through FY20.

Educational materials by purpose are summarized in the table below.

	2016	2017	2018	2019	2020
Staff development & associated travel	\$ 185,572	\$ 239,400	\$ 301,050	\$ 335,850	\$ 367,050
Acknowledgement & retention activities	9,783	31,191	39,222	43,862	48,022
Interns, stipends & TFA fees	102,035	109,496	137,337	153,697	168,637
Staff recruitment	7,924	21,866	19,495	13,108	10,026
	<u>\$ 305,314</u>	<u>\$ 401,953</u>	<u>\$ 497,104</u>	<u>\$ 546,517</u>	<u>\$ 593,735</u>

Note 18: Direct Student Expenses

Direct student expenses were calculated by using historical spending patterns to establish an average cost per line item. Management used projected enrollment and these average cost allocations to forecast cost for each school site. No inflation rates were utilized after FY17.

Direct student expenses by purpose are summarized in the table below:

	2016	2017	2018	2019	2020
Textbooks & core curricula	\$ 180,984	\$ 157,163	\$ 196,211	\$ 219,752	\$ 240,265
Library books & supplemental instructional mat.	147,360	205,510	255,688	284,386	310,662
Testing & exam supplies	46,247	56,109	70,092	78,475	85,961
Classroom materials & supplies	83,395	151,881	189,812	210,692	229,412
Parental involvement act. (required)	18,150	5,104	6,593	6,808	7,161
Special education & counseling services	109,429	99,317	123,568	136,558	147,248
Experienced based field lessons	167,043	193,817	242,079	271,079	297,079
Student activities (<i>i.e.</i> clubs, prom, yearbook)	38,950	56,933	66,339	72,419	80,136
Student uniforms	61,822	55,514	69,022	76,142	83,516
Student recruitment	8,190	27,306	31,235	33,610	38,155
Athletics	102,582	96,166	105,954	113,589	126,708
Music, Drama, & Art (w/ shuttle service)	57,054	44,038	51,235	55,911	62,492
Nursing & wellness services	10,398	30,897	38,590	43,230	46,720
	<u>\$ 1,031,604</u>	<u>\$ 1,179,754</u>	<u>\$ 1,446,417</u>	<u>\$ 1,602,652</u>	<u>\$ 1,755,514</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 19: KIPP Through College

The staffing model for KIPP Through College (KtC) is driven by the number of 5th – 12th grade students who have attended KIPP Delta. One advisor is needed to support approximately every 287 students. A director and a part-time administrative assistant are needed to support the entire program. Program expenses are estimated to cost between \$188 and \$194 per student.

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Salaries and benefits	\$ 217,805	\$ 290,725	\$ 367,825	\$ 378,859	\$ 390,225
Program expenses	<u>734,441</u>	<u>274,717</u>	<u>244,317</u>	<u>342,319</u>	<u>372,703</u>
Total KIPP through college	<u>\$ 952,246</u>	<u>\$ 565,442</u>	<u>\$ 612,142</u>	<u>\$ 721,178</u>	<u>\$ 762,928</u>

Note 20: Transportation

Transportation expenses are impacted primarily by the number of bus routes needed and student enrollment per community. The below chart provides a breakdown of expenses between salaries and benefits and program expenses.

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Salaries and benefits	\$ 589,686	\$ 615,416	\$ 802,754	\$ 925,427	\$ 1,043,692
Program expenses	<u>408,246</u>	<u>426,060</u>	<u>555,756</u>	<u>640,683</u>	<u>722,560</u>
Total transportation	<u>\$ 997,932</u>	<u>\$ 1,041,476</u>	<u>\$ 1,358,510</u>	<u>\$ 1,566,110</u>	<u>\$ 1,766,252</u>

Note 21: Food Services

Food Service expenses are driven primarily by student enrollment. The annual operating budget for food service is limited to the anticipated revenue. The below chart provides a breakdown of expenses between salaries and benefits and program expenses.

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Salaries and benefits	\$ 376,466	\$ 437,971	\$ 551,325	\$ 615,311	\$ 672,677
Program expenses	<u>951,360</u>	<u>1,106,789</u>	<u>1,393,243</u>	<u>1,554,940</u>	<u>1,699,909</u>
Total food services	<u>\$ 1,327,826</u>	<u>\$ 1,544,760</u>	<u>\$ 1,944,568</u>	<u>\$ 2,170,251</u>	<u>\$ 2,372,586</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 22: Custodial Services

Staffing costs for the custodians is expected to increase by 15 percent annually. The below chart provides a breakdown in expenses between staffing and programs.

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Salaries and benefits	\$ 171,590	\$ 197,329	\$ 226,928	\$ 260,967	\$ 300,112
Program expenses	140,646	154,121	160,349	210,638	185,606
Total custodial services	<u>\$ 312,236</u>	<u>\$ 351,450</u>	<u>\$ 387,277</u>	<u>\$ 471,605</u>	<u>\$ 485,718</u>

Note 23: Other Operating and Professional Services

Historical spending patterns were used to establish a per pupil cost allocation. Management used these average cost allocations and projected enrollment to forecast expenses for other operating and professional services for each school site. No inflation rates were utilized after FY17.

Related expenses by purpose are summarized in the table below:

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Office expenses	\$ 133,137	\$ 112,453	\$ 140,490	\$ 156,730	\$ 171,290
Non-PD travel expenses (hotel, food, & travel)	13,573	53	58	61	71
Other operating expenses	-	10,820	16,519	14,442	12,718
Professional services (counseling)	52,172	85,924	110,015	122,278	132,111
Total other operating & prof. services	<u>\$ 198,882</u>	<u>\$ 209,249</u>	<u>\$ 267,082</u>	<u>\$ 293,511</u>	<u>\$ 316,190</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 24: Central Office and Regional Expenses

Historical spending patterns were used to establish a per central office employee cost allocation. Management used these per staff allocations and its projected FTE estimates to forecast expenses. No inflation rates were utilized after FY17. Actual expenses from FY15, including costs for facility leases, insurance, IT, utilities, and maintenance were used to forecast future expenses on a per pupil basis. No inflation rates were utilized. Central office and regional expenses by purpose are summarized in the table below:

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Salaries, benefits and payroll taxes	\$ 1,480,596	\$ 1,897,377	\$ 2,022,676	\$ 2,083,356	\$ 2,145,857
Staff recruitment & development	221,417	104,782	106,853	110,425	108,925
Staff & student support	2,560	2,994	3,099	3,204	3,204
Development & PR	445,197	137,530	161,755	184,280	203,405
Other operating & prof. services	306,492	191,290	215,478	239,401	257,914
Furniture & assets	11,584	25,454	24,368	25,131	23,281
Total central office expense	<u>\$ 2,467,846</u>	<u>\$ 2,359,427</u>	<u>\$ 2,534,229</u>	<u>\$ 2,645,797</u>	<u>\$ 2,742,586</u>

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Facility leases	\$ 44,928	\$ 64,928	\$ 64,928	\$ 64,928	\$ 64,928
Insurance	146,835	212,413	232,530	245,702	257,978
IT & communications	358,070	411,036	517,418	577,469	631,308
Utilities	220,733	269,802	339,631	407,557	489,069
Maintenance	223,997	700,000	250,000	300,000	400,000
Total ins, main, IT, utilities and leases	<u>\$ 994,563</u>	<u>\$ 1,658,178</u>	<u>\$ 1,404,507</u>	<u>\$ 1,595,656</u>	<u>\$ 1,843,283</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 25: Depreciation Expense and Fixed Assets

The estimated provision for depreciation during the forecast period was computed using the straight-line method for KIPP Delta's existing capital assets, as well as the capitalized costs of the projects. Depreciation expense is forecasted using the estimated useful lives for each type of asset required. Depreciation of the Beech Crest project is assumed to begin in July 2018 and Bryles and Forrest City projects are assumed to begin July 2019. Depreciation expense is summarized in the following table:

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Buildings and improvements	\$ 321,369	\$ 321,369	\$ 564,329	\$ 748,747	\$ 748,747
Furniture and equipment	344,828	368,096	393,485	414,546	435,326
	<u>\$ 666,197</u>	<u>\$ 689,465</u>	<u>\$ 957,814</u>	<u>\$ 1,163,293</u>	<u>\$ 1,184,073</u>

Fixed asset additions are summarized in the following table:

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Land	\$ 80,600	\$ -	\$ 719,000	\$ 486,300	\$ -
CIP – 2015	(1,354,297)	-	-	-	-
CIP – Beech Crest	456,611	6,733,389	(7,190,000)	-	-
CIP – Central	1,673,328	1,574,072	(3,247,400)	-	-
CIP – Bryles	-	-	4,863,000	(4,863,000)	-
CIP – Forrest City	-	-	3,000,000	(3,000,000)	-
Buildings – 2015	1,354,297	-	-	-	-
Beech Crest campus	-	-	6,471,000	-	-
Central campus	-	-	3,247,400	-	-
Bryles campus	-	-	-	4,376,700	-
Forrest City site improvements	233,634	-	-	-	-
Forrest City campus	-	-	-	3,000,000	-
Furniture and assets	86,695	232,686	253,886	210,612	207,798
	<u>\$ 2,530,868</u>	<u>\$ 8,540,147</u>	<u>\$ 8,116,886</u>	<u>\$ 210,612</u>	<u>\$ 207,798</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Fixed assets in total are summarized in the following table:

Asset Cost	2016	2017	2018	2019	2020
Sites/land	\$ 916,605	\$ 916,605	\$ 1,635,605	\$ 2,121,905	\$ 2,121,905
Buildings and improvements	12,854,767	12,854,767	22,573,167	29,949,867	29,949,867
Furniture and equipment	3,448,277	3,680,963	3,934,849	4,145,461	4,353,259
Construction in progress	2,129,939	10,437,400	7,863,000	-	-
	<u>19,349,588</u>	<u>27,889,735</u>	<u>36,006,621</u>	<u>36,217,233</u>	<u>36,425,031</u>
Accumulated depreciation	5,160,418	5,849,883	6,807,697	7,970,990	9,155,063
Net book value	<u>\$ 14,189,170</u>	<u>\$ 22,039,852</u>	<u>\$ 29,198,924</u>	<u>\$ 28,246,243</u>	<u>\$ 27,269,968</u>

Note 26: Interest Expense

Interest expense incurred and interest payments projected during the forecast period are summarized in the following tables:

	2016	2017	2018	2019	2020
Interest Incurred					
(FF) USDA – Facilities – ELA	\$ 51,330	\$ -	\$ -	\$ -	\$ -
(GG) Southern Bancorp – Facilities – ELA	28,771	-	-	-	-
(HH) Southern Bancorp – Facilities – Gym/land	49,942	-	-	-	-
(II) Southern Bancorp – Facilities – DCPS	17,636	-	-	-	-
(JJ) Southern Bancorp – DCH	8,367	129,700	-	-	-
(KK) Arvest Bank – Facilities – BCPS Phase 1	135,544	-	-	-	-
(AA) Central Purchase	60,000	60,000	18,285	19,365	18,727
(BB) FC Capital Lease	-	7,617	4,744	1,708	-
(CC) Other Capital Leases	6,438	7,652	3,855	5,963	3,476
(DD) Note payable – Charter School Growth Fund	5,000	5,000	-	-	-
(EE) Construction loan – Forrest City	-	-	76,950	-	-
(A) Construction loan – Beech Crest	-	300,000	-	-	-
(B) Construction loan – Central and Bryles	-	20,000	360,000	-	-
(C) Note payable –TBD Commercial Bank	-	-	22,729	22,824	20,664
(D) USDA – Beech Crest	-	-	300,000	300,793	303,388
(E) FCCPS Campus	-	-	-	127,567	151,016
(F) USDA – Central and Bryles	-	-	-	290,000	317,747
	<u>363,029</u>	<u>529,968</u>	<u>786,563</u>	<u>768,221</u>	<u>815,019</u>
Total interest incurred	363,029	529,968	786,563	768,221	815,019
Less capitalized interest	-	(320,000)	(360,000)	-	-
Total interest expense	<u>\$ 363,029</u>	<u>\$ 209,968</u>	<u>\$ 426,563</u>	<u>\$ 768,221</u>	<u>\$ 815,019</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Interest Payments					
(FF) USDA – Facilities – ELA	\$ 51,330	\$ -	\$ -	\$ -	\$ -
(GG) Southern Bancorp – Facilities – ELA	28,771	-	-	-	-
(HH) Southern Bancorp – Facilities – Gym/land	49,942	-	-	-	-
(II) Southern Bancorp – Facilities – DCPS	17,636	-	-	-	-
(JJ) Southern Bancorp – DCH	8,367	129,700	-	-	-
(KK) Arvest Bank – Facilities – BCPS Phase 1	135,544	-	-	-	-
(AA) Central Purchase	60,000	60,000	18,285	19,365	18,727
(BB) FC Capital Lease	-	7,617	4,744	1,708	-
(CC) Other Capital Leases	6,438	7,652	3,855	5,963	3,476
(DD) Note payable – Charter School Growth Fund	5,000	5,000	-	-	-
(EE) Construction loan – Forrest City	-	-	76,950	-	-
(A) Construction loan – Beech Crest	-	-	300,000	-	-
(B) Construction loan – Central and Bryles	-	-	-	380,000	-
(C) Note payable –TBD Commercial Bank	-	-	22,729	22,824	20,664
(D) USDA – Beech Crest	-	-	-	600,793	303,388
(E) FCCPS Campus	-	-	-	127,567	151,016
(F) USDA – Central and Bryles	-	-	-	290,000	317,747
	<u>\$ 363,029</u>	<u>\$ 209,968</u>	<u>\$ 426,563</u>	<u>\$ 1,448,221</u>	<u>\$ 815,019</u>
Total interest payments	<u>\$ 363,029</u>	<u>\$ 209,968</u>	<u>\$ 426,563</u>	<u>\$ 1,448,221</u>	<u>\$ 815,019</u>

Notes refer to descriptions of debt agreements include in *Note 27*.

There are timing differences between when interest is incurred on the outstanding debt and when the interest payments are required. The table below shows that the effect of these timing differences is being recorded as accrued interest payable on the balance sheet during the forecasted period, as follows:

	2016	2017	2018	2019	2020
Accrued Interest					
Beginning accrued interest	\$ 50,000	\$ 50,000	\$ 370,000	\$ 730,000	\$ 50,000
Add: Interest incurred	363,029	529,968	786,563	768,221	815,019
Less: Interest paid	<u>363,029</u>	<u>209,968</u>	<u>426,563</u>	<u>1,448,221</u>	<u>815,019</u>
Total accrued interest	<u>\$ 50,000</u>	<u>\$ 370,000</u>	<u>\$ 730,000</u>	<u>\$ 50,000</u>	<u>\$ 50,000</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 27: Long-term Debt

Long-term debt balances are summarized in the following table:

Balances	2016	2017	2018	2019	2020
(FF) USDA – Facilities – ELA	\$ 1,026,601	\$ -	\$ -	\$ -	\$ -
(GG) Southern Bancorp – Facilities – ELA	575,424	-	-	-	-
(HH) Southern Bancorp – Facilities – Gym/land	998,846	-	-	-	-
(II) Southern Bancorp – Facilities – DCPS	352,718	-	-	-	-
(JJ) Southern Bancorp – DCH	167,348	-	-	-	-
(KK) Arvest Bank – Facilities – BCPS Phase 1	2,710,884	2,594,000	-	-	-
(LL) Line of credit	-	-	-	-	-
(AA) Central/FC	1,200,000	1,200,000	383,382	371,218	358,414
(BB) FC Capital Lease	161,180	110,381	56,708	-	-
(CC) Other Capital Leases	143,057	170,040	85,677	132,502	77,247
(DD) Note payable – Charter School Growth Fund	500,000	500,000	-	-	-
(EE) Construction loan – Forrest City	-	-	3,000,000	-	-
(A) Construction loan – Beech Crest	-	9,300,000	-	-	-
(B) Construction loan – Central and Bryles	-	1,122,000	9,177,000	-	-
(C) Note payable –TBD Commercial Bank	-	-	464,056	422,874	379,531
(D) USDA – Beech Crest	-	-	9,990,000	9,809,466	9,587,771
(E) FCCPS Campus	-	-	-	2,964,221	2,919,223
(F) USDA – Central and Bryles	-	-	-	9,675,000	9,563,171
	<u>7,836,058</u>	<u>14,996,420</u>	<u>23,156,824</u>	<u>23,375,281</u>	<u>22,885,357</u>
Less current portion	<u>(359,190)</u>	<u>(10,871,536)</u>	<u>(12,588,743)</u>	<u>(489,924)</u>	<u>(468,046)</u>
	<u>\$ 7,476,868</u>	<u>\$ 4,124,884</u>	<u>\$ 10,568,081</u>	<u>\$ 22,885,357</u>	<u>\$ 22,417,311</u>

- (A) Forecasted construction line of credit to a TBD Commercial Bank, secured by real estate, interest at 5.0%, with balance due July 1, 2017. In addition to the construction line of credit, this loan will refinance existing loans (FF), (GG), (HH), (II), & (JJ). This loan will be converted to long-term debt by loan (D).
- (B) Forecasted construction line of credit to a TBD Commercial Bank, secured by real estate, interest at 5.0%, with balance due July 1, 2018. In addition to the construction line of credit, this loan will refinance existing loan (KK) and approximately \$806,000 of existing loan (AA). This loan will be converted to long-term debt by loan (F).
- (C) Forecasted note payable to a TBD Commercial Bank, secured by donor contributions, due \$5,334 monthly including interest at 5.125%, with balance due July 2027. This loan will refinance existing loan (DD).
- (D) Forecasted note payable to USDA, secured by real estate, with a \$300,000 interest payment due on July 2018, then due \$43,757 monthly including interest of 3.125%, with balance due August 2047. This loan will refinance loan (A).
- (E) Forecasted note payable to a TBD Commercial Bank, secured by real estate, due \$16,335 monthly including interest of 5.13% with balance due August 2047. This loan will refinance loan (EE).

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

- (F) Forecasted note payable USDA, secured by real estate, with a \$290,000 interest payment due on July 2019, then due \$35,798 monthly including interest of 3.125%, with balance due August 2058. This loan will refinance loan (B).
- (AA) Forecasted note payable to Southern Bancorp Community Partners, secured by real estate, interest at 5.25%, due July 1, 2020. \$806,000 of this loan will be refinanced by loan (B). The remaining \$394,000 will be converted to a 20 year note payable with a TBD Commercial Bank at 5.125% interest with principle and interest payments of \$2,627 payable monthly.
- (BB) Forrest City campus capital lease for modular buildings with Ramtech Building Systems, imputed interest of 5.514%, payable \$4,868 due monthly through June 2019.
- (CC) Capital leases for buses and other equipment, imputed interest of approximately 4.5% payable, quarterly payments payable. It is assumed KIPP Delta will continue to acquire buses and other capital assets throughout the forecasted period.
- (DD) Note payable to Charter School Growth Fund, unsecured, due in full in June 2018 including interest at 1%. This loan will be refinanced by loan (C).
- (EE) Forecasted construction line of credit to a TBD Commercial Bank, secured by real estate, interest at 5.13%, with balance due July 1, 2018.
- (FF) Note payable to USDA, secured by real estate, due \$5,497 monthly including interest at 4.75%, with balance due August 2045. This existing loan will be refinanced by loan (A).
- (GG) Note payable to Southern Bancorp, secured by real estate and guaranteed by the USDA, due \$9,786 monthly including interest at 6.37%, with balance due August 2024. This existing loan will be refinanced by loan (A).
- (HH) Note payable to Southern Bancorp, secured by real estate, due \$8,902 monthly including interest at 5.50%, with balance due June 2029. This existing loan will be refinanced by loan (A).
- (II) Note payable to Southern Bancorp, secured by real estate, due \$2,766 monthly including interest at 4.00%, with balance due March 2031. This existing loan will be refinanced by loan (A).
- (JJ) Note payable to Southern Bancorp, secured by real estate, due \$1,328 monthly including interest at 5.00%, with balance due March 2031. This existing loan will be refinanced by loan (A).
- (KK) Note payable to Arvest Bank, secured by real estate and guaranteed by USDA, due \$20,452 monthly including interest at 5.39%, with balance due December 2032. This existing loan will be refinanced by loan (B).
- (LL) Line of credit with available borrowings up to \$500,000 and an interest rate of 5.25%. The line is secured by donor contributions and is due April 2016.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Long-term debt proceeds and payments are summarized in the following tables:

	2016	2017	2018	2019	2020
Proceeds from new loans					
(AA) Central Purchase	\$ 1,200,000	\$ -	\$ -	\$ -	\$ -
(BB) FC Capital Lease	161,180	-	-	-	-
(CC) Other Capital Leases	-	132,200	-	132,200	-
(DD) Note payable – Charter School Growth Fund	-	-	-	-	-
(EE) Construction loan – Forrest City	-	-	3,000,000	-	-
(A) Construction loan – Beech Crest	-	9,300,000	-	-	-
(B) Construction loan – Central and Bryles	-	1,122,000	8,055,000	-	-
(C) Note payable – TBD Commercial Bank	-	-	500,000	-	-
(D) USDA – Beech Crest	-	-	9,990,000	-	-
(E) FCCPS Campus	-	-	-	3,000,000	-
(F) USDA – Central and Bryles	-	-	-	9,675,000	-
	<u>\$ 1,361,180</u>	<u>\$ 10,554,200</u>	<u>\$ 21,545,000</u>	<u>\$ 12,807,200</u>	<u>\$ -</u>
Total proceeds	<u>\$ 1,361,180</u>	<u>\$ 10,554,200</u>	<u>\$ 21,545,000</u>	<u>\$ 12,807,200</u>	<u>\$ -</u>

	2016	2017	2018	2019	2020
Principal Payments					
(FF) USDA – Facilities – ELA	\$ 28,384	\$ 1,026,601	\$ -	\$ -	\$ -
(GG) Southern Bancorp – Facilities – ELA	15,910	575,424	-	-	-
(HH) Southern Bancorp – Facilities – Gym/land	27,617	998,846	-	-	-
(II) Southern Bancorp – Facilities – DCPS	9,752	352,718	-	-	-
(JJ) Southern Bancorp – DCH	4,627	167,348	-	-	-
(KK) Arvest Bank – Facilities – BCPS Phase 1	74,952	116,884	2,594,000	-	-
(LL) Line of credit	380,000	-	-	-	-
(AA) Note payable – Southern Bank	-	-	816,618	12,165	12,803
(BB) FC Capital Lease	-	50,799	53,673	56,708	-
(CC) Other Capital Leases	104,615	105,217	84,362	85,376	55,254
(DD) Note payable – Charter School Growth Fund	-	-	500,000	-	-
(EE) Construction loan – Forrest City	-	-	-	3,000,000	-
(A) Construction loan – Beech Crest	-	-	9,300,000	-	-
(B) Construction loan – Central and Bryles	-	-	-	9,177,000	-
(C) Note payable – TBD Commercial Bank	-	-	35,944	41,182	43,343
(D) USDA – Beech Crest	-	-	-	180,534	221,696
(E) FCCPS Campus	-	-	-	35,779	44,999
(F) USDA – Central and Bryles	-	-	-	-	111,829
	<u>\$ 645,857</u>	<u>\$ 3,393,838</u>	<u>\$ 13,384,597</u>	<u>\$ 12,588,743</u>	<u>\$ 489,924</u>
Total principal payments	<u>\$ 645,857</u>	<u>\$ 3,393,838</u>	<u>\$ 13,384,597</u>	<u>\$ 12,588,743</u>	<u>\$ 489,924</u>

Note 28: Financial Position Assumptions

Assets and liabilities of KIPP Delta have been forecasted based on known and projected assumptions about future pledges, projected fixed assets, future debt payments and future lease payments. Accounts receivable and accounts payable have been estimated for the forecasted period by determining the historical average as a percent of certain revenue and expenses.

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Note 29: Sensitivity Analysis

Revenues and expenses of KIPP Delta have been forecasted based on a forecasted student population. In the case that specific adverse scenarios play out, KIPP Delta will make appropriate budget adjustments to meet debt obligations. Such adjustments could include, but not be limited to, salary cuts and other cuts that would not impair KIPP Delta's ability to operate.

If the state funding is reduced by 2 percent, the impact on the KIPP Delta's change in forecasted net assets and cash flows, assuming no changing in operating expenses, would be as shown below:

	2016	2017	2018	2019	2020
Unrestricted Revenues, Gains and Other Support					
State assistance	\$ 11,714,318	\$ 12,245,861	\$ 15,802,839	\$ 17,801,809	\$ 19,439,428
Federal assistance	3,670,094	3,911,861	4,533,824	5,398,714	6,035,021
Contributions, gifts and donations	4,137,563	2,000,000	1,000,000	1,000,000	1,000,000
Activity revenue	184,057	197,310	226,879	252,162	273,030
Net assets released from restrictions	1,012,559	1,000,000	1,000,000	1,000,000	1,000,000
	<u>20,718,591</u>	<u>19,355,032</u>	<u>22,563,542</u>	<u>25,452,685</u>	<u>27,747,479</u>
Expenses					
Salaries and wages	8,379,844	8,879,396	10,800,484	11,988,867	13,143,882
Staff recruitment & development	305,314	401,953	497,104	546,517	593,735
Direct student expenses	1,031,604	1,179,754	1,446,417	1,602,652	1,755,514
Other operating & prof. services	198,882	209,249	267,082	293,511	316,190
Foundation fees	63,291	79,930	98,911	116,321	133,268
KIPP through college services	952,246	565,442	612,139	721,178	762,928
Transportation services	997,932	1,041,476	1,358,510	1,566,110	1,766,252
Food services	1,327,826	1,544,760	1,944,568	2,170,251	2,372,587
Custodial services	312,236	351,449	387,276	471,605	485,718
Central office expense	2,467,846	2,359,427	2,534,229	2,645,797	2,742,586
Insurance, Maintenance, IT, Utilities and Leases	994,563	1,658,178	1,404,507	1,595,656	1,843,283
Assets not capitalized	110,232	181,608	306,903	323,222	355,356
Interest	363,029	209,968	426,563	768,221	815,019
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
	<u>18,171,042</u>	<u>19,352,056</u>	<u>23,042,506</u>	<u>25,973,201</u>	<u>28,270,390</u>
Change in Unrestricted Net Assets	<u>2,547,549</u>	<u>2,976</u>	<u>(478,965)</u>	<u>(520,516)</u>	<u>(522,911)</u>
Temporarily Restricted Net Assets					
Contributions, gifts and donations	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Net assets released from restrictions	(1,012,559)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
Change in Temporarily Restricted Net Assets	<u>(12,559)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Change in Net Assets	<u>2,534,990</u>	<u>2,976</u>	<u>(478,965)</u>	<u>(520,516)</u>	<u>(522,911)</u>
Net Assets, Beginning of Year	<u>6,904,353</u>	<u>9,439,343</u>	<u>9,442,319</u>	<u>8,963,354</u>	<u>8,442,839</u>
Net Assets, End of Year	<u>\$ 9,439,343</u>	<u>\$ 9,442,319</u>	<u>\$ 8,963,354</u>	<u>\$ 8,442,839</u>	<u>\$ 7,919,927</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Operating Activities					
Change in net assets	\$ 2,534,990	\$ 2,976	\$ (478,965)	\$ (520,516)	\$ (522,911)
Items not requiring operating cash:					
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
Changes in:					
Accounts receivable	34,255	(6,000)	(6,060)	(6,121)	(6,182)
Pledges receivable	(68,543)	(2,000)	(2,020)	(2,040)	(2,061)
Accounts payable, accrued expenses and accrued interest	(126,180)	325,000	365,050	(674,900)	5,152
	<u>3,040,719</u>	<u>1,009,441</u>	<u>835,819</u>	<u>(40,283)</u>	<u>658,071</u>
Investing Activities					
Increase in restricted cash	-	-	65,964	(67,744)	(115,080)
Purchase of property and equipment	(2,530,868)	(8,540,147)	(8,116,886)	(210,612)	(207,798)
	<u>(2,530,868)</u>	<u>(8,540,147)</u>	<u>(8,050,922)</u>	<u>(278,356)</u>	<u>(322,878)</u>
Financing Activities					
Proceeds from issuance of long-term debt	1,361,180	10,554,200	21,545,000	12,807,200	-
Principal payments on long-term debt	(645,857)	(3,393,838)	(13,384,597)	(12,588,743)	(489,924)
	<u>715,323</u>	<u>7,160,362</u>	<u>8,160,403</u>	<u>218,457</u>	<u>(489,924)</u>
Increase (Decrease) in Cash and Cash Equivalents	1,225,174	(370,344)	945,300	(100,182)	(154,731)
Cash and Cash Equivalents, Beginning of Year	<u>1,535,093</u>	<u>2,760,267</u>	<u>2,389,923</u>	<u>3,335,223</u>	<u>3,235,041</u>
Cash and Cash Equivalents, End of Year	<u>\$ 2,760,267</u>	<u>\$ 2,389,923</u>	<u>\$ 3,335,223</u>	<u>\$ 3,235,041</u>	<u>\$ 3,080,310</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Profitability Indicators					
Total margin (change in net assets / total revenues)	12.2%	0.0%	-2.1%	-2.0%	-1.9%
Cash flow margin ((change in net assets + depreciation + interest) / total revenue)	17.2%	4.7%	4.0%	5.5%	5.3%
Return on equity (change in net assets / net assets)	26.9%	0.0%	-5.3%	-6.2%	-6.6%
Liquidity Indicators					
Current ratio (current assets / current liabilities)	4.19	0.27	0.30	3.86	3.78
Days cash on hand (cash / ((total expense – depreciation) / 365 days))	57.6	46.7	55.1	47.6	41.5
Capital Structure Indicators					
Debt service coverage ratio ((change in net assets + depreciation + interest) / (current portion of long- term debt + interest))	4.94	0.08	0.07	1.12	1.15
Long-term debt to capitalization (Long-term debt / (LTD + net assets))	44.2%	30.4%	54.1%	73.1%	73.9%
Cost Indicators					
Salaries to operating expenses (salary expense / total operating expenses)	54.6%	52.9%	53.8%	53.1%	53.2%
Average age of facility (accumulated depreciation / depreciation expense)	7.7	8.5	7.1	6.9	7.7

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Revenues and expenses of KIPP Delta have been forecasted based on a forecasted student population. In the case that specific adverse scenarios play out, KIPP Delta will make appropriate budget adjustments to meet debt obligations. Such adjustments could include, but not be limited to, salary cuts and other cuts that would not impair KIPP Delta's ability to operate.

If the state funding is reduced by 5 percent, the impact on KIPP Delta's changes in forecasted net assets and cash flows, assuming no changes in operating expenses, would be as shown below:

	2016	2017	2018	2019	2020
Unrestricted Revenues, Gains and Other Support					
State assistance	\$ 11,355,717	\$ 11,870,988	\$ 15,319,078	\$ 17,256,856	\$ 18,844,344
Federal assistance	3,670,094	3,911,861	4,533,824	5,398,714	6,035,021
Contributions, gifts and donations	4,137,563	2,000,000	1,000,000	1,000,000	1,000,000
Activity revenue	184,057	197,310	226,879	252,162	273,030
Net assets released from restrictions	1,012,559	1,000,000	1,000,000	1,000,000	1,000,000
Total unrestricted revenues, gains and other support	20,359,990	18,980,159	22,079,781	24,907,732	27,152,395
Expenses					
Salaries and wages	8,379,844	8,879,396	10,800,484	11,988,867	13,143,882
Staff recruitment & development	305,314	401,953	497,104	546,517	593,735
Direct student expenses	1,031,604	1,179,754	1,446,417	1,602,652	1,755,514
Other operating & prof. services	198,882	209,249	267,082	293,511	316,190
Foundation fees	63,291	79,930	98,911	116,321	133,268
KIPP through college services	952,246	565,442	612,139	721,178	762,928
Transportation services	997,932	1,041,476	1,358,510	1,566,110	1,766,252
Food services	1,327,826	1,544,760	1,944,568	2,170,251	2,372,587
Custodial services	312,236	351,449	387,276	471,605	485,718
Central office expense	2,467,846	2,359,427	2,534,229	2,645,797	2,742,586
Insurance, Maintenance, IT, Utilities and Leases	994,563	1,658,178	1,404,507	1,595,656	1,843,283
Assets not capitalized	110,232	181,608	306,903	323,222	355,356
Interest	363,029	209,968	426,563	768,221	815,019
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
Total expenses	18,171,042	19,352,056	23,042,506	25,973,201	28,270,390
Change in Unrestricted Net Assets	2,188,948	(371,898)	(962,725)	(1,065,469)	(1,117,996)
Temporarily Restricted Net Assets					
Contributions, gifts and donations	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Net assets released from restrictions	(1,012,559)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
Change in Temporarily Restricted Net Assets	(12,559)	-	-	-	-
Change in Net Assets	2,176,389	(371,898)	(962,725)	(1,065,469)	(1,117,996)
Net Assets, Beginning of Year	6,904,353	9,080,742	8,708,844	7,746,119	6,680,650
Net Assets, End of Year	\$ 9,080,742	\$ 8,708,844	\$ 7,746,119	\$ 6,680,650	\$ 5,562,654

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Operating Activities					
Change in net assets	\$ 2,176,389	\$ (371,898)	\$ (962,725)	\$ (1,065,469)	\$ (1,117,996)
Items not requiring operating cash:					
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
Changes in:					
Accounts receivable	34,255	(6,000)	(6,060)	(6,121)	(6,182)
Pledges receivable	(68,543)	(2,000)	(2,020)	(2,040)	(2,061)
Accounts payable, accrued expenses and accrued interest	(126,180)	325,000	365,050	(674,900)	5,152
Net cash provided by (used in) operating activities	<u>2,682,118</u>	<u>634,568</u>	<u>352,059</u>	<u>(585,237)</u>	<u>62,986</u>
Investing Activities					
Increase in restricted cash	-	-	65,964	(67,744)	(115,080)
Purchase of property and equipment	<u>(2,530,868)</u>	<u>(8,540,147)</u>	<u>(8,116,886)</u>	<u>(210,612)</u>	<u>(207,798)</u>
Net cash used in investing activities	<u>(2,530,868)</u>	<u>(8,540,147)</u>	<u>(8,050,922)</u>	<u>(278,356)</u>	<u>(322,878)</u>
Financing Activities					
Proceeds from issuance of long-term debt	1,361,180	10,554,200	21,545,000	12,807,200	-
Principal payments on long-term debt	<u>(645,857)</u>	<u>(3,393,838)</u>	<u>(13,384,597)</u>	<u>(12,588,743)</u>	<u>(489,924)</u>
Net cash provided by (used in) financing activities	<u>715,323</u>	<u>7,160,362</u>	<u>8,160,403</u>	<u>218,457</u>	<u>(489,924)</u>
Increase (Decrease) in Cash and Cash Equivalents	866,573	(745,217)	461,540	(645,136)	(749,816)
Cash and Cash Equivalents, Beginning of Year	<u>1,535,093</u>	<u>2,401,666</u>	<u>1,656,449</u>	<u>2,117,989</u>	<u>1,472,853</u>
Cash and Cash Equivalents, End of Year	<u>\$ 2,401,666</u>	<u>\$ 1,656,449</u>	<u>\$ 2,117,989</u>	<u>\$ 1,472,853</u>	<u>\$ 723,037</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Profitability Indicators					
Total margin (change in net assets / total revenues)	10.7%	-2.0%	-4.4%	-4.3%	-4.1%
Cash flow margin ((change in net assets + depreciation + interest) / total revenue)	15.7%	2.8%	1.9%	3.5%	3.2%
Return on equity (change in net assets / net assets)	24.0%	-4.3%	-12.4%	-15.9%	-20.1%
Liquidity Indicators					
Current ratio (current assets / current liabilities)	3.80	0.21	0.21	2.19	1.51
Days cash on hand (cash / ((total expense - depreciation) / 365 days))	50.1	32.4	35.0	21.7	9.7
Capital Structure Indicators					
Debt service coverage ratio ((change in net assets + depreciation + interest) / (current portion of long-term debt + interest))	4.44	0.05	0.03	0.69	0.69
Long-term debt to capitalization (Long-term debt / (LTD + net assets))	45.2%	32.1%	57.7%	77.4%	80.1%
Cost Indicators					
Salaries to operating expenses (salary expense / total operating expenses)	54.6%	52.9%	53.8%	53.1%	53.2%
Average age of facility (accumulated depreciation / depreciation expense)	7.7	8.5	7.1	6.9	7.7

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Revenues and expenses of KIPP Delta have been forecasted based on a forecasted student population. In the case that specific adverse scenarios play out, KIPP Delta will make appropriate budget adjustments to meet debt obligations. Such adjustments could include, but not be limited to, salary cuts and other cuts that would not impair KIPP Delta's ability to operate.

If the student population is reduced by 2 percent, the impact on the KIPP Delta's changes in forecasted net assets and cash flows, assuming no changes in operating expenses, would be as shown below:

	2016	2017	2018	2019	2020
Unrestricted Revenues, Gains and Other Support					
State assistance	\$ 11,715,023	\$ 12,245,861	\$ 15,802,839	\$ 17,801,809	\$ 19,439,428
Federal assistance	3,610,041	3,846,234	4,455,948	5,304,572	5,929,070
Contributions, gifts and donations	4,137,563	2,000,000	1,000,000	1,000,000	1,000,000
Activity revenue	184,057	197,310	226,879	252,162	273,030
Net assets released from restrictions	1,012,559	1,000,000	1,000,000	1,000,000	1,000,000
	<u>20,659,243</u>	<u>19,289,405</u>	<u>22,485,666</u>	<u>25,358,543</u>	<u>27,641,529</u>
Expenses					
Salaries and wages	8,379,844	8,879,396	10,800,484	11,988,867	13,143,882
Staff recruitment & development	305,314	401,953	497,104	546,517	593,735
Direct student expenses	1,031,604	1,179,754	1,446,417	1,602,652	1,755,514
Other operating & prof. services	198,882	209,249	267,082	293,511	316,190
Foundation fees	63,291	79,930	98,911	116,321	133,268
KIPP through college services	952,246	565,442	612,139	721,178	762,928
Transportation services	997,932	1,041,476	1,358,510	1,566,110	1,766,252
Food services	1,327,826	1,544,760	1,944,568	2,170,251	2,372,587
Custodial services	312,236	351,449	387,276	471,605	485,718
Central office expense	2,467,846	2,359,427	2,534,229	2,645,797	2,742,586
Insurance, Maintenance, IT, Utilities and Leases	994,563	1,658,178	1,404,507	1,595,656	1,843,283
Assets not capitalized	110,232	181,608	306,903	323,222	355,356
Interest	363,029	209,968	426,563	768,221	815,019
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
	<u>18,171,042</u>	<u>19,352,056</u>	<u>23,042,506</u>	<u>25,973,201</u>	<u>28,270,390</u>
Change in Unrestricted Net Assets	<u>2,488,202</u>	<u>(62,652)</u>	<u>(556,841)</u>	<u>(614,658)</u>	<u>(628,862)</u>
Temporarily Restricted Net Assets					
Contributions, gifts and donations	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Net assets released from restrictions	(1,012,559)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
Change in Temporarily Restricted Net Assets	<u>(12,559)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Change in Net Assets	<u>2,475,643</u>	<u>(62,652)</u>	<u>(556,841)</u>	<u>(614,658)</u>	<u>(628,862)</u>
Net Assets, Beginning of Year	<u>6,904,353</u>	<u>9,379,996</u>	<u>9,317,344</u>	<u>8,760,503</u>	<u>8,145,846</u>
Net Assets, End of Year	<u>\$ 9,379,996</u>	<u>\$ 9,317,344</u>	<u>\$ 8,760,503</u>	<u>\$ 8,145,846</u>	<u>\$ 7,516,984</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Operating Activities					
Change in net assets	\$ 2,475,643	\$ (62,652)	\$ (556,841)	\$ (614,658)	\$ (628,862)
Items not requiring operating cash:					
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
Changes in:					
Accounts receivable	34,255	(6,000)	(6,060)	(6,121)	(6,182)
Pledges receivable	(68,543)	(2,000)	(2,020)	(2,040)	(2,061)
Accounts payable, accrued expenses and accrued interest	(126,180)	325,000	365,050	(674,900)	5,152
Net cash provided by operating activities	<u>2,981,371</u>	<u>943,814</u>	<u>757,943</u>	<u>(134,425)</u>	<u>552,120</u>
Investing Activities					
Increase in restricted cash	-	-	65,964	(67,744)	(115,080)
Purchase of property and equipment	(2,530,868)	(8,540,147)	(8,116,886)	(210,612)	(207,798)
Net cash used in investing activities	<u>(2,530,868)</u>	<u>(8,540,147)</u>	<u>(8,050,922)</u>	<u>(278,356)</u>	<u>(322,878)</u>
Financing Activities					
Proceeds from issuance of long-term debt	1,361,180	10,554,200	21,545,000	12,807,200	-
Principal payments on long-term debt	(645,857)	(3,393,838)	(13,384,597)	(12,588,743)	(489,924)
Net cash provided by (used in) financing activities	<u>715,323</u>	<u>7,160,362</u>	<u>8,160,403</u>	<u>218,457</u>	<u>(489,924)</u>
Increase (Decrease) in Cash and Cash Equivalents	1,165,826	(435,971)	867,424	(194,324)	(260,682)
Cash and Cash Equivalents, Beginning of Year	<u>1,535,093</u>	<u>2,700,919</u>	<u>2,264,948</u>	<u>3,132,372</u>	<u>2,938,048</u>
Cash and Cash Equivalents, End of Year	<u>\$ 2,700,919</u>	<u>\$ 2,264,948</u>	<u>\$ 3,132,372</u>	<u>\$ 2,938,048</u>	<u>\$ 2,677,366</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Profitability Indicators					
Total margin (change in net assets / total revenues)	12.0%	-0.3%	-2.5%	-2.4%	-2.3%
Cash flow margin ((change in net assets + depreciation + interest) / total revenue)	17.0%	4.3%	3.7%	5.2%	5.0%
Return on equity (change in net assets / net assets)	26.4%	-0.7%	-6.4%	-7.5%	-8.4%
Liquidity Indicators					
Current ratio (current assets / current liabilities)	4.12	0.26	0.29	3.58	3.39
Days cash on hand (cash / ((total expense - depreciation) / 365 days))	56.3	44.3	51.8	43.2	36.1
Capital Structure Indicators					
Debt service coverage ratio ((change in net assets + depreciation + interest) / (current portion of long-term debt + interest))	4.85	0.08	0.06	1.05	1.07
Long-term debt to capitalization (Long-term debt / (LTD + net assets))	44.4%	30.7%	54.7%	73.7%	74.9%
Cost Indicators					
Salaries to operating expenses (salary expense / total operating expenses)	54.6%	52.9%	53.8%	53.1%	53.2%
Average age of facility (accumulated depreciation / depreciation expense)	7.7	8.5	7.1	6.9	7.7

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

Revenues and expenses of KIPP Delta have been forecasted based on a forecasted student population. In the case that specific adverse scenarios play out, KIPP Delta will make appropriate budget adjustments to meet debt obligations. Such adjustments could include, but not be limited to, salary cuts and other cuts that would not impair KIPP Delta's ability to operate.

If the student population is reduced by 5 percent, the impact on the KIPP Delta's changes in forecasted net assets and cash flows, assuming no changings in operating expenses, would be as shown below:

	2016	2017	2018	2019	2020
Unrestricted Revenues, Gains and Other Support					
State assistance	\$ 11,357,480	\$ 11,870,988	\$ 15,319,078	\$ 17,256,856	\$ 18,844,344
Federal assistance	3,519,961	3,747,793	4,339,134	5,163,359	5,770,144
Contributions, gifts and donations	4,137,563	2,000,000	1,000,000	1,000,000	1,000,000
Activity revenue	184,057	197,310	226,879	252,162	273,030
Net assets released from restrictions	1,012,559	1,000,000	1,000,000	1,000,000	1,000,000
Total unrestricted revenues, gains and other support	20,211,620	18,816,091	21,885,092	24,672,377	26,887,518
Expenses					
Salaries and wages	8,379,844	8,879,396	10,800,484	11,988,867	13,143,882
Staff recruitment & development	305,314	401,953	497,104	546,517	593,735
Direct student expenses	1,031,604	1,179,754	1,446,417	1,602,652	1,755,514
Other operating & prof. services	198,882	209,249	267,082	293,511	316,190
Foundation fees	63,291	79,930	98,911	116,321	133,268
KIPP through college services	952,246	565,442	612,139	721,178	762,928
Transportation services	997,932	1,041,476	1,358,510	1,566,110	1,766,252
Food services	1,327,826	1,544,760	1,944,568	2,170,251	2,372,587
Custodial services	312,236	351,449	387,276	471,605	485,718
Central office expense	2,467,846	2,359,427	2,534,229	2,645,797	2,742,586
Insurance, Maintenance, IT, Utilities and Leases	994,563	1,658,178	1,404,507	1,595,656	1,843,283
Assets not capitalized	110,232	181,608	306,903	323,222	355,356
Interest	363,029	209,968	426,563	768,221	815,019
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
	18,171,042	19,352,056	23,042,506	25,973,201	28,270,390
Change in Unrestricted Net Assets	2,040,578	(535,966)	(1,157,415)	(1,300,824)	(1,382,873)
Temporarily Restricted Net Assets					
Contributions, gifts and donations	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Net assets released from restrictions	(1,012,559)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
Change in Temporarily Restricted Net Assets	(12,559)	-	-	-	-
Change in Net Assets	2,028,019	(535,966)	(1,157,415)	(1,300,824)	(1,382,873)
Net Assets, Beginning of Year	6,904,353	8,932,372	8,396,407	7,238,992	5,938,168
Net Assets, End of Year	\$ 8,932,372	\$ 8,396,407	\$ 7,238,992	\$ 5,938,168	\$ 4,555,295

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Operating Activities					
Change in net assets	\$ 2,028,019	\$ (535,966)	\$ (1,157,415)	\$ (1,300,824)	\$ (1,382,873)
Items not requiring operating cash:					
Depreciation	666,197	689,465	957,814	1,163,293	1,184,073
Changes in:					
Accounts receivable	34,255	(6,000)	(6,060)	(6,121)	(6,182)
Pledges receivable	(68,543)	(2,000)	(2,020)	(2,040)	(2,061)
Accounts payable, accrued expenses and accrued interest	(126,180)	325,000	365,050	(674,900)	5,152
Net cash provided by (used in) operating activities	<u>2,533,748</u>	<u>470,500</u>	<u>157,369</u>	<u>(820,592)</u>	<u>(201,891)</u>
Investing Activities					
Increase in restricted cash	-	-	65,964	(67,744)	(115,080)
Purchase of property and equipment	(2,530,868)	(8,540,147)	(8,116,886)	(210,612)	(207,798)
Net cash used in investing activities	<u>(2,530,868)</u>	<u>(8,540,147)</u>	<u>(8,050,922)</u>	<u>(278,356)</u>	<u>(322,878)</u>
Financing Activities					
Proceeds from issuance of long-term debt	1,361,180	10,554,200	21,545,000	12,807,200	-
Principal payments on long-term debt	(645,857)	(3,393,838)	(13,384,597)	(12,588,743)	(489,924)
Net cash provided by (used in) financing activities	<u>715,323</u>	<u>7,160,362</u>	<u>8,160,403</u>	<u>218,457</u>	<u>(489,924)</u>
Increase (Decrease) in Cash and Cash Equivalents	718,203	(909,285)	266,850	(880,491)	(1,014,693)
Cash and Cash Equivalents, Beginning of Year	<u>1,535,093</u>	<u>2,253,296</u>	<u>1,344,011</u>	<u>1,610,861</u>	<u>730,370</u>
Cash and Cash Equivalents, End of Year	<u>\$ 2,253,296</u>	<u>\$ 1,344,011</u>	<u>\$ 1,610,861</u>	<u>\$ 730,370</u>	<u>\$ (284,323)</u>

KIPP DELTA, INC.
Assumptions and Notes to Forecasted Financial Statements
Years Ending June 30, 2016 Through 2020

	2016	2017	2018	2019	2020
Profitability Indicators					
Total margin (change in net assets / total revenues)	10.0%	-2.8%	-5.3%	-5.3%	-5.1%
Cash flow margin ((change in net assets + depreciation + interest) / total revenue)	15.1%	1.9%	1.0%	2.6%	2.3%
Return on equity (change in net assets / ending net assets)	22.7%	-6.4%	-16.0%	-21.9%	-30.4%
Liquidity Indicators					
Current ratio (current assets / current liabilities)	3.63	0.18	0.18	1.48	0.54
Days cash on hand (cash / ((total expense - depreciation) / 365 days))	47.0	26.3	26.6	10.7	(3.8)
Capital Structure Indicators					
Debt service coverage ratio ((change in net assets + depreciation + interest) / (current portion of long-term debt + interest))	4.23	0.03	0.02	0.50	0.48
Long-term debt to capitalization (Long-term debt / (LTD + net assets))	45.6%	32.9%	59.3%	79.4%	83.1%
Cost Indicators					
Salaries to operating expenses (salary expense / total operating expenses)	54.6%	52.9%	53.8%	53.1%	53.2%
Average age of facility (accumulated depreciation / depreciation expense)	7.7	8.5	7.1	6.9	7.7

Attachment I



KIPP DELTA PUBLIC SCHOOLS

415 Ohio Street
Helena-West Helena
Arkansas, 72342

Phone: 870.753.9035
Fax: 870.753.9440

www.kippdelta.org

May 12, 2016

Justin Ladd
USDA Rural Development
3407 S. Caraway Rd. Suite 3
Jonesboro, AR 72404

Dear Mr. Ladd,

Re: Arkansas Department of Education Approval Process

In March of 2013, KIPP Delta's charter was renewed for a 10 year period. KIPP Delta will seek renewal of its charter by June 30th, 2023. KIPP Delta has permission to operate a K-12 campus in Helena, a 3-12 campus in Blytheville, and a 5-8 campus in Forrest City. Attached please find a letter from the Arkansas Department of Education detailing our current status.

KIPP Delta occasionally requests permission from the State Board of Education to amend our charter to add grades, reconfigure grade-spans, or establish new campuses. We also periodically seek permission from the Commissioner of Education to incur long-term debt. KIPP Delta has received State Board and/or Commissioner of Education approval on 100% of our requests. The following is a brief summary of our current and future approval processes.

In February of this year, KIPP Delta sought and gained approval to establish a new campus at the Central facility location as well as reconfigure the grade-span of our two Blytheville schools.

Upon receipt of an offer of finance from the USDA, KIPP Delta will seek permission from the Commissioner of Education to incur the debt associated with each of the projects we are seeking financing for. Our request to incur debt will include the terms as detailed in the offer of finance as well as a copy of the financial feasibility study. The Commissioner of Education will have 30 days to approve or request additional information.

Final loan document must contain the following language: *No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.*

**KIPP DELTA
COMMUNITIES**

HELENA-WEST
HELENA

BLYTHEVILLE

FORREST CITY

We also anticipate the following amendment requests:

- October 2016 – To establish a new campus at the Beech Crest facility.
- February 2017 - To add grades K-2 in Blytheville.
- February 2019 - To add grades 9-12 in Forrest City.

A Charter Amendment Request includes a written application and a formal presentation to the Charter Authorizing Panel. Following the Charter Authorizing Panel’s decision, the State Board of Education will review and either ratifies the decision or request additional information to inform their decision.

Our application and presentation will include:

- Financial Data
- Demographic Data
- Student Performance Data
- Maps detailing current and proposed facilities
- A desegregation analysis confirming that we will continue to comply with all applicable federal and state requirements regarding the creation and maintenance of desegregated schools.

A copy of the current amendment request form is attached.

I hope this letter serves to clarify the Arkansas Department of Education’s charter amendment process.

Sincerely,



Scott Shirey
Executive Director
KIPP Delta Public Schools



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

February 10, 2016

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

To Whom It May Concern:

The Arkansas State Board of Education approved KIPP Delta Public Schools to operate a charter school serving students in grades 5-8 in March of 2002 in Helena-West Helena. The campus is now approved to serve students in grades K-12 with a maximum enrollment of 1100.

The Arkansas State Board of Education approved the amendment request in November of 2009 for KIPP Delta Public Schools to add a Blytheville campus. The campus is now approved to serve students in grades 3-12 with a maximum enrollment of 810.

The Arkansas State Board of Education approved the amendment request in November of 2014 for KIPP Delta Public Schools to add a Forrest City campus. The campus is now approved to serve students in grades 5-8 with a maximum enrollment of 400.

In March of 2013, the Arkansas State Board of Education renewed the charter for the KIPP Delta Public Schools for 10 years. That charter will expire on June 30, 2023 provided no other action is taken by the Charter Authorizing Panel or the Arkansas State Board of Education prior to that date.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Alexandra Boyd".

Alexandra Boyd, Director
Charter Schools

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

*An Equal Opportunity
Employer*



CHARTER AMENDMENT REQUEST FORM

Instructions

The Charter Amendment Request Form, with any additional documentation pertaining to the amendment request, must be received, via email, at the Arkansas Department of Education at least 35 days prior to the meeting of the Charter Authorizing Panel.

Documentation to be included with **all amendment requests**:

- Budget projections that include the costs associated with the amendment request and demonstrate that the approval of the request will not place an undue financial burden on the charter
- Current Year to Date Enrollment by Race and Grade
- Current Year to Date Percent free and Reduced Lunch

Additional documentation for requests to **add a campus** or **relocate an existing campus**:

- Map of present location
- Map of proposed location
- Signed Facilities Utilization Agreement
- Desegregation Analysis

Additional documentation for requests to **increase enrollment cap** and/or **change grade levels served**:

- Desegregation Analysis

Amendment requests by open-enrollment charter schools must include the superintendent of the school district in which the charter is located as a recipient of the email sent to the Arkansas Department of Education.

To complete and submit the Charter Amendment Request Form, fill in the applicable areas on the form, checking the box(es) of the amendment(s) requested. When finished, print the form to PDF or print to paper and scan as a PDF. The instruction page and any unchecked boxes will not print, leaving only the necessary information. Attach all backup documents to the amendment form and submit as a single PDF packet to the Charter Office at the following email address:

ADE.CharterSchools@arkansas.gov

CHARTER FOR OPEN-ENROLLMENT SCHOOL

WHEREAS, KIPP Delta, Inc. (hereinafter "Petitioner") has petitioned the Arkansas State Board of Education (hereinafter "State Board") to operate KIPP Delta Public Schools, grade levels K-12 with a maximum enrollment of 1,550 students, to be located in the Helena-West Helena School District of Phillips County, as an Open-Enrollment Public Charter School, said petition being attached hereto as Exhibit A and incorporated herein by reference; and

WHEREAS, Petitioner has also petitioned the State Board for a license to operate a campus serving grade levels 3-8 with a maximum enrollment of 450 students, to be located in the Blytheville School District of Mississippi County; and

WHEREAS, the State Board has determined that the petition meets the requirements set forth in the Arkansas Charter Schools Act of 1999, codified at Ark. Code Ann. § 6-23-101 et seq.; and

WHEREAS, Petitioner and State Board agree that all duties and operation of the charter school will be performed pursuant to the terms and conditions detailed in the charter petition attached as Exhibit A, the Arkansas Charter Schools Act of 1999, the Arkansas Department of Education Rules Governing Public Charter Schools, and the legal comments attached to this Charter as Exhibit B and incorporated herein by reference;

NOW THEREFORE, pursuant to the Arkansas Charter Schools Act of 1999, the State Board grants this charter to Petitioner for a period of ten (10) years, to expire on the 30th day of June 2023, to permit Petitioner to operate in accordance with the terms of this Charter. Modification and termination of this charter shall be in accordance with the Arkansas Charter Schools Act of 1999 and the Arkansas Department of Education Rules Governing Public Charter Schools. Continuation and renewal of this charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and in compliance with accountability provisions specified in the Arkansas Charter Schools Act of 1999 and the Arkansas Department of Education Rules Governing Public Charter Schools.

ASSURANCES. Petitioner assures that the charter school will operate in accordance with the United States Constitution, the Constitution of the State of Arkansas and federal and state law, except for the exemptions granted by this charter. Petitioner also assures that its student admission policy will not discriminate on the basis of sex, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. Petitioner also assures that it will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers and other employees whose salaries or benefits are derived from any public moneys.

RECEIVED
APR 01 2013

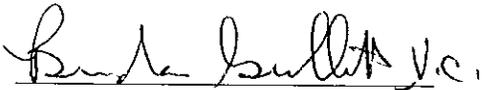
CHARTER SCHOOL OFFICE

SEVERABILITY. If any provision of this charter is determined to be unenforceable or invalid for any reason, the remainder of this Charter shall remain in effect, unless otherwise terminated by one or all parties in accordance with the terms contained herein.

This charter shall be interpreted in accordance with the Arkansas Charter Schools Act of 1999, and the Arkansas Department of Education Rules Governing Public Charter Schools. Any reference to the Arkansas Charter Schools Act of 1999 and the Arkansas Department of Education Rules Governing Public Charter Schools will also include any subsequent amendments to either the Act or the Rules and Regulations.

Approved by the Arkansas State Board of Education on March 11, 2013, and executed by the Chair of the Arkansas State Board of Education and the Charter Holder on the dates set forth below.

Arkansas State Board of Education



Jim Cooper, Chair

Charter Holder:



Chief Operating Officer

Date of Signature:

Date of Signature:

3/25/13



MEMO

DATE: October 5, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Kipp Delta - Helena/West Helena

I. INTRODUCTION

Kipp Delta of Helena/West Helena is an open-enrollment charter school located within the boundaries of the Helena/West Helena School District (HWHSD). The school is approved to serve grades kindergarten through twelve (K-12) with an enrollment cap of 1100 at the Helena/West Helena campus and 2310 combined for all campuses. Kipp Helena/West Helena is requesting to relocate its elementary school campus to another location within the HWSHD.

II. STATUTORY REQUIREMENTS

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

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

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

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the traditional public school districts in Phillips County is as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Barton-Lexa School District	0 0.92%	7 0.00%	282 92.22%	29 0.77%	4 0.08%	484 6.00%	806 --
Helena/West Helena School District	7 0.50%	13 0.92%	1,270 90.01%	39 2.76%	1 0.07%	81 5.74%	1,411 --
Marvell-Elaine School District	5 1.39%	0 0.00%	316 87.53%	9 2.49%	0 0.00%	31 8.59%	361 --
COMBINED TOTAL	12 0.5%	20 0.8%	1,868 72.5%	77 3.0%	5 0.2%	596 23.1%	2,578 --

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

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any active desegregation orders applicable to the Barton-Lexa, Helena/West-Helena, and Marvell-Elaine school districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

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



KIPP: DELTA

PUBLIC SCHOOLS

415 Ohio Street
Helena-West Helena
Arkansas, 7234
Phone: 870.753.903
Fax: 870.753.944
www.kippdelta.org

Desegregation Analysis

KIPP Delta Public Schools (KIPP Helena) is requesting an amendment to authorize it to relocate its elementary school campus in Helena-West Helena to another location still within the Helena-West Helena School District (HWHS). KIPP Helena will continue to comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

KIPP Helena should continue to have no negative impact on the ability or the efforts of the HWHS or any other Arkansas public school districts to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The HWHS has not submitted information to the Arkansas Department of Education (ADE) stating that it is a party to any active desegregation lawsuits. Based upon its careful review pursuant to Ark. Code Ann. §6-23-106, KIPP Helena does not believe that the granting of its requested amendment will hamper, delay or in any way negatively affect the desegregation efforts of the HWHS.

KIPP Helena will continue to comply with all federal and state laws concerning enrollment in a public school and in particular those laws specified to enrollment in a public charter school. The current (September 13, 2016) student population of KIPP's Helena elementary school is 440 students; the current number of students in all of KIPP's Helena campuses is 1,457 students. The 2015-2016 school year student population of the HWHS as maintained by the ADE Data Center (the latest listed on the ADE Data Center's website) is 1,425 students.

KIPP Helena realizes it cannot exclude any student that may wish to attend due to race, gender, ethnicity, or any other prohibited reason. No conclusion can be inferred or drawn against KIPP Helena that there exists any intent to continue to operate a public school, by way of this amendment request, or in practice, that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

2015 ESEA DISTRICT REPORT

District: KIPP DELTA PUBLIC SCHOOLS
LEA: 5440700
Enrollment: 1324

Superintendent: SCOTT SHIREY
Attendance 96.83
Poverty Rate: 90.03

Address: 415 OHIO STREET
Address: HELENA, AR 72342
Phone: (870) 753-9035

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	950	950	100.00	908	908	100.00
Targeted Achievement Gap Group	860	860	100.00	822	822	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	856	856	100.00	818	818	100.00
Hispanic	21	21	100.00	21	21	100.00
White	55	55	100.00	54	54	100.00
Economically Disadvantaged	851	851	100.00	814	814	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	95	95	100.00	91	91	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	185	896	20.65	22.73
Targeted Achievement Gap Group	157	815	19.26	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	159	810	19.63	10.77
Hispanic	4	20	20.00	18.35
White	12	49	24.49	26.04
Economically Disadvantaged	156	806	19.35	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	4	88	4.55	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	146	854	17.10	13.95
Targeted Achievement Gap Group	126	777	16.22	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	123	772	15.93	5.87
Hispanic	6	20	30.00	12.10
White	10	48	20.83	17.14
Economically Disadvantaged	125	769	16.25	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	6	83	7.23	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	37	40	92.50	97.22	94.00
Targeted Achievement Gap Group	31	34	91.18	96.97	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	100	107	93.46	97.22	94.00
Targeted Achievement Gap Group	83	89	93.26	96.97	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	35	38	92.11	96.97	
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	100.00	
Economically Disadvantaged	31	34	91.18	96.97	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

2015 ESEA DISTRICT REPORT

District: KIPP DELTA PUBLIC SCHOOLS
LEA: 5440700
Enrollment: 1324

Superintendent: SCOTT SHIREY
Attendance 96.83
Poverty Rate: 90.03

Address: 415 OHIO STREET
Address: HELENA, AR 72342
Phone: (870) 753-9035

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

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

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

Number of enrolled students with completed PBA only:	6
Number of enrolled students with completed EOY only:	10

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

October 21, 2016

Johnny Key
Commissioner

Mary Ley
Arkansas Arts Academy
1110 West Poplar, Ste. A
Rogers, AR 72756

State Board
of Education

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
Arkansas Arts Academy Amendment Request**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Ms. Ley:

Joe Black
Newport

On October 19, 2016, the Charter Authorizing Panel met and approved the amendment request for Arkansas Arts Academy to increase the enrollment cap to 1,225 students. The Panel also voted to limit the existing waiver of 6-10-106 to 6-10-106(a). **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the amendment will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

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

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

*An Equal
Opportunity
Employer*

CC: Superintendent Berry, Rogers School District

Arkansas Arts Academy Amendment Request

Motion

To approve the amendment request to increase the enrollment cap by 400 students to 1225 and to limit the existing waiver of 6-10-106 to 6-10-106(a).
--

Barnes	Liwo	Saunders-M
Gotcher	Pfeffer	Smith-2
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			I have no issue with the amendment request; especially with the gradual increase to potentially be realized in 2021.
Lester	X			There is a demand in the area and this gradual increase in enrollment will allow Arkansas Arts Academy to offer more courses. The charter has done a good job of collaborating with local schools to share resources.
Liwo	X			AAA has a placement demand and the plan includes a gradual student increase. Remodeling would occur in phases to align with gradual increases in student numbers. Increase will allow AAA to offer additional classes and specialized courses that furthers their goal. The charter is implementing a recruitment program targeted at low-income, minority students (i.e. targeting mailings to lower income zip codes using US Census information). I have no concerns with requests. The amendments will help further the charter's goals and will benefit students.

Pfeffer	X			This charter provides a unique personalized learning environment for students and the expansion will extend this opportunity to more students.
Rogers	X			I have no concerns with allowing this charter to move forward.
Saunders	X			I have no concerns and look forward to progress with the consolidation of the K-12 system.
Smith	X			This charter has been approved since 2000, and been renewed several times. There is evident community support for the Arkansas Arts Academy, therefore I have no concerns at this time for their amendment request to increase enrollment for the purpose of expansion of the campus by 2021.
Coffman				Chair

Submitted by: Alexandra Boyd
Date: October 19, 2016

ARKANSAS ARTS ACADEMY

SPONSORING ENTITY: BENTON COUNTY CHARTER SCHOOL ORGANIZATION, INC.

CURRENT DATA

Maximum Enrollment	825
Approved Grade Levels	K-12
Grades Served 2015-2016	K-12

2015-2016 Enrollment by Race

Two or More Races	39
Asian	12
Black	15
Hispanic	108
Native American/Native Alaskan	11
Native Hawaiian/Pacific Islander	5
White	584
Total	774

2015-2016 Enrollment by Grade

Kindergarten	56
1st Grade	53
2nd Grade	53
3rd Grade	62
4th Grade	57
5th Grade	68
6th Grade	60
7th Grade	66
8th Grade	57
9th Grade	60
10th Grade	62
11th Grade	68
12th Grade	52

2015-2016 Student Status Counts

Migrant	0
LEP	28
Gifted & Talented	0
Special Education	77
Title I	65
Source: District Cycle 4 Report	

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	744.11	727.23	707.33	713.31
ADM	779.64	768.24	752.40	756.15
%	95.44%	94.66%	94.01%	94.33%

BACKGROUND

Authorized November 13, 2000
 Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

July 9, 2001

Additional facilities

Amendment Request Considered and APPROVED Additional waivers for Gifted and Talented	December 10, 2001
Placed on Probation Compliance issues	December 10, 2001
Review of Probationary Status	March 11, 2002
Review of Probationary Status	April 8, 2002
Removed from Probation	September 9, 2002
Amendment Request Considered and APPROVED Additional waivers governing school board	September 9, 2002
Renewal Request Charter renewed for three years	March 15, 2004
Renewal Request Charter renewed for five years	May 14, 2007
Financial Review	May 11, 2009
Amendment Request Considered and APPROVED Merge Northwest Arkansas Academy of Fine Arts with Benton County School of the Arts to form a K-12 campus with enrollment of 825	June 8, 2009
Renewal Request Charter renewed for three years Amendment denied to increase enrollment cap Waiver granted for the following: 6-17-201 6-17-208 6-17-2301 et seq. 6-17-2407 Standard 15.03 ADE Rules Governing Substitute Teachers ADE Rules Governing Parental Notification of Non-Licensed Teacher	April 9, 2012
Amendment Request Considered and APPROVED Change name to Arkansas Arts Academy Waiver granted for 6-17-111	March 21, 2014
Renewal Request Charter renewed for years Waiver granted for Standard 14.03	February 18, 2015



ARKANSAS
ARTS ACADEMY

Aspire. Achieve. Advance.

August 8, 2016

Ms. Alexandra Boyd, Program Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Re: Arkansas Arts Academy
Dear Ms. Boyd:

Pursuant to Section 4.02.4 of the ADE Rules Governing Public Charter Schools, I have enclosed a completed Charter Amendment form for the purpose of requesting the following changes:

1. Increase the enrollment cap from 825 to the proposed cap of 1225.
2. Be granted the waiver Ark. Code Ann. 6-15-214: Advanced placement course counted as core curriculum course taught
3. Be granted the waiver Ark. Code Ann. 6-10-106: School year dates

I am requesting that this amendment request be placed on the October 19-20, 2016 agenda of the Charter Authorizing Panel for Consideration.

Thank you for your assistance in this matter.

Sincerely,

Mary Ley

CEO

Arkansas Arts Academy



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Arkansas Arts Academy

LEA Number: 0440700 Phone Number: 479-366-2787 Submission Date: 08/26/2016

Charter Leader: Mary Ley

Email Address: mley@artsk12.org

Type of Amendment Requested:

[X] Increase enrollment cap

Current cap 825

Proposed cap 1225

[X] Waiver

Waiver Topic:

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-15-902(a) Advanced placement course counted as core curriculum taught
Ark. Code Ann. 6-10-106 School year dates

Rationale for Waiver

Ark. Code Ann. 6-15-902(a) We want to encourage students to take higher level courses in the subject's area and assist students to be college ready.
Ark. Code Ann. 6-10-106 School year dates We want to have the flexibility to consider offering a year around school schedule.

Waiver Topic:

Statute/Standard/Rule to be Waived

Rationale for Waiver



September 14, 2016

Ms. Deborah Coffman
Chair, Charter Authorizing Panel
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Members of the Charter Authorizing Panel:

Arkansas Arts Academy is requesting an amendment to our existing charter to accommodate our growing demand and our plans for the future. The request is structured in two parts. The first part of the request seeks an expansion to our enrollment cap, and the second part seeks to add the two waivers listed herein.

Arkansas Arts Academy is seeking an increased enrollment cap to serve an additional 400 students, enrolling 150 students during each of the first two years within a three-year period beginning in the fall of 2017. In the last of the three years, Arkansas Arts will enroll an additional 100 students, thereby reaching its 400 student increase.

The second part of the amendment request, which seeks to add the two waivers listed herein to our existing list of waivers, will enable Arkansas Arts Academy to count our Advanced Placement Courses as part of our core curriculum and will allow Arkansas Arts Academy the flexibility in its school calendar to offer an extended year.

At its roots, educational programming at Arkansas Arts Academy is comprised of four major pillars:

1. **Academics** – Arkansas Arts Academy provides an academically rigorous, innovative curriculum within a personalized learning environment that results in all students being college and career ready. The high school has recently added more AP courses and more sophisticated arts programming to its core content, including a highly rated art history course and a career animation course taught by an Academy Award winning animator for his work on Disney's production of Frozen and other Disney and Sony films and projects.
2. **Mastering the Arts** – Our curriculum features vertical alignment of the arts programs beginning at the elementary level and integrating each of the arts areas so that as students transition, they select an area of focus for college and career readiness.



3. **Arts Integration** – We have a full time arts integration specialist who serves as the educational liaison with the Academy’s community partnerships. The arts integration specialist works with educators to leverage community institutions and their collections as extensions of the classroom and to assist with curriculum development in order to meet state and national standards.
4. **Museum Initiative** – Arkansas Arts Academy has partnered with the Crystal Bridges Museum of American Art and eight additional regional museums to incorporate the collections and educational missions into the school curriculum. Museum programs and projects correlate with classroom themes, topics, historical eras, and disciplines, and they serve to expose students to the many professions within the museum field.

The mission of Arkansas Arts Academy is to be the ultimate K-12 choice for excellence in arts and academics. Our school provides a rich, rigorous scholastic study combined with the mastery of an art form, and our students have been recognized repeatedly for their accomplishments. In addition to being named a Reward School by the Arkansas Department of Education for each of the past three years, Arkansas Arts Academy was recently ranked among the top ten schools in Arkansas by *U.S. News & World Report* and was a top five school according to *Niche*. This year, Arkansas Arts Academy also received Exemplary School Designation by the *Arts School Network* in recognition of outstanding efforts in strategically evaluating the school’s purpose, operations, plans, and educational programs.

However, while we are proud of our accomplishments to date, we know we must continue to improve in order to achieve our ultimate goal: to be a nationally recognized arts academy featuring all of the necessary programming for our students to be accepted at the top arts colleges across America. Our relentless pursuit of this goal is what compels this amendment request. In order to meet our goal of becoming a nationally recognized public arts academy, our arts-focused student population must increase, and our current facilities must be remodeled. Increasing our student population and remodeling our facilities will enable us to offer all of the programming options expected of first-rate K-12 art institutions.

Specifically, with an approval of this request, Arkansas Arts Academy will have the ability to offer additional classes and specialized courses that will better prepare our students for college and careers. Examples of such improvements include:

- Dance – expand ballet and offer classes that investigate cultural dance
- Music – strengthen the traditional programs and offer recording courses
- Visual Art – expand to include a ceramics program, photography and film
- Theater – offer more productions as well as staging and costuming classes
- Culinary Arts – explore the possibilities of this field; make connections with community partners as well as combine with existing disciplines, example Dinner Theater
- Animation – continue to expand classes and offer certification courses



ARKANSAS ARTS ACADEMY

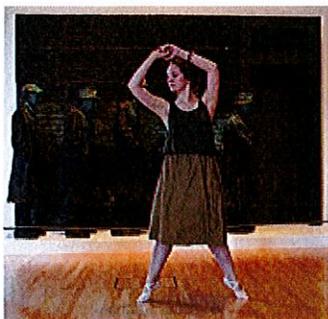
In addition to our motivation for this request from a curricular standpoint, there are many other reasons compelling an increased enrollment cap at Arkansas Arts Academy. One such reason is demand. As a result of our exceptional K-8 administrator, Matt Young, our elementary and middle schools have reached capacity with a waiting list for each grade. Under his leadership, the K-8 campus has become a popular and sought-after school. We have reached our limit in student acceptance and continue to attract attention through our arts integration and strong community partnerships. In order to meet our growing demand and better serve the needs of families in our region who desire a choice for their children's education, we must increase our enrollment cap and remodel our facilities.

Another reason compelling this request is Arkansas Arts Academy's interest in diversifying our student body. We are proud of how we have been able to serve students from all socioeconomic, racial, ethnic, and religious backgrounds in an inclusive environment, but Arkansas Arts Academy intends to leverage this amendment request to further enhance our ability to attract students from historically underprivileged communities. We are steadfast in our commitment to bringing a world-class academic and arts experience to the underserved, and accordingly, we have developed a targeted recruitment plan with multilingual marketing materials aimed at specific zip codes around our community.

We thank you for your careful consideration of this request, and we look forward to sharing this vision with you.

Respectfully,

Mary Ley
CEO
Arkansas Arts



**Arkansas Arts Academy
Projected Cash Flow**

	Historical 2014-15	Current Year 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
Student Cap			825	825	950	1,075	1,225
3rd qtr ADM (Conservative approach)	757.63	766.21	800	810	935	1,050	1,100
Per Pupil Funding	\$ 6,521	6,584	6,646	6,712	6,780	6,847	6,916
Revenue							
State Aid	\$ 5,087,684	\$ 4,988,236	5,092,298	\$ 5,316,800	\$ 5,437,093	\$ 6,338,912	\$ 7,189,749
Student Growth/DEF	-	74,300	224,568	67,125	847,448	787,449	345,793
State Grants							
School Recognition Grants	20,820	11,500	-	-	-	-	-
Professional Development	20,808	19,736	19,960	20,840	21,101	24,357	27,353
English Language Learners	9,193	8,748	8,100	8,100	8,100	8,100	8,100
NSLA	137,005	143,550	111,500	111,500	111,500	111,500	111,500
Pathwise	-	14,622	-	-	-	-	-
Special Education	1,200	8,672	8,700	8,700	8,700	8,700	8,700
Vocational Start Up Grant	-	-	-	-	-	-	-
Facilities Funding (state)	71,862	391,755	350,000	-	-	-	-
Miscellaneous Income	23,335	18,729	-	-	-	-	-
Private Grants	810,361	204,550	300,000	250,000	100,000	100,000	100,000
Total Projected Revenue	\$ 6,182,268	\$ 5,884,398	6,115,126	\$ 5,783,065	\$ 6,533,941	\$ 7,379,017	\$ 7,791,195
Expenditures							
Salaries and Benefits	3,636,557	3,640,088	3,591,880	3,703,080	3,875,420	4,285,850	4,843,115
Instructional Services/Substitutes	115,031	88,348	85,000	87,000	95,000	100,000	107,000
Data Processing	13,400	-	13,500	14,175	14,884	15,628	16,409
Professional Development	2,207	89	52,000	34,100	5,000	7,500	8,500
Accounting and Legal	20,687	26,786	30,000	31,500	33,075	34,729	36,465
Other Professional Services	18,230	14,183	12,000	12,600	13,230	13,892	14,586
Other Purchase Service	14,000	4,862	7,500	7,875	8,269	8,682	9,116
Water & Sewer	13,015	11,973	12,500	13,750	15,125	15,881	16,675
Sanitation	6,016	7,979	8,000	8,800	9,680	10,164	10,672
Cleaning Services	181,219	210,950	220,000	220,000	241,500	253,575	266,254
Lawn Care	10,351	9,793	10,000	10,500	11,025	11,576	12,155
Rental (Principal & Interest Pmts)	605,215	597,430	600,000	650,000	1,200,000	1,400,000	1,400,000
Property & Liability Insurance	69,306	69,306	60,000	60,000	80,000	100,000	100,000
Telephone	46,014	46,014	60,000	60,000	63,000	66,150	69,458
Postage	2,784	4,252	6,000	6,000	4,500	4,500	4,500
Advertising	2,577	3,752	5,000	5,000	5,000	5,000	5,000
Printing & Binding	16,899	34,442	35,000	35,000	38,500	42,350	46,585
Travel/Meals/Lodging (includes bus costs)	45,096	31,969	50,000	50,000	55,000	60,500	66,550
General Supplies & Materials	280,058	307,511	300,000	330,000	363,000	399,300	389,230
Natural Gas	32,859	19,552	25,000	26,250	27,563	28,941	30,388
Electricity	77,606	76,387	79,000	82,950	87,098	91,452	96,025
Textbooks/Curriculum Materials	-	22,974	100,000	75,000	50,000	55,000	60,500
Library Books & Periodicals	-	9,370	5,000	8,000	8,000	8,000	8,000
Software	64	31,135	20,000	20,000	22,000	24,200	26,620
Bldg & Land Improvement	137,089	245,212	100,000	-	-	-	-
Repairs & Maintenance	9,629	72,645	150,000	100,000	100,000	100,000	10,000
Vehicles	36,759	10,215	-	-	-	-	-
Furniture	-	-	-	-	15,000	15,000	15,000
Technology Hardware/Software	413,087	3,147	50,000	50,000	55,000	60,500	66,550
Dues & Fees	4,695	19,610	25,000	25,000	25,000	25,000	25,000
Misc Expenditures	12,546	371	15,000	15,000	15,000	15,000	15,000
Commodities/Food	-	-	-	-	-	-	-
Total Projected Expenditures	5,822,996	5,620,345	5,727,380	5,741,580	6,535,868	7,258,370	7,775,353
Net Cash Increase/Decrease	\$ 359,272	\$ 264,053	387,746	\$ 41,485	\$ (1,926)	\$ 120,647	\$ 15,841
Legal Balance - Beginning of Year		872,685	1,136,738	1,524,484	1,565,969	1,564,042	1,684,690
Legal Balance - End of Year		1,136,738	1,524,484	1,565,969	1,564,042	1,684,690	1,700,531

NOTE/ Legal Balance includes Facilities Funding (Fund 3)

**Arkansas Arts Academy
ENROLLMENT REPORT
Enrollment Date: Sep 2, 2016**

Enrollment Count		01	02	03	04	05	06	07	08	09	10	11	12	KF	Race Totals
Asian	Females			1	1	2	1	1				1	1		8
	Males		1				1								2
	Gender Totals		1	1	1	2	2	1				1	1		10
Black	Females	1	1				1	1	1	2			1		8
	Males						1						3		4
	Gender Totals	1	1				2	1	1	2			4		12
Hawaiian/Pacific Islander	Females				2					1					3
	Gender Totals				2					1					3
	Females	6	6	1	8	4	7	4	3	2	1	4	3	5	54
Hispanic	Males	3	4	4	6	6	4	5	5	4	2	2	4	2	51
	Gender Totals	9	10	5	14	10	11	9	8	6	3	6	7	7	105
	Females	2	2					1		1		1			7
Native American	Males													1	1
	Gender Totals	2	2					1		1		1		1	8
	Females	1	1	2	2	2	1		3	4	1	1		5	23
Two or More	Males	3	2	2	3	1	2	1	4	2	1	1	1		23
	Gender Totals	4	3	4	5	3	3	1	7	6	2	2	1	5	46
	Females	29	22	20	22	28	31	33	27	33	30	30	28	27	360
White	Males	15	23	28	20	19	18	20	21	11	17	16	14	20	242
	Gender Totals	44	45	48	42	47	49	53	48	44	47	46	42	47	602
	Grade Totals	60	60	60	64	62	67	66	64	60	52	56	55	60	786

Arkansas Arts Academy

Students Receiving Free Meals	153	20%
Students Receiving Reduced Meals	54	7%
Total	207	27%
Students with Grace Free and Reduced Meals	79	10%
Pending Applications		

Desegregation Analysis

Arkansas Arts Academy is located within the boundaries of the Rogers School District (RSD) in Benton County and as an open-enrollment public charter school that is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the boundaries of the RSD and the Bentonville School District (BSD).

Arkansas Arts Academy offers this Desegregation Analysis in accordance with the requirements of Ark. Code Ann. §6-23-106 to carefully review the potential impact that the granting of its amendment request would have upon the RSD, BSD and any other school district's ability to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Arkansas Arts Academy's amendment request, if granted, would raise its enrollment cap from 825 students to 1,225 students over a three (3)-year period, beginning in the 2017-2018 school year. Because all public school districts in Arkansas from which Arkansas Arts Academy draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the granting of the requested amendment should have no negative affect on the desegregation efforts of any public school district in this state.

According to the 2015-2016 enrollment figures (the latest enrollment figures available) maintained by the Arkansas Department of Education (ADE) Data Center, the current enrollment of Arkansas Arts Academy is 774 students, which includes 12 Asian, 15 African-American, 108 Hispanic, 39 Two or More Race, 16 Native American and Pacific Islanders, and 584 Caucasian students, and would have no material impact on the racial composition of the public school districts in Benton County. There are 16,060 students enrolled in the Bentonville School District; its student population is approximately 75% Caucasian and approximately 11% Hispanic according to the latest figures maintained by the ADE Data Center. There are 15,077 students enrolled in the Rogers School District, according to the latest figures maintained by the ADE Data Center. The Rogers School District student population is approximately 48% Caucasian and 45% Hispanic. The total enrollment of Arkansas Arts Academy is a little less than 5% of the total enrollment of the Bentonville School District and is approximately 5% of the total enrollment of the Rogers School District. At a maximum student population of 1,225 students, Arkansas Arts Academy's enrollment would be approximately 7.6% of the total enrollment of the Bentonville School District and approximately 8.1% of the total enrollment of the Rogers School District.

Group	Arkansas Arts Academy	Bentonville Public Schools	Rogers Public Schools
2015-2016 Enrollment	774	16,060	15,077
White/Caucasian	75.5%	74.7%	48%
Hispanic	14%	10.7%	45%
Asian	1.6%	6.1%	1.9%
Native American/Pacific Islander	2.1%	1.6%	1.8%
Two or More Races	5.0%	3.8%	1.6%
African American	1.9%	3.1%	1.7%



Mary Ley <mley@artsk12.org>

Sharing new information for Arkansas Arts Academy

1 message

Mary Ley <mley@artsk12.org>

Fri, Aug 26, 2016 at 3:09 PM

To: Mberry@rps.k12.ar.us

August 26, 2016

Dear Superintendent Berry,

I sure enjoyed meeting and visiting with you. Arkansas Arts Academy will be requesting a hearing with the Charter Board in October to request our enrollment cap to be increased from 825 students to 1225. The additional 400 students will be geared for the high school. The outreach for increasing our high school enrollment will be a gradual process. We will begin rebuilding the physical campus in the next few months. Student enrollment will increase with different segments of progress. We hope to have room for 125 more students by the Fall of 2018, another 125 students by the Fall of 2019, and complete the additional students by the Fall of 2020 by adding the last 150.

Our intention is to search for arts students throughout Northwest Arkansas and not put a strain on any one district. We intend to launch a targeted recruitment campaign to enroll more low-income, minority students. The new high school will feature some of the finest studios and labs in the country. We hope we can partner with your district by providing arts students everywhere with evening and summer programming. Thanks to our amazing arts integration specialist and our new museum initiative we would be happy to share our arts integration and museum lessons to anyone who is interested.

I hope you see the benefits of a national level arts institute for the entire community. I would be more than happy to meet with you to discuss this further.

Best regards,

Mary Ley

CEO

Arkansas Arts Academy

479-366-8929 (C)

Mary Ley <mley@artsk12.org>

Aug 26 (6 days ago)

to djones

August 26, 2016

Dear Superintendent Jones,

Arkansas Arts Academy will be requesting a hearing with the Charter Board in October to request our enrollment cap to be increased from 825 students to 1225. The additional 400 students will be geared for the high school. The outreach for increasing our high school enrollment will be a gradual process. We will begin rebuilding the physical campus in the next few months. Student enrollment will increase with different segments of progress. We hope to have room for 125 more students by the Fall of 2018, another 125 students by the Fall of 2019, and complete the additional students by the Fall of 2020 by adding the last 150.

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Best regards,

Mary Ley
CEO
Arkansas Arts Academy
[479-366-8929](tel:479-366-8929) (C)



Mary Ley <mley@artsk12.org>

News from Arkansas Arts Academy

1 message

Mary Ley <mley@artsk12.org>

Fri, Aug 26, 2016 at 3:11 PM

To: Jrollins@sdale.org

August 26, 2016

Dear Superintendent Rollins,

I sure enjoyed meeting and visiting with you. Arkansas Arts Academy will be requesting a hearing with the Charter Board in October to request our enrollment cap to be increased from 825 students to 1225. The additional 400 students will be geared for the high school. The outreach for increasing our high school enrollment will be a gradual process. We will begin rebuilding the physical campus in the next few months. Student enrollment will increase with different segments of progress. We hope to have room for 125 more students by the Fall of 2018, another 125 students by the Fall of 2019, and complete the additional students by the Fall of 2020 by adding the last 150.

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Best regards,

Mary Ley

CEO

Arkansas Arts Academy

479-366-8929 (C)



Mary Ley <mley@artsk12.org>

News from Arkansas Arts Academy

1 message

Mary Ley <mley@artsk12.org>

Fri, Aug 26, 2016 at 3:13 PM

To: Superintendent@fayar.net

August 26, 2016

Dear Superintendent Wendt,

I sure enjoyed meeting and visiting with you. Arkansas Arts Academy will be requesting a hearing with the Charter Board in October to request our enrollment cap to be increased from 825 students to 1225. The additional 400 students will be geared for the high school. The outreach for increasing our high school enrollment will be a gradual process. We will begin rebuilding the physical campus in the next few months. Student enrollment will increase with different segments of progress. We hope to have room for 125 more students by the Fall of 2018, another 125 students by the Fall of 2019, and complete the additional students by the Fall of 2020 by adding the last 150.

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Best regards,

Mary Ley

CEO

Arkansas Arts Academy

479-366-8929 (C)

Arkansas Arts Academy

9/6/2016

Projected Cash Flow - Alternative with Facilities Funding

	Historical 2014-15	Historical 2015-16	Projected Current Year 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
Student Cap			825	825	950	1,075	1,225
3rd qtr ADM (Conservative approach)	757.63	766.21	800	810	935	1,050	1,100
Per Pupil Funding	\$ 6,521	6,584	6,646	6,712	6,780	6,847	6,916

Revenue

State Aid	\$ 5,087,684	\$ 4,988,236	5,092,298	\$ 5,316,800	\$ 5,437,093	\$ 6,338,912	\$ 7,189,749
Student Growth/DEF	-	74,300	224,568	67,125	847,448	787,449	345,793
State Grants							
School Recognition Grants	20,820	11,500	-	-	-	-	-
Professional Development	20,808	19,736	19,960	20,840	21,101	24,357	27,353
English Language Learners	9,193	8,748	8,100	8,100	8,100	8,100	8,100
NSLA	137,005	143,550	111,500	111,500	111,500	111,500	111,500
Pathwise	-	14,622	-	-	-	-	-
Special Education	1,200	8,672	8,700	8,700	8,700	8,700	8,700
Vocational Start Up Grant	-	-	-	-	-	-	-
Facilities Funding (state)	71,862	391,755	350,000	300,000	300,000	300,000	300,000 **
Miscellaneous Income	23,335	18,729	-	-	-	-	-
Private Grants	810,361	204,550	300,000	250,000	100,000	100,000	100,000
Total Projected Revenue	\$ 6,182,268	\$ 5,884,398	6,115,126	\$ 6,083,065	\$ 6,833,941	\$ 7,679,017	\$ 8,091,195

Expenditures

Salaries and Benefits	3,636,557	3,640,088	3,591,880	3,703,080	3,875,420	4,285,850	4,843,115
Instructional Services/Substitutes	115,031	88,348	85,000	87,000	95,000	100,000	107,000
Data Processing	13,400	-	13,500	14,175	14,884	15,628	16,409
Professional Development	2,207	89	52,000	34,100	5,000	7,500	8,500
Accounting and Legal	20,687	26,786	30,000	31,500	33,075	34,729	36,465
Other Professional Services	18,230	14,183	12,000	12,600	13,230	13,892	14,586
Other Purchase Service	14,000	4,862	7,500	7,875	8,269	8,682	9,116
Water & Sewer	13,015	11,973	12,500	13,750	15,125	15,881	16,675
Sanitation	6,016	7,979	8,000	8,800	9,680	10,164	10,672
Cleaning Services	181,219	210,950	220,000	220,000	241,500	253,575	266,254
Lawn Care	10,351	9,793	10,000	10,500	11,025	11,576	12,155
Rental (Principal & Interest Pmts)	605,215	597,430	600,000	650,000	1,200,000	1,400,000	1,400,000
Property & Liability Insurance	69,306	69,306	60,000	60,000	80,000	100,000	100,000
Telephone	46,014	46,014	60,000	60,000	63,000	66,150	69,458
Postage	2,784	4,252	6,000	6,000	4,500	4,500	4,500
Advertising	2,577	3,752	5,000	5,000	5,000	5,000	5,000
Printing & Binding	16,899	34,442	35,000	35,000	38,500	42,350	46,585
Travel/Meals/Lodging (includes bus costs)	45,096	31,969	50,000	50,000	55,000	60,500	66,550
General Supplies & Materials	280,058	307,511	300,000	330,000	363,000	399,300	389,230
Natural Gas	32,859	19,552	25,000	26,250	27,563	28,941	30,388
Electricity	77,606	76,387	79,000	82,950	87,098	91,452	96,025
Textbooks/Curriculum Materials	-	22,974	100,000	75,000	50,000	55,000	60,500
Library Books & Periodicals	-	9,370	5,000	8,000	8,000	8,000	8,000
Software	64	31,135	20,000	20,000	22,000	24,200	26,620
Bldg & Land Improvement	137,089	245,212	100,000	-	-	-	-
Repairs & Maintenance	9,629	72,645	150,000	100,000	100,000	100,000	10,000
Vehicles	36,759	10,215	-	-	-	-	-
Furniture	-	-	-	-	15,000	15,000	15,000
Technology Hardware/Software	413,087	3,147	50,000	50,000	55,000	60,500	66,550
Dues & Fees	4,695	19,610	25,000	25,000	25,000	25,000	25,000
Misc Expenditures	12,546	371	15,000	15,000	15,000	15,000	15,000
Commodities/Food	-	-	-	-	-	-	-
Total Projected Expenditures	5,822,996	5,620,345	5,727,380	5,741,580	6,535,868	7,258,370	7,775,353
Net Cash Increase/Decrease	\$ 359,272	\$ 264,053	387,746	\$ 341,485	\$ 298,074	\$ 420,647	\$ 315,841
Legal Balance - Beginning of Year	513,413	872,685	1,136,738	1,524,484	1,865,969	2,164,042	2,584,690
Legal Balance - End of Year	872,685	1,136,738	1,524,484	1,865,969	2,164,042	2,584,690	2,900,531

NOTE/ Legal Balance includes Facilities Funding (Fund 3)

** Facilities funding is contingent each year based on the State's funding model.



THE SENATE
STATE OF ARKANSAS

CECILE BLEDSOE
ASSISTANT PRO TEMPORE
SENATOR
3RD DISTRICT
OFFICE: 479-636-2115
cecile.bledsoe@senate.ar.gov
709 SKY MOUNTAIN DRIVE
ROGERS, ARKANSAS 72756

CHAIR:
PUBLIC HEALTH, WELFARE & LABOR
MEMBER:
LEGISLATIVE COUNCIL
JOINT AUDIT
JOINT BUDGET
JOINT ENERGY
STATE AGENCIES AND GOVERNMENTAL AFFAIRS
RULES, RESOLUTIONS & MEMORIALS

September 7, 2016

Charter Authorizing Panel
Arkansas Department of Education
4 Capitol Mall
Little Rock, Arkansas 72201

Dear Panel Members:

It is my sincere pleasure to submit this letter in support of Arkansas Arts Academy as it applies for an amendment to its existing charter school contract with the Arkansas Department of Education. With approval, the Academy will remodel its campus to accommodate an additional 400 students and offer an expanded roster of specialized classes in the culinary arts, visual art, dance, theater and more.

As the second-oldest charter school in the state, Arkansas Arts Academy has for many years provided students with a quality education. It is my understanding the elementary and middle school grades have reached capacity and have waiting lists for admission. I hope those with the power to do so will give this amendment application every possible consideration.

Thank you for your time and attention in this matter. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Cecile Bledsoe".

Cecile Bledsoe
State Senator
District 3

CB:lag



STATE OF ARKANSAS

House of Representatives

September 14, 2016

RE: *Arkansas Arts Academy*

To Whom It May Concern:

I would like to express my strong support for the Arkansas Arts Academy and the requested amendment to their charter.

This remarkable academy is exposing a growing enrollment to accelerated learning, through self-paced and blended instruction, that's unmatched in any other school in our state. Through its course offerings and early college experiences, the Arkansas Arts Academy is enabling its students through sessions with opportunities for every student.

This will allow the Arkansas Arts Academy to significantly expand its offerings to better serve traditional and non-traditional students, create the opportunity to increase its involvement with the communities and provide an environment in which its students can participate in many levels of arts. These benefits will lead directly to students being better prepared to contribute to the world of work upon their graduation.

Again, I am in full support of the Arkansas Arts Academy and urge the board to approve the amendment. If you have an questions, please do not hesitate to contact me.

Sincerely,
Jana Della Rosa

Jana Della Rosa
State Representative

JDR/jnm

REPRESENTATIVE

Jana Della Rosa
5409 S Pleasant Way
Rogers, Arkansas 72758-8420

479-236-3060 Cell
479-986-0699 Residence
dellarosa4arkansas@gmail.com

DISTRICT 90

Counties:
Part Benton

COMMITTEES:

Public Transportation
Vice Chairperson,
Motor Vehicle and Highways
Subcommittee

City, County and Local Affairs
Local Government Personnel
Subcommittee

Joint Performance Review



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Tuesday, October 04, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Collaborative Efforts with Arkansas Arts Academy

Dear Ms. Boyd:

I had the pleasure of meeting with Mrs. Mary Ley, Chief Executive Officer for the Arkansas Arts Academy, to discuss possible collaborative efforts between our two institutions. This effort will focus on our proposed Lane Hotel Campus in Rogers.

We have identified some areas for collaboration in shared resources, educational programs, after-school programs, and tutoring. We are optimistic about the opportunity to forge ahead with our collective ideas.

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent
MWS/hpt

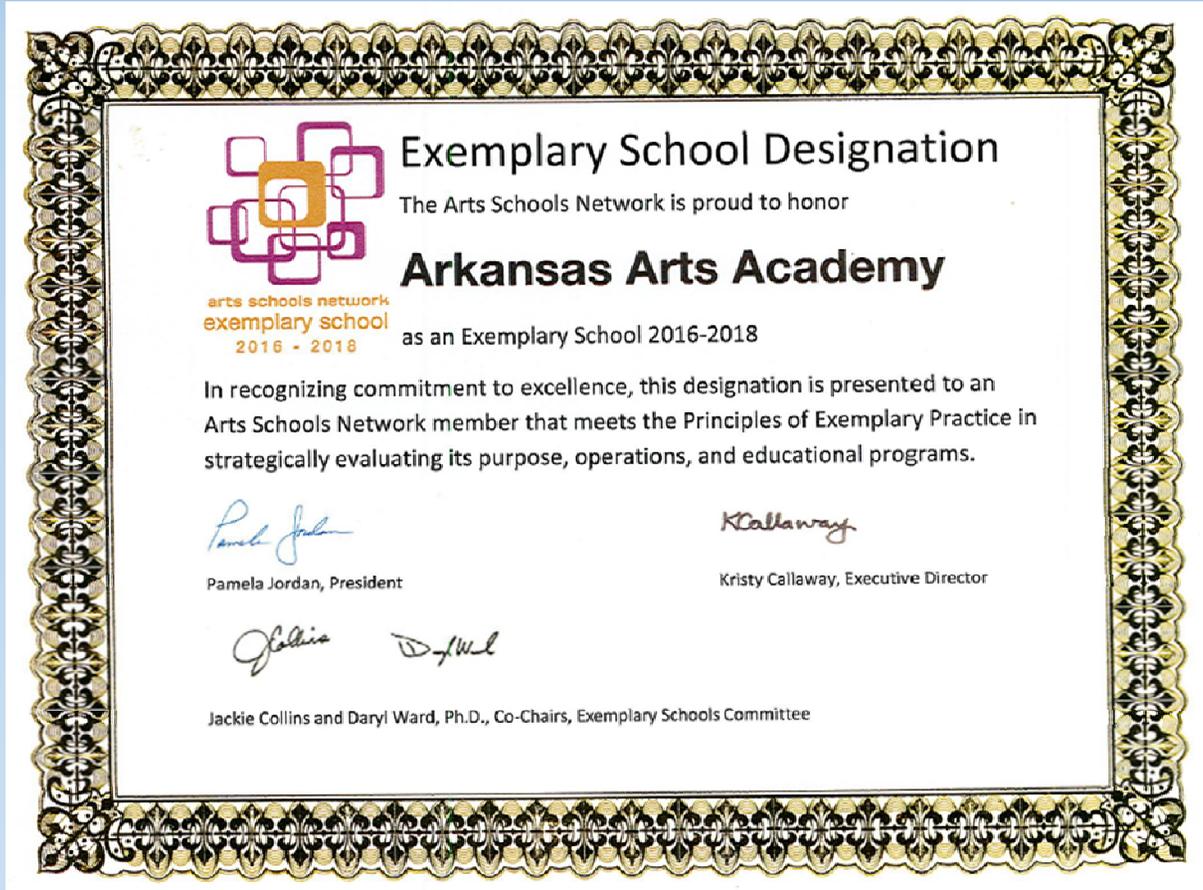
Cc: File



Arkansas Arts Academy



**Creating a National Level
High School of the Arts**



Accredited by the State of Arkansas, AdvancEd, and Arkansas A+

<p>Abbotsford, BC, Canada</p>  <p>Abbotsford School of Integrated Arts (ASIA) SUMAS MOUNTAIN</p>	 <p>Tallahassee, FL</p>	 <p>San Fernando, CA</p>
<p>Morningside, MD</p> 	<p>THE CHICAGO HIGH SCHOOL FOR THE ARTS</p> 	 <p>Burnaby, BC, Canada</p>
 <p>Avondale Estates, GA</p>	<p>Denver School of the Arts</p> 	 <p>Jacksonville, FL</p>
<p>Washington DC</p> 	 <p>Savannah, GA</p>	 <p>Townson, MD</p>
 <p>Grand Prairie, TX</p>	 <p>Orlando FL</p>	 <p>Hunting Beach CA</p>
 <p>Nampa, Idaho</p>	 <p>Las Vegas, NV</p>	 <p>Los Angeles, CA</p>
 <p>New Orleans</p>	 <p>Santa Fe, NM</p>	 <p>New Orleans, LA</p>
 <p>Tampa, FL</p>	 <p>Jackson, Mississippi</p>	 <p>Tampa Florida</p>

ART SCHOOLS NETWORK EXEMPLARY SCHOOLS

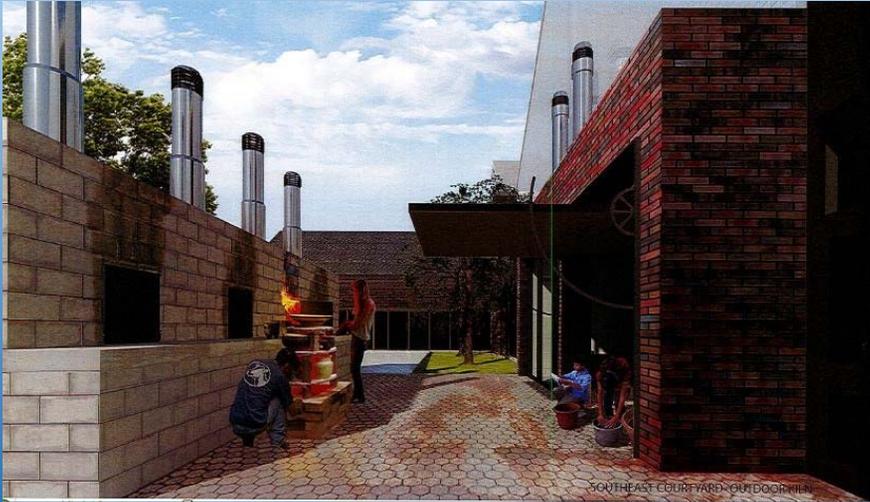
Only 14 states including Arkansas has this distinction

We need an additional 400 students:

- fulfill our vision to offer National level programming
- sustain a national level facility
- studies show high schools with 600-900 students are an “ideal” size for learning.
- current Enrollment – 780 Current Cap – 825
- current Facility does not provide the space to add more students and honor the Board agreement to maintain small class sizes
- current waiting list 200 – We have never advertised or recruited







**Current Facility is 52,037 square feet
Facility would be remodeled and an additional 27,462 of high level arts
labs and Black Box Theater will be added. The school occupies the
former home of Immanuel Baptist Church.**

Recruitment Plan

Objective One

Increase K12 Student Enrollment 39% by 2020

2016-2017
780 Students

2017 – 2018
825 Students – 7% Growth
*Try to reutilize current
Space*

2018-2019
855 Students - 4% Growth
Add (30) 8th graders to pipeline

2019-2020
1055 Students – 19%
Growth
*Add (100) 9th and (100) 10th
grade students*

2020-2021
1155 students -9% Growth
Natural Growth to 11th Grade

2021-2022
1225 Students – 8%
Growth
Natural Growth to 12th Grade

How do we increase student applications to attend Arkansas Arts Academy

Strategic Options:

- Contract with professional student recruitment organization to develop comprehensive recruitment blueprint
- Traditional advertising
- Social Media
- Promotion through Community Partnerships
- Promotions at student art exhibits and performances
- Recruitment of underserved populations
- Create advisory with NWA Art nonprofits after school programming

Traditional Methods

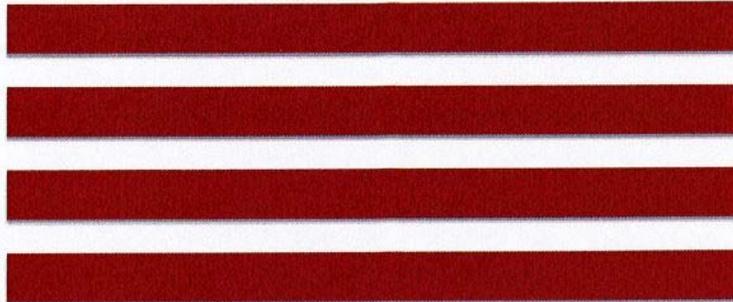
- **Website:** keep information clean, relevant, and accessible; easy user navigation
- **Press Release:** communicate with news outlets; publish parent newsletters; quarterly CEO newsletter
- **Direct Mail:** invite local leaders to student events; outreach to local students who participate in partner arts organizations to tour our campus. Targeted mailings to lower income zip codes using U.S. Census information
- **Radio Advertisement**

Social Media

- **Facebook & Twitter:** continue to update and showcase student and staff talent
- **YouTube:** Create a high school student group for video production
- **Be proactive** with new social media sites that develop over time

Population Growth

Northwest Arkansas population under 18 years of age



2010 – 2015 Growth		2015 – 2020 Growth*	
NWA	+5,704	NWA	+11,293
Rogers	+1,152	Rogers	+1,775
Bentonville	+1,449	Bentonville	+1,679

The projected number of students entering schools in Northwest Arkansas over the next 5 years is *double* the number of students who entered over the last 5 years.



High School Profile

Principal Barb Padgett

- 2015 -2016 Ranked as an Arkansas top ten school by U.S. News & World Report.
- Art School Network Exemplary School Status
- Quality Staff
- Exemplary programs in Dance, Guitar, Orchestra, Vocal Music, Theatre, Visual Arts, Animation
- 11 AP courses
- 8.9% Special Education Districtwide
- 29% Free and Reduced Lunch
- 9 Museum Partners
- Extensive Arts Advisory
- Strong Parent Art Guild
- 27 Credits – 5 more than required by the state
- 95% graduation Rate (2015)
- 93% College Bound (4 year) (2015)
- Average Scholarship -\$57,000 (2015)
- Notable Testing Achievements:
 - EOC Biology – 2nd highest scores in the state
 - 2014 – EOC Literacy 2nd highest scores in state
 - 2013 EOC Geometry 5th highest scores in state

ARKANSAS ARTS ACADEMY COLLEGES AND UNIVERSITIES

Flager University – Florida
Memphis College of Arts - Tennessee
SUNY – New York
Point Park College – Pennsylvania
The Kings College - New York
Full Sail University – Florida
Savannah College of Art and Design – Georgia
University of Central Oklahoma - Oklahoma
University of Sothern Missouri – Missouri
George Washington University – Washington DC
DePaul University – Illinois
University of Missouri – Missouri
Middle Tennessee State University - Tennessee
Oklahoma State University - Oklahoma
Mississippi State University - Mississippi
University of Illinois – Illinois
Ivy School of Business – Canada
Azusa Pacific University – California

Arkansas Schools:

Hendrix College
University of the Ozarks
Henderson State University
University of Arkansas – Little Rock

Harvard University - Massachusetts
Penn State - Pennsylvania
Greensboro College – North Carolina
University of Colorado – Boulder
Samford – Alabama
Dallas Baptist College – Texas
Oklahoma City University – Oklahoma
University of Memphis – Tennessee
Vassar College – New York
Cottey College – Missouri
Pittsburg State – Kansas
Columbia College – Illinois
Humboldt State University – California
Rockhurst University – Missouri
Missouri Southern University – Missouri
Hillsong college – Australia
Cordon Bleu Culinary Institutue

Lyon College
Arkansas Tech University
University of Central Arkansas
University of Arkansas - Fayetteville



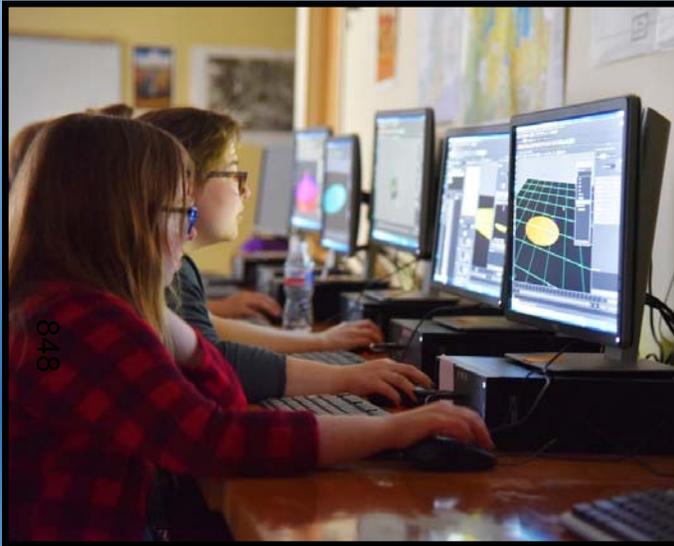
Four Pillars

Academic Excellence
Mastering an Art Form
Arts Integration
Museum Initiative





Academic Excellence



AAA provides an academically rigorous innovative curriculum with personalized student learning environments that result in college and career ready students.



K-8 Profile

Principal Matt Young

- All new Math and Language Arts Curriculum.
- New schedule that adds more Math and Language Arts seat time and more art offerings for K-4
- PE 4 Life program
- More parent involvement
- Started a bus route with 3 stops to give more students the opportunity
- Revitalized the campus with several safety features such as gates between buildings and across a major road, new drainage system, and new dance floor
- Remodeled the gym and added a piano lab also at the high school



K-8 Campus



New façade and foyer designed by Marlin Blackwell



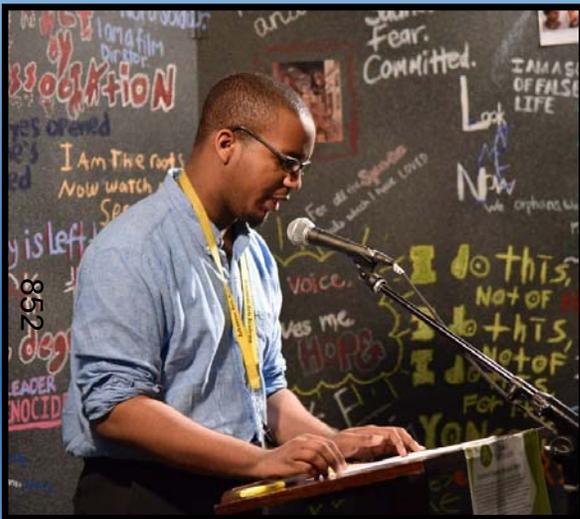
Mastering an Art Form



AAA provides rigorous art focused programming where students master the performing or fine arts. Students upon graduation will, either transition to post-secondary opportunities in the arts/art careers or pursue non-art pathways while remaining lifelong advocates for the arts.



Arts Integration



Arts integration at AAA is an approach to teaching that integrates the fine and performing arts with academic disciplines as primary pathways to learning. This method of instruction allows students to gain and demonstrate understanding through an art form.



Arts Integration



853



AP Mathematics build a Dodecahedron



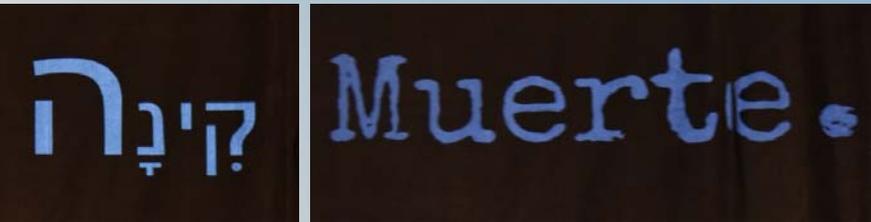
Science class producing art work from drop charts



Science classes produce Scribble-bots



Science class producing DNA sculptures



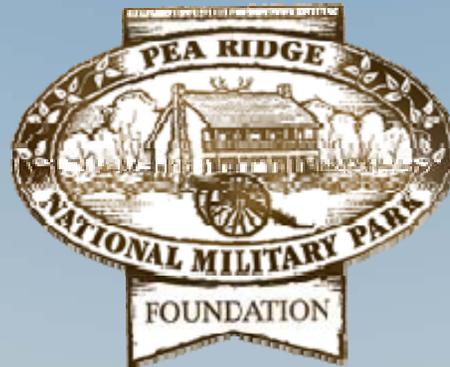
Modern Language classes create an art installation
That express the power of words



Museum Initiative



CRYSTAL BRIDGES
MUSEUM OF AMERICAN ART





Museum Initiative



AAA formed a partnership with Crystal Bridges Museum of American Art in 2015. Having a world class collection as an extension of the classroom has afforded educators and students to make meaningful cross-discipline connections.

The partnership's success initiated collaborations with eight additional museums. With Crystal Bridges as our flagship partner AAA is able to capitalize on the diverse resources and experiences offered by regional museums, sites and educational centers.

Building student awareness of the variety of museum and not-for-profit careers is an integral part of this initiative.



Museum Initiative





Board Member Perspective

Anthony Porchia

Board Member's perspective on the need for diversity



857





Financial

- Debt Structure for New Facilities
 - Advanced Refunding of Current Bond
 - New Bond Issue
 - Non interest bearing loan from Private Source

- Funds to Sustain programming
 - State Foundation Funding
 - Student Growth Funds
 - Possible Additional Facilities Funding

Arkansas Arts Academy

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

**Arkansas Arts Academy
2016 Open Enrollment Amendment**

I. A/P Courses

Ark. Code Ann. § 6-15-902(a)

We want to encourage students to take higher level courses in the subject's area and assist students to be college ready.

Legal Comments: Applicant requests a waiver of the grading scale. ADE Legal is not certain how this waiver is necessary to support its stated rationale. Applicant should provide additional information regarding the waivers actually needed and more rationale on how it will help the applicant achieve its intended goals.

Remaining Legal Issues: Applicant should provide additional information regarding the waivers actually needed and more rationale on how it will help the applicant achieve its intended goals.

2. School Year Dates

Ark. Code Ann. § 6-10-106

We want to have flexibility to consider offering a year around school schedule.

Legal Comments: None

Remaining Legal Issues: None



MEMO

DATE: October 5, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Arkansas Arts Academy

I. INTRODUCTION

Arkansas Arts Academy is an open-enrollment charter school located within the boundaries of the Rogers School District. The school is approved to serve grades kindergarten (12) through twelve (12) with an enrollment cap of 825.

Arkansas Arts Academy is requesting to increase its enrollment cap to 1225.

II. STATUTORY REQUIREMENTS

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

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

Arkansas Arts Academy is located within the boundaries of the Rogers School District (RSD) and expects to continue to obtain most of its students from within the boundaries of the RSD and the Bentonville School District (BSD). As of October 1, 2015, the enrollment at Arkansas Arts Academy was 774.

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

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2015, for the traditional public school districts and open-enrollment charter schools operating in Benton and Washington Counties are as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Bentonville School District	612	975	499	1,722	261	11,991	16,060
	3.81%	6.07%	3.11%	10.72%	1.63%	74.66%	--
Decatur School District	2	34	15	193	23	318	585
	0.34%	5.81%	2.56%	32.99%	3.93%	54.36%	--
Elkins School District	9	3	7	74	18	1,020	1,131
	0.80%	0.27%	0.62%	6.54%	1.59%	90.19%	--
Farmington School District	88	17	60	192	20	1,989	2,366
	3.72%	0.72%	2.54%	8.11%	0.85%	84.07%	--
Fayetteville School District	496	363	924	1,164	128	6,577	9,652
	5.14%	3.76%	9.57%	12.06%	1.33%	68.14%	--
Gentry School District	87	120	7	216	78	938	1,446
	6.02%	8.30%	0.48%	14.94%	5.39%	64.87%	--
Greenland School District	28	2	10	50	4	755	849
	3.30%	0.24%	1.18%	5.89%	0.47%	88.93%	--
Gravette School District	41	17	8	102	60	1,581	1,809
	2.27%	0.94%	0.44%	5.64%	3.32%	87.40%	--
Lincoln School District	30	54	9	96	38	976	1,203
	2.49%	4.49%	0.75%	7.98%	3.16%	81.13%	--
Pea Ridge School District	25	5	19	120	15	1,746	1,930
	1.30%	0.26%	0.98%	6.22%	0.78%	90.47%	--
Prairie Grove School District	3	21	26	92	33	1,706	1,881
	0.16%	1.12%	1.38%	4.89%	1.75%	90.70%	--
Rogers School District	244	290	258	6,775	267	7,243	15,077
	1.62%	1.92%	1.71%	44.94%	1.77%	48.04%	--
Siloam Springs School District	161	117	40	1,175	259	2,387	4,139
	3.89%	2.83%	0.97%	28.39%	6.26%	57.67%	--
Springdale School District	301	330	517	9,756	2,608	7,748	21,260
	1.42%	1.55%	2.43%	45.89%	12.27%	36.44%	--
West Fork School District	45	11	12	44	19	957	1,088
	4.14%	1.01%	1.10%	4.04%	1.75%	87.96%	--
DISTRICTS TOTAL	2,172	2,359	2,411	21,771	3,831	47,932	80,476
	2.70%	2.93%	3.00%	27.05%	4.76%	59.56%	--
Open-Enrollment Public Charter Schools in Washington and Benton Counties							
Arkansas Arts Academy	39	12	15	108	16	584	774
	5.0%	1.6%	1.9%	14.0%	2.1%	75.5%	--
Haas Hall Academy	12	27	6	26	6	275	352
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	--
Haas Hall Bentonville	7	40	4	25	7	212	295

	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	--
Ozark Montessori	1	2	4	46	5	78	136
	0.7%	1.5%	2.9%	33.8%	3.7%	57.4%	--
NWA Classical Academy	12	112	9	67	6	345	551
	2.2%	20.3%	1.6%	12.2%	1.1%	62.6%	--
CHARTER TOTAL	71	193	38	272	40	1,494	2,108
	3.4%	9.2%	1.8%	12.9%	1.9%	70.9%	--

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

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior de jure (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Bentonville, Fayetteville, Gentry, Greenland, Huntsville, Rogers, Gravette, Decatur, Pea Ridge, Siloam Springs, and Springdale school districts, and no desegregation-related opposition has been received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

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

Desegregation Analysis

Arkansas Arts Academy is located within the boundaries of the Rogers School District (RSD) in Benton County and as an open-enrollment public charter school that is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the boundaries of the RSD and the Bentonville School District (BSD).

Arkansas Arts Academy offers this Desegregation Analysis in accordance with the requirements of Ark. Code Ann. §6-23-106 to carefully review the potential impact that the granting of its amendment request would have upon the RSD, BSD and any other school district's ability to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Arkansas Arts Academy's amendment request, if granted, would raise its enrollment cap from 825 students to 1,225 students over a three (3)-year period, beginning in the 2017-2018 school year. Because all public school districts in Arkansas from which Arkansas Arts Academy draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the granting of the requested amendment should have no negative affect on the desegregation efforts of any public school district in this state.

According to the 2015-2016 enrollment figures (the latest enrollment figures available) maintained by the Arkansas Department of Education (ADE) Data Center, the current enrollment of Arkansas Arts Academy is 774 students, which includes 12 Asian, 15 African-American, 108 Hispanic, 39 Two or More Race, 16 Native American and Pacific Islanders, and 584 Caucasian students, and would have no material impact on the racial composition of the public school districts in Benton County. There are 16,060 students enrolled in the Bentonville School District; its student population is approximately 75% Caucasian and approximately 11% Hispanic according to the latest figures maintained by the ADE Data Center. There are 15,077 students enrolled in the Rogers School District, according to the latest figures maintained by the ADE Data Center. The Rogers School District student population is approximately 48% Caucasian and 45% Hispanic. The total enrollment of Arkansas Arts Academy is a little less than 5% of the total enrollment of the Bentonville School District and is approximately 5% of the total enrollment of the Rogers School District. At a maximum student population of 1,225 students, Arkansas Arts Academy's enrollment would be approximately 7.6% of the total enrollment of the Bentonville School District and approximately 8.1% of the total enrollment of the Rogers School District.

Group	Arkansas Arts Academy	Bentonville Public Schools	Rogers Public Schools
2015-2016 Enrollment	774	16,060	15,077
White/Caucasian	75.5%	74.7%	48%
Hispanic	14%	10.7%	45%
Asian	1.6%	6.1%	1.9%
Native American/Pacific Islander	2.1%	1.6%	1.8%
Two or More Races	5.0%	3.8%	1.6%
African American	1.9%	3.1%	1.7%

2015 ESEA DISTRICT REPORT

District: ARKANSAS ARTS ACADEMY
LEA: 440700
Enrollment: 758

Superintendent: MARY LEY
Attendance 95.60
Poverty Rate: 36.28

Address: 1110 W. POPLAR ST., SUITE A
Address: ROGERS, AR 72756
Phone: (479) 878-2787

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	477	480	99.38	460	463	99.35	
Targeted Achievement Gap Group	189	191	98.95	181	181	100.00	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	12	12	100.00	12	12	100.00	
Hispanic	69	71	97.18	66	66	100.00	
White	353	354	99.72	340	343	99.13	
Economically Disadvantaged	150	152	98.68	148	148	100.00	
English Language Learners	21	23	91.30	23	23	100.00	
Students with Disabilities	50	50	100.00	43	43	100.00	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	223	452	49.34	22.73
Targeted Achievement Gap Group	59	181	32.60	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	4	10	40.00	10.77
Hispanic	27	66	40.91	18.35
White	168	334	50.30	26.04
Economically Disadvantaged	54	146	36.99	17.63
English Language Learners	3	21	14.29	7.64
Students with Disabilities	4	44	9.09	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	101	435	23.22	13.95
Targeted Achievement Gap Group	28	173	16.18	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	10	10.00	5.87
Hispanic	11	62	17.74	12.10
White	75	322	23.29	17.14
Economically Disadvantaged	26	143	18.18	11.02
English Language Learners	2	22	9.09	6.23
Students with Disabilities	0	38	0.00	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	46	50	92.00	98.61	94.00
Targeted Achievement Gap Group	8	10	80.00	96.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	117	128	91.41	98.61	94.00
Targeted Achievement Gap Group	35	38	92.11	96.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	40	41	97.56	98.20	
Economically Disadvantaged	n < 10	n < 10	n < 10	96.67	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

2015 ESEA DISTRICT REPORT

District: ARKANSAS ARTS ACADEMY
LEA: 440700
Enrollment: 758

Superintendent: MARY LEY
Attendance 95.60
Poverty Rate: 36.28

Address: 1110 W. POPLAR ST., SUITE A
Address: ROGERS, AR 72756
Phone: (479) 878-2787

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

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

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

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Carolyn Wilson
Cross County High School
21 CR 215
Cherry Valley, AR 72324

State Board
of Education

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
Cross County High School Amendment Request**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Ms. Wilson:

Joe Black
Newport

On October 19, 2016, the Charter Authorizing Panel met and approved the amendment request for Cross County High School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the amendment will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

*An Equal
Opportunity
Employer*

Cross County High School Amendment Request

Motion

To approve the amendment request

Barnes	Liwo	Saunders-2
Gotcher-M	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			I have no concerns, as this resolves an oversight that was originally intended.
Lester	X			I have no concerns.
Liwo	X			I have no concerns. The amendment will allow 7th and 8th graders to receive credit for CBA.
Pfeffer	X			I have no concerns. This amendment allows the school to meet goals.
Rogers	X			I have no concerns.
Saunders	X			The amendment allows students to progress through higher level courses.
Smith	X			I have no concerns regarding this amendment request.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: October 19, 2016

CROSS COUNTY HIGH

CURRENT DATA

Maximum Enrollment	500
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

2015-2016 Enrollment by Race

Two or More Races	3
Asian	1
Black	23
Hispanic	4
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	252
Total	283

2015-2016 Enrollment by Grade

7th Grade	46
8th Grade	54
9th Grade	49
10th Grade	49
11th Grade	43
12th Grade	42

2015-2016 Student Status Counts

Migrant	28
LEP	0
Gifted & Talented	29
Special Education	35
Title I	283
Source: School Cycle 4 Report	

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	262.18	256.74	244.78	244.23
ADM	281.48	279.31	274.72	274.16
%	93.14%	91.92%	89.10%	89.08%

BACKGROUND

Authorized January 14, 2011
 Contract Expiration June 30, 2021

Amendment Request Considered and APPROVED January 15, 2014
 Amendment of goals to align with the testing indicators used by the district

Renewal Request February 17, 2016
 Charter renewed for five years
 Waiver granted for Standards for Accreditation 9.03.4.10
 Waiver rescinded for Standards for Accreditation 9.03.3.12



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Cross County High School, A New Tech School
LEA Number: 1901703 Phone Number: 8705883338 Submission Date: 08/26/2016
Charter Leader: Stephen Prince
Email Address: stephen.prince@nt.crosscountyschools.com

Type of Amendment Requested:

Waiver

Waiver Topic: High School Course Credit 5-8

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 9.03.3.12

Rationale for Waiver

Since Cross County High School (CCHS) became a district-conversion charter, CCHS has required Computer Business Applications (CBA) for 7th graders for high school credit. In the work of getting our charter renewed we mistakenly removed this waiver from our list of waivers. In an effort to ignite innovation in our students around technology, making this a mandatory 7th grade course allows our students the opportunity to take more technology courses (e.g., mobile application, digital communication, AV technology, etc.), all of which CBA would be a prerequisite.

With support of Career Tech Education (CTE), keyboarding has moved down to the elementary level to prepare students to take CBA as a 7th grader. Additionally, all students at CCSD (K-12) are 1-to-1 technology devices. This helps prepare students early for the use of technology and the CBA course.

Cross County School District
Cross County High School "A New Tech School"
ENROLLMENT REPORT
Enrollment Date: Aug 23, 2016

Enrollment Count		07	08	09	10	11	12	Race Totals
Black	Females	1		1	1	4	2	9
	Males	2	2	2	3	1	3	13
	Gender Totals	3	2	3	4	5	5	22
Hispanic	Females		1		2			3
	Males	1					2	3
	Gender Totals	1	1		2		2	6
Native American	Males	1						1
	Gender Totals	1						1
	Males			1		1	1	3
Two or More	Gender Totals			1		1		3
	Females	21	17	22	14	21	12	107
	Males	26	18	27	34	17	21	143
Grade Totals	47	35	49	48	38	33		250
Grade Totals	52	38	53	54	44	41		282

CHILD NUTRITION REPORT

LEA: 1901703
COUNTY: CROSS
DISTRICT: CROSS COUNTY SCHOOL DISTRICT
SCHOOL: CROSS CNTY HIGH A NEW TECH SCH

Grades: (K - 12)
SCHOOL YEAR: 2015 - 2016

PAGE: 2
RPT431 - SIS CERTIFIED
CYCLE: 2
RUN: 10/15/2015 9:21:55 AM

October 1 Enrollment	283
Free Lunch	100
Reduced Lunch	24
Full Paid	77
Direct Certified	82
Total Lunch	283 (this total MUST = October 1 Enrollment)

For this school, each student counted on this report as eligible for free or reduced price meal status has a source document to verify that status. The source document can be either the name on a direct certification list, or a correctly approved application on file. The counts by category reflect only students currently enrolled in the school. Students have been correctly added or dropped prior to running this report.

This school report has been reviewed and we certify that report is true and correct as of the this date: 10-15-15

Child Nutrition (CN) Director/CN School Manager:

Name: Michelle Cook
Signature: Michelle Cook
Phone Number: 870-588-3338

School Principal:

Name: Stephen Prince
Signature: Stephen Prince
Phone Number: 870-588-3338

Person to Contact, if there are any questions concerning the data reported.

Name: Gina Lee
Signature: Gina Lee
Email address: gina.lee@CrossCountySchools.com

Please NOTE: A copy of this report must be submitted with the September Claim for Reimbursement for School Meals.

STATE OF ARKANSAS



Department of
Career Education

Asa Hutchinson
Governor

Charisse Childers, Ph.D.
Director

July 15, 2016

Mrs. Carolyn Wilson, Superintendent
Cross County School District
21 County Road
Cherry Valley, AR 72324

Dear Mrs. Wilson:

We are in receipt of your letter requesting to continue your waiver approved in the 2011-2012 school year for your middle grade students. We are approving the request for the 2016-2017 year only, with the following conditions:

- All students will be given an instructor administered test to demonstrate keyboarding proficiency (prior to enrollment in Computerized Business Applications).
- Students who are unable to demonstrate proficiency should be enrolled in a keyboarding course (399050).
- Once keyboarding proficiency is met, the seventh or eighth grade student shall be enrolled in Computer Business Applications (492120). This course code should be used in order to receive high school credit.

It is recommended that your district provide all students enrolled in CBA the opportunity to receive a Microsoft Office Specialist certification beginning in the 2016-2017 school year. It will be a requirement beginning in the 2017-2018 school year.

All standards changes made by Department of Education will take precedent over any and all waivers.

Sincerely,

A handwritten signature in cursive script that reads "Kathi Turner".

Kathi Turner, Deputy Director
Arkansas Department of Career Education
katherine.turner@arkansas.gov

cc: Mr. Stephen Prince, Principal, Cross County Elementary Tech Academy
Mrs. Jennifer McFarland, Principal, Cross County New Tech High School
Mr. Sandon Williams, Program Advisor, Business and Marketing
Standards and Assurance, Department of Education
District File

016/KCT/rw/360

Cross County High School

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

Cross County High School 2016 District Conversion Charter Amendment

1. High School Course Credit 5-8

Sections 9.03.3.12 of the ADE Rules Governing Standards for Accreditation

Since Cross County High School (CCHS) became a district-conversion charter, CCHS has required Computer Business Applications (CBA) for 7th graders for high school credit. In the work of getting our charter renewed we mistakenly removed this waiver from our list of waivers. In an effort to ignite innovation in our students around technology, making this a mandatory 7th grade course allows our students the opportunity to take more technology courses (e.g., mobile application, digital communication, AV technology, etc.), all of which CBA would be a prerequisite. With support of Career Tech Education (CTE), keyboarding has moved down to the elementary level to prepare students to take CBA as a 7th grader. Additionally, all students at CCSD (K-12) are 1-to-1 technology devices. This helps prepare students early for the use of technology and the CBA course.

Legal Comments: None

Remaining Legal Issues: None

2015 ESEA SCHOOL REPORT

District: CROSS COUNTY SCHOOL DISTRICT	Superintendent: M WILSON	LEA: 1901703
School: CROSS CNTY HIGH A NEW TECH SCH	Principal: JENNIFER MCFARLA	Address: 21 CR 215
Grade: 7 - 12	Attendance: 94.94	Address: CHERRY VALLEY, AR 72324
Enrollment: 285	Poverty Rate: 71.93	Phone: (870) 588-3337

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
-------------------------------	-------------------------------

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	182	182	100.00	181	182	99.45
Targeted Achievement Gap Group	135	135	100.00	134	134	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	19	19	100.00	19	19	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	157	157	100.00	156	157	99.36
Economically Disadvantaged	131	131	100.00	130	130	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	24	24	100.00	23	23	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:	ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	170	31.18	21.47
Targeted Achievement Gap Group	31	124	25.00	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	19	5.26	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	50	145	34.48	26.68
Economically Disadvantaged	30	120	25.00	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	24	4.17	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	14	170	8.24	12.09
Targeted Achievement Gap Group	8	123	6.50	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	19	0.00	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	14	146	9.59	16.34
Economically Disadvantaged	7	119	5.88	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	2	23	8.70	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	41	46	89.13	86.79	94.00
Targeted Achievement Gap Group	31	36	86.11	86.54	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	123	152	80.92	86.79	94.00
Targeted Achievement Gap Group	85	110	77.27	86.54	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	91.25	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	34	37	91.89	86.98	
Economically Disadvantaged	30	35	85.71	86.54	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	74.55	

2015 ESEA SCHOOL REPORT

District: CROSS COUNTY SCHOOL DISTRICT **Superintendent:** M WILSON **LEA:** 1901703
School: CROSS CNTY HIGH A NEW TECH SCH **Principal:** JENNIFER MCFARLA **Address:** 21 CR 215
Grade: 7 - 12 **Attendance:** 94.94 **Address:** CHERRY VALLEY, AR 72324
Enrollment: 285 **Poverty Rate:** 71.93 **Phone:** (870) 588-3337

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

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

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

Number of enrolled students with completed PBA only:	3
Number of enrolled students with completed EOY only:	4

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Brian Itzkowitz
The Excel Center
7400 Scott Hamilton Drive, #50
Little Rock, AR 72209

**State Board
of Education**

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
The Excel Center Adult Education Charter School Application**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Mr. Itzkowitz:

On October 19, 2016, the Charter Authorizing Panel met and approved the application for The Excel Center. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

*An Equal
Opportunity
Employer*

CC: Superintendent Poore, Little Rock School District

The Excel Center Adult Education Charter School Application

Motion

To approve the application with waiver changes

Barnes	Liwo	Saunders
Gotcher	Pfeffer-M	Smith-2
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			I am pleased with the mission and the opportunity for adult students in this application. I would encourage the applicant working closely with the ADE Charter Office for technical assistance in this process.
Lester	X			The data shows that this model is working. Some strong points are the face to face instruction, flexible coursework, and the work experiences that this program provides for this particular population. Work needs to continue to overcome barriers to the program.
Liwo	X			Targeted at adults, 19 years of age and older, this charter would offer an alternative option to a GED, which appears to be necessary as research indicates that employers value or prefer high school diplomas over GEDs. The applicant appears to have a good track record of effectively benefitting students both educationally and career wise in other states. Students, even those with former course credit, must take a diagnostic in order to accurately determine the students' skill levels. Students will have to meet all the requirements of a

				traditional high school in order to earn a diploma. Therefore, it is more likely that when students graduate they are truly where they need to be. For students with former course credit, the model will not cause an unreasonable hindrance given the accelerated model of 8 week terms. This charter would offer a unique opportunity for an underserved student population. Additionally, the charter would offer significant support for its prospective student population (i.e. free child care, classes offered during the mornings, afternoons, and evenings, transportation, etc.).
Pfeffer	X			This is a great option and we need to continue to work to eliminate barriers to success.
Rogers	X			This charter will focus on allowing adults to receive their high school diploma. Although there are still challenges ahead, this is a unique opportunity for adults in Arkansas.
Saunders	X			This model presents opportunities for adults to earn a high school diploma.
Smith	X			This could be life changing for individuals who have the opportunity to get their high school diploma through this charter. Internal work with the Excel team and ADE staff would need to occur to ensure success for an adult charter.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: October 19, 2016

The Excel Center

School District: Little Rock

Grade Levels: 9-12

Enrollment Cap: 125

Address of Proposed School: 7400 Scott Hamilton Drive, Little Rock, AR 72209

Mission Statement:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin postsecondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities.

Information on the School District in Which the Charter Would be Located:

Little Rock School District

80.93% free and reduced-priced lunch (2015-2016)

Needs Improvement District (ESEA 2015) - Literacy and Math

Achieving (ESEA 2015) - Graduation Rate

Documentation Provided in Support of the Charter:

Letters of Support Included with Application

Jeff Spry

City Connections Center

Jeff Hathaway

Little Rock Regional Chamber

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C6: SCHEDULE OF COURSES OFFERED

- The course offerings for science, social studies, and fine arts are lacking one full credit each.
- Given that only a half credit of drama is to be offered, a half credit of journalism also needs to be offered.

C12: ENROLLMENT CRITERIA AND PROCEDURES

- The lottery method described for enrollment places a preference on those who are able to apply for the school in the school's first year of operation.

C15: BUSINESS AND BUDGETING PLAN

- A caseload of 50-80 students seems to be excessive for one person providing the level of support described in throughout the application.

Issues that Remain Unresolved as Determined by Legal Staff:

6. TEACHER EXCELLENCE AND SUPPORT SYSTEM

- Applicant should provide additional rationale on how its educators will get the proper support needed if they are granted a waiver of the ADE Rules Governing the Teacher Excellence and Support System.

Arkansas Department of Education
Adult Education Public Charter School
2016 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

Name of Proposed Charter School: The Excel Center

Eligible Entity Status:

- Public institution of higher education
- Private nonsectarian institution of higher education governmental entity
- Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code**
- No evidence of eligibility

IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.

Please see attached copy of the IRS 501 (c) (3) determination letter for Goodwill Arkansas Education Initiatives, Inc.

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing; and
- Documentation of required notices published to garner public attention to the hearing

Fully Responsive

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents/friends, staff, students, community, and business leaders in the decision- making of the school

Fully Responsive

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Partnerships with a state-sponsored two year institution of higher education, if anticipated; and
- Innovations that would distinguish the charter from other schools

Fully Responsive

Concerns and Additional Questions: Provide the MOU between Goodwill and Pulaski Technical College.

Applicant Response: The MOU is provided as an attachment.

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals;
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission;
- Comprehensive plan, including performance criteria and measurement, of how the school will meet the industry needs for a sufficiently trained workforce in the state; and
- Clear strategy for engaging the community, including business leaders, in carrying out the goals and objectives of the school

Fully Responsive

C6: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Partially Responsive

Concerns and Additional Questions:

- Confirm and list the required 38 courses to be offered on an annual basis.
- Confirm that the charter, if approved, will work with the ADE and ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.

Applicant Response: The Excel Center recognizes and understands the 38 courses to be offered on an annual basis. These courses are provided in the following table.

	Course	Number of Units
English:		
	English 9	1
	English 10	1

	English 11	1
	English 12	1
Mathematics:		
	Algebra I (or Algebra A & B)	1
	Geometry	1
	Algebra II	1
	Choice of at least 1 of the following: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or Advanced Placement Math	Total of 1
Natural Science:		
	Choice of at least 3 of the following (including lab experience): Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principals of Technology I & II or PIC Physics	Total of 3
Social Studies:		
	Civics or Civics/American Government	1
	World History	1
	American History	1
Other:		
	Oral Communications	.5
	Physical Education <i>Note: The Excel Center has requested to waive the PE requirement</i>	.5
	Health and Safety	.5
	Fine Arts	.5
Career Focus:		
	The Excel Center will offer dual credit and industry certification courses (including computer science) in partnership with Pulaski Technical College. These courses will conform to The Excel Center policies and reflect state frameworks through course sequencing and career course concentrations where appropriate.	Total of 6

In addition to the courses outlined, above, The Excel Center will provide remedial English and math courses to students whose diagnostic assessment scores (at enrollment) indicate they are not working at a high school level. In such instances, students will be placed in remedial courses which will not result in high school credits. Students will not begin earning high school credit until they have reached at least a 9th grade level in English or Algebra I in mathematics.

Furthermore, The Excel Center's curriculum integrates material across disciplines so that one course combines academic standards, allowing students to earn credit in multiple areas while attending one class. For example, The Excel Center features a World Studies A course, which combines English 9

with World History. The Excel Center will work with the ADE and ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.

Remaining Concerns:

- The course offerings for Science, Social Studies, and Fine Arts are lacking one full credit.
- Given that only a half credit of drama is to be offered, a half credit of journalism also needs to be offered.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

Concerns and Additional Questions:

- Clarify how much instruction will be face-to-face direct instruction and how much instruction will be provided via technology.

Applicant Response: The Excel Center is designed to maximize the amount of face-to-face instruction (to the extent possible) provided to each student. The amount of instruction provided via technology is determined on a student-by-student basis, based on the student's ability and courses needed to earn a high school diploma according to his/her transcript.

New students to The Excel Center will take a battery of assessments upon enrolling; the results of which (combined with a review of previous high school transcripts) determine course placements. Students performing below a high school level and in need of remediation, are enrolled in remedial course which provide instruction in a blended environment where some of the instruction is provided via technology. Placement assessments in humanities include the Reading Inventory (RI) -- which generates a Lexile score for reading -- and the Phonics Inventory (PI) for students whose Lexile measure is below 600.

Students whose Lexile score is below 600 and whose SPI score indicates that the root cause of reading difficulty is an inability to decode will be placed into Developmental Reading 1, The Excel Center's foundational reading course that utilizes the Scholastic System 44 program. While working to increase students' ability to read increasingly complex text, System 44 is aligned to critical

components of CCSS, including incorporating classic and contemporary literature, informational and primary source texts, and rigorous text-based questioning.

Students whose Lexile score is between 400 and 1000 or whose PI score indicates that the root cause of reading difficulty is not an inability to decode will be placed into Developmental Reading 2, a reading course designed for students reading two or more years below grade level. Developmental Reading 2 utilizes Scholastic READ 180, a program proven by scientifically-based research to raise reading achievement for struggling readers. The goal of Developmental Reading 2 is to accelerate the acquisition of literacy skills so that students can access grade-level standards. READ 180 incorporates the goals of the CCSS: that students are able to read, question, comprehend, and respond to increasingly complex texts. Students taking Developmental Reading II will earn one elective credit for the course per 8-week term.

The Excel Center uses a similar approach in its mathematics sequence and offerings. Upon enrollment, students will take a locally development standards-aligned that determines their placement into The Excel Center mathematics course progression. The placement test is standards-aligned and consists of two parts: part one assesses students on grades 2-5 Common Core mathematics standards, and part two assesses students in grades 6- 8 Common Core mathematics standards. The placement assessment is built into the Blackboard Learn learning management system, and because each item is aligned to particular standards, the Blackboard Learn program provides disaggregated data regarding student mastery of standards and their individual strengths and areas of need.

Students who do not demonstrate mastery of the content and skill necessary for success in Algebra I place into Math Lab A (grades 2-5 equivalency) or Math Lab B (grades 6-8 equivalency). These courses focus on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. They are built around a focused and coherent curriculum that enables students to progress swiftly and successful toward the high school level curriculum.

Additionally, upon review of a student's transcript, credit recovery courses may be provided to students when it is determined that students have earned a partial credit in a course, and the student needs time to complete the course, but it may not be the best use of a student's time to dedicate an entire 8-weeks to a course.

In instances where students are enrolled in these remedial or credit recovery courses, it should be noted that these courses are staffed with a staff member to provided assistance to students and answer questions.

With the exception of limited credit recovery courses, all high school credit bearing classes are provided to students via face-to-face instruction.

C8: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the state standards

Fully Responsive

Concerns and Additional Questions:

- Confirm how often the “regular revisions to ensure rigor and alignment to CCSS and Arkansas standards” will occur.

Applicant Response: A formal review of curriculum is done on at least an annual basis and revisions are planned, as needed, based on the review. Additionally student performance data is reviewed on a term-by-term basis which may bring awareness to curricular issues. In any such event, curriculum may be revised on an ad hoc basis in order to be immediately responsive to student needs.

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions:

- On part D, please provide the beginning of the sentence.
- Verify that a licensed special education teacher will be the “dedicated teacher of record” for students with disabilities.
- In regards to the bus pass, explain what is meant by “when needed” or what determines who is in need.
- Provide the minimum qualifications for the ELL Coordinator.
- Provide any formalized agreements between The Excel Center (or Goodwill) and community resources, like Harmony Health and Esperanza Clinic.

Applicant Response: The first sentence of Part D (Special Education) should read: “Students arrive at The Excel Center at a variety of levels, and The Excel Center’s structure is designed to provide the appropriate instructional method to meet their unique needs.”

The “dedicated teacher of record” described in Part D will be a licensed special education teacher.

Bus passes are provided to any student whose household would qualify for Free- or Reduced-Price Lunch. Although The Excel Center does not participate in the federal lunch program, it uses Free or Reduced Lunch status as the means of determining whether an individual’s income qualifies the student to automatically receive a bus pass. Additionally, in instances where a student’s life coach determines that transportation may be a barrier to the student attending school, a bus pass may be issued to the student on a case-by-case basis.

Minimum qualifications for the ELL Coordinator: The ELL Coordinator has all the same qualifications as any other instructor in the school, and also has an English as a Second Language Licensure Endorsement.

Goodwill does not have a formalized agreement with Harmony Health or with Esperanza Clinic, but has been making referrals to those organizations for many years. Our clients have always received prompt and excellent care.

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents and/or students, the community, business leaders, and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and/or students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter;
- The method by which parents and/or students will be notified of each student's selection for the school or placement on the waiting list; and
- The effect students leaving the charter throughout the school year will have on the students on the waiting list

Fully Responsive

Concerns and Additional Questions:

- Explain if the lottery draw will be conducted manually or electronically.
- Clarify that it is the intention of The Excel Center to conduct a one-time lottery and then begin accepting students on a first-come-first-serve basis.

Applicant Response: A one-time enrollment lottery will be held on June 7, 2016. To maintain transparency with the public, the lottery will be held at a public location and will be open to the public. All individuals who submitted an enrollment application will be invited to attend. It will be monitored by a non-biased third party and a representative of the Arkansas Department of Education

will also be invited to attend. The lottery will be conducted manually and include all eligible individuals who submitted a timely enrollment application. These individuals will be assigned a number, and then numbers will be drawn at random to identify who will be enrolled in the school. Once all available spaces have been filled, numbers will continue to be drawn to determine the order in which individuals are placed on a waitlist. Individuals who attended the lottery will receive immediate notification of their admittance into the school or order on the waiting list. All individuals included in the lottery, including those who attended, in-person, will be notified by June 14, 2017 both in writing and with a phone call of their admittance into The Excel Center or their order on the waiting list.

After the lottery is complete, interested individuals may continue to apply but will continue to be placed on the waitlist in the order that their completed enrollment information is received. Once a student is enrolled in the school, the student will be afforded the opportunity to attend the school in successive years without having to re-apply or partake in the school's lottery process.

During The Excel Center's academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the waiting list. The waiting list is maintained year-round and students will be enrolled in the school on an ongoing basis at the beginning of each 8-week term, based on their order on the waiting list and as seats become available.

Due to the ongoing nature of enrollment at The Excel Center as well as the school's extended-year calendar, The Excel Center will not conduct an annual lottery. Instead, The Excel Center proposes to conduct a one-time lottery during the first year of operation and continue to enroll students based on their order on the waiting list and a first-come-first serve basis in subsequent years.

Remaining Concerns: The lottery method described for enrollment places a preference on those who are able to apply for the school in the first year.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- Plans to pay for unexpected but necessary expenses;
- An explanation of the calculations used to project the amounts of federal funding included in the budget; and
- A pledge of at least one-million dollars (\$1,000,000) , with no more than 25% allowed to be in-kind, to the school

Fully Responsive

Concerns and Additional Questions:

- Account for the following positions found in the staffing plan in the budget:
 - Director of Childcare
 - Childcare Assistant
 - SPED Paraprofessional

- Office Manager
- Explain if there will be any cost incurred to the applicant from potential students utilizing the services provided by Harmony Health and/or Esperanza Clinic. If there are costs involved, account for those potential costs in the budget.
- Address the following discrepancy: the budget only accounts for two life coaches and the enrollment cap request is for 125 students.

Applicant Response: The Director of Childcare is referred to in budget as Drop In Center Director. The Childcare Assistant corresponds to Drop In Center Staff. The SPED Paraprofessional was omitted in error and should be added to the budget for \$28,000 in 2017-18 and for \$29,120 in 2018-19. The Office Manager corresponds to Line 2 (Deans, Directors and Coordinators).

There will not be costs incurred by students utilizing the clinics, as they provide services at no charge.

The budget accounts for two life coaches because Excel Centers have operated successfully by staffing one life coach for every 50-80 students. The centers have found that this is a realistic caseload for counselors for a couple of reasons. First, as students enter the term or two before they graduate, they transition from their life coach to the CCR specialist, who is helping the student navigate college applications, financial aid, and scholarships, or job applications, interviewing, industry certification exams, etc. Also, they have found that although some students on the life coach's caseload will need to be in very regular communication and assistance, other students will have already developed self-efficacy and really only need a touch point once in a while.

Remaining concerns: A caseload of 50-80 students seems to be excessive for one person providing the level of support described in throughout the application.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Not Responsive

Concerns and Additional Questions:

See legal comments.

C18: FACILITIES

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

Evaluation Criteria:

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

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

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

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

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

- located;
- The employees of the public school district where the charter school will be located;
- The sponsor of the charter school; and
- Employees, directors and/or administrators of the charter school

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions:

See legal comments.

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

- A food service plan that will serve all eligible students; and
- An explanation of the criteria to be used to determine eligibility

Fully Responsive

C21: COMMUNITY SUPPORT

The Community Support section should describe how the family and friends of enrolled students, the school employees, business leaders, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving family and friends in the school’s education programs; and
- A proposal that involves the family and friends of students, employees, business leaders, and the broader community in carrying out the terms of the charter

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant’s plan to ensure continued success of the charter school over time.

Evaluation Criteria:

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

Fully Responsive

C23: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions:

See legal comments.

C24: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions:

See legal comments.

The Excel Center

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**The Excel Center
Waivers Requested in Original Application
2016 Adult Education Charter Application**

I. Superintendent

Ark. Code Ann. § 6-5-405(b)(1) – Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education

Ark. Code Ann. § 6-13-109 – School Superintendent

Ark. Code Ann. § 6-17-427 – Superintendent license-Superintendent mentoring program required

Section 15.01 of the Standards for Accreditation

ADE Rules Governing Superintendent Mentoring Program

A waiver for the role of Superintendents has been requested. The Excel Center will operate as a charter school and employ a school director who will be held accountable by the Board of Directors of Goodwill Arkansas Education Initiatives, Inc., who holds the charter for the school. Other school administrators may be hired or contracted, as necessary. The School Director will report to the Board of Directors of The Excel Center but will also have a dotted line reporting relationship to the Goodwill VP of Workforce Development, who will oversee the School Director on a daily basis, ensuring that the mission and vision of the Board is being carried out in the school and that the school is operating effectively and efficiently.

Legal Comments: Ark. Code Ann. § 6-5-405 is repealed. ADE Legal is uncertain whether Applicant intended to ask for a different section.

Applicant Response: *Applicant amends the waiver excluding Ark. Code Ann. § 6-5-405.*

Remaining Issues: None

2. Principals

Ark. Code Ann. § 6-17-302

Section 15.02 of the Standards for Accreditation

The Excel Center will hire a School Director and a Lead Teacher. The School Director will manage school operations and make day-to-day instructional and administrative decisions and will work closely with the Lead teacher to perform chief academic officer duties for The Excel Center. The School Director will be responsible for developing the culture and establishing

The Excel Center

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strong connections with local community career pathways. He/she is responsible for reporting the additional professional development needs to be delivered at a local site.

Legal Comments: None

Remaining Issues: None

3. School Board

Ark. Code Ann. § 6-13-608 – Length of Director’s Terms

Ark. Code Ann. § 6-13-611 – Vacancies generally

Ark. Code Ann. § 6-13-615 – Election-Single member zones

Ark. Code Ann. § 6-13-616 – Director eligibility

Ark. Code Ann. § 6-1-619(c)(1)(A) – Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum

Ark. Code Ann. § 6-13-620 – Powers and Duties

Ark. Code Ann. § 6-13-630 – Election by zone and at-large

Ark. Code Ann. § 6-13-634 – School district board of directors – size

ADE Rules Governing School Election Expense Reimbursement

ADE Rules Governing School Board Zones and Rezoning

Rationale: The Bylaws of The Excel Center, which govern the actions of its Board of Directors, are consistent with all requirements of Nonprofit Corporation law. The Bylaws specify the number of directors, the process of electing them, the length of their term of service, and processes for resignation and removal, and meeting requirements all of which are consistent with the requirements of law.

Legal Comments: Would recommend Applicant amend this section for a waiver of Ark. Code Ann. § 6-13-1601 et seq. with the exception of § 6-13-622, and include Ark. Code Ann. § 6-14-101 et seq. which refers to school elections.

Applicant Response: *Applicant amends this section for a waiver of Ark. Code Ann. § 6-13-1601 et seq. with the exception of § 6-13-622, and include Ark. Code Ann. § 6-14-101 et seq. which refers to school elections.*

Remaining Issues: None

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4. Licensure

Ark. Code Ann. § 6-15-1004 – Qualified teachers in every public school classroom

Ark. Code Ann. § 6-17-309 – Licensure – Waiver

Ark. Code Ann. § 6-17-401 – Teacher's license requirement

Ark. Code Ann. § 6-17-902 – Definitions [Arkansas Teachers' Salary Law]

Ark. Code Ann. § 6-17-908 – Teacher’s salary fund – authorized disbursements

Ark. Code Ann. § 6-17-919 – Warrants void without valid teaching license

ADE Rules Governing Educator Licensure

Rationale: A waiver for teacher license has been requested. All of our teachers will be Highly Qualified; however, within those requirements, we want to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members who are eligible to earn a teacher certification.

Rationale: Hiring top talent will be a challenge to The Excel Center, particularly in a large market where there are vast educational opportunities for teachers and educational leaders. The Excel Center will have the flexibility to identify those individuals best suited to facilitate the unique educational programs in non-core areas. All of our teachers will be Highly Qualified however, within those requirements, we want to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.

Legal Comments: None

Remaining Issues: None

5. Personnel Policies

Ark. Code Ann. § 6-1-201 et seq. – Written personnel Policies

Ark. Code Ann. § 6-17-203 – Committees on personnel policies-Members

Ark. Code Ann. § 6-17-1501 et seq. – Teacher Fair Dismissal Act

The Excel Center

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Ark. Code Ann. § 6-1-1701 et seq. – Public School Employee Fair Hearing Act

Ark. Code Ann. § 6-17-2201 et seq. – Classified School Employee Minimum Salary Act

Ark. Code Ann. § 6-17-2301 et seq. – Classified School Employee Personnel Policy Law

Ark. Code Ann. § 6-17-2401 et seq. – Teacher Compensation Program of 2003

Ark. Code Ann. § 6-17-2802 – Teacher Excellence and Support System

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

The Board of Directors shall establish an employee handbook which outlines all personnel policies requirements outlined under Ark. Code Ann. §§ 6-17-201(c). School personnel will have an opportunity to provide input into these policies through public comment during meetings of the Board of Directors, which are open to the public. All staff will be at will employees. The Excel Center will adopt the same teacher evaluation system as that adopted by other Excel Centers across The Excel Center Network. All school personnel will receive annual staff evaluations, which evaluate teacher in the following domains: purposeful planning; effective instruction; teacher leadership; and core professionalism. Summative evaluations will result in one of four possible performance ratings. Classified staff will receive at least annual evaluations based on performance. Decisions to invite staff to return in subsequent school years will be at the discretion of the Board based on performance and school budget. All school employees will be offered a salary commensurate to salaries offered to similar positions in local area schools.

Legal Comments: Applicant should confirm if they meant to ask for Ark. Code Ann. § 6-17-201 et seq. when they asked for Ark. Code Ann. § 6-1-201 et seq. Also, they asked for the entire section, but later asked for § 6-17-203. Applicant should confirm if it needs the entire -201 section or just the single sections for 6-17-201 and 6-17-203. If Applicant is requesting to waive the minimum salaries for certified and classified staff, then only 6-17-2203 and § 6-17-2403 are needed, not the complete sections. Also, only § 6-17-2303 is needed for a waiver of the committee on personnel policy. Applicant requested a waiver of § 6-17-2802 which refers to the legislative intent of the Teacher Excellence and Support System. ADE Legal is uncertain why this waiver is necessary and how it will help Applicant to achieve its goals. If Applicant is requesting a waiver of the entire section (§ 6-17-2801 et seq.), then Applicant should provide additional rationale on how its educators will get the proper support needed. Only Sections 6 and 8 of the Rules Governing School District Requirements are needed.

Applicant Response: *Applicant amends this waiver request to Ark. Code Ann. § 6-17-2203 and Ark. Code Ann. § 6-17-2403.*

Applicant amends the waiver request to remove the request to waive Ark. Code Ann. § 6-17-2802.

The Excel Center

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Applicant amends the waiver request to Ark. Code Ann. § 6-17-201 et seq.

Remaining Issues: None

6. Teacher Excellence and Support System

Ark. Code Ann. § 6-17-301 – Concerning employment of certified personnel

ADE Rules Governing the Teacher Excellence and Support System

GEI, which founded the first Excel Center, has developed a Technical Leadership Series to help develop a pipeline of teachers, staff and school leaders. The Technical Leadership Series comprises eight training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role and prepare them for a next level leadership position. The process of selecting staff to participate in the Technical Leadership Series includes evaluation of performance in the staff member's current role, performance with accelerated assignments, the desire to grow within the organization, and the ability to balance ambition.

Legal Comments: Applicant should provide additional rationale on how its educators will get the proper support needed if they are granted a waiver of the ADE Rules Governing the Teacher Excellence and Support System. A waiver of Ark. Code Ann. § 6-17-301 does not appear to be needed in order for Applicant to achieve its goals.

Applicant Response: *Applicant amends the waiver request to remove a waiver from Ark. Code Ann. § 6-17-301.*

Remaining Issues: Applicant should provide additional rationale on how its educators will get the proper support needed if they are granted a waiver of the ADE Rules Governing the Teacher Excellence and Support System.

7. School Year Dates

Ark. Code Ann. § 6-10-106

The Excel Center's school calendar includes five, 8-week sessions, with new sessions beginning after the prior term ends. The Excel Center's instructional program continues year-round. Due to the school model, the anticipated school calendar will extend beyond the start and end date as prescribed by Ark. Code Ann. § 6-10-106. In the event that the school closes during the school year due to inclement weather and/or emergencies, The Excel Center will add any necessary make-up days to the end of the term.

Legal Comments: None

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Remaining Issues: None

8. Instructional Structure and Clock Hours

Ark. Code Ann. § 6-16-102 – School day hours

Ark. Code Ann. § 6-18-210 – Definition of planned instructional time

Section 10.02 of the Standards of Accreditation

Section 14.03 of the Standards of Accreditation

Section 9.03.4 of the Standards of Accreditation (regarding grades 9-12)

The Excel Center will operate at least four periods each day, each consisting of 90 minutes of instruction. Each day of fixed-time instruction provides 360 minutes (6 hours) of instructional time available for students. Students have the option of attending 4 hours a day. Flexible scheduling will be available to meet needs of working and busy adults. The school will be open from 9AM to 4PM for students who prefer to attend classes in the morning, afternoon and/or evening. Prior to each 8-week term, the school will evaluate students' needs to determine whether additional evening classes should be available to accommodate working students. In that event, up to six class periods will be available to students, providing 540 minutes of instructional time available for students.

The Excel Center will hold classes during morning, afternoon, and evening sessions, with some students leaving the building throughout the day as new students enter. As a result, the school will never have its full student capacity in classes during any one scheduled period. Consequently, teachers will only be teaching a portion of the student body at a given time. Each class will have an average of 15 students per teacher.

Due to the nature of The Excel Center, a curricular model that accelerates the time it takes to earn a high school diploma is critical to the success of the program. The Excel Center model includes 8-week terms during which students complete coursework that may take a semester or full year in a traditional high school setting. Course offerings will be made based on the needs of the enrolled students.

The Excel Center will utilize a competency-based approach to measuring student mastery of standards aligned curricula in lieu of seat time requirements. All courses offered will require students to demonstrate mastery of material via standards-aligned formative and summative assessments. To allow for the teaching of simultaneous, embedded, and/or online courses and to allow for the integration of graduation credit courses with courses as necessary, The Excel Center requests a waiver of the seat time requirement.

The Excel Center

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Legal Comments: In order to effectuate these waivers, a waiver of Section 10.01.4 of the Standards for Accreditation is also needed. Applicant should provide additional rationale on why it needs a waiver of Section 10.02 (class size) if it plans to only average 15 students per teacher.

Applicant Response: *Applicant amends this waiver to include Section 10.01.4. Applicant amends waiver to remove Section 10.02.*

Remaining Issues: None

9. Student Attendance

Ark. Code Ann. § 6-18-209(b) – Adoption of student attendance policy

Ark. Code Ann. § 6-18-211 – Mandatory Attendance in Grades Nine through Twelve

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

Rationale: The Excel Center will only serve adults age 19 or older and students will not be subject to compulsory attendance rule or laws. Students will be adults, and flexibility in attendance to accommodate their adult responsibilities will be necessary.

Legal Comments: None

Remaining Issues: None

10. Grading

Ark. Code Ann. § 6-15-902 – Uniform Grading Scale

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools

Rationale: The Excel Center may adopt a grading scale that is as rigorous or more rigorous as the uniform grading scale provided in statute.

Legal Comments: None

Remaining Issues: None

11. Report Cards

Ark. Code Ann. § 6-15-903(a)(2) – Report Cards

Rationale: All students enrolled in The Excel Center will be 19 years of age and older and will

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not be under the care of a parent or guardian. As a result, The Excel Center will ordinarily work directly with students instead of communicating with parents.

Legal Comments: None

Remaining Issues: None

12. Alternative Learning Environments

Ark. Code Ann. § 6-15-1005(b)(5) – Pertaining to alternative learning environments

Ark. Code Ann. § 6-18-503(a)(1)(C)(i) – Pertaining to alternative learning environments

Ark. Code Ann. § 6-18-1001 et seq. – Public School Student Services Act

Ark. Code Ann. § 6-48-101 et seq. – Alternative Learning Environments

Section 19.03 of the Standards for Accreditation

ADE Rules Governing Public School Student Services

The Excel Center is a unique learning environment designed to meet the needs of adults who have previously dropped out of high school. The school model is designed as an alternative learning environment for individuals who have not been successful in prior traditional academic learning environments and to provide a new education option that allows adults of all ages to earn a high school diploma.

Legal Comments: Applicant should provide rationale for why it is requesting a waiver of Ark. Code Ann. § 6-18-1001 and the ADE Rules Governing Public School Student Services and how it will help the Applicant achieve its goals. ADE Legal believes Applicant is requesting a waiver of guidance counseling services – if so, in order to effectuate the waiver, a waiver of Section 16.01 of the Standards for Accreditation is necessary. Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds is needed in order to effectuate the waivers of ALE.

Applicant Response: *Applicant amends the waiver to include a waiver of Section 16.01 of the Standards for Accreditation and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds.*

*Rationale for requesting a waiver for Code Ann. § 6-18-1001 and the ADE Rules Governing Public School Student Services and how it will help the Applicant achieve its goals:
The Excel Center's coaching platform acts as a comprehensive guidance program for all students and is central to providing supportive relationships that enable students to manage work, life and family concerns as they achieve their educational goals.*

The Excel Center

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When students enroll in The Excel Center, they will be assigned to a Life Coach. Coaches take on the role of a traditional guidance counselor by working with students to identify goals, schedule them in classes that help them meet both their academic and personal goals, and also act as a resource for counseling, as needed. Life coaches monitor student attendance and academic progress, identify students who may be at risk of failure or dropping out, and work proactively to secure needed community resources.

Coaching in The Excel Center model, however, is designed to be more comprehensive than a traditional guidance program, by addressing the life barriers and issues that prevent students from being academically successful. Coaches work strategically to identify the non-academic barriers that keep the vast majority of adults from reengaging in school as well as the issues that led them to drop out of school in the first place. Coaches work with students to identify potential barriers to students' continued education, whether short-term barriers (such as food assistance or transportation) or long-term challenges (including student self-efficacy and self-confidence). The relationships that coaches create with each student is a critical factor in student success; those relationships provide security, confidence, and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage.

Upon enrollment in The Excel Center, life coaches also work with students to identify career goals and help start thinking about and prepare for "what comes next" after high school. Life coaches meet with each student to whom they are assigned regularly to track goals and to discuss academic progress toward graduation. The students and coaches will establish a graduation plan prior to students beginning their first term, and these plans will be revisited prior to scheduling each subsequent term. As students approach graduation, they transition from a Life Coach to a College & Career Readiness Coach, who continues to help students navigate personal and interpersonal issues, but begins focusing on assisting students to prepare for college or their career. The College & Career Readiness Coach may help students apply to college, apply for scholarships, and complete a FAFSA form. The College & Career Readiness Coach may also assist a student with scheduling a certification exam to complete an industry certification, fill out job applications, review resumes, and set-up mock interviews.

Ultimately, The Excel Center's coaching platform is designed to ensure that all of a student's academic and non-academic needs are met so that s/he is best prepared for "what comes next" after completing high school.

A top priority of The Excel Center is to identify any and all academic and non-academic barriers to students' success. In some instances, these barriers may include medical needs concerning a student's physical, emotional, or mental health. In order to ensure the wellbeing of all students, The Excel Center will utilize its relationships with local health service providers Harmony Health and Esperanza Clinic that serve low income patients to provide referrals to these health service providers, as necessary. Life Coaches are additionally charged with assisting students in finding any other needed services where partnerships may not already be established.

Remaining Issues: None

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13. Gifted and Talented

Ark. Code Ann. § 6-20-2208(c)(6) – Monitoring of expenditures (gifted and talented)

Ark. Code Ann. § 6-42-101 et seq. – General Provisions (gifted and talented)

Section 18 of the Standards for Accreditation

ADE Rules Governing Gifted and Talented Program Approval Standards

A waiver of a Gifted and Talented Program has been requested. Students' varied cognitive levels will be met through differentiated instruction and the ability to dual enroll in college courses. The Excel Center has a keen focus on college and career readiness and works to ensure students are prepared for "what comes next" after high school. As students progress through The Excel Center's course progression, they will have an opportunity to enroll in dual credit courses where they may earn college credit as well as in industry certification courses where they may earn an industry-recognized credential.

Legal Comments: Only a waiver of Ark. Code Ann. § 6-42-109 is needed, not the entire section.

Applicant Response: *Applicant amends this waiver request to Ark. Code Ann. § 6-42-109.*

Remaining Issues: None

14. Parental Involvement

Ark. Code Ann. § 6-15-1701 et seq. – Concerning a parental involvement plan

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

Rationale: The Excel Center will only serve adults age 19 or older. The majority of students will no longer live with their parents and it is highly unlikely that many parents will be involved in the school.

Legal Comments: None

Remaining Issues: None

15. Instructional Resources

Ark. Code Ann. § 6-21-406 – Adoption, sale, or exchange of instructional materials

Ark. Code Ann. § 6-21-413 – Textbook selection committee

The Excel Center

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Ark. Code Ann. § 6-25-101 et seq. – Public School Library and Media Technology Act

Ark. Code Ann. § 6-25-103-106 – Requiring a library media program

Ark. Code Ann. § 6-25-104 – Library media specialist-Qualifications

Rationale: The Excel Center will adopt many of the same curriculum and instructional materials that have been successfully used within a national model. Instructional resources are researched based materials used within a national model. The nature of the educational program is such that it will not offer a library media program, but resources will be made available to students through online and classroom resources.

Legal Comments: The Applicant should explain how a waiver of § 6-21-406 and § 6-21-413 will help it achieve its goals. In order to effectuate a waiver of instructional materials, a waiver of the ADE Rules Governing Instructional Materials is also needed. Waivers of § 6-25-103-106 and § 6-25-104 are not necessary since Applicant has requested a waiver of the full section (§ 6-25-101 et seq). In order to effectuate the waiver, a waiver of Section 16.02 of the Standards for Accreditation is also necessary.

Applicant Response: *Applicant amends the waiver to include ADE Rules Governing Instructional Materials and Section 16.02 of the Standards for Accreditation. Amends to withdraw Waivers of § 6-25-103-106 and § 6-25-104.*

Due to the uniqueness of The Excel Center school model which is geared towards adults and operates in accelerated 8-week terms, typical textbooks are not used and the majority of the school's curriculum is developed in-house. All curricula have been vetted by The Excel Center network curriculum experts and undergo regular revision to ensure rigor and alignment to CCSS and Arkansas standards. Curricular and instructional resources are housed in the Blackboard Learn learning management system, which is maintained by The Excel Center network. Teachers access their instructional materials via Blackboard Learn, and students are provided a level of access that will allow them to download course notes and take part in content discussions outside of the classroom. The Excel Center network adjusts curriculum and instructional materials to the requirements of CCSS and Arkansas standards and posts teacher and student resources for schools. In addition to these locally developed instructional materials, The Excel Center utilizes Pearson online textbooks for social studies and science courses; Middlebury Interactive Languages for world language; and Plato Courseware for art and music appreciation. Plato Courseware is also the online provider for GEC credit recovery coursework. Credit recovery is used on a limited basis for students who may only need one credit or a partial credit in a subject required for graduation. Scholastic System 44 and READ 180 are used for the remedial reading program. SAS Curriculum Pathways are utilized as an additional instructional resource for English Language Arts, Mathematics, Science, Social Studies, and Spanish, and English students additionally use noredink.com for supplemental grammar instruction. All off-the-shelf curricular materials have been selected because they have been proven effective for use with adult learners.

Remaining Issues: None

The Excel Center

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16. Implementation

Ark. Code Ann. § 6-16-1204 Implementation (requirement that pre-Advanced Placement courses be offered)

Rationale: The Excel Center has a keen focus on college and career readiness and works to ensure students are prepared for "what comes next" after high school. As students progress through The Excel Center's course progression, students will have an opportunity to enroll in dual credit courses where they may earn college credit as well as industry certification courses where they may earn an industry recognized credential.

Legal Comments: Applicant should provide additional rationale on how this waiver will help Applicant achieve its goals. In order to effectuate this waiver, a waiver of the Standards for Accreditation Section 9.03.4.12 is needed.

Applicant Response: *Applicant amends this to include Standards for Accreditation Section 9.03.4.12*

While students returning to high school often are behind in earned credits, some students are of high cognitive ability. In addition to the differentiation provided in every classroom, The Excel Center's core content course progression will allow students who are advanced to pursue dual high school and college credits during their final term of their core content area. Dual credit has been shown to have significant outcomes in improving postsecondary success and high school credit attainment.

Across all of The Excel Centers in The Excel Center network, the schools partner with a local community college in order to provide dual credit opportunities as well as opportunities to earn industry certifications. In the case of The Excel Center in Little Rock, the school will partner closely with Pulaski Technical College when preparing students for "what's next." Pulaski Technical College has a growing menu of dual credit and certification opportunities. The Excel Center will offer these opportunities at no cost to students. The Excel Center will absorb the cost of courses to ensure students have the ability to participate in and complete these courses. Leveraging Goodwill's partnership and institutional knowledge in working with Pulaski Technical College, The Excel Center will be positioned to make strong referrals for students to the college.

The Excel Center does not have the capacity to offer Advanced Placement courses. The Excel Center provides an educational opportunity to a segment of the population with few options to achieve their academic goals or improve their economic opportunity due to not having a high school diploma. As adults, the majority of students will enter the school seeking to improve their immediate economic situation. As such, the school will focus on "what comes next" which, for most students is improved career opportunities – which is why the school places an emphasis on opportunities to earn an industry certification. Other students will enjoy opportunities to earn

The Excel Center

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dual credits.

Remaining Issues: None

17. Physical Education

Ark. Code Ann. § 6-16-132 concerning physical education

The school is requesting a waiver to physical education.

Legal Comments: In order to effectuate this waiver, a waiver of the Standards of Accreditation Section 9.0.3.5 is needed.

Applicant Response: *Applicant amends this section to include Standards of Accreditation Section 9.0.3.5.*

Remaining Issues: None

18. Music

Section 9.03.4.5 of the Standards for Accreditation

The Excel Center is requesting a waiver from the requirement that 1 unit of vocal music and 1 unit instrumental music each be offered within the required curriculum to be taught annually. The environment is not conducive to the performance requirement described for vocal music and instrumental music.

Legal Comments: The requested waiver relates to foreign language requirements. A waiver of Section 9.03.4.6 and Ark. Code Ann. § 6-16-130 is necessary for music.

Applicant Response: *The applicant amends this waiver request to Section 9.03.4.6 and Ark. Code Ann. § 6-16-130.*

Remaining Issues: None

19. Food Service

Ark. Code Ann. § 6-18-705 school breakfast program

Rationale: The Excel Center will only serve adults age 19 or older and the school will not provide meals to students.

Legal Comments: In order to effectuate this waiver, a waiver of Ark. Code Ann. § 6-20-701 et seq. is also needed.

The Excel Center

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Applicant Response: Applicant amends this waiver to include Ark. Code Ann. § 6-20-701 et seq.

Remaining Issues: None

20. Safety

Ark. Code Ann. § 6-10-110 School fire marshal program

Rationale: The school will serve adult learners and will not offer extracurricular activities.

Legal Comments: The School fire marshal program is not an extracurricular activity, but rather a safety protocol. Applicant should provide additional rationale on how it will ensure the safety of its learners and why this waiver is necessary to help it achieve its goals.

Applicant Response: Applicant amends the waiver request to remove a waiver from Ark. Code Ann. § 6-10-110.

The safety and security of students, staff, the facility, and all school property is a top priority for The Excel Center. The Excel Center will take every step necessary to ensure that students and staff are prepared for any foreseen or unforeseen emergency, disaster, or threat. To that end, The Excel Center has developed an Emergency Response Procedure Handbook which outlines the school's plans and procedures in the event of a fire or other environmental disaster, tornado, earthquake, nuclear or chemical contamination, or any event concerning guns/weapons, a hostage situation, bomb threat, suspicious vehicle, riot/civil unrest, or other emergency situation requiring a school lockdown or evacuation. The Excel Center will participate in any mandatory fire, tornado, and lockdown drills, as required by law or rule. A copy of The Excel Center's Emergency Response Procedure Handbook is provided to all staff.

Remaining Issues: None

21. Health Services

Ark. Code Ann. § 6-18-706 School Nurses

Ark. Code Ann. § 6-18-1005(a)(6) Health Services

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age

Rationale: The Excel Center students will be adults. Any emergency on-sight health issues will be addressed according to Goodwill standard operating policy via emergency or other private health care provider. The Excel Center will establish partnerships with a variety of health service providers and students will be provided referrals to these health service providers, as necessary.

Legal Comments: In order to effectuate this waiver, a waiver of Section 3.01.6 of the ADE

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Rules Governing Public School Student Services is necessary.

Applicant Response: Applicant amends this request to include Section 3.01.6 of the ADE Rules Governing Public School Student Services.

Remaining Issues: None

22. Substitute Teachers

ADE Rules Governing Waivers for Substitute Teachers

The school director or other qualified staff will serve as substitutes in the event of teacher absence.

Legal Comments: The rules requested by the Applicant are not current rules. Applicant should clarify its request.

Applicant Response: Applicant withdraws this waiver request.

Remaining Issues: None

23. General Business Managers

ADE Rules Governing Minimum Qualifications for General Business Managers

The Excel Center will hire the most qualified individual for the position, and that individual will receive any training necessary. This individual will also have a dotted line reporting relationship to accountants in the Finance Department of Goodwill.

Legal Comments: In order to effectuate this waiver, a waiver of Ark. Code Ann. § 6-15-2302 is necessary.

Applicant Response: Applicant amends this request to include Ark. Code Ann. § 6-15-2302.

Remaining Issues: None

23. Distribution of Student Special Needs Funding

ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds

The Excel Center does not believe it is eligible for these funds.

The Excel Center

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Legal Comments: Only a waiver of Section 4 of these rules is necessary as they are the only section with program requirements. If the school does not receive funding, then the other sections will not matter.

Applicant Response: *Applicant amends this request to only waive Section 4 of ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds.*

24. Public School Student Services

ADE Rules Governing Public School Student Services

The Excel Model provides particular student services necessary to address the needs of its adult students

Legal Comments: None (Applicant has already requested waivers of specific provisions of these rules).

Remaining Issues: None

Desegregation Analysis: Fully Responsive

General Comments: Applicant stated they wanted a waiver from participation in the lottery, but did not request one. Same for the use of APSCN. Applicant should provide additional rationale why a waiver of these provisions are necessary for the Applicant to achieve its goals. ADE Legal understands that one building the school may occupy is already ADA compliant, but the other is not at this time, but if used as the school, Applicant would ensure compliance. Applicant should provide clarification on this matter.

Applicant Response: *Applicant amends this request to include a waiver from Ark. Code Ann. § 6-23-306(6)(b).*

An enrollment lottery will be held on June 7, 2016. To maintain transparency with the public, the lottery will be held at a public location and will be open to the public. All individuals who submitted an enrollment application will be invited to attend. It will be monitored by a non-biased third party and a representative of the Arkansas Department of Education will also be invited to attend. The lottery will include all eligible individuals who submitted a timely enrollment application. These individuals will be assigned a number, and then numbers will be drawn at random to identify who will be enrolled in the school. Once all available spaces have been filled, numbers will continue to be drawn to determine the order in which individuals are placed on a waitlist. Individuals who attended the lottery will receive immediate notification of their admittance into the school or order on the waiting list. All individuals included in the lottery, including those who attended, in-person, will be notified by June 14, 2017 both in writing and with a phone call of their admittance into The Excel Center or their order on the waiting list.

The Excel Center

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Information provided by Applicant is in italics.

After the lottery is complete, interested individuals may continue to apply but will continue to be placed on the waitlist in the order that their completed enrollment information is received. Once a student is enrolled in the school, the student will be afforded the opportunity to attend the school in successive years without having to re-apply or partake in the school's lottery process.

During The Excel Center's academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the waiting list. The waiting list is maintained year-round and students will be enrolled in the school on an ongoing basis at the beginning of each 8-week term, based on their order on the waiting list and as seats become available.

Due to the ongoing nature of enrollment at The Excel Center, The Excel Center will not conduct an annual lottery. Instead, The Excel Center proposes to conduct a lottery during the first year of operation and continue to enroll students based on their order on the waiting list in subsequent years.

Remaining Issues: None

Applicant Response: *Applicant withdraws request to waive use of APSCN.*

Remaining Issues: None

Applicant Response: *Applicant has applied to City of Little Rock for change of zoning of current headquarters building which is already ADA compliant. We expect to learn the result of the request at a hearing on October 6.*

If that change of usage is not approved, then The Excel Center will be located at Goodwill Industries' former headquarters, located at 1110 W. 7th Street in Little Rock. That facility is currently zoned UU, and is an adult charter school is a permitted use. The building will be renovated, and those renovations will bring the building into compliance with the ADA and IDEA. The modifications will include: enlarging the elevator if necessary and adding appropriate visual, tactile and auditory elevator controls/indicators for those with visual and hearing impairments; adjusting tension on door hinges, repaving and repainting lines of parking lot, insulating lavatory water pipes/drains. There is one dining establishment, The Box, which sells beer and is located within 1,000 feet of the facility. The students at The Excel Center are adults, and it is not expected that the presence of the restaurant, which is only open for lunch, will interfere in the educational experience.

Remaining Issues: None



MEMO

DATE: October 3, 2016
TO: Charter Authorizing Panel
FROM: ADE Legal Staff
SUBJECT: Desegregation Analysis, The Excel Center Adult Education Charter School Application

I. Introduction

Goodwill Arkansas Education Initiatives, Inc. (GAEI) submitted an application for an open-enrollment adult education public charter school, The Excel Center. The proposed adult education charter school would be located within the boundaries of the Little Rock School District. The proposed charter school would provide instruction to students in grades nine through twelve (9-12) and is only for students ages nineteen (19) and older. The proposed adult education charter school would possess a student enrollment cap of 125. According to its application, the proposed charter school expects to draw students from the Little Rock, North Little Rock, and Pulaski County Special school districts.

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer 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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

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

The applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any school district. The applicant’s response is as follows:

“The Excel Center is located within the boundaries of the Little Rock School District (PCSSD), and will be an open-enrollment public charter school which is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the Central Arkansas area.

The Excel Center offers this desegregation analysis in accordance with the requirements of Ark. Code Ann. § 6-23-106 to carefully review the potential impact its operation would have upon the efforts of the PCSSD, LRSD, and NLRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The granting of The Excel School open-enrollment public school charter cannot be said to have a negative impact on the PCSSD, LRSD, and NLRSD's ability to comply with any District Court orders or statutory obligations to create and maintain a unitary system of desegregated public schools for two primary reasons.

First, the LRSD and the NLRSD have been found by the federal District Court to be unitary in all respects of their school operations. PCSSD has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas.

Pursuant to Ark. Code Ann. § 6-23-306, The Excel Center must be race-neutral and nondiscriminatory in its student selection and admission processes. Based solely on current dropout rates for the community in which The Excel School sits, the initial student enrollment is expected to have significant representation of students from communities of color. The Excel Center students are not part of the traditional population of students, ages 5-18, considered a concern in affecting the statutory and court ordered obligations for each district to meet desegregation requirements.

Second, the mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities. These individuals are not included in the traditional K-12 student population and cannot be considered to negatively impact or to have any effect at all on the school year enrollment figures for 2017-2018.

Even if there were concern regarding inclusion of these students in the state's overall student enrollment population, The Excel Center's enrollment would have little to no significant impact on the student populations for each district. According to the 2015-2016 school year enrollment figures as maintained by the ADE Data Center, the PCSSD had a student population of 16,562 students; the LRSD had a student population of 23, 164 students, and the NLRSD had a student population of 8,413 students. At its proposed initial enrollment of 125 students, the student population of The Excel Center would equal less than one percent of the PCSSD and LRSD student populations and just 1.49% of the NLRSD student population.

The Excel Center at Goodwill has carefully completed its review of the relevant statutes and

court orders affecting the three (3) Pulaski County school districts and the student populations of such districts and has determined that no negative effect is present here.”

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

V. CONCLUSION

The Department is unaware of any data demonstrating that the proposed adult education charter school is motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools’ existence.

Additionally, while the applicant expects to draw students from the Pulaski County Special School District (PCSSD), who is still subject to a desegregation order, as noted by the applicant, the adult education charter school will not impede or hinder the PCSSD in meeting it’s obligations under the controlling desegregation order.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application Adult Education Public Charter School

Deadline for Receipt of Submission: Thursday, June 16, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ The Excel Center _____

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
ADULT EDUCATION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: The Excel Center®

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 125

Name of Sponsoring Entity: Goodwill Arkansas Education Initiatives, Inc. (GAEI)

Other Charter Schools Sponsored by this Entity (Name and Location):
none

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
- 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. (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 included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive 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.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Name of Contact Person: Brian Itzkowitz

Address 7400 Scott Hamilton Drive, #50 City: Little Rock

ZIP: 72209 Daytime Phone Number: (501) 372-5100 FAX: (501) 376-9398

Email: bitzkowitz@goodwillar.org

Charter Site

Address: 7400 Scott Hamilton Drive City: Little Rock

ZIP: 72209 Date of Proposed Opening: July, 2017

Chief Operating Officer

of Proposed Charter (if known): Stacey Hunter Schwartz Title: Director

Address: 7400 Scott Hamilton Drive, #50 City: Little Rock

ZIP: 72209 Daytime Phone Number: (501) 372-5100

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. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: <u>Brian Itzkowitz</u>	Position: <u>Goodwill President/CEO</u>	State of Residence: <u>AR</u>
Dr. Stacey Hunter	Goodwill Director of Educ/	
Name: <u>Schwartz</u>	Position: <u>Certification Programs</u>	State of Residence: <u>AR</u>
Name: <u>Emily Flick</u>	Position: <u>Goodwill Chief of Staff</u>	State of Residence: <u>AR</u>
	Goodwill VP of Workforce	
Name: <u>Staci Croom-Raley</u>	Position: <u>Development</u>	State of Residence: <u>AR</u>
	Goodwill Educ. Initiatives	
Name: <u>Kim Reier</u>	Position: <u>Dir. of Network Developmt</u>	State of Residence: <u>IN</u>
Dr. Phillis Nichols-		
Name: <u>Anderson</u>	Position: <u>Consultant</u>	State of Residence: <u>AR</u>
	Goodwill Chief Operating	
Name: <u>Brian Marsh</u>	Position: <u>Officer</u>	State of Residence: <u>AR</u>
	Goodwill Chief Financial	
Name: <u>Sylvia Murchison</u>	Position: <u>Officer</u>	State of Residence: <u>AR</u>
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin postsecondary education while developing career paths in sectors of the local economy that offer better-than average- employment and growth opportunities.

Describe the applicant's history of success in providing education services, including industry certifications and job placement services, to adults 19 years of age and older who educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar circumstances.

Applicant Response:

The Excel Center is being founded and supported by a team of leaders from Goodwill® Industries of Arkansas and Goodwill Education Initiatives (“GEI”), all dedicated to creating vehicles to help adults move towards greater economic self-sufficiency. The Excel Center is being born out of Goodwill’s mission to change lives through education, training, and employment, and its vision that people in the communities it serves will have improved skills that provide long-term employment and a better standard of living. The Excel Center® is a nationally proven school model founded by Goodwill of Central Indiana. To date, the model has expanded to both Texas and Tennessee. The Excel Centers have produced over 1,800 graduates with 82% of graduates receiving an industry-recognized credential in sectors with above-average growth potential. Seventy-five percent of graduates are either employed or in college immediately after leaving The Excel Center. Goodwill Industries of Arkansas (“Goodwill”) served over 27,600 Arkansans in its 2016 fiscal year and placed 4,547 of those individuals in jobs. Through its trade school, The Academy at Goodwill, the organization also provided training resulting in the awarding of Administrative Assistant and Forklift certifications to its students.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Excel Center will “meet students where they are” in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals. The Excel Center’s education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers that impede students continued educational success. In addition to these pillars, The Excel Center is built upon a foundation of elements proven to drive success for adult students, including an accelerated and flexible student schedule to meet the needs of working and busy adults, available transportation and easy access for non-driving students, child care provided for students with children, and a mature learning environment with a mix of both younger and older students.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on Wednesday, June 29, from 6 p.m. to 7:20 p.m., at the headquarters of Goodwill Industries of Arkansas, 7400 Scott Hamilton Drive, Little Rock. Sixteen community members, the majority representing Adult Education programs across the state, attended the hearing, along with six Goodwill staff members and the chairman of the Goodwill board of directors.

Goodwill President and CEO Brian Itzkowitz began with a presentation describing Goodwill’s history of providing services to disadvantaged Arkansans and placing them in jobs. A seven-minute video clip of a PBS NewsHour segment on The Excel Center in Indianapolis was then played. Goodwill Director of Education and Certification Programs Dr. Stacey Hunter Schwartz then gave a presentation about the Excel model.

The floor was then opened up for questions and comments. In response to questions, the audience was told the following: (1) Goodwill has enlisted the help of Indianapolis’ Goodwill Education Initiatives to tailor The Excel Center model to meet all Arkansas standards, (2) child care and transportation vouchers will be provided for enrolled students, (3) students with disabilities or English language learners will be served, (4) Goodwill is

working with its Adult Education partner (Pulaski County Special School District) in identifying aspects of the vocational certification curriculum that Adult Ed can provide to the Excel students and students at Goodwill's trade school, The Academy at Goodwill, (5) Goodwill is self-funding this school, (6) Goodwill is working with its higher education partner, Pulaski Technical College, to identify appropriate courses for concurrent enrollment and (7) Goodwill plans to retrofit its former downtown Little Rock headquarters to house the school, which will also include a Goodwill career center on-site.

Several members of the audience, including representatives from Adult Education, higher education, business and non-profit segments, spoke in praise of the efforts Goodwill is making to apply for this charter. After 45 minutes of questions and comments, there were no longer any audience members with raised hands, and the hearing ended.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the community in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
2. Describe the governing structure of the adult education charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents/friends, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents and/or students.

Applicant Response:

The Board of Directors of Goodwill Arkansas Education Initiatives, Inc. (GAEI), hereinafter and also known as The Excel Center, will serve as the governing body of The Excel Center. Pursuant to its bylaws and Articles of Incorporation, the governing board of GAEI will be composed of 9 individuals, but not less than 3 (excluding any ex officio, advisory and honorary directors). At the time of submitting this charter application, the Board of Directors includes Chris Amsler, Douglas Jackson, Denise Luft, Margaret Bates, Fred Perkins III, Brian Itzkowitz, Jonathan Crossley, Cassandra Green, and Dr. Margaret Ellibee.

If not serving as a Director, the President & Chief Executive Officer of Goodwill Industries of Arkansas will serve as an ex officio member of the Board with the right to attend and participate, but not to vote, and will not count toward the number of Directors. The officers shall consist of Chair, one or more Vice Chairs, and may consist of

a President & Chief Executive Officer, Secretary, Treasurer, and such other officers as the Board may from time to time deem necessary and convenient. The Corporation may also have, at the discretion of the Board, one or more Senior Vice Presidents, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed in accordance with the Corporation's Bylaws. One person may hold two or more offices, except those of Chair, and Vice Chair.

At its organizational meeting, the Board will formally elect its Chair, one or more Vice-Chairs, and may elect a Secretary and Treasurer, and to establish and appoint members of key committees that may include Executive, Finance, Audit and Governance. All officers shall at all times carry out their duties under the direction and the control of the Board of Directors.

Members of GAEL's Board of Directors are selected by the board of Goodwill Industries of Arkansas. As the need for new members arises, members of the Board are solicited for suggestions for prospective members. Care is taken to always have Board members with expertise in finance, education, legal, and business along with strong community ties. Prospective members are vetted against those categories, with candidates selected to meet with the Membership Committee to explore their willingness to serve along with more fully understanding their approach to governance. Candidates are then presented to the Board of Goodwill Industries of Arkansas for approval.

Financial management for The Excel Center will be overseen by the Board of Directors. The annual budget will be developed each year by the school director and approved by the Board of Directors, with assistance from Goodwill's financial leadership as needed. Budget creation and monitoring performance against the budget will be a key oversight lever.

Board members will establish the policies used by the school to conduct operations, including finances, enrollment, program evaluation, evaluating the education service provider, and other operational aspects.

Directors shall be elected to terms of up to three years. Terms of the Directors shall be staggered such that the terms of approximately one-third of those Directors will expire each year.

Vacancies may be filled by Goodwill Industries of Arkansas and each director so elected shall hold office until his or her successor is elected and qualifies. The governance and direction of The Excel Center shall be vested in the Board of Directors, which shall bear responsibility for and shall oversee all the activities of The Excel Center. The Excel Center's Board will act autonomously in maintaining oversight of the school's governance and shall not concede control of the school to any other entity outside of the Board. The Board may establish new or change existing policies by taking action with a majority vote during an official Board meeting. The Board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities include:

- Monitoring the school's key performance indicators;
- Establishing policy;
- Approving long-range plans;
- Approving annual plans and budgets;
- Approving any actions that would create or have the potential to create significant obligations for the schools;
- Approve annual budgets;
- Ensuring financial solvency;
- Hiring and firing the school director; and
- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that The Excel Center is in compliance with all applicable laws, regulations, and contracts, including requirements of the school's charter.

In addition, the Board is responsible for periodically (no less than annually) reviewing and evaluating the relationship between The Excel Center and Goodwill to ensure that services provided the school by Goodwill are meeting quality expectations, providing good value for the school, and are enhancing The Excel Center's mission.

Each Director will act in good faith and in a manner reasonably believed to be in the best interest of The Excel

Center. Each Director is responsible for actively participating in the work of GAEI's Board of Directors and the life of the school. These expectations are to be clearly articulated prior to any candidate being nominated as a board member. Candidates will be nominated only after s/he has agreed to fulfill these expectations.

The school director will report directly to the Board of Directors and will act as the instructional leader of the school, providing hands-on leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. The school director will ensure that instructors and school curriculum are applied according to the principles of The Excel Center and that the school is meeting the desired outcomes. The school director will oversee and be responsible for school-level policy development and organizational development, such as working with the School Board to establish school goals and objectives and ensuring they are met, and working with Goodwill to establish the school's budget and handle purchasing for the school, development and maintenance of community partnerships, parent and partner engagement, hiring and firing of school staff, ensuring that instructors, coaches, and all school staff are providing the highest quality academic services to students, and other day-to-day matters, including student discipline.

It is critical for the Board of The Excel Center to consider the views of school staff, students, parents and community members in setting school policies. The Board will engage members of the community, including students, to inform school direction and policies. The Excel Center will have an advisory group to ensure that The Excel Center is providing a relevant educational program that meets the local community's need. This advisory group will meet at the school and will be a means by which The Excel Center will communicate with individuals in the community and for the community to inform the school's decision making. The advisory group will be responsible for providing input to The Excel Center on what factors are at play in the local environment, including major economic changes or shocks, changes in the political environment, and any major news that would affect the performance and/or long-term success of the school. Moreover, advisory groups will provide a community voice to the school.

The advisory group will consist of 8-10 members and include relevant stakeholders in The Excel Center's success, drawing on expertise from postsecondary institutions, community groups, K-12 education, government/public policy, and business. These groups will also include teachers and students (either past or present) to ensure that students have a voice in the feedback of school operations.

The Excel Center's school director will be responsible for managing the relationship between the school and the advisory group. He or she will set agendas for each meeting in collaboration with the Board. Furthermore, each meeting of the Board of Directors will be open to the public and the dates and times of meetings will be posted in advance. The Board will have an "open door" policy where students, parents, and members of the community may present concerns to the Board and where an aggrieved person can appeal up the chain of command to the Board.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin postsecondary education while developing career paths in sectors of the local economy that offer better-than average- employment and growth opportunities.

4. Describe the educational need for the school by responding to the following prompts.

If student performance data at schools and or/districts demonstrate the need for the charter, provide the data and its source and explain.

Applicant Response:

An individual who drops out of high school faces a number of challenges that affect his or her current well-being and future success. High school dropouts have worse health, lower incomes, and fewer job opportunities than the general population. In addition, high school dropouts are more likely to be recipients of government welfare and are eight times more likely to be incarcerated than high school graduates.¹

Arkansas has a significant need for an adult charter high school. The Arkansas Workforce Development Board has estimated the number of adults between the ages of 18 and 64 without a high school diploma to be 533,946 or 18% of the population.² Since 1978, 245,512 Arkansans have been awarded General Education Development (GED) certificates,³ leaving approximately 250,000 Arkansans without a high school diploma or equivalent. Furthermore, our citizens are fiftieth in the nation when it comes to continuing their education into post-secondary training by earning an Associate's Degree or higher.⁴

In Pulaski and Saline Counties alone, almost 24,000 adults between 18 and 64 lack a high school diploma.⁵ As a result, a large portion of the Central Arkansas community is clearly unprepared to participate in the 21st century workforce – one that will require additional skills beyond high school, whether through an industry certification or postsecondary degree.

Jobs for the Future analyzed the National Educational Longitudinal Survey and discovered that dropouts are persistent in trying to further their education: over the course of their lives, more than 60 percent of dropouts eventually do earn a high school credential – most often a GED certificate.⁶ However, many students struggle to complete their education, as skill deficits and life challenges often impede progress. Nationally, only about two percent of all high school dropouts will take a GED test in a given year,⁷ and only ten percent of the estimated 3.8 million young people ages 18-24 without a diploma receive their GED.⁸

Although many dropouts would like to continue their education, they face limited options to achieve their goals. GED tests are the most common avenue for adult education, and studies have challenged the long-term benefits of earning a GED. Economists have argued that the wage benefits earned by GED recipients are largely explained by GED earners' higher initial skills.⁹ However, other reports have shown strong psychological and social benefits of earning a GED, especially when a GED is used to prepare students for postsecondary education. Unfortunately, most people who earn a GED struggle at the postsecondary level: although 65% of GED test takers plan on attending college, between 30 and 35 percent are able to attend. Ultimately, only five to ten percent of GED recipients are able to finish their first year of college.¹⁰

Many of these struggles indicate that traditional approaches to re-engaging adults in their education are often insufficient to address the array of challenges the population of dropouts face. The 2006 Gates Foundation report, "The Silent Epidemic," surveyed dropouts about the reasons they left school. The research indicated that failing in school was cited by only 35 percent as a reason for dropping out, and a substantial portion of students left school for other, non-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent.¹¹

¹Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). The silent epidemic: perspectives of high school dropouts. Washington, DC: Civic Enterprises. Retrieved on August 20, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>

²Arkansas Workforce Innovation and Opportunity Act Combined Plan (2016), p. 103. Retrieved from <http://www.arkansas.gov/esd/AWDB/pdfs/stateplan/Draft%20State%20Plan%20for%20Review,%201-18-2016%20red%20siz.pdf>

³GED Testing Service (2013). Annual Statistical Report on the GED Test. Retrieved from <https://www.gedtestingservice.com/uploads/files/5b49fc887db0c075da20a68b17d313cd.pdf>

⁴U.S. Department of Commerce (2014). Bureau of the Census American Community Survey: 2013 3-year estimate, Table B15001

⁵Based on data extrapolated from U.S. Census 2010 population and 2000 age

⁶Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

⁷Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

⁸Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

⁹Heckman, J. and LaFontaine (2005). Bias Corrected Estimates of GED Returns. Retrieved from http://jenni.uchicago.edu/ged_umpuation

¹⁰Harris, L., & Ganzglass, E. (2008). Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges Washington, DC: Center for American Progress. Retrieved from <http://www.clasp.org/admin/site/publications/files/0438.pdf>

¹¹Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). The Silent Epidemic: Perspectives of High School Dropouts. Retrieved from <http://www.civicerprises.net/pdfs/thesilentepidemic3-06.pdf>

Describe any partnerships with a state-sponsored two year institution of higher education, if anticipated.

Applicant Response:

Goodwill will be partnering with Pulaski Technical College (PTC) to provide both general education classes and coordinated technical career pathways. The Goodwill director of education and certification programs has already met with PTC staff to identify classes appropriate for concurrent enrollment and to identify instructor requirements so that Excel students may qualify for community college credit while taking high school courses. The director has also met with PTC technical instructors and administration in order to identify prerequisites for PTC certificate programs.

The relationship between Goodwill and PTC is robust. In conjunction with a formal memorandum of understanding, Goodwill and PTC have previously collaborated on a "Credentials to Careers: Good Prospects" program resulting in PTC students seeking Goodwill's services both pre- and post-graduation. A Goodwill career specialist is now centrally located on the PTC main campus to provide job search assistance, resume writing and interview preparation.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for the proposed charter.

Applicant Response:

The Excel Center will be the first charter school of its kind in Arkansas, enabling adults aged 19 and older who have previously dropped out to return to school and earn a high school diploma. Existing adult education programs and charter schools serve a small fraction of the total number of adults who lack a high school diploma. GED tests are the most common avenue for adult education in Arkansas. The Excel Center is being founded and supported by a team of leaders from Goodwill Industries of Arkansas ("Goodwill"), Goodwill Education Initiatives ("GEI"), and Goodwill Arkansas Education Initiatives ("GAEI"), all dedicated to creating vehicles to help adults move towards greater economic self-sufficiency. The Excel Center is being born out of Goodwill's mission change lives through education, training, and employment, and its vision that people in the communities it serves will have improved skills that provide long-term employment and a better standard of living. The Excel Center® is a nationally proven school model founded by Goodwill of Central Indiana. To date, the model has expanded to both Texas and Tennessee. The Excel Centers have produced over 1,800 graduates with 82% of graduates receiving an industry-recognized credential in sectors with above-average growth potential. Seventy-five percent of graduates are either employed or in college immediately after leaving The Excel Center.

The Excel Center will "meet students where they are" in their education by providing a flexible structure and supportive relationships to help them manage work, life and family concerns as they achieve their educational goals. The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address barriers that impede students continued educational success. In addition to these pillars, The Excel Center is built upon a foundation of elements proven to drive success for adult students, including an accelerated and flexible student schedule to meet the needs of working and busy adults, available transportation and easy access for non-driving students, child care provided for students with children, and a mature learning environment with a mix of both younger and older students.

Many students struggle to complete their education because skill deficits and life challenges impede progress. More often than not, adult education programs do not adequately meet the needs of adult learners. Many adult educational programs focus on remediating skill deficits, but do not strategically work to address the many non-academic barriers that keep the vast majority of adults from re-engaging in school as well as the issues that led them to drop out of school in the first place. To be effective, adult education must provide supports and flexibility to help students overcome the various challenges to their continued education.

Below are a number of barriers adult students face – which may impact their success in earning a high school diploma – as well as an overview of the ways The Excel Center will work to address and overcome those barriers.

Barrier 1: Low credit attainment and academic skill gaps

Students will arrive at The Excel Center at a variety of academic levels: students will have different levels of credit attainment, and they will arrive at different skill levels. In some cases, students may have a transcript that shows they earned certain course credits but, when assessed, their scores may indicate that they do not have mastery over the material.

Solution: Meet students where they are. The Excel Center will work with students in each of these profiles, designing an educational program that meets adult students' needs. To ensure that the school is fulfilling its top two priorities – provide students with an opportunity to earn a regular high school diploma and prepare them for “what comes next”– The Excel Center will dedicate considerable resources to helping students be prepared and successful. The Excel Center will have dedicated remedial efforts for students who are not ready for high school-level coursework, and evaluate progress by regular testing as well as case conferences when appropriate.

Barrier 2: Traditional school hours interfering with the real demands of adult life

Adults must often prioritize child care needs, family situations, or the need to work over being in a classroom during traditional school hours. The real demands of life may be the reason that some students dropped out of school in the first place and are often barriers to students re-entering school to earn a high school diploma.

Solution: A school schedule that meets the needs of adults. The Excel Center will operate year-round, with five eight-week terms in each calendar year. Credits can be earned each term and students and teachers will work diligently to condense a semester's worth of material into each term. This schedule will allow students to earn credits quickly and make rapid progress towards their diploma. The Excel Center curriculum integrates material across disciplines so that one course combines academic standards, allowing students to earn credit in multiple areas while attending one class. The school will be open to students who prefer to attend classes in the morning, afternoon and/or evening.

Barrier 3: Balancing work and family life

Some of The Excel Center's students will have to take care of their children while also trying to continue their education. Many parents put off returning to school because they lack the ability or financial resources to pay for quality childcare.

Solution: Free and reliable child care for students. To help students continue their education, The Excel Center will operate a child care center. This center allows for children of students to be cared for free of charge while their parents are attending classes at the school, providing students the opportunity to focus on their education knowing that their children are in a safe and secure environment.

Barrier 4: Lack of focus

Students entering The Excel Center will be able to focus on school at variable levels as some students balance school work with the needs of work and family. Having previously dropped out of high school, students may also struggle to reengage in their education.

Solution: Addressing challenges outside of the classroom. Life Coaching in The Excel Center model addresses the life barriers and issues that prevent students from being successful. The Excel Center's coaches will be responsible for keeping students engaged in school and motivated to be successful. The relationships that coaches create with each student will be a critical factor in student success; those relationships will provide security, confidence and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether short-term barriers (such as food assistance or transportation) or long-term challenges (including student self-efficacy and self-confidence).

Barrier 5: Identifying a career path and setting goals

For most of The Excel Center’s students, earning a high school diploma will be the primary reason to return to school, but few students will have thought about which career to enter after graduating.

Solution: Preparing students for “what comes next.” The Excel Center will spend a significant amount of time introducing students to high growth, high demand fields where there are good prospects of finding stable employment and a career. The Excel Center’s goal is to prepare individuals for self-sufficiency. A high school diploma is an essential start, but a credential above a high school diploma is essential for ensuring long-term employability in the modern job market.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
1. Students will demonstrate competency in reading.	ACT Aspire	Years 1-5 (2017-18 – 2021-22):The percent of students scoring “ready” or “exceeding” on the ACT Aspire assessment for reading will be within at least 5% or better of the local school district’s percent of students scoring “ready” or “exceeding.”	Annually, when ACT Aspire assessment results are published
2. Students will demonstrate competency in English.	ACT Aspire	Years 1-5 (2017-18 – 2021-22):The percent of students scoring “ready” or “exceeding” on the ACT Aspire assessment for English will be within at least 5% or better of the local school district’s percent of students scoring “ready” or “exceeding.”	Annually, when ACT Aspire assessment results are published
3. Students will demonstrate competency in mathematics.	ACT Aspire	Years 1-5 (2017-18 – 2021-22):The percent of students scoring “ready” or “exceeding” on the ACT Aspire assessment for mathematics will be within at least 5% or better of the local school district’s percent of students scoring “ready” or “exceeding.”	Annually, when ACT Aspire assessment results are published

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
<p>4. Students will make adequate academic progress towards earning a high school diploma.</p>	<p>Students earning course credit during each term by exhibiting content based on mastery of Arkansas academic standards (mastery is determined based on student performance on summative assessments, including course final exams, designed by school and Excel Center Network staff). To determine the rate for one term: Number of students earning at least 1 credit in a term, divided by the number of students enrolled* at the school during that term</p> <p>*Enrollment is defined as the total number of students who complete school's orientation and have attended at least one day of the term.</p>	<p>Year 1 (2017-18): At least 50% of enrolled students will earn at least one credit per term. Year 2 (2018-19): At least 55% of enrolled students will earn at least one credit per term. Year 3 (2019-20) and beyond: At least 60% of enrolled students will earn at least one credit per term.</p>	<p>The number of credits each student earns will be tracked each term. A final average will be calculated at the end of each school year.</p>
<p>5. Students demonstrate preparedness for college and/or career readiness upon graduation.</p>	<p>The number of graduates earning an industry-recognized certification or credential and/or earning college credit (taught through dual credit opportunities at The Excel Center). Numerator = Total number of graduates earning either an industry-recognized credential or college credit by the time they graduate Denominator = Total number of graduates during the academic year</p>	<p>Years 1-5 (2017-18 – 2021-22): By the end of the academic school year, 60% of graduates will have earned either an industry-recognized credential or college credit.</p>	<p>Successful earning of college credit and industry-recognized credentials by each student will be tracked each school year. A final calculation will be made at the end of each school year.</p>

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
<p>6. Students graduate from The Excel Center with a high school diploma.</p>	<p>Modified graduation rate*: Numerator = The total number of students who graduate by the end of the academic year Denominator = The school's official enrollment count The Excel Center proposes using a modified graduation rate. Using a traditional cohort graduation rate is problematic because the majority of students are behind their graduation cohort due to not being actively enrolled in school for a number of years. Furthermore, an accelerated education program leads many students to graduating in 2 years or less (or more based on a student's academic level at enrollment), making it difficult to appropriately assign students to a graduation cohort. This is the same graduation rate measure that has been proposed for Excel Centers in other states.</p> <p>*A graduate is defined as a student who meets all graduation requirements, earning a high school diploma.</p>	<p>Years 1-5 (2017-18 – 2021-22): By the end of the academic school year, 60% of graduates will have earned either an industry-recognized credential or college credit Year 1 (2017-18): At least 10% of enrolled students will graduate by the end of the academic year Year 2 (2018-19): At least 15% of enrolled students will graduate by the end of the academic year Year 3 (2019-20) and beyond: At least 20% of students will graduate by the end of the academic year</p>	<p>Successful earning of high school diploma will be tracked each school year. A final calculation will be made at the end of each school year.</p>

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Arkansas has a significant need for an adult charter high school. The Arkansas Workforce Development Board has estimated the number of adults between the ages of 18 and 64 without a high school diploma to be 533,946 or 18% of the population. Since 1978, 245,512 Arkansans have been awarded GEDs, leaving approximately 250,000 Arkansans without a high school diploma or equivalent. Furthermore, our citizens are fiftieth in the nation when it comes to continuing their education into postsecondary training by earning an Associate's Degree or higher.

In Pulaski and Saline Counties alone, almost 24,000 adults between 18 and 64 lack a high school diploma. As a result, a large portion of the Central Arkansas community is clearly unprepared to participate in the 21st century

workforce – one that will require additional skills beyond high school, whether through an industry certification or postsecondary degree.

The goals outlined in The Excel Center’s charter application, and further described below are designed to address these identified needs in the Central Arkansas community while also fulfilling the school’s mission.

Goal 1: Students will demonstrate competency in reading as indicated by scores on the ACT Aspire exam. By exhibiting standardized test scores within the proposed 5% range of traditional high school aged students, The Excel Center will further prove the effectiveness of the school in serving its mission by preparing students with the skills necessary to enter the workforce and/or postsecondary education and by empowering a population of students who have previously struggled and failed in a traditional school setting to deliver a performance equal to those students who are currently served in area high schools.

Goal 2: Students will demonstrate competency in English as indicated by scores on the ACT Aspire exam. By exhibiting standardized test scores within the proposed 5% range of traditional high school aged students, The Excel Center will further prove the effectiveness of the school in serving its mission by preparing students with the skills necessary to enter the workforce and/or postsecondary education.

Goal 3: Students will demonstrate competency in mathematics as indicated by scores on the ACT Aspire exam. By exhibiting standardized test scores within the proposed 5% range of traditional high school aged students, The Excel Center will further prove the effectiveness of the school in serving its mission by preparing students with the skills necessary to enter the workforce and/or postsecondary education.

Goal 4: Students earning course credit during each term by exhibiting content-based mastery of the Arkansas academic standards as evidenced by summative exams, including district created final exams, The Excel Center will provide evidence that students are progressing through the school’s curriculum and academic program, moving closer towards earning their high school diploma. In regards to fulfillment of the school’s mission, meeting this goal will indicate students are mastering the requisite skills set forth by the State of Arkansas in order to obtain a high school diploma. The proposed percentages of students earning course credit each term, further demonstrates that the students are engaged in their education by maintaining productivity in the school setting, which includes indicators like strong attendance and willingness and ability to learn; all key traits of successful employees in the current workforce.

Goal 5: Students demonstrate preparedness for college and/or career readiness upon graduation by obtaining credentials/certifications as part of their requirements to graduate. Fulfillment of this goal further indicates that students are leaving The Excel Center with the required skills to contribute to a highly qualified workforce and/or to pursue post-secondary education, potentially increasing their earning potential, and, again, meeting the school’s mission to lead students to economic self-sufficiency.

To meet this goal, Goodwill and The Excel Center will partner with Pulaski Technical College (PTC) to provide both general education classes and coordinated technical career pathways. This partnership is described in further detail throughout this charter application.

The relationship between Goodwill and PTC is robust. In conjunction with a formal memo of understanding, Goodwill and PTC have previously collaborated on a "Credentials to Careers: Good Prospects program" resulting in PTC students seeking Goodwill’s services both pre- and post-graduation. A Goodwill career specialist is now centrally located on the PTC main campus to provide job search assistance, resume writing and interview preparation.

Goal 6: Students graduate from The Excel Center with a high school diploma. This indicator demonstrates that students are fulfilling all of high school graduation requirements, including earning industry-recognized certifications and/or dual credits. The mission of the school is also met with successful completion of this goal, as adult students are able to graduate in a much more expedited fashion than would be possible in a traditional high school setting. The proposed graduation rate calculation would put The Excel Center graduation rate as equal to highly successful traditional high schools in the Little Rock area, and furthermore, the entire state of Arkansas. Through attainment of this goal, The Excel Center will further its mission by providing the local workforce with highly qualified employees, leading to the gainful employment of the students it serves.

Provide the comprehensive plan of how the school plans to meet the industry needs for a sufficiently trained workforce in the state.

Applicant Response:

The Excel Center's curricular offerings focus on Career and Technical Education (CTE), responding to the needs of adult learners who seek to build the skills necessary to enter or advance in the workforce. Upon enrolling at The Excel Center, students will take a career interest and exploration assessment and work with a life coach and college and career counselor to identify a career goal. Utilizing the career goal as situated within a federally recognized career cluster, the student, along with his/her life coach and college and career readiness specialist, will identify a Program of Study (POS) as outlined by the National Career Clusters Framework. As each student enters The Excel Center with different course credits earned and needed, the entrance point to the POS is unique for each individual student. The majority of The Excel Center's students earn at least one industry recognized certification in addition to their high school diploma. The POS course sequences will offer numerous opportunities for students to earn dual credits, and The Excel Center will partner with Pulaski Technical College to ensure that students earn transcripted, transferrable credits through applicable coursework.

An analysis of local workforce needs was conducted to identify the industry certifications The Excel Center will initially offer its students. Goodwill leadership identified three industry areas of focus, including: construction, manufacturing and logistics, and health care. These areas align to high-growth job sectors identified in the Arkansas Department of Workforce Services, Labor Market Information, and Occupational Career Information's report on Arkansas-Statewide Short-Term Industry and Occupational Projections, 2014-2016. Provided is a link to the full, published report: http://www.discoverarkansas.net/admin/uploadedPublications/2548_ST_Proj_State_14_16.pdf. This report clearly articulates that The Excel Center's three industries of focus are aligned to high-growth, in-demand careers throughout Arkansas, indicating that it will positively impact Arkansas's needs for a sufficiently trained workforce in these areas.

As it relates to job growth in the construction field, the report states: "Construction is expected to grow by 978 jobs between 2014 and 2016. Its growth of 2.24 percent is slightly less than the state's overall growth, but highest among Goods-Producing Industries. The Construction of Buildings subsector is estimated to gain 610 jobs during the projection period, while the Specialty Trade Contractors subsector is predicted to gain 532 jobs. Nonresidential Building Construction tops all industries in Construction with a growth of 381, placing in the Top 20 Growing industries list. Foundation, Structure, and Building Exterior Contractors is also expected to gain more than 300 jobs during the projection period. The Heavy and Civil Engineering Construction subsector is anticipated to be the low point in Construction with a loss of 164 jobs on the horizon. Utility System Construction could take the majority of the loss, losing 133 jobs through March 2016."

As it relates to job growth in the health care and social assistance field, the report states: "The Health Care and Social Assistance sector is projected to add 4,117 jobs, making it the top growing industry sector in the state and more than 80 percent of the growth in Education and Health Services. While Ambulatory Health Care Services subsector is estimated to add 2,273 jobs to the Arkansas labor market, Hospitals are experiencing a less favorable outlook during the projection period with a loss of 357. The Offices of Physicians category is estimated to add 870 new jobs, placing it among the top 10 on the Top 20 Growing Industries list. The Social Assistance subsector is projected to have a net gain of 1,764 jobs. Individual and Family Services leads all industries in Health Care and Social Assistance with an anticipated growth of 1,348 jobs, making it fourth in net growth in Arkansas."

The report also indicates job growth in regards to non-durable goods manufacturing, durable goods manufacturing, wholesale trade, retail trade, and transportation and warehousing, leading to an expansion of opportunities in the area of logistics-related positions.

As students progress through the course sequence and offerings at The Excel Center, they will select a career pathway in one of these high-growth industries. These career pathways meet the requirements of the Common Career Technical Core Standards (CCTC) that have been adopted by 42 states and the District of Columbia. The CCTC represent a common benchmark for what students should know and be able to do after completing a program of study in one Career Cluster pathway, ensuring that students have the knowledge, skills, and

dispositions that are critical to becoming career ready. All Excel Center students will take Senior Seminar, a course aligned to the Career Ready Practices Standards of the CCTC. This course incorporates career exploration as well as a foundation of skills important to workplace success, further ensuring that students complete high school with the in-demand skills of the workforce.

While initial certifications offered will revolve around construction, logistics, and healthcare, the Excel Center is committed to ensuring the success and economic self-sufficiency of students after they graduate. As such, The Excel Center plans to add CTE career pathways as enrollment expands and the career interests of students are diversified. The Excel Center may alter its catalog of offered certifications based on continuous analyses of local job markets to ensure that students earn certifications that are in-demand in the local job market. All CTE pathways will offer students multiple career choices; for example, a student who selects the Health Care pathway may earn one or more certifications, earn dual credit, and have the choice of an immediate career and/or to pursue a health sciences career requiring additional post secondary education. Curricula for CTE coursework is aligned to industry standards and may be delivered by local industry-certified staff, industry training facilities, or in conjunction with faculty at Pulaski Technical College.

Describe the proposed performance criteria that will be used to measure the progress of the school in meeting the industry needs for a sufficiently trained workforce in the state.

Applicant Response:

Embedded into the Excel Center's graduation requirements is selecting a Program of Study and Career Pathway. Upon completing The Excel Center's student orientation, students are encouraged to begin thinking about their future career or growth within their current career. The Excel Center's focus on "life after high school" leads to a majority of students earning an industry-recognized certification. It should be noted that passing a certification course does not, specifically, fulfill industry needs; however, preparing students to pass the required certification exam and earning a certification prior to graduation is how The Excel Center ensures it is meeting the needs of the industry in regards to a sufficiently trained workforce in the state.

The Excel Center's Goal #5 is designed to measure its effectiveness in preparing the existing and emerging workforce to meet industry needs. This goal states that "students demonstrate preparedness for college and/or career readiness upon graduation" and it is expected that at a minimum, 60% of Excel Center graduates will obtain the required industry recognized certification and/or dual credit. By meeting one of these criteria, students will become open to careers that otherwise may have previously not been available or accessible due to lack of a high school diploma and/or the technical skill required to perform certain job responsibilities.

The Excel Center will also devote a staff member to serve as the college and career specialist. While his/her role and responsibilities are explained more thoroughly later in this section (see response to question 15), s/he will be tasked with preparing emerging graduates for job interviews, resume building, and college or career placement assistance. A successful college and career specialist works tirelessly at developing relationships with key players in the local workforce in hopes to establish a pipeline for graduates to enter specific employers or institutions of higher education. The continual feedback loop will help the college and career specialist and the school director informally assess student readiness and performance, while also opening up conversations as to the number of employees still needed to fulfill those key employers' needs, or other business in the same sector. These data will be tracked formally to provide for continuous quality improvement.

The Excel Center's leadership, including Board members, will track a variety of other data including: wage differentials of students (wage prior to enrollment vs. post graduation), number of graduates employed full-time, number of graduates employed part-time, number of graduates attending college full-time, number of graduates attending college part-time, and number of graduates currently unemployed. Tracking and reviewing these data allows school staff to continue to support and coach students toward gainful employment, or make referrals to outside agencies when and wherever necessary. After its first year of operation, The Excel Center and its Board may use these data to identify additional goals for the school, and use them as baseline data to set benchmarks.

Provide the strategy for engaging the community, including business leaders, in carrying out the goals and objectives of the school.

Applicant Response:

Goodwill Industries of Arkansas's (Goodwill) mission is to help change lives through education, training and employment. Goodwill is recognized as a leader in Arkansas and within the Little Rock, Arkansas metropolitan statistical area (LRMSA). Goodwill acts as the hub of our existing collaborations and the Excel School will build upon our existing relationships to support our mission of helping people change their lives. Goodwill currently acts as the central agency to coordinate the efforts amongst our partners and we reduce duplication of services by increasing operational efficiencies for the various partner organizations. Goodwill has long-term relationships and signed MOUs with local employers, educational institutions, governmental agencies, and other community-based/faith-based organizations to help people along their professional/educational journeys. Examples of these partnerships include the housing authorities, substance abuse treatments facilities, re-entry organizations, school boards and workforce investment boards. The goal of these partnerships is to provide people with the skills and resources necessary to obtain and maintain gainful employment.

Goodwill and our partners in the community have been developing a collaboration that provides educational and training curricula to serve the people who comprise our workforce. In conjunction with The Excel Center, Goodwill's existing vocational training facility, The Academy at Goodwill, will create educational settings that support adult learners' attainment of a high school diploma while earning industry-recognized credentials. The Academy at Goodwill, licensed by the Arkansas State Board of Career Education to deliver career and technical education (CTE) courses, is developing curriculum that focuses on employers' needs by identifying target populations for prospective students and developing a career lattice that builds upon their transferable skill set, so they can establish a new career path. Goodwill aligns its programs and training components to meet the sectors' needs as a whole and not just individual employers' needs. This approach ensures the program's sustainability if an individual employer drops out of the collaboration. Goodwill is committed to continuously capturing data regarding performance to plan and support transparency to ensure deviations are identified and corrected.

Goodwill's Career Pathway Collaborations (CPC) and Business Advisory Councils (BAC) are excellent methods for engaging industry experts to help us identify trends that lead to the design of CTE courses that meet their expressed needs. Developing multiple partnerships also ensures sustainability if an individual employer drops out of the collaboration. Goodwill will continue to build partnerships with clearly defined roles where it will be the central coordinating agency to develop an employer-led training model that drives efficiencies to save organizations significant recruiting, training, and development costs for entry-level, high-turnover positions with clearly defined career and educational pathways that lead to middle-skill wages for students as they enter and exit an individualized, braided educational/vocational/employment journey.

Goodwill is in the development stage of establishing our curriculum and proactively developing synergies with community college partners. Goodwill has a formal partnership with Pulaski Technical College (PTC) with a primary focus to identify methods that will streamline students' efforts to obtain college credit via assessments of prior learning (APL). Goodwill is implementing a Community College 101 curriculum that students will take that helps him or her understand how to continue their educational journey into higher education upon receiving their high school diploma. A Goodwill Career Specialist is now located on the campus of PTC. This specialist actively engages the PTC team to guide students' journeys throughout their studies.

Communicating its story is key to engaging new people that can benefit from Goodwill's programs. Goodwill's public relations and marketing team has formal communication plans and platforms that blend technology with personal connections to deliver our organization's message. Existing channels to connect digitally with the community include Goodwill's dedicated website, Facebook page (10,575 followers), Twitter (2,301 followers), LinkedIn (964 connections), Instagram (464 followers), internal newsletter distributed to over 800 employees and external newsletter sent more than 700 community leaders.

6. Provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

HIGH SCHOOL COURSES

GRADE(S): 9-12 YEAR OFFERED: 9-12

REQUIRED COURSES: GRADE 9-12

- Math Lab A (Baseline Math – 5th Grade equivalent)
- Math Lab B (6th-8th Grade equivalent)
- Algebra 1A (9/10th Grade equivalent)
- Algebra 1B (9/10th Grade equivalent)
- Geometry (10th/11th Grade equivalent)
- Algebra 2 (11th/12th Grade equivalent)
- Probability and Statistics (12th Grade equivalent)
- Developmental Reading 1 (System 44) (K-4th grade equivalent)
- Developmental Reading 2 (Read 180) (5th-8th Grade equivalent)
- World Studies A (9th Grade English equiv + 9th Grade World Hist. equiv)
- World Studies B (10th Grade Engl. equiv + 10th Grade World Hist. equiv)
- American Studies A (11th Gr. Engl. equiv + 11th Gr. U.S. Hist. equiv)
- American Studies B (12th Gr. Engl. equiv + 12th Gr. U.S. Hist/Gov equiv)
- Spanish I/World Language 1 (9th grade equivalent)
- Spanish II/World Language 2 (10th Grade equivalent)
- Art Appreciation/Music History (9th grade equivalent)
- Senior Seminar (12th Grade equivalent)
- College and Career Readiness Courses** (12th Grade equivalent)

ELECTIVE COURSES: GRADE 9-12

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GRADE(S): all YEAR OFFERED: see notes below

REQUIRED COURSES: GRADE all

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ELECTIVE COURSES: GRADE all

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7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

As previously described, The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on College and Career Readiness, and (3) a coaching platform designed to address any barriers that impede a student's continued educational success. Please see the graphic attached.

Academic Instruction for students who have dropped out requires flexibility in the design of the educational program. Students will enroll in The Excel Center at various skill levels, need different numbers of credits, and many will balance their educations with life obstacles, including work and family obligations. Therefore, The Excel Center will use a "one student at a time" method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. Every student at The Excel Center will have a unique education plan, and school staff will work with each student to craft an educational program that fits his or her specific needs.

The environment within The Excel Center is designed to meet adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school is designed to reflect the characteristics of educational environments that benefit adult learners, including open discussion, self-directed learning and personal accountability.

For more information on The Excel Center's coaching model, please see the response to question 9 in this section of the charter application.

The curricular foundation of The Excel Center is based upon significant evidence that its model meets the educational needs of adults. Many students struggle to complete their education, as skill deficits and life challenges often impede progress. Many of these struggles are such that traditional approaches to re-engaging this population are often insufficient. The 2006 Gates Foundation report, "The Silent Epidemic," surveyed dropouts about the reasons they left school. The research indicated that failing in school was cited by only 35 percent as a reason for dropping out. Instead, a substantial portion of students left school for non-academic reasons. In particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members were most prominent. These challenges also affect the structure of how students continue their education.

New students to The Excel Center will take a battery of assessments upon enrolling; the results of which (combined with a review of previous high school transcripts) determine course placements. Placement assessments in humanities include the Reading Inventory (RI) -- which generates a Lexile score for reading -- and the Phonics Inventory (PI) for students whose Lexile measure is below 600.

Students whose Lexile score is below 600 and whose SPI score indicates that the root cause of reading difficulty is an inability to decode will be placed into Developmental Reading I, The Excel Center's foundational reading course that utilizes the Scholastic System 44 program. While working to increase students' ability to read increasingly complex text, System 44 is aligned to critical components of the CCSS, including incorporating classic and contemporary literature, informational and primary source texts, and rigorous text-based questioning. Students taking Developmental Reading I will earn one elective credit for the course per 8-week term.

Students whose Lexile score is between 400 and 1000 or whose PI score indicates that the root cause of

reading difficulty is not an inability to decode will be placed into Developmental Reading II, a reading course designed for students reading two or more years below grade level. Developmental Reading 2 utilizes Scholastic READ 180, a program proven by scientifically-based research to raise reading achievement for struggling readers. The goal of Developmental Reading II is to accelerate the acquisition of literacy skills so that students can access grade-level standards. READ 180 incorporates the goals of the CCSS: that students are able to read, question, comprehend, and respond to increasingly complex texts. Students taking Developmental Reading II will earn one elective credit for the course per 8-week term.

Embedded remediation into the regular educational design, makes possible that students do not waste time before they start earning credits. Two courses (Math Lab A & B and Competency English) allow students to earn elective credit while providing remedial work. The Excel Centers in Central Indiana have demonstrated that this model is effective in engaging adults who have dropped out of school and in leading them to earn high school diplomas and beyond. There are now eleven Excel Centers, serving approximately 4,600 students in five cities in Indiana. There have been over 1,800 Excel Center graduates since the school opened in 2010. Of those graduates, nearly 82% have earned an industry certification and 26% have earned at least three college credits at the time of graduation.

The Excel Center network has seen proven success in educating students who have previously dropped out of high school, and a curricular model that accelerates the time it takes to earn a high school diploma is critical to the success of the program. The Excel Center model includes 8-week terms during which students complete coursework that may take a semester or full year in a traditional high school setting. The Excel Center utilizes a competency-based approach to measuring student mastery of standards-aligned curricula in lieu of seat time requirements. All courses offered require students to demonstrate mastery of material via standards-aligned formative and summative assessments. The Excel Center course progression is carefully designed to build upon previously learned concepts and skills. Thus students must take the courses into which they are placed; there is no “test out” option. Students demonstrate competency based on classroom performance and formative and summative assessments in order to earn course credit.

The Excel Center utilizes grades to indicate the level of competency and mastery of the course material. The Excel Center’s course curriculum has been adapted to fit 8-week terms, and classes run either 90- or 180-minutes, depending on the complexity of the course. All curricula have been vetted by The Excel Center network curriculum experts and undergo regular revision to ensure rigor and alignment to CCSS and Arkansas state standards. Curricular and instructional resources are housed in the Blackboard Learn learning management system, which is maintained by The Excel Center network. Teachers access their instructional materials via Blackboard Learn, and students are provided a level of access that will allow them to download course notes and take part in content discussions outside of the classroom.

Students may come to The Excel Center with credits earned at other high schools; however placement into mathematics and English language arts courses is based upon the results of placement tests administered upon enrolling in The Excel Center, as described below. At times, students may be required to complete courses in which they have already earned credit in order to ensure their skill levels in mathematics and English language arts are at a level required for success in subsequent courses. Students at The Excel Center will be required to earn all high school credits required in the state of Arkansas, excluding any relevant waivers The Excel Center receives.

All of The Excel Center’s course offerings will be taught via direct instruction utilizing the instructional approaches outlined below. Students who come to The Excel Center with partial credits in courses may complete certain courses via the standards-based online learning program, Plato Courseware. Students who take a Plato course will do so in a The Excel Center classroom with a teacher facilitator who can answer student questions, set goals with students, and track student progress. Plato Courseware was selected based upon Excel Center network pilot results and research regarding the efficacy of the program. Plato Courseware courses are certified by the Quality Matters Program, whose rubrics for online course design have been adopted by more than 700 colleges and universities, K-12 schools and systems and other academic institutions.

It should also be noted that students who take the placement exams and their scores indicate a competency level that is less than 9th grade equivalent, students will be placed into remediation courses built specifically to improve their understanding of key objectives, allowing them to access grade level content, which is typically found in World Studies A and Algebra 1A.

The Excel Center uses an interdisciplinary approach in regards to the humanities sequence that spans two 8-week terms and integrates the English 9-10 CCSS and Arkansas Educational Standards for World History I. American Studies similarly spans two 8-week terms and integrates the English 11-12 CCSS and Arkansas Educational Standards for U.S. History and Civics. World Studies and American Studies use historical informational texts, primary source documents, and related literature to teach the English language arts skills in the CCSS. Writing instruction focuses on informational essays as students apply the 6 + 1 Writing Traits and demonstrate reading comprehension through constructed responses from informational and literary texts. Grammar instruction will be individualized based on student need using No Red Ink, feedback provided on the 6 + 1 Writing Traits, and the SAS Curriculum Pathways Writing Reviser.

The Excel Center uses a similar approach in its mathematics sequence and offerings. Upon enrollment, students will take a locally development standards-aligned that determines their placement into The Excel Center mathematics course progression. The placement test is standards-aligned and consists of two parts: part one assesses students on grades 2-4 CCSS mathematics standards, and part two assesses students in grades 5- 7 CCSS mathematics standards. The placement assessment is built into the Blackboard Learn learning management system, and because each item is aligned to particular standards, the Blackboard Learn program provides disaggregated data regarding student mastery of standards and their individual strengths and areas of need.

Students who do not demonstrate mastery of the content and skill necessary for success in Algebra I place into Math Lab A (Grades 2-5 equivalency) or Math Lab B (Grades 6-8 equivalency). These courses focus on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. They are built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward the high school level curriculum. Students earn elective credit for each Math Lab course.

The Excel Center's science program aligns to the Next Generation Science Standards (NGSS), standards that the National Research Council identifies as a "significant improvement in how science is taught in the U.S." The Excel Center's science program emphasizes the practice of science – helping students learn to plan and carry out investigations, for example, and to engage in argumentation from evidence. The Excel Center's students will develop their capacity to discuss and think critically about science-related issues and the skills to pursue careers in science or engineering.

The Excel Center students will utilize the research-based Middlebury Interactive Languages program and select from Spanish I and II, French I and II, Mandarin Chinese I and II, and German I and II.

Students enrolled in the online course are each assigned a locally licensed teacher who scores the written and oral recordings that students submit online. The online instructors will provide valuable academic feedback and are available for student consultation. In addition to the online instructor, students will work on the Middlebury Interactive Languages program in The Excel Center classroom staffed with a facilitator who sets goals with students, monitors student progress, and facilitates communication with the online instructor if needed.

The Middlebury Interactive Languages curriculum is proprietary, but all of the language offerings provide components outlined below.

Students begin introduction to new language learning with fundamental building blocks in four key areas of world-language study: listening comprehension, speaking, reading, and writing. The extensive use of authentic materials (video, audio, images or texts) allows for a contextualized and interactive presentation of the vocabulary.. The materials and the activities engage students in such a way that they learn to develop the necessary metacognitive strategies to be successful both in the processing of the authentic input and in negotiating meaning to reach mutual understanding with other speakers. Cultural information relevant to countries and communities and cross-cultural reflections permeate the materials from beginning to end.

The Excel Center's curricular offerings focus on CTE, responding to the needs of adult learners who seek to build the skills necessary to enter or advance in the workforce. Upon enrolling in The Excel Center, students will take a career interest and exploration assessment and work with a life coach and college and career counselor to identify a career goal. Utilizing the career goal as situated within a federally recognized career cluster, the coach, counselor, and student will identify a Program of Study (POS) as outlined by the National Career

Clusters Framework. As each student enters The Excel Center with different course credits earned and needed, the entrance point to the POS is unique for each individual student. The majority of The Excel Center's students earn at least one industry-recognized certification in addition to their high school diploma. The POS course sequences will offer numerous opportunities for students to earn dual credits, and The Excel Center will partner with Pulaski Technical College to ensure that students earn transcribed, transferrable credits through applicable coursework.

Adult students returning to school to earn their high school diploma bring with them a wealth of diverse backgrounds and experiences. Designing a successful high school educational plan for these students requires embracing and responding to the diverse needs of the learners. A student-centered, teacher-facilitated classroom provides the quality instructional support and differentiation these students need. Most The Excel Center classrooms will utilize a student to teacher ratio of 18:1 to maximize teacher-to-student contact and to provide the optimum conditions for students to learn content and skills. However, students who are close to graduation and need one course or one semester of one course may earn the credit through a research-based, teacher-facilitated individualized online learning environment. Courses are structured into extended blocks, allowing for compacted content and intensive work. Course blocks are 90 minutes or 180 minutes in length and will meet daily for the duration of each 8- week term. The methods of instruction are the same across all grade levels and subject areas.

All of The Excel Center's course offerings will be taught via direct instruction utilizing the instructional approaches outlined below. Students who come to The Excel Center with partial credits in courses may complete certain courses via the standards-based online learning program, Plato Courseware. Students who take a Plato course will do so in a The Excel Center classroom with a teacher facilitator who can answer student questions, set goals with students, and track student progress. Plato Courseware was selected based upon Excel Center network pilot results and research regarding the efficacy of the program. Plato Courseware courses are certified by the Quality Matters Program, whose rubrics for online course design have been adopted by more than 700 colleges and universities, K-12 schools and systems, and other academic institutions.

Students who enroll in The Excel Center will have the freedom to choose morning, afternoon, evening, and online classes. The Excel Center will hold regular classes Mondays through Thursdays, while Friday is reserved in the schedule to allow for student tutoring, professional learning community data meetings, and teacher preparation. Special student populations will all receive special considerations on Fridays. Typical class sizes of fixed-length courses will consist of 10-15 students, depending on course demand in any given term. This will allow students to progress at a rate and during the time of day that best aligns with their educational and life goals as well as their other adult responsibilities. The motivation to increase their education and create better opportunities to get a good job will be central to the academic environment and the culture of the school. The Excel Center's individualized and self-directed approach will require highly motivated students who can develop the initiative to use the school's various resources and instructional methods in the way that best fits their unique needs. However, teachers and coaches will monitor and meet with students regularly to provide encouragement and keep students' motivation high.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

The Excel Center network has facilitated the development of standards-aligned curriculum and instructional materials that have proven success with adult students. This standards-alignment has successfully taken place across Indiana and in Austin, Texas, Memphis, Tennessee, and most recently, Washington D.C. Typical textbooks are not used as much of the school's curriculum is developed in-house. All curricula have been vetted by The Excel Center network curriculum experts and undergo regular revision to ensure rigor and alignment to CCSS and Arkansas standards. Curricular and instructional resources are housed in the Blackboard Learn learning management system, which is maintained by The Excel Center network. Teachers access their instructional materials via Blackboard Learn, and students are provided a level of access that will allow them to download course notes and take part in content discussions outside of the classroom.

The Excel Center network adjusts curriculum and instructional materials to the requirements of the Common Core State Standards (CCSS) and posts teacher and student resources for schools. Plato Courseware is also the online provider for The Excel Center credit recovery coursework. Credit recovery is used on a limited basis for students who may only need one credit or a partial credit in a subject required for graduation. Scholastic System 44 and READ 180 are used for the remedial reading program. SAS Curriculum Pathways are utilized as an additional instructional resource for English Language Arts, Mathematics, Science, Social Studies, and Spanish, and English students additionally use noredink.com for supplemental grammar instruction.

Students will earn credit hours not through seat time but through demonstrating mastery of the CCSS standards to which the course aligns. The Excel Center's Director will maintain standards aligned final exams for teachers to administer at the end of each term.

Aligning all coursework with the CCSS, Arkansas Educational Standards, NCTM Standards, Next Generation Science Standards, and ACT Aspire exams ensures that students passing these courses and the network approved final exams will be ready for college and careers. All CTE coursework will align with industry standards. Students must pass assessments to demonstrate mastery of these expectations. The Excel Center's curriculum and instruction will undergo continuous analysis and revision to meet changing post-secondary expectations.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

As previously stated, one of the three main pillars of The Excel Center's education plan is a coaching platform designed to address barriers that impede students' continued educational success. The Excel Center's coaching platform acts as a comprehensive guidance program for all students and is central to providing supportive relationships that enable students to manage work, life and family concerns as they achieve their educational goals.

When students enroll in The Excel Center, they will be assigned to a life coach. Coaches take on the role of a traditional guidance counselor by working with students to identify goals, schedule them in classes that help them meet both their academic and personal goals, and also act as a resource for counseling, as needed. Life coaches monitor student attendance and academic progress, identify students who may be at risk of failure or dropping out, and work proactively to secure needed community resources.

Coaching in The Excel Center model, however, is designed to be more comprehensive than a traditional guidance program, by addressing the life barriers and issues that prevent students from being academically successful. Coaches work strategically to identify the non-academic barriers that keep the vast majority of adults from re-engaging in school as well as the issues that led them to drop out of school in the first place. Coaches work with students to identify potential barriers to students' continued education, whether short-term barriers (such as food assistance or transportation) or long-term challenges (including student self-efficacy and self-confidence). The relationships that coaches create with each student is a critical factor in student success; those relationships provide security, confidence, and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage.

Upon enrollment in The Excel Center, life coaches also work with students to identify career goals and help start thinking about and prepare for "what comes next" after high school. Life coaches meet with each student to whom they are assigned regularly to track goals and to discuss academic progress toward graduation. The students and coaches will establish a graduation plan prior to students beginning their first term, and these plans will be revisited prior to scheduling each subsequent term. As students approach graduation, they transition from a life coach to a college and career readiness (CCR) specialist, who continues to help students navigate personal and interpersonal issues, but begins focusing on assisting students to prepare for college or their career. The CCR specialist may help students apply to college, apply for scholarships, and complete a FAFSA form. The CCR specialist may also assist a student with scheduling a certification exam to complete an industry

certification, fill out job applications, review resumes, and set-up mock interviews.

Ultimately, The Excel Center's coaching platform is designed to ensure that all of a student's academic and non-academic needs are met so that s/he is best prepared for "what comes next" after completing high school.

B) Health services;

Applicant Response:

As appropriate, students will be provided with medical support and services, pursuant to their 504 Plan. The school will otherwise not operate a health services program under the direction of a licensed nurse to include screenings and follow-up procedures for students. The Excel Center will seek a waiver from Standards for Accreditation 16.03 (Health and Safety Services). A top priority of The Excel Center is to identify any and all academic and non-academic barriers to students' success. In some instances, these barriers may include medical needs concerning a student's physical, emotional, or mental health. In order to ensure the well-being of all students, The Excel Center will utilize its relationships with local health service providers Harmony Health and Esperanza Clinic that serve low income patients to provide referrals to these health service providers, as necessary. Life coaches are additionally charged with assisting students in finding any other needed services where partnerships may not already be established.

C) Media center;

Applicant Response:

The Excel Center prepares students to learn the general skills necessary to become successful in 21st-century workplaces. The Partnership for 21st Century Skills developed a framework that identified many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: a strong mastery of core subjects and knowledge of 21st century issues; life and career skills; learning and innovation skills; and information, media and technology skills.¹ Building upon the Common Core's focus on 21st Century Skills, The Excel Center's emphasizes these skills so that they are better prepared in the modern workforce. Technology features prominently in the design and delivery of academic content in The Excel Center. Coursework is presented in multimedia formats, reaching different personalities and groups. In addition, students are able to participate in computer-based instruction for online credit recovery, assessments, and for tutoring-based work.

The Excel Center will not feature a media center and will seek a waiver from Standards for Accreditation 16.02 (Media Services). The Excel Center will provide all technological equipment and services that will be required to implement the school's curriculum. Students and families will not be responsible for obtaining any equipment or technological support. Furthermore, The Excel Center will equip its classroom space and resource area for students to use for self-directed online learning, TABE, and computer instruction. Laptop computers will be available for students to use in certain areas of the building. The school will also have smart boards in selected classrooms, media projectors to lead courses, and laptop computers for staff. Computers will be equipped with standard office software – including word processing, spreadsheets and presentation software.

Core educational content will be delivered via web-based connections; this structure stores student work on Goodwill servers or through vendors who use cloud-based storage of student work. This arrangement ensures that students do not need to purchase their own storage media, nor will they need to pay for any aspect of The Excel Center's technology plan. In addition, students – some of whom may not have Internet access at home – will not be required to use this technology at home, nor will they be required to purchase or obtain any equipment to use the school's online system.

Each computer and/or piece of technology will be assigned to a particular classroom to be used in that location. Students will be able to log in to any computer in The Excel Center to retrieve and access his/her information. Goodwill's experienced IT staff is responsible for maintaining the upkeep and operations of all technology.

¹Information on the Partnership for 21st Century Skills Framework is available at <http://www.p21.org/overview/skills-framework>.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

provide the appropriate instructional method to meet their unique needs. This structure allows students with special educational needs to receive appropriate support. The Excel Center's unique curricular format provides ample support for special student populations, including students with identified disabilities under the Individuals with Disabilities Education Act (IDEA) and students with Section 504 plans under the Americans with Disabilities Act. The Excel Center is fully compliant with all federal and state statute pertaining to individuals with disabilities.

Because the majority of The Excel Center's students will have likely "aged out" of special education services under IDEA, the accommodations and goals written in these students' Individualized Education Programs (IEPs) will be transferred to a 504 Plan and the student would receive all of the same services and accommodations under their 504 as they did their IEP. The Excel Center's goal is to provide individualized special services that address each person's strengths and abilities, empowering them to reach their full potential. These services may include small group instruction, extended time for instruction or tests and a reduced school day schedule, among other options. The Teacher of Record (TOR) is responsible for the implementation special services the student receives. The TOR will communicate all accommodations to general education staff.

Students receiving services spend a majority of their instructional day participating in fixed-length classes alongside the general student population. They may utilize supplementary services as indicated in their IEP or Section 504 plan the rest of the day. Based on need, individualized or one-on-one instruction may also be provided. The instructor-to-student ratio allows for every student to enjoy an increased level of attention from his or her instructor and coach. This allows for placement of every special education student into the least restrictive environment. All classes are inclusionary; none are comprised solely of special education students. The school has the ability to provide more intense individualized services, if necessary.

The Excel Center class schedule holds regular classes Mondays through Thursdays. This schedule allows Fridays to be used for regular staff meetings and additionally allows time for staff to discuss the school's special education framework and to conduct specific case conferences on students' IEPs. Special education staff will develop instructional interventions for students, assisting in the development of individualized communications and progress monitoring.

Students with special needs will have a variety of other services available to them, including, but not limited to:

A dedicated Teacher of Record: The TOR will meet regularly with students to facilitate their learning and monitor progress against IEP goals and objectives. TORs will receive ongoing professional development related to best instructional practices to use when working with students with disabilities. Strategies may include one-on-one instruction, remediation techniques, self-paced lessons and computer-based tutorials. Behavior modification supports and techniques will also support building social skills and work-related skills to help remove barriers to school performance and job success. Behavioral modifications may include coping strategies, social skills, anger management, etc.

Coaching: The life coach's goal is to keep students engaged and motivated, and constantly moving toward completion of their credits to earn their high school diploma. They work with students to identify potential short-term barriers – such as housing, childcare, transportation, etc. – as well as long-standing issues, such as a lack of self-confidence. Coaches and TORs work closely as a team to facilitate learning plans, activities and services for all students.

Transition Services: As they earn their high school diploma, students are provided the chance to learn social skills and job skills needed for the 21st century workplace. Clearly identified transitional services and activities play a vital role in the student's IEP and will include educational programming and work-related training that specifically addresses each student's needs as they prepare to become productive members of society. The TOR will help students access needed community supports and assistance after graduating.

It is important to note that, students identified with special needs will participate in all state-mandated assessments, and will be assessed using the Multi-State Alternate Assessment-Alternate Achievement

Standards or Arkansas Alternate Portfolio Assessment, as appropriate.

E) Transportation;

Applicant Response:

The Excel Center will not operate a full-fledged transportation plan. The school, nevertheless, recognizes that, for many students, transportation challenges are a major barrier to their continued education. Many prospective students will likely have few financial resources to afford regular transportation.

The Excel Center's extended hours of operation make it difficult to coordinate large-scale transportation programs for each student, and unlike more traditional schools, each student's physical attendance at The Excel Center will be based upon his or her work and family schedules, with students arriving and leaving The Excel Center at various times.

1) A public bus stop is located right in the parking lot of Goodwill, where The Excel Center will be located, and students may use the Rock Region Metro system to get to school. For those students who may use the Rock Region Metro system and not be able to afford bus passes, The Excel Center will provide bus passes (more information provided, below).

2) Some students will have their own cars and will be able to transport themselves to and from school.

When needed, The Excel Center will provide bus passes to students instead of operating its own transportation system because the school can rely on adults to be able to navigate the transportation system provided by Rock Region Metro. Students without reliable transportation will have access to the school. One-day, 10-day, and 31-day bus passes will be distributed to students so that they can attend class as required by their schedule for each term. Providing bus passes gives a cost-effective way for students to attend class, with the additional benefit that students would be able to use the bus pass during nights and weekends for non-school activities. This extra benefit may become a useful tool for keeping students engaged in class, since they can use the bus pass during times when school may not be in session.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Excel Center is designed to serve adults who have previously dropped out of high school. As such, the complete design of the school's education model is intended to act as an alternative learning environment for individuals who have a history of being unsuccessful in their prior academic learning environments.

G) English Language Learner (ELL) instruction; and

Applicant Response:

As needed, The Excel Center will be able to make accommodations for students, including students who are English Language Learners (ELL). Specifically, the program and support services that will be made available to these students include:

A comprehensive and sequenced education plan that meets students "where they are" in their education and builds upon skills to improve student persistence and mastery in school;

Development of a unique education plan for every student (including those not requiring special education services);

Access to a life coach, who will help each student address all academic and non-academic barriers to their educational success;

Remediation and basic skills labs for all students who enter The Excel Center with math or reading skills below grade 9;

Embedding remediation into the regular educational design so that students do not waste any time prior to earning high school credits; and

Small class environments for students to receive more individualized attention and instruction.

The WIDA English Language Development (ELD) Standards will be incorporated into The Excel Center's humanities, mathematics, science, world languages, and electives curricula to ensure that students who are not fluent in English will be able to learn English as well as the academic content. The WIDA ELD Standards are explicitly connected to the Common Core State Standards and situate the language features within disciplinary bodies of knowledge. Students scoring at a level 1 or 2 English language proficiency on the WIDA-ACCESS Placement Test will receive an additional period of instruction and resources to accelerate their acquisition of the English language. Academic language is the core of the WIDA standards and serves as a connection between the expectations delineated in academic content standards and their corresponding language development standards.¹ Furthermore, the philosophy embodied by The Excel Center's math, science, world languages, and elective programs include that the integration of language acquisition with all other subjects enhances learning in all domains.

Teachers whose students include ELL students will also use the Sheltered Instruction Observational Protocol (SIOP), in which teachers plan explicitly for content adaptations, building background knowledge, creating comprehensible explanations and scaffolded learning experiences, and providing opportunities for review prior to mastery assessments. A teacher with the assigned duty as ELL Coordinator will meet regularly with teachers regarding the progress of ELL students and to provide additional strategies and professional development and to ensure that students are making progress and that individualized learning plans are implemented accordingly.

Teachers plan for differentiation and include differentiation strategies in all lesson and unit plans in order to accommodate the learning styles and needs of all students. Based upon student need, differentiation strategies employed in The Excel Center's classrooms may include using vertical text sets, student choice, heterogeneous and homogeneous grouping, parallel tasks, and incorporating opportunities for multiple learning modalities. Vertical text sets provide students with opportunities for students to read standards-aligned content at reading levels that match or slightly stretch their reading level. Additionally, students continue to interact with complex disciplinary texts, practicing vocabulary acquisition and improving reading comprehension skills. Teachers will employ gradual release of responsibility instructional strategy which includes a great deal of cooperative group work, and teachers must select strategic grouping techniques to maximize instructional time and to provide for differentiation. Ensuring that differentiated curriculum and instruction remain aligned to standards, teachers author parallel tasks, tasks that are aligned to the content of the standard but that utilize a slightly simplified process.

School staff will connect ELL students with the resources they need to learn and remain engaged in schoolwork. Where possible, some online content will be available for Spanish speakers, and there will be bilingual staff available to assist ELL students to access the resources of the school. The Excel Center will contract with outside providers in order to meet the educational needs of any second-language students who do not speak Spanish.

¹ Gottlieb, M. (2013). Essential actions: A handbook for implementing WIDA's framework for English language development standards. Madison, WI: Board of Regents of the University of Wisconsin System.

H) Gifted and Talented Program.

Applicant Response:

The Excel Center is requesting a waiver from implementing a formal Gifted and Talented program. However, The Excel Center is committed to meeting the academic needs and life goals of all students, including those who are academically advanced.

While students returning to high school often are behind in earned credits, some students are of high cognitive ability. In addition to the differentiation provided in every classroom, The Excel Center's core content course progression will allow students who are advanced to pursue dual high school and college credits during their final term of their core content area. Dual credit has been shown to have significant outcomes in improving postsecondary success and high school credit attainment.

The Excel Center will partner closely with Pulaski Technical College when preparing students for “what’s next.” Pulaski Technical College has a growing menu of dual credit and certification opportunities. The Excel Center will offer these opportunities at no cost to students. The Excel Center will absorb the cost of courses to ensure students have the ability to participate in and complete these courses. Leveraging Goodwill’s partnership and institutional knowledge in working with Pulaski Technical College, The Excel Center will be positioned to make strong referrals for students to the college.

Research indicates that many gifted students dropped out of school due to life issues that impeded their economic progress. Reports have shown that for gifted males, reasons for dropping out are related to economic issues and the need to find work, whereas for gifted female students, personal issues are more likely. In both cases, The Excel Center’s coach is a critical support to identify what out-of-school challenges may interfere with that student’s educational success to ensure they remain successful in The Excel Center.

10. Describe the geographical area to be served by the charter.

Applicant Response:

The charter school will serve any students who are Arkansas residents and who are willing to travel to the school location in downtown Little Rock. It is expected that the majority of students will reside in Pulaski County, with the second highest enrollment coming from Saline County.

11. Describe the plan for the school officials to provide an annual report to parents and/or students, the community, and the authorizer that demonstrates the progress made by the charter school during any previous year in meeting its academic performance objectives and in meeting the industry needs for a sufficiently trained workforce. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

The Excel Center will comply with all Arkansas Standards for Accreditation, including those related to annually reporting progress towards meeting the school’s academic performance objective and meeting the industry needs for a sufficiently trained workforce, pursuant to Section II, Goals and Administration of Arkansas Public Schools and School Districts. With input from the community, The Excel Center will design a report which clearly articulates the school’s performance on its goals outlined in its charter, including a report on how the school is meeting industry needs for a sufficiently trained workforce (see the goals section of this charter application), how it is accomplishing accreditation standards, and formal plans to correct any identified deficiencies. By November 15 of each school year, beginning in the school’s second year of operation, The Excel Center will file this annual report with the Arkansas Department of Education, distribute it to all enrolled students, and publish the report

with the local newspaper.

Also by November 15 of each school year, The Excel Center will host a public meeting to present that annual report to interested members of the community. Also, during this meeting, school officials will explain its policies, programs, and goals to the community. Members of the community, including students, will have the opportunity ask questions, voice concerns, and make suggestions concerning the school program directly to the school's Board of Directors. The exact date and time of the annual, public meeting will be determined based on a time that is most convenient for all school stakeholders and when a majority of Board members, school staff, students, interested community members, and other stakeholders are able to attend.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and/or students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Once The Excel Center is approved, school staff will be responsible for student recruitment but Goodwill's marketing/communications team will assist in marketing. Goodwill has a proven record of marketing and recruiting to the population The Excel Center seeks to enroll. For example, over 600 applicants attended a recent Goodwill job fair in North Little Rock. Attendees were recruited via local earned media (from Fox TV and Cumulus radio), social media platforms and outreach to influencers and stakeholder groups (e.g., local non-profit social service organizations and government partners like Little Rock Workforce and Arkansas Workforce, Department of Human Services, and Adult Education). The Excel Center will build on best practices and lessons learned from Goodwill's experience with the target population to meet recruitment needs. The Excel Center anticipates recruiting through a number of new and existing community channels:

- **Outreach to current and prospective partner organizations.** Several meetings have been held to explain the aim of The Excel Center, its target student population and to seek alignment with partners in education and workforce development, and the public and social services sectors. Meetings will continue as the planning and implementation phases progress. Once approved, The Excel Center concept will be shared with a broader number of organizations and Goodwill will place special emphasis on seeking new partners in business, government, education and faith-based networks whose work focuses on underserved populations. These current and future partners will be key referral channels by sharing The Excel Center as an education option with their clients as appropriate: Department of Human Services, Central Arkansas Development Council/Metro, Harmony Health Clinic, Westside Free Medical Clinic, River City Ministries, Consumer Credit Counseling Services, Church at Rock Creek, Legal Assistance, Mosaic Church of Central Arkansas, United Way, Hand Up Housing, Our House, Single Parent Scholarship Fund of Pulaski County, Literary Action of Central Arkansas, S.T.E.P. Ministries, and Hope Works.

Preliminary meetings have also been held with a variety of education and workforce development organizations to introduce The Excel Center model and lay the groundwork for future discussions leading to collaborations and information-sharing that mutually facilitate student recruitment. This will expand the ability to place students in the appropriate setting to meet their current needs and future training and/or matriculation goals.

- **News media releases:** Information announcing The Excel Center as a new school option, school enrollment and application requirements will be released to all local media channels, including television, radio and print media. In addition to regular news coverage, The Excel Center will seek guest spots on the news, talk shows, and feature segments.
- **Public information meetings:** To supplement other strategies, a number of neighborhood-based informational meetings will be held to allow direct interaction with prospective students and allow them to meet staff, ask questions and pick up enrollment application materials. Target locations for public information meetings will include community centers.

- **New website development:** Goodwill will develop a website for The Excel Center. The website will include academic program descriptions, enrollment information, application forms and frequently asked questions.
- **Social media:** Facebook and email blasts will be utilized to disseminate information.
- **Word of mouth:** Since its inception in 2010, strong word of mouth has been the most successful recruitment tool for recruiting student applicants at The Excel Centers in Indiana. Interest grew rapidly.

The Excel Center will market itself as the first academic program of its kind for adults, offering a free public high school option for adults to earn a high school diploma - not a GED - and also explain the benefits of a high school diploma over a GED. It will also advertise that it has free onsite childcare available to parents of young children and provides students with free public transportation assistance, if needed.

Pursuant to state statute concerning adult education charter schools, The Excel Center will admit any student who is at least nineteen years of age and has not earned a high school diploma and has failed to complete the requirements for high school graduation. As a public charter school, The Excel Center accepts every individual who meets these eligibility criteria and applies to enroll in the school. The Excel Center will not limit enrollment based on prior academic performance or intellectual ability, race, socioeconomic status, religion, disability, nationality, immigration status, or any other factor that may be considered unlawful. All students will be guaranteed a fair and equitable opportunity to enroll in and attend the school.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the adult education public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

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

Applicant Response:

The Excel Center will release its enrollment application on January 2, 2017. Any interested individuals eligible to attend an adult charter high school will be invited to submit an enrollment application to the school until June 2, 2017. All individuals who complete and submit a timely enrollment application will be enrolled in the school. In the event that the number of applicants exceeds the number of spaces available (125), a lottery will be held to provide students a fair and equal opportunity to enroll in the school.

An enrollment lottery will be held on June 7, 2016. To maintain transparency with the public, the lottery will be held at a public location and will be open to the public. All individuals who submitted an enrollment application will be invited to attend. It will be monitored by a non-biased third party and a representative of the Arkansas Department of Education will also be invited to attend. The lottery will include all eligible individuals who submitted a timely enrollment application. These individuals will be assigned a number, and then numbers will be drawn at random to identify who will be enrolled in the school. Once all available spaces have been filled, numbers will continue to be drawn to determine the order in which individuals are placed on a wait list. Individuals who attended the lottery will receive immediate notification of their admittance into the school or order on the waiting list. All individuals included in the lottery, including those who attended, in-person, will be notified by June 14, 2017 both in writing and with a phone call of their admittance into The Excel Center or their order on the waiting list.

After the lottery is complete, interested individuals may continue to apply but will continue to be placed on the wait list in the order that their completed enrollment information is received. Once a student is enrolled in the school, the student will be afforded the opportunity to attend the school in successive years without having to re-apply or partake in the school's lottery process.

During The Excel Center's academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the waiting list. The waiting list is maintained year-round and students will be enrolled in the school on an ongoing basis at the beginning of each 8-week term, based on their order on the waiting list and as seats become available.

Due to the ongoing nature of enrollment at The Excel Center, The Excel Center will seek a waiver for conducting an annual lottery. Instead, The Excel Center proposes to conduct a lottery during the first year of operation and continue to enroll students based on their order on the waiting list in subsequent years.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

The Excel Center does not intend to use a weighted lottery.

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

During The Excel Center's academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school is back-filled by students on the waiting list. The waiting list is maintained year-round and students will be enrolled in the school on an ongoing basis at the beginning of each 8-week term, based on their order on the waiting list and as seats become available.

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Dr. Stacey Hunter Schwartz, Goodwill's Director of Education and Certification Programs, currently serves as the secretary of the Board of Directors of the Exalt Academy of Southwest Little Rock.

14. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

ADMINISTRATORS

Administrator Position: School Director

Reports to: Board of Directors, GAEI

Salary Range: \$57,138 - \$85,708

Minimum Qualifications Required

Education Required:

Bachelor's degree in relevant field required, Master's degree preferred

Experience Required:

5+ years in a school-related leadership role

Certification Required:

Current Arkansas Secondary Administrator's License preferred but not required

Job Duties: List up to 5 key duties this individual will perform.

- Participates in the development of overall educational strategies.
 - Assists instructors in setting priorities, facilitating meetings and developing their leadership skills.
 - Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana Academic Standards.
 - Represents the school, as appropriate, in community planning and policy making activities.
 - Develops strategies, goals and objectives for the school and manages the implementation of these objectives.
-

Administrator Position: Director of Child Care Center

Reports to: Excel Center School Director

Salary Range: \$33,809 - \$50,714

Minimum Qualifications Required

Education Required:

Bachelor's degree in Early Childhood, Child Development or a related field; OR Bachelor's degree in a non-related field plus a) four years experience in ECE or b) Child Development Associate Credential (CDA) or c) Birth – Pre K credential OR Associate's degree in Early Childhood, Child Development or a related field, plus 6 years experience in ECE

Experience Required:

2 years experience in caring for or teaching pre-school age children

Certification Required:

CDA preferred

Job Duties: List up to 5 key duties this individual will perform.

- Create lesson plans, schedules, planned outings and field trips
 - Ensure that child care center complies with all applicable licensing guidelines.
 - Track and document attendance, snack usage, budget, ages, families served, etc.
 - Maintain regular communication with parents regarding services, enrollment, scheduling/ routine changes and special events for the children.
 - Coach parents on how to create learning opportunities at home.
-

TEACHERS

Teacher Position: **Lead Instructor**

Reports to: Excel Center School Director

Salary Range: \$40,721 - \$61,082

Minimum Qualifications Required

Education Required:

Bachelor's Degree, Master's Degree preferred

Experience Required:

Minimum of three years teaching experience

Certification Required:

Valid Arkansas teaching certificate preferred

Job Duties: List up to 5 key duties this individual will perform.

- Participate in the development of overall educational strategies for the Excel Center -including but not limited to - design and implementation of curriculum and systems to assess student outcomes
- Deliver professional development sessions regarding best practices in curriculum, instruction, assessment, and data analysis
- Participate in student recruitment efforts, including retention and re-engagement
- Develop teacher practice by providing instructional coaching
- Conduct teacher evaluations

Teacher Position: **Instructor**

Reports to: Excel Center School Director

Salary Range: \$35,537 - \$53,306

Minimum Qualifications Required

Education Required:

Bachelor's Degree, Master's preferred

Experience Required:

2-5 years teaching experience preferred

Certification Required:

Valid Arkansas teaching certificate preferred

Job Duties: List up to 5 key duties this individual will perform.

- Prepare and deliver lessons to students who reflect a range of different ages and abilities
- Apply standards-based grading to diagnostic, formative, and summative assessments, giving appropriate feedback, and maintaining records of students' progress and development

Job Duties: List up to 5 key duties this individual will perform.

- Apply best practices in adult education, researching new topic areas, maintaining up-to-date subject knowledge, and devising and writing new curriculum materials when needed
 - Select and use a range of different learning resources and equipment, including rich technology integration, to ensure high quality learning
-

SUPPORT STAFF

Support Staff Position: Lead Life Coach

Reports to: Excel Center School Director

Salary Range: \$38,993 - \$58,490

Minimum Qualifications Required

Education Required:

Bachelors Degree, Masters Degree in Social Work, Psychology, or related field preferred

Experience Required:

2 years of experience in social work, counseling, advising, academic guidance or related field;
Five years work experience in a school setting preferred, with at least two years of supervisory experience.

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Manages, monitors, and facilitates the work responsibilities for academic coaching department
 - Performs casework services with students to help identify and resolve barriers to student success
 - Collaborates with Lead Teacher to ensure common understanding of the Excel Center course progression among all coaches
 - Participates in the selection of Academic Life Coaches and the on boarding and training process
 - Serves on school leadership team.
-

Support Staff Position: Life Coach

Reports to: Excel Center School Director

Salary Range: \$33,809 - 50,714

Minimum Qualifications Required

Education Required:

Bachelor's Degree

Experience Required:

2 years of experience in social work, counseling, advising, academic guidance or related field

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Performs casework services with students to help identify and resolve barriers to student success
- Attends all team and professional development meetings
- Administers assessments to determine the needs of the student
- Manages and monitors student information to ensure academic progress
- Develops students class schedules and graduation plans, with a rapid turnaround

Support Staff Position: College and Career Readiness Specialist

Reports to: Excel Center School Director

Salary Range: \$32,081 - \$48,122

Minimum Qualifications Required

Education Required:

Bachelor's degree in related field required (Master's degree preferred)

Experience Required:

Minimum of two years experience working in a secondary or higher education setting, and/or career counseling and workforce development

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- As directed, lead the school culture toward development and design of career pathways for targeted industry driven programs with sequential options including dual enrollment, non-credit and credit certificate programs.
- Work with the College and Career Readiness Center staff and industry advisory networks to develop more student exposure to the world of work, including on-the-job opportunities, internships or job shadowing and other experiential learning for career pathways.
- Make sound recommendations to the School Director on student placement into internships and job opportunities.
- Develop innovative, career-focused marketing and recruitment strategy for promoting career pathway opportunities to students.
- Conduct, gather and coordinate the development of research and performance measures for credential completion, educational attainment and efforts that bridge educational systems for career path employment

Support Staff Position: Special Education Paraprofessional

Reports to: Excel Center School Director

Salary Range: \$12.60/hr. to \$23.60/hr.

Minimum Qualifications Required

Education Required:

High School Diploma or GED

Experience Required:

2+ years with special needs students in an education setting. Experience working with high school age students in a non-traditional setting and/or in adult education setting highly preferred.

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Keeps students focused on task and lesson
- Models classroom behaviors.

Support Staff Position: Office Manager

Reports to: Excel Center School Director

Salary Range: \$37,265 - \$55,898

Minimum Qualifications Required

Education Required:

Associate's Degree, Bachelor's degree preferred

Experience Required:

3-5 years office administrative experience; office management experience preferred, especially in a school setting

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Manages departmental relationships to coordinate any needed work orders, security, housekeeping, maintenance, transportation pass distribution.
- Maintain logs and records. Compiles statistical data and information. Summarizes data in reports or analyses.
- Provides direction and oversight of the development, implementation, and quality assurance of key processes such as transcript evaluations, record keeping, new and continuing student registration, grade processing and progression and initiatives to support new student orientation and student persistence/retention.
- Coordinates all event planning to include vendor evaluation and selection within budgetary constraints
- Manages on-site enrollment for new students to include iExcel (new student orientation), troubleshooting, and decision making in accordance with The Excel Center Model.

Support Staff Position: Child Care Assistant

Reports to: Director of Child Care Center

Salary Range: \$25,169 - \$37,753

Minimum Qualifications Required

Education Required:

High School diploma or GED

Experience Required:

none

Certification Required:

none

Job Duties: List up to 5 key duties this individual will perform.

- Observe and monitor children's play activities.
 - Keep records on individual children, including daily observations and information about activities, meals served, and medications administered.
 - Instruct children in health and personal habits such as eating, resting, and toilet habits
 - Read to children, and teach them simple painting, drawing, handicrafts, and songs
 - Organize and participate in recreational activities, such as games.
-

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

Goodwill will assist The Excel Center by maintaining the school's financial records in accordance with all applicable statute and standards. With the assistance of Goodwill, The Excel Center will establish financial management and internal accounting policies and procedures with strong fiscal controls that facilitate accurate and timely compliance with all required reporting, both internal and external. The categories to be covered in the financial policies and procedures include, but are not limited to: day-to-day accounting operations including invoice payment processing, account reconciliation, and bid solicitation as necessary; budgeting process; payroll system; setting up lines of credit and borrowing money; audit procedures and tax preparation; and financial reporting.

Personnel: The Excel Center school director and office manager will work with Goodwill's accounting department, which includes Certified Public Accountants who have extensive experience in nonprofit financial management, implementation of financial systems, developing and implementing policies and procedures, accounting for restricted and unrestricted funds and the requirements of audits. The Excel Center's Board Finance Committee will be responsible for oversight of fiscal integrity and Goodwill will be responsible for implementing controls on a day-to-day basis.

Procurement: The Excel Center has a primary responsibility to be a good steward of its resources. This includes a responsibility to use public, earned and/or donated funds in a manner that will yield the greatest benefits to students and to further the mission of the organization. Purchasing decisions must be made with this primary responsibility uppermost in mind. The Excel Center will not make such decisions based on other criteria which would, in the Board's opinion, result in less than optimal value received by students or the organization. Using Goodwill's purchasing procedures as a guide, the Board of The Excel Center will establish policies and procedures which delineate the requirements for purchase order requests, purchase orders, approval limits of various staff members, and chain of required approvals.

Budgeting Process: The development of GAEI's annual budget will be an iterative process that will incorporate input from key stakeholders. A preliminary detailed budget based on initial assumptions, including contingency plans to address unanticipated events that could have a significant impact on the financial results and/or cash flow of The Excel Center, will be provided to the Board's Finance Committee prior to presentation to the Board for consideration and approval. The approved budget will then be compared to actual and forecasted results on a monthly basis for reporting to the Finance Committee.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal special education funds included in the budget were calculated.

Applicant Response:

A completed budget template is attached.

Unexpected, but necessary and urgent expenses will be paid by Goodwill Industries of Arkansas.

No federal special education funds were included in the budget.

Explain how you plan to pledge at least one-million (\$1,000,000) (with no more than 25% allowed to be in-kind) to the school. Please provide all supporting documentation to demonstrate this financial commitment.

Applicant Response:

Goodwill Industries of Arkansas' reserves exceed \$1,000,000. The Board of Directors has budgeted the funds because of its commitment to the organization's mission of changing lives through education, training and employment. A recent IRS Form 990 is attached.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The audit will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States and U.S. Office of Management and Budget (OMB) Uniform Guidance.

The annual audit of the financial and programmatic operations of the school will be conducted by J. Corey Jennings, CPA, Director, BKD, LLP, 400 W Capitol Avenue, Suite 2500, Little Rock, AR 72201, 501-372-1040.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed adult education public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The Excel Center will be housed at Goodwill's Resource Center, the headquarters of Goodwill Industries of Arkansas, located at 7400 Scott Hamilton Drive, overlooking I-30 in south Little Rock. Goodwill owns the 587,000-square-foot one-story facility, which has paved parking for more than 1,000 vehicles. A Rock Region Metro bus stop is located in the parking lot directly in front of the building. Goodwill has applied to the City of Little Rock for a change in zoning as the facility is currently zoned to allow Goodwill's trade school but not a charter school.

The facility is presently used for Goodwill career services, adult education and job training programs, an outlet store, a production warehouse, and administrative offices. Approximately 60,000 square feet is currently devoted to administrative, training and educational programs. Much of the interior area is currently not in use.

The charter school will be built in an area with over 10,000 square feet of space, which currently includes a men's restroom with six fixtures, a women's restroom with six fixtures, and a unisex restroom with one fixture. If the charter is approved, Goodwill will alter the space to meet the needs of The Excel Center, meeting guidelines set by Goodwill Education Initiatives, and following all applicable state and federal laws relating to schools and child care centers.

If the zoning of the Scott Hamilton facility is not approved, then The Excel Center will be housed at Goodwill's former headquarters, located at 1110 W. 7th Street in Little Rock. That facility is currently zoned to permit a charter school (see letter from City of Little Rock Department of Planning and Development (attached)).

The 7th Street facility is currently being used to house a career center that will remain operational if The Excel Center is established in the building. Other portions of the building which formerly served as classrooms, meeting rooms and offices would be renovated to serve the needs of the school. The two-story building totals 54,500 square feet, approximately 10,000 of which would be devoted to the school. The building's main entrance is located directly across from a Rock Region Metro bus stop and adjoins a parking lot for 27 cars. Goodwill owns an additional lot two blocks away which provides 52 parking spaces.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed adult education public charter school will be located,
- (2) Employees of the public school district where the proposed adult education public charter school will be located,
- (3) The eligible entity sponsoring the adult education public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed adult education public charter school.

Applicant Response:

The owner of the proposed facility is Goodwill Industries of Arkansas (“Goodwill”), a domestic nonprofit organization operating under §501(c)(3) of the Internal Revenue Code of 1986. Goodwill’s President and Chief Executive Officer Brian Itzkowitz is the initial registered agent and incorporator of Goodwill Arkansas Education Initiatives, Inc. (“GAEI”) the domestic nonprofit corporation which will operate The Excel Center. GAEI was formed on July 19, 2016, and registered with the Arkansas Secretary of State. GAEI has applied for §501(c)3 status with the Internal Revenue Service.

No Board members or staff of Goodwill are (1) members of the local board of the Little Rock School District (LRSD), the public school district where The Excel Center will be located or (2) employees of the LRSD, but two members of the Board of Directors of GAEI (Mr. Crossley and Ms. Green) are employees of LRSD. (3) Several members of the Board of Directors of Goodwill (Mr. Amsler, Ms. Bates, Mr. Jackson, Ms. Luft and Mr. Perkins) are also members of the Board of Directors of GAEI, as is Goodwill President and CEO Brian Itzkowitz and (4) Goodwill’s director of education and certification programs Dr. Stacey Hunter Schwartz.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
- No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

As described above, we plan to locate The Excel Center at Goodwill Industries of Arkansas’s current headquarters, located at 7400 Scott Hamilton Drive in Little Rock. That site is currently in compliance with the provisions of the ADA and IDEA and all other state and federal laws. Goodwill has applied to the City of Little Rock Department of Planning and Development to have the property approved for a change in usage. There are no alcohol sales within 1,000 feet of the facility.

If that change of usage is not approved, then The Excel Center will be located at Goodwill’s former headquarters, located at 1110 W. 7th Street in Little Rock. That facility is currently zoned UU, and is an adult charter school is a permitted use. The building will be renovated, and those renovations will bring the building into compliance with the ADA and IDEA. The modifications will include: enlarging the elevator if necessary and adding appropriate visual, tactile and auditory elevator controls/indicators for those with visual and hearing impairments; adjusting tension on door hinges, repaving and repainting lines of parking lot, insulating lavatory

water pipes/drains. There is one dining establishment, The Box, which sells beer and is located within 1,000 feet of the facility. The students at The Excel Center are adults, and it is not expected that the presence of the restaurant, which is only open for lunch, will interfere in the educational experience.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Mr. Itzkowitz and Dr. Schwartz receive compensation and benefits from Goodwill, the owner of the facility to be used. Mr. Fred Perkins, III is the son of Goodwill Emeritus Board member Fred Perkins, II. There are no other known family of those with financial relationships.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether The Excel Center can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in The Excel Center's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

20. Describe the manner in which the school will make provisions for food services.

Applicant Response:

No formal food service will be provided. Students will have a one-hour lunch break built into the schedule. They will have access to a cafeteria space outfitted with dining tables, self-serve microwave ovens and refrigerators in which they may store their food brought from home. Students may also purchase food from one of several dining establishments within walking distance from The Excel Center.

21. Describe how the friends and family of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Due to the age and life circumstances of the target student population (19 and older), it is unlikely that many parents of students will be involved in the school. Students at The Excel Center will have a higher degree of independence than traditional high school students. Many students will no longer live with parents or guardians, and many students may be taking care of their own children. The school has been designed with this in mind.

Life coaches communicate school expectations with students as well as academic and non-academic progress and work with students to address any challenges or barriers that may keep them from continuing their education. Life coaches will meet with students to understand any issues, including family dynamics affecting student success. Most often, these barriers will relate to providing care for young children of students or connecting students and their families with social support services (food pantries, housing assistance, etc.) within the local community. To the extent necessary and appropriate (and without violation of FERPA) coaches will engage family members and friends of students to ensure students remain engaged, on track to graduate, and enable them to overcome challenges.

The school will have an advisory group to ensure that The Excel Center is providing a relevant educational program that meets the local community's needs. The group will meet quarterly at the school and will be a means by which the school and its Board will communicate with the community. The advisory group will be asked to provide input to The Excel Center on what factors are at play in the local environment, including major economic changes or shocks, changes in the political environment, and any major news that would affect the performance and/or long-term success of the school. Moreover, the advisory group will provide a community voice to the school. Finally, the advisory group will be engaged in the execution of the marketing and recruitment plan to help ensure target enrollments are met.

Additionally, because the school serves adults, it will not devote time and resources to facilitating an array of traditional extracurricular programs like sports teams and clubs. However, The Excel Center will encourage students to take an active role within the school community and to make an impact. Students will be encouraged to form a student council. Furthermore, students will be encouraged to be the change that they would like to see in The Excel Center. The school will do all that it can to empower students to form their own groups with the approval of the School Director. For example, one existing Excel Center had a number of students interested in pursuing careers within their church community. Another Excel Center had a larger population of single fathers in the school and wanted to create a men's group to discuss some of the issues that they faced as single fathers and being a positive role model for their sons and daughters. In another instance, a group of students wanted to organize a holiday potluck luncheon. The only requirement for students organizing a new event or group is that the event or group must be open to all students.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

In accordance with the organization's bylaws, all business of The Excel Center will be conducted in a manner which makes the best use of the school's resources. The GAEL board will focus on policy issues and will entrust the day-to-day management of the school to The Excel Center school director who will report to the Board yet also be accountable to the Vice President of Workforce Development at Goodwill, the management organization.

The Excel Center board will enter into a management agreement with Goodwill Industries of Arkansas. The agreement is performance-based, and the management organization will be required to ensure The Excel students make substantial academic progress and the school otherwise operates in compliance with applicable rules and regulations.

The Goodwill Board of Directors voted unanimously to create an adult charter school, and the standards for success, quality service, and positive impact on the community are expected without delay or disregard for the urgency of need for the communities to be served. There is a collective commitment to serve each and every student and to always work to attain and sustain The Excel School's highest performance outcomes.

The management organization will be represented at meetings of The Excel Center Board. At those meetings, management staff will report on the school's academic, financial and operational performance, and solicit feedback for performance improvements. Four performance categories that are reviewed and monitored monthly include: 1) student attendance and achievement; 2) innovative instructional techniques and student supports; 3) financial stewardship; and 4) performance assessment and accountability.

The board will evaluate the school leader as well as the management organization on a semi-annual basis, using an established set of rubrics and evaluation instruments. An important factor in The Excel Center's long term success is human capital development, including the development of a school leadership pipeline that will ensure long-term school leadership stability within.

The Excel Center has the support and resources of a multi-state network of schools and Goodwill organizations. This network of schools provides for the sharing of best and promising practices to attract the highest potential leaders and instructors, to invest in continual professional development of all staff, and to deliver outstanding student achievement in education and certification programs.

Most importantly, The Excel Center has its foundation and support built on serving those most at-risk of being prohibited or inhibited from reaching their full potential in the labor force due to lack of a high school diploma.

Finally, The Excel Center has the freedom to focus establishing itself academically without the threat of financial instability. Through its board and management organization, The Excel Center will receive the necessary financial appropriations for sustainability through Goodwill's social enterprise, and by pursuing additional funding sources.

Efforts will be made to supplant financial needs with other funding streams as the student population grows. Goodwill's leaders have dedicated themselves to the success of the school in all areas and have stipulated a high level of performance and success from the school

23. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Excel Center is located within the boundaries of the Little Rock School District (PCSSD), and will be an open-enrollment public charter school which is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the Central Arkansas area.

The Excel Center offers this desegregation analysis in accordance with the requirements of Ark. Code Ann. § 6-23-106 to carefully review the potential impact its operation would have upon the efforts of the PCSSD, LRSD, and NLRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The granting of The Excel School open-enrollment public school charter cannot be said to have a negative impact on the PCSSD, LRSD, and NLRSD's ability to comply with any District Court orders or statutory obligations to create and maintain a unitary system of desegregated public schools for two primary reasons.

First, the LRSD and the NLRSD have been found by the federal District Court to be unitary in all respects of their school operations. PCSSD has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas.

Pursuant to Ark. Code Ann. § 6-23-306, The Excel Center must be race-neutral and nondiscriminatory in its student selection and admission processes. Based solely on current dropout rates for the community in which The Excel School sits, the initial student enrollment is expected to have significant representation of students from communities of color. The Excel Center students are not part of the traditional population of students, ages 5-18, considered a concern in affecting the statutory and court ordered obligations for each district to meet desegregation requirements.

Second, the mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities. These individuals are not included in the traditional K-12 student population and cannot be considered to negatively impact or to have any effect at all on the school year enrollment figures for 2017-2018.

Even if there were concern regarding inclusion of these students in the state's overall student enrollment population, The Excel Center's enrollment would have little to no significant impact on the student populations for each district. According to the 2015-2016 school year enrollment figures as maintained by the ADE Data Center, the PCSSD had a student population of 16,562 students; the LRSD had a student population of 23,164 students, and the NLRSD had a student population of 8,413 students. At its proposed initial enrollment of 125 students, the student population of The Excel Center would equal less than one percent of the PCSSD and LRSD student populations and just 1.49% of the NLRSD student population.

The Excel Center at Goodwill has carefully completed its review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts and has determined that no negative effect is present here.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Superintendents

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-5-405(b)(1) Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
- Ark. Code Ann. §§ 6-13-109: School superintendent
- Ark. Code Ann. §§ 6- 17-427: Superintendent license —Superintendent mentoring program required

Standards for Accreditation

- 15.01 School District Superintendent

ADE Rules

- Governing the Superintendent Mentoring Program

Rationale for Waiver

A waiver for the role of Superintendents has been requested. The Excel Center will operate as a charter

school and employ a school director who will be held accountable by the Board of Directors of Goodwill Arkansas Education Initiatives, Inc., who holds the charter for the school. Other school administrators may be hired or contracted, as necessary. The School Director will report to the Board of Directors of The Excel Center but will also have a dotted line reporting relationship to the Goodwill VP of Workforce Development, who will oversee the School Director on a daily basis, ensuring that the mission and vision of the Board is being carried out in the school and that the school is operating effectively and efficiently.

Waiver Topic: Principals

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-17-302: (concerning employment of principals)

Standards for Accreditation

- 15.02 Principals

Rationale for Waiver

The Excel Center will hire a School Director and a Lead Teacher. The School Director will manage school operations and make day-to-day instructional and administrative decisions and will work closely with the Lead teacher to perform chief academic officer duties for The Excel Center. The School Director will be responsible for developing the culture and establishing strong connections with local community career pathways. He/she is responsible for reporting the additional professional development needs to be delivered at a local site.

Waiver Topic: Governing Board

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-13-608: Length of directors' terms
- Ark. Code Ann. §§ 6-13-611: Vacancies generally
- Ark. Code Ann. §§ 6-13-615: Election—Single member zones
- Ark. Code Ann. §§ 6-13-616: Director eligibility
- Ark. Code Ann. §§ 6-13-619(c)(1)(A) Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
- Ark. Code Ann. §§ 6-13-620: Powers and duties
- Ark. Code Ann. §§ 6-13-630 Election by zone and at large
- Ark. Code Ann. §§ 6-13-634: School district board of directors—Size

ADE Rules

- Rules Governing School Election Expense Reimbursement
- Rules Governing School Board Zones and Rezoning

Rationale for Waiver

Rationale: The Bylaws of The Excel Center, which govern the actions of its Board of Directors, are consistent with all requirements of Nonprofit Corporation law. The Bylaws specify the number of directors, the process of electing them, the length of their term of service, and processes for resignation and removal, and meeting requirements all of which are consistent with the requirements of law.

Waiver Topic: Licensing

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-15-1004: (concerning qualified teachers in every classroom)
Ark. Code Ann. §§ 6-17-309: (concerning certification to teach particular grade of subject matter);
Ark. Code Ann. §§ 6-17-401: (concerning teacher licensure requirement);
Ark. Code Ann. §§ 6-17-902: (concerning definition of teacher);

ADE Rules

- Rules Governing Educator Licensure

Rationale for Waiver

Rationale: A waiver for teacher license has been requested. All of our teachers will be Highly Qualified; however, within those requirements, we want to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members who are eligible to earn a teacher certification.

Rationale: Hiring top talent will be a challenge to The Excel Center, particularly in a large market where there are vast educational opportunities for teachers and educational leaders. The Excel Center will have the flexibility to identify those individuals best suited to facilitate the unique educational programs in non-core areas. All of our teachers will be Highly Qualified however, within those requirements, we want to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.

Waiver Topic: Paying Unlicensed Faculty

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-17-908 Teachers' salary fund—Authorized disbursements
Ark. Code Ann. §§ 6-17-919: (concerning warrants void without valid teaching license and contract);

Rationale for Waiver

Since we have requested a waiver from the requirement that teachers be licensed, we also request a waiver from these requirements so we are able to legally pay our faculty.

Waiver Topic: Personnel Policies

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-1-201 et seq: Personnel Policies
- Ark. Code Ann. § 6-17-203: Committees on personnel policies—Members
- Ark. Code Ann. §§ 6-17-1501 et seq.: Teacher Fair Dismissal Act
- Ark. Code Ann. §§ 6-1-1701 et seq.: Public School Employee Fair Hearing Act
- Ark. Code Ann. §§ 6-17-2201 et seq.: Classified School Employee Minimum Salary Act
- Ark. Code Ann. §§ 6-17-2301 et seq.: Classified School Employee Personnel Policy Law
- Ark. Code Ann. §§ 6-17-2401 et seq.: Teacher Compensation Program of 2003
- Ark. Code Ann. § 6-17-2802 Teacher Excellence and Support System

ADE Rules

- Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District – Websites (not a waiver of website posting requirements)

Rationale for Waiver

The Board of Directors shall establish an employee handbook which outlines all personnel policies requirements outlined under Ark. Code Ann. §§ 6-17-201(c). School personnel will have an opportunity to provide input into these policies through public comment during meetings of the Board of Directors which are open to the public. All staff will be at will employees. The Excel Center will adopt the same teacher evaluation system as that adopted by other Excel Centers across The Excel Center Network. All school personnel will receive annual staff evaluations which evaluate teacher in the following domains: purposeful planning; effective instruction; teacher leadership; and core professionalism. Summative evaluations will result in one of four possible performance ratings. Classified staff will receive at least annual evaluations based on performance. Decisions to invite staff to return in subsequent school years will be at the discretion of the Board based on performance and school budget. All school employees will be offered a salary commensurate to salaries offered to similar positions in local area schools.

Waiver Topic: Professional Development

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-17-301: (concerning employment of certified personnel)

ADE Rules

- Rules Governing the Teacher Excellence and Support System

Rationale for Waiver

GEI, which founded the first Excel Center, has developed a Technical Leadership Series to help develop a pipeline of teachers, staff and school leaders. The Technical Leadership Series comprises eight training and development sessions, each of which teaches a specific set of imperatives that potential leaders can apply immediately to enhance their current role and prepare them for a next level leadership position. The process of selecting staff to participate in the Technical Leadership Series includes evaluation of performance in the staff member’s current role, performance with accelerated assignments, the desire to grow within the organization, and the ability to balance ambition.

Waiver Topic: School Year Dates

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-10-106: School year dates

Rationale for Waiver

The Excel Center's school calendar includes five, 8-week sessions, with new sessions beginning after the prior term ends. The Excel Center's instructional program continues year-round. Due to the school model, the anticipated school calendar will extend beyond the start and end date as prescribed by Ark. Code Ann. § 6-10-106. In the event that the school closes during the school year due to inclement weather and/or emergencies, The Excel Center will add any necessary make-up days to the end of the term.

Waiver Topic: Instructional Structure and Clock Hours

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-16-102: School day hours
Ark. Code Ann. §§ 6-18-210: Definition of planned instructional time

Standards for Accreditation

- 10.02 Class Size and Teaching Load
14.03 Unit of credit and clock hours for a unit of credit

ADE Rules

- 9.03.4 Grades 9-12 (courses to be taught, requiring the 38 units of credit)

Rationale for Waiver

The Excel Center will operate at least four periods each day, each consisting of 90 minutes of instruction. Each day of fixed-time instruction provides 360 minutes (6 hours) of instructional time available for students. Students have the option of attending 4 hours a day. Flexible scheduling will be available to meet needs of working and busy adults. The school will be open from 9AM to 4PM for students who prefer to attend classes in the morning, afternoon and/or evening. Prior to each 8-week term, the school will evaluate students' needs to determine whether additional evening classes should be available to accommodate working students. In that event, up to six class periods will be available to students, providing 540 minutes of instructional time available for students.

The Excel Center will hold classes during morning, afternoon, and evening sessions, with some students leaving the building throughout the day as new students enter. As a result, the school will never have its full student capacity in classes during any one scheduled period. Consequently, teachers will only be teaching a portion of the student body at a given time. Each class will have an average of 15 students per teacher.

Due to the nature of The Excel Center, a curricular model that accelerates the time it takes to earn a high school diploma is critical to the success of the program. The Excel Center model includes 8-week terms during which students complete coursework that may take a semester or full year in a traditional high school setting. Course offerings will be made based on the needs of the enrolled students.

The Excel Center will utilize a competency-based approach to measuring student mastery of standards-aligned curricula in lieu of seat time requirements. All courses offered will require students to demonstrate mastery of material via standards-aligned formative and summative assessments. To allow for the teaching of simultaneous, embedded, and/or online courses and to allow for the integration of graduation credit courses with courses as necessary, The Excel Center requests a waiver of the seat time requirement.

Waiver Topic: Student Attendance

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-18-209(b): Adoption of student attendance policy—Effect of excessive absences
Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades Nine through Twelve

ADE Rules

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

Rationale for Waiver

Rationale: The Excel Center will only serve adults age 19 or older and students will not be subject to compulsory attendance rule or laws. Students will be adults, and flexibility in attendance to accommodate their adult responsibilities will be necessary.

Waiver Topic: Grading

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-15-902: Requiring the use of the state’s uniform grading scale

ADE Rules

- Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

Rationale for Waiver

Rationale: The Excel Center may adopt a grading scale that is as rigorous or more rigorous as the uniform grading scale provided in statute.

Waiver Topic: Report Cards

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-15-903(a)(2): Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student

Rationale for Waiver

Rationale: All students enrolled in The Excel Center will be 19 years of age and older and will not be under the care of a parent or guardian. As a result, The Excel Center will ordinarily work directly with students instead of communicating with parents.

Waiver Topic: Alternative Learning Environments

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-15-1005 (b)(5): Pertaining to alternative learning environments
- Ark. Code Ann. §§ 6-18-503(a)(1)(C)(i) Pertaining to alternative learning environments
- Ark. Code Ann. §§ 6-18-1001 et seq. Public School Student Services Act
- Ark. Code Ann. §§ 6-48-101 et seq.: Alternative Learning Environments

Standards for Accreditation

- 19.03 Pertaining to alternative learning environments

ADE Rules

- Rules Governing Public School Student Services

Rationale for Waiver

The Excel Center is a unique learning environment designed to meet the needs of adults who have previously dropped out of high school. The school model is designed as an alternative learning environment for individuals who have not been successful in prior traditional academic learning environments and to provide a new education option that allows adults of all ages to earn a high school diploma.

Waiver Topic: Gifted and Talented Education

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-20-2208(c)(6): Monitoring of expenditures (gifted and talented)
- Ark. Code Ann. §§ 6-42-101 et seq.: General Provisions (gifted and talented)

Standards for Accreditation

- 18 Gifted and Talented Education

ADE Rules

- Rules for Gifted and Talented Program Approval Standards

Rationale for Waiver

A waiver of a Gifted and Talented Program has been requested. Students' varied cognitive levels will be met through differentiated instruction and the ability to dual enroll in college courses. The Excel Center has a keen focus on college and career readiness and works to ensure students are prepared for "what comes next" after high school. As students progress through The Excel Center's course progression, they will have an opportunity to enroll in dual credit courses where they may earn college credit as well as in industry certification courses where they may earn an industry-recognized credential.

Waiver Topic: Parental Involvement

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-15-1701 et seq: Concerning a parental involvement plan

ADE Rules

- 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

Rationale for Waiver

Rationale: The Excel Center will only serve adults age 19 or older. The majority of students will no longer live with their parents and it is highly unlikely that many parents will be involved in the school.

Waiver Topic: Instructional Resources

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-21-406: Adoption, sale, or exchange of instructional materials
- Ark. Code Ann. §§ 6-21-413: Textbook selection committee
- Ark. Code Ann. §§ 6-25-101 et seq.: Public School Library and Media Technology Act
- Ark. Code Ann. §§ 6-25-103-106: Requiring a library media program
- Ark. Code Ann. §§ 6-25-104: Library media specialist—Qualifications

Rationale for Waiver

Rationale: The Excel Center will adopt many of the same curriculum and instructional materials that have been successfully used within a national model. Instructional resources are researched based materials used within a national model. The nature of the educational program is such that it will not offer a library media program, but resources will be made available to students through online and classroom resources.

Waiver Topic: Implementation

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6- 16 -1204: Implementation (requirement that pre-Advanced Placement courses be offered)

Rationale for Waiver

Rationale: The Excel Center has a keen focus on college and career readiness and works to ensure students are prepared for “what comes next” after high school. As students progress through The Excel Center’s course progression, students will have an opportunity to enroll in dual credit courses where they may earn college credit as well as industry certification courses where they may earn an industry recognized credential.

Waiver Topic: Physical Education

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-16-132: concerning physical education.

Rationale for Waiver

The schools is requesting a waiver to physical education.

Waiver Topic: Music

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Section 9.03.4.5 of the Standards Rules requiring that vocal and instrument music be taught within the required courses which shall be taught annually for a total of 38 units.

Rationale for Waiver

The Excel Center is requesting a waiver from the requirement that 1 unit of vocal music and 1 unit instrumental music each be offered within the required curriculum to be taught annually. The environment is not conducive to the performance requirement described for vocal music and instrumental music.

Waiver Topic: Food Service

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-18-705: School breakfast program

Rationale for Waiver

Rationale: The Excel Center will only serve adults age 19 or older and the school will not provide meals to students.

Waiver Topic: Safety

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-10-110: School fire marshal program

Rationale for Waiver

Rationale: The school will serve adult learners and will not offer extracurricular activities.

Waiver Topic: Health Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. §§ 6-18-706: School nurses—Nurse-to-student ratio
Ark. Code Ann. §§ 6-18-1005(a)(6): Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)

ADE Rules

- Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age

Rationale for Waiver

Rationale: The Excel Center students will be adults. Any emergency on-sight health issues will be addressed according to Goodwill standard operating policy via emergency or other private health care provider. The Excel Center will establish partnerships with a variety of health service providers and students will be provided referrals to these health service providers, as necessary.

Waiver Topic: Substitute Teachers

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing Waivers for Substitute Teachers

Rationale for Waiver

The school director or other qualified staff will serve as substitute in the event of teacher absence.

Waiver Topic: Minimum Qualifications for General Business Managers

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing Minimum Qualifications for General Business Managers

Rationale for Waiver

The Excel Center will hire the most qualified individual for the position, and that individual will receive any training necessary. This individual will also have a dotted line reporting relationship to accountants in the Finance Department of Goodwill.

Waiver Topic: Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds

Rationale for Waiver

The Excel Center does not believe it is eligible for these funds.

Waiver Topic: Public School Student Services

Statute/Standard/Rule to be Waived

ADE Rules

- Rules Governing Public School Student Services

Rationale for Waiver

The Excel Model provides particular student services necessary to address the needs of its adult students.

July 27, 2016

ALSO VIA FAX – (855) 204-6184

Internal Revenue Service
P.O. Box 2508
Room 4024
Cincinnati, OH 45201

RE: **EXPEDITE REQUEST FORM 1023**
Goodwill Arkansas Education Initiatives, Inc.
EIN#: 81-3306959

To Whom it May Concern:

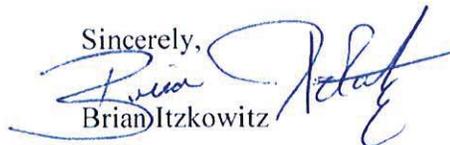
The completed Form 1023, Application for Exemption under Section 501(c)(3) of the Internal Revenue Code together with all required documents in support of the above charitable organization, has been forwarded today to the following address:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

The following information is being submitted for requesting expedited processing of this exemption application:

1. Reason for Expedited Processing. This organization is establishing a school that is currently making its application to the State of Arkansas Board of Education. This organization hopes that the State of Arkansas Board of Education approves its application in the next few months. This organization must present itself as an approved tax exempt organization in order to be chartered. In addition, this organization is seeking grants that require submission of the exemption letter.
2. Time Restrictions. This organization is scheduled to begin operating by yearend, and this organization must have its exemption letter as soon as possible to secure funds and its charter.
3. Impact on Organization. Tax exempt status is essential to approving this organization as a charter school in the State of Arkansas.

Please contact me at your earliest convenience if you need any additional information to process this application.

Sincerely,

Brian Itzkowitz

STATE OF ARKANSAS



Mark Martin

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

GOODWILL ARKANSAS EDUCATION INITIATIVES, INC.

filed in this office July 19, 2016 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.



In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 19th day of July, 2016.

Mark Martin

Arkansas Secretary of State



DOMESTIC NONPROFIT
ARTICLES OF INCORPORATION
OF
GOODWILL ARKANSAS EDUCATION INITIATIVES, INC.

The undersigned, in order to form a nonprofit corporation for the purposes hereinafter stated under, and pursuant to the provisions of the laws of the State of Arkansas, particularly the Arkansas Nonprofit Corporation Act of 1993, Chapter 33 of Title 4 of the Arkansas Code of 1987 Annotated (“Act”), does hereby certify as follows:

1. Name. The name of this corporation shall be “GOODWILL ARKANSAS EDUCATION INITIATIVES, INC.” (“Corporation”).

2. Public Benefit Corporation. This Corporation is a public benefit corporation.

3. No Members. This Corporation shall have no members, classes of membership or membership fees.

4. Period of Existence. Unless otherwise provided for herein or in the bylaws of this Corporation (“Bylaws”), the period of existence of this Corporation shall be perpetual.

5. Purposes. This Corporation is organized and shall be operated as a nonprofit corporation exclusively for charitable and/or educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended (“Code” and such term shall include any corresponding successor federal tax laws and Treasury regulations promulgated thereunder). In particular, this Corporation’s primary purpose is to provide adults the opportunity and support to earn high school diplomas, or other similar designations, and begin postsecondary education while developing career paths to move towards greater economic self-sufficiency.

6. Powers. This Corporation shall have and exercise all powers, privileges and rights conferred on corporations by the laws of the State of Arkansas and all powers and rights incidental to carrying out the purposes for which this Corporation is formed, except such as are inconsistent with the express provisions of the Act under which this Corporation is incorporated or these Articles of Incorporation. The enumeration of the foregoing purposes shall not be held

to limit or restrict in any manner the general powers conferred on this Corporation by the laws of the State of Arkansas.

7. Prohibitions. Notwithstanding any other provision of these Articles of Incorporation to the contrary, the following restrictions and limitations shall apply to comply with the requirements imposed by §501(c)(3) of the Code:

(a) No part of the net earnings of this Corporation shall inure or be payable to or for the benefit of any incorporator, director or officer of this Corporation, or to any other interested individual; provided, however, reasonable compensation may be paid for services rendered to or for this Corporation, effecting one or more of its purposes.

(b) Except as otherwise provided in §501(h) of the Code, no substantial part of the activities of this Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and this Corporation shall not participate or intervene (including the publishing or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

(c) This Corporation shall not carry on any other activities not permitted to be carried on by a corporation (i) exempt from federal income tax under §501(c)(3) of the Code; or (ii) contributions to which are deductible under §170(c)(2) of the Code.

8. Dissolution. Because this Corporation is intended to have perpetual existence, it is not anticipated that this Corporation will be dissolved, however, in the event this Corporation should ever be dissolved pursuant to §§4-33-1401, *et seq.*, of the Arkansas Code of 1987 Annotated, then upon the dissolution of this Corporation, the board of directors of this Corporation ("Board") shall, after paying or making provision for the payment of all liabilities of this Corporation, dispose of all assets of this Corporation exclusively to GOODWILL INDUSTRIES OF ARKANSAS, INC., Little Rock, Arkansas, or its successor charitable organization ("Goodwill"), if existing and exempt from federal income tax under §501(c)(3) of the Code, or, if not, then to such organization or organizations organized and operated exclusively for the purposes stated in Paragraph 5 above, which shall, at the time, qualify as an organization or organizations exempt under §501(c)(3) of the Code, and any articles of dissolution adopted by this Corporation shall so provide. Any of such assets not so disposed of shall be disposed of by the appropriate court of the county in which the principal office of this Corporation is located, exclusively to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

9. Principal Office. The principal office or place of business of this Corporation shall be located at 7400 Scott Hamilton Drive, Suite 50, Little Rock, Arkansas 72209-3175.

10. Initial Registered Agent & Office. The name of the initial registered agent and the street address of the registered office of this Corporation are BRIAN ITZKOWITZ, 7400 Scott Hamilton Drive, Suite 50, Little Rock, Arkansas 72209-3175.

11. No Stock or Dividends. This Corporation shall not have or issue shares of stock and no dividends shall be paid, and no part of the income of this Corporation shall be distributed to any incorporator, director or officer of this Corporation.

12. Board of Directors. The business of this Corporation shall be conducted by the Board; provided, however, that in accordance with §4-33-801(c) of the Arkansas Code of 1987 Annotated, the Executive Committee, if any, shall have the power to transact all regular business of this Corporation during the period between the meetings of the Board, subject to any prior limitations imposed by the Board. The number of directors of this Corporation shall be as provided in the Bylaws; provided, however, at no time shall the number of directors of this Corporation be fewer than three (3). The terms of office of the directors of this Corporation shall be as provided in the Bylaws; provided, that the initial Board and their terms of office shall be designated by the incorporator. The initial Board shall have the direction of the affairs of this Corporation and shall meet as soon as is practicable after the issuance of the certificate of incorporation by the secretary of state for the purposes of electing officers and adopting Bylaws, if necessary, and taking such other action as may be necessary to perfect the organization of this Corporation. Thereafter, Bylaws may be amended and officers elected as provided in the Bylaws. The directors of this Corporation shall be permitted to hold office for more than one term by reelection.

13. Incorporator. The name and address of the incorporator of this Corporation are BRIAN ITZKOWITZ, 7400 Scott Hamilton Drive, Suite 50, Little Rock, Arkansas 72209-3175.

14. Amendments. These Articles of Incorporation may be amended by the Board and the board of Goodwill. Unless notice is waived and unless otherwise provided in the Bylaws, this Corporation shall provide written notice to the directors of this Corporation and the directors of Goodwill at least seven (7) days' in advance of any meeting of the Board at which a vote is to be taken on an amendment. The notice must state that a purpose of the meeting is to consider a proposed amendment to these Articles of Incorporation, and the notice must contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment. Unless otherwise provided in the Bylaws, the amendment must be approved by a

majority of the directors of this Corporation and a majority of the directors of Goodwill in office at the time the amendment is adopted.

15. Liability. The private property of Goodwill, any related organization, or any incorporator, director or officer of this Corporation, Goodwill or any related organization shall not be subject to the payment of debts of this Corporation to any extent whatever. An incorporator, director or officer of this Corporation, Goodwill or any related organization is not liable to this Corporation for monetary damages for an act or omission in such person's capacity as incorporator, director or officer, as the case may be, except to the extent otherwise provided by the Act. This Corporation may indemnify a person who was, is or is threatened to be made a named defendant or respondent in litigation or other proceedings because the person is or was an incorporator, director, officer or other person related to this Corporation, Goodwill or any related organization as provided by the provisions in the Act governing indemnification. As provided in the Bylaws, the Board shall have the power to define the requirements and limitations for this Corporation to indemnify any incorporator, director, officer, or other related to this Corporation, Goodwill or any related organization.

16. Meeting. In furtherance and not in limitation of the powers conferred by statute, this Corporation is expressly authorized to carry on its business and to hold annual or special meetings of the Board.

IN WITNESS WHEREOF, the incorporator has executed these Articles of Incorporation this July 15, 2016.


BRIAN ITZKOWITZ, Incorporator

Goodwill

Industries of Arkansas

ADULT EDUCATION CHARTER SCHOOL PUBLIC HEARING: JUNE 29, 2016

Attendance Sheet (PLEASE PRINT)

NAME	ORGANIZATION	EMAIL (OPTIONAL)
Beth Thompson	Ark. North. College	
Tammie Lemmons	Black River Tech	
Lloyd Huskey	Arkansas Baptist College	
Erin Dau	Pulaski Tech	
Nancy Kottis	AR Adult Resource Ctr.	
DAVID MARD	PDC	
Laura McNeel	ACE - Adult Ed	
Joey Walter	ACE	
Nancy Leonardt	ALC	
Margaret Elmer	PTC	
Dayon Itzkowitz	Autism Speaks	
Mitch Chandler	Goodwill Board chair	
RANDY HUGHES	CITY CONNECTIONS	
Marsha Taylor	AAARC	
Lalal Clark	Lonoke Adult Ed	
Debbie Shelton	Lonoke Adult Ed	
Trenee Miller	ACE	



Arkansas Democrat-Gazette/STEPHEN B. THORNTON

Inspectors

Continued from Page 1B
to rest or arrange for another driver to pick up his load, according to Maj. Jay Thompson of the Arkansas Highway Police.

"We don't know how long he's been driving," Thompson said of the sidelined trucker. Driver fatigue is a crash risk, according to industry data. Under federal hours-of-service regulations, drivers of big trucks are allowed to drive up to 11 hours at a stretch and up to 77 hours over a seven-day period.

Another driver's truck had two flat tires and brakes that were out of adjustment, all of which had to be repaired before the truck was allowed on the road again, Thompson said.

Truck braking capability can also be a factor in crashes, according to the Insurance Institute for Highway Safety. It takes loaded tractor-trailers 20 percent to 40 percent more distance to stop than it does cars, and that difference increases on wet and slippery roads or for trucks with poorly maintained brakes, according to the institute.

Fernando Garza, 40, traveling Tuesday with another driver sharing the duties, was hauling a load of automotive parts from Laredo, Texas, to Buffalo, N.Y., when his truck was singled out for a random inspection at the I-30 inspection site. Other trucks were waived through the check-point.

"It's all good," Garza said as he sat patiently in the cab of the late-model Freightliner that has traveled 50,000 miles since he began driving it two months ago for Point Dedication Service of Troy, Mich. Cpl. Kreston Taylor of the Arkansas Highway Police put Garza and the truck through a 37-point inspection.

His rig was one of the estimated 17 trucks per minute that will be inspected through 6 a.m. Thursday as part of the 2016 International Roadcheck. The program, coordinated by the Commercial Vehicle Safety Alliance, will involve 10,000 inspectors on roadways reaching from Canada to Mexico.

This year the program has a special emphasis on tire safety, including tread depth, air pressure, visible bulges and overall condition.

The International Roadcheck "is the largest targeted enforcement program for trucks in the world," said Thompson, who is president of the alliance, a nonprofit with a mission statement of promoting commercial motor vehicle safety and security through professional leadership to enforcement, industry and policymakers.

Taylor was all business has he conducted the North American Standard Level 1 Inspection.

Taylor ran Garza's com-

mercial driver's license through a database checking for violations and reviewed Garza's documentation on service hours. Then Taylor turned his attention to the truck. He peered into various systems, checking among other things the brakes, drive shaft, suspension and lights.

At times, he enlisted Garza's assistance in turning on the lights and checking the horn, or asking Garza to disconnect hoses or perform other tasks. A typical inspection lasts 30-45 minutes, Garza said, and his truck passed. All the while the truck was being inspected, his fellow driver slept inside the cab.

Thompson and his fellow officers say they are serious about the inspections because the stakes are high.

A total of 3,660 people died in large-truck crashes in 2014, the latest year for which data are available, according to the institute.

The number of people killed in large-truck crashes was 16 percent higher in 2014 than it was in 2009, the year when it was lower than for any year since collection of fatal crash data began in 1975, according to the institute.

Since 1979, when deaths in large-truck crashes were at an all-time high, such deaths overall have declined 57 percent, according to the institute. Since that year, deaths in passenger vehicles have declined 41 percent, the institute reported.

Pine Bluff death called 'suspicious'

ARKANSAS ONLINE

The death of a woman found unresponsive on the floor of a home in Pine Bluff on Tuesday morning is being investigated as suspicious, police said.

Pine Bluff police said in a news release that the 65-year-old woman was found inside a home in the 200 block of

West 19th Street around 10:45 a.m. She was pronounced dead by a deputy coroner about 15 minutes later.

The body was sent to the state Crime Laboratory for an investigation.

The woman's name and other details are not being released until a cause of death is determined, police said.

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NOTICE OF PUBLIC HEARING

to start the application process for an **ADULT EDUCATION CHARTER SCHOOL** in Little Rock

Date: Wednesday, June 29, 2016
Time: 6 p.m.
Location: Goodwill Industries of Arkansas
7400 Scott Hamilton Drive
Door 2, Little Rock

Please come to ask questions and provide input.

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ARKANSAS REPERTORY THEATRE

CATHERINE AND DON HUGHES, DAVID AND JANNA WINGST

Judge sentences 2 in 2015 killing, robbery

Both enter pleas to reduced charges; 3 others awaiting trials this summer

DAVE HUGHES
ARKANSAS DEMOCRAT-GAZETTE

Two of five people charged in the robbery and killing of a rural Logan County man last year have entered pleas to reduced charges, according to Logan County Circuit Court records.

Joseph Olliah Hals Brown, 32, of Mena was sentenced to 30 years in prison after pleading no contest Friday to second-degree murder in the April 2015 shooting death of Ritchie Lee Lynch, 60. Circuit Judge Jerry Don Ramey of Morrilton gave Brown credit for 424 days he was held in jail before his plea.

Brown initially was charged along with Nick Stoicu, 41, also of Mena, with first-degree murder, aggravated robbery and being a felon in possession of a firearm. The prosecutor dismissed the robbery and firearms charges against Brown as part of a plea agreement, court records showed.

Stoicu, who has been in jail in lieu of a \$2 million bond since his arrest, is scheduled for a Circuit Court trial June 29-30 in Booneville.

Teresa Bennett, 36, of Booneville pleaded guilty Friday to robbery, reduced from aggravated robbery, and was sentenced to 10 years in prison with credit given for the 120 days she was in custody.

A stipulation to her sentence, according to the court records, was that she testify against co-defendants in the case. There was no such stipulation in Brown's plea documents.

In addition to Stoicu, Robert Melton, 52, of Waldron and Dave Ann Townsend, 37, of Pine Bluff have been charged and are awaiting trial.

Melton is charged with first-degree murder, aggravated robbery and being a felon in possession of a firearm. His trial is scheduled for July 15. He is being held in lieu of \$100,000 bond.

Townsend is charged with aggravated robbery and is scheduled to go on trial July 29. Townsend is being held in lieu of \$50,000 bond.

An Arkansas State Police arrest warrant affidavit said the five drove to near Lynch's home at 1575 Glover Daniels Road north of Booneville on April 2,

2015, to steal money and drugs.

The affidavit said Bennett directed Brown, who was driving, to continue past Lynch's driveway and park farther down the road in a clearing under a power line.

Stoicu and Brown, armed with a rifle and pistol, and Melton walked through the woods to Lynch's property, according to the affidavit. Melton waited by the gate to Lynch's property while Stoicu and Brown continued on to Lynch's house.

Minutes later, Melton and the women heard gunfire coming from the direction of Lynch's house, and Stoicu and Brown returned with a duffel bag, the affidavit said. An autopsy report said Lynch had been shot five times.

The affidavit quoted Bennett saying that Stoicu told the others "it was done and it went bad."

The group went back to Melton's home in Waldron, where the men went into the bedroom with the duffel bag to split the money and disassemble the guns, according to the affidavit. Melton told investigators he was offered \$800 and some methamphetamine but refused them.

Initially, only Stoicu and Brown were charged in Lynch's death and were scheduled to go on trial in February. The day before the trial was to begin, deputy prosecutor Brian Mueller asked to delay it.

He wrote in his request that Melton, Bennett and Townsend, who were supposed to testify against Stoicu and Brown, decided to retain lawyers, which Mueller said would affect the state's ability to try Stoicu and Brown.

Two weeks later, Mueller filed the charges against Melton, Bennett and Townsend.

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(501) 920-5200 (cell)
jeff@cityconnectionsinc.org
www.cityconnectionsinc.org

Board of Directors

Jeff Spry
President

Robert McClanahan
Secretary

Larry Clark

Luke Conway

Nicole Hart

Dr. Constance Meadors

Abbie Rucker

August 2, 2016

Re: Goodwill Industries Application for Charter School

To Whom It May Concern:

It is a distinct privilege to be asked to provide you a letter of recommendation on the behalf of Goodwill Industries of Arkansas and their management team based in Little Rock, Arkansas as they apply to create a Goodwill Charter School for adult learners.

Over the past 6+years we have developed a close working relationship with the senior management team of Goodwill Industries of Arkansas particularly as it relates to their serving the needs of disabled individuals and those who have been formerly incarcerated and are trying to begin a new life in the free world. Most every week we are working together on the behalf of some individual in providing encouragement, hope, assistance, and guidance in an effort to improve both their short-term and long-term situation.

And while the thousands who are served from their center is a wonderful testimony to the important role they play in the city, the more important element is they do all that they do in a wonderful Christian spirit of giving, mercy, and grace . . . and with the goal to help "lift" and give hope for the future!

Suffice it to say, we are huge fans of Goodwill Industries of Arkansas and believe them to be most worthy of your consideration for this new venture.

Fraternally,

Jeff Spry

Jeff Spry



August 3, 2016

Mr. Brian Itzkowitz
Goodwill Industries of Arkansas
7400 Scott Hamilton Drive, Suite 50
Little Rock, AR 72209

Dear Mr. Itzkowitz,

The Little Rock Regional Chamber fully supports the establishment of The Excel Center, a public charter high school for adults which Goodwill Industries of Arkansas proposes to open in Little Rock in 2017. The programs and services of Goodwill already have made a great impact on the residents of Little Rock, and we have confidence this impact will continue as Goodwill works to establish The Excel Center.

While the chamber typically does not weigh in on individual charter school applications, we consider the Excel Center an exception because it will provide a unique service to the community and would only serve adults – a population that the area’s traditional public school districts do not attempt to serve.

The chamber realizes that the students of today will determine the economic success of our region tomorrow. Public education continues to be a primary focus for the region and the chamber. As the economy evolves, the future of the Little Rock region hinges on the synergy between education and workforce development. The chamber works with education partners and the business community to increase skilled trades training and technical education. The Excel Center’s emphasis on students obtaining vocational certifications in high demand fields before graduation will benefit our citizens and our tax base, and it will make us even more attractive to business and industry looking to relocate in the central United States.

Thank you,

Jeff Hathaway, Chairman of the Board
Little Rock Regional Chamber

The Excel Center
Tentative 2017-18 School Year Calendar*

TERM	Dates of iExcel (orientation)	Dates of Instruction	Days of Instruction
1	Jul 6-7, 2017	Jul 12, 2017 - Sept 6, 2018	31
2	Sept 7-8, 2017	Sept 11, 2017 - Nov 1, 2017	31
3	Nov 2-3, 2017	Nov 6, 2017 - Jan 17, 2018	32
4	Jan 18-19, 2018	Jan 22, 2018 - Mar 21, 2018	33
5	Apr 9-10, 2018	Apr 10, 2018 - June 5, 2018	32
Total days:			159

Fall Graduation: January 25-26

Spring Graduation: June 6-7

Professional Development Days (12): Jul 5,10,11; Aug 21; Feb 12,13; Mar 21,22,23; Apr 2,3; May 7

Holidays and Breaks: Sep 4 (Labor Day); Nov 22-24 (Thanksgiving); Dec 20-Jan 2 (Winter Break); Jan 15 (M.L. King Day); Mar 26-30 (Spring Break), May 28 (Memorial Day)

**subject to change after LRSD calendar becomes available, as we will want to align our schedule with the District schedule as much as feasible to accommodate our students who are parents of LRSD students*

**2016 Application
Adult Education Public Charter School
Personnel Salary Schedule**

Administrative Positions:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
Line #					
1	Executive Management	1	\$80,000.00	1	\$83,200.00
2	Deans, Directors & Coordinators	1	\$40,000.00	1	\$41,600.00
3	Administrative Staff	0	\$0.00	1	\$30,285.00
4	Lead Life Coach	2	\$40,000.00	2	\$41,600.00
5	Career Counselor	1	\$40,000.00	1	\$41,600.00
6	Drop In Center Director	1	\$38,000.00	1	\$39,520.00
7	Drop In Center Staff	1	\$20,800.00	1	\$21,632.00
8	Subtotal:		\$298,800.00		\$341,037.00
9	Fringe Benefits (rate used 22.68 %)		\$67,767.84		\$77,347.19
10	Total Administrative Positions:		\$366,567.84		\$418,384.19

Regular Classroom Instruction:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
11	Teachers	6	\$45,000.00	6	\$46,800.00
12	Aides				
13	Subtotal:		\$270,000.00		\$280,800.00
14	Teacher Fringe Benefits (rate used 22.68 %)		\$61,236.00		\$63,685.44
15	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
16	Total Regular Classroom Instruction:		\$331,236.00		\$344,485.44

Special Education:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
17	Teachers	1	\$45,000.00	1	\$46,800.00
18	Aides				
19	Subtotal:		\$45,000.00		\$46,800.00
20	Teacher Fringe Benefits (rate used 22.68 %)		\$10,206.00		\$10,614.24
21	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
22	Total Special Education:		\$55,206.00		\$57,414.24

Gifted and Talented Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
23	Teachers				
24	Aides				
25	Subtotal:				
26	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
27	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
28	Total Gifted and Talented Program:		\$0.00		\$0.00

Alternative Education Program/ Alternative Learning Environments:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
29	Teachers				
30	Aides				
31	Subtotal:				
32	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
33	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
34	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00
English Language Learner Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
35					
36	Subtotal:				
37	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
38	Total English Language Learner Program:		\$0.00		\$0.00
Guidance Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
39					
40	Subtotal:				
41	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
42	Total Guidance Services:		\$0.00		\$0.00
Health Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
43					
44	Subtotal:				
45	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
46	Total Health Services:		\$0.00		\$0.00
Media Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
47					
48	Subtotal:				
49	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
50	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
51					
52	Subtotal:				
53	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
54	Total Fiscal Services:		\$0.00		\$0.00

Maintenance and Operation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
55					
56	Subtotal:				
57	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
58	Total Maintenance and Operation:		\$0.00		\$0.00
Pupil Transportation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
59					
60	Subtotal:				
61	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
62	Total Pupil Transportation:		\$0.00		\$0.00
Food Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
63					
64	Subtotal:				
65	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
66	Total Food Services:		\$0.00		\$0.00
Data Processing:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
67					
68	Subtotal:				
69	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
70	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
71	Number of Certified Substitutes _____				
72	Number of Classified Substitutes _____				
73	Subtotal:				
74	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
75	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
76	Total Substitute Personnel:		\$0.00		\$0.00
77	TOTAL EXPENDITURES FOR SALARIES:		\$753,009.84		\$820,283.87

**2016 Application
Adult Education Public Charter School
Estimated Budget Template**

REVENUES

	<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Federal Charter School Aid:		
1 Special Education		
2 Other:		
3 _____		
Total Federal Charter School Aid:		
Other Sources of Revenues:	<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>		
4 Private Donations or Gifts		
5 Special Grants <i>(List the amount)</i>		
6 Other <i>(Specifically Describe)</i>		
6 Goodwill Industries of Arkansas	\$1,334,972.84	\$1,453,223.87
7 Total Other Sources of Revenues:	\$1,334,972.84	\$1,453,223.87
8 TOTAL REVENUES:	\$1,334,972.84	\$1,453,223.87

EXPENDITURES

	<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Administration:		
9 Salaries and Benefits	\$366,567.84	\$418,384.19
10 Purchased Services (List Vendors Below)		
10 V - AD 1 _____		
11 Supplies and Materials	\$93,650.00	\$101,111.00
12 Equipment	\$1,500.00	\$1,500.00
13 Other (List Below)		
13 Telephone	\$3,600.00	\$3,600.00
14 Technology	\$20,000.00	\$21,000.00
15 Student Testing & Assessment	\$35,000.00	\$37,625.00
16 Office Expense	\$12,000.00	\$12,120.00
17 Staff Development	\$7,500.00	\$7,781.00
18 Staff Recruitment	\$800.00	\$800.00
19 Staff Recruitment & Marketing	\$10,000.00	\$10,000.00
20 Travel (Staff)	\$4,000.00	\$4,150.00
21 Background Checks & Fingerprinting	\$2,813.00	\$2,918.00
22 Bank Charges	\$3,600.00	\$3,600.00
23 Student Career/Certificate Training Assistance	\$10,000.00	\$16,000.00
24 Career Trade Training & Certification	\$90,000.00	\$94,500.00
25 Total Administration:	\$661,030.84	\$735,089.19

Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
26	Salaries and Benefits	\$331,236.00	\$344,485.44
	Purchased Services (List Vendors Below)		
27	V - CI 1 Scholastic Software	\$72,000.00	\$55,000.00
28	V - CI 2 Middlebury foreign language program	\$39,150.00	\$39,150.00
29	V - CI 3 Plato or A+ (elearn component)	\$14,000.00	\$14,000.00
30	V - CI 4 Reading Inventory (reading diagnostic)	\$2,000.00	\$2,000.00
31	V - CI 5 Science	\$9,000.00	\$1,000.00
32	Supplies and Materials	\$3,500.00	\$1,000.00
33	Equipment		
	Other (List Below)		
34	Adjunct Teachers	\$108,000.00	\$118,800.00
35	Total Regular Classroom Instruction:	\$578,886.00	\$575,435.44
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
36	Salaries and Benefits	\$55,206.00	\$57,414.24
	Purchased Services (List Vendors Below)		
37	V - SE 1 _____		
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40	Special Ed Services	\$15,000.00	\$16,350.00
41	Total Special Education:	\$70,206.00	\$73,764.24
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
42	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
43	V - GT 1 _____		
44	Supplies and Materials		
45	Equipment		
	Other (List Below)		
46	_____		
47	Total Gifted and Talented Program:	\$0.00	\$0.00
Alternative Education Program/ Alternative Learning Environments:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
48	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
49	V - ALE 1 _____		
50	Supplies and Materials		
51	Equipment		
	Other (List Below)		
52	_____		
53	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00

English Language Learner Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
54	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
55	V - ELL 1 _____		
56	Supplies and Materials		
57	Equipment		
	Other (List Below)		
58	_____		
59	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
60	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
61	V - GS 1 _____		
62	Supplies and Materials		
63	Equipment		
	Other (List Below)		
64	_____		
65	Total Guidance Services:	\$0.00	\$0.00
Health Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
66	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
67	V - HS 1 _____		
68	Supplies and Materials		
69	Equipment		
	Other (List Below)		
70	_____		
71	Total Health Services:	\$0.00	\$0.00
Media Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
72	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
73	V - MS 1 _____		
74	Supplies and Materials		
75	Equipment		
	Other (List Below)		
76	_____		
77	Total Media Services:	\$0.00	\$0.00
Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
78	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
79	V - FS 1 _____		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	Accounting/Audit	\$10,000.00	\$10,100.00
83	Legal	\$2,500.00	\$2,525.00
84	Total Fiscal Services:	\$12,500.00	\$12,625.00

		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Maintenance and Operation:			
85	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
86	V - MO 1 Utilities are included in lease payment.		
87	Supplies and Materials		
88	Equipment		
	Other (List Below)		
89	Repairs & Maintenance	\$2,000.00	\$2,060.00
90	Total Maintenance and Operation:	\$2,000.00	\$2,060.00
Pupil Transportation:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
91	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
92	V - PT 1		
93	Supplies and Materials		
94	Equipment		
	Other (List Below)		
95	Goodwill Industries of Arkansas	\$25,000.00	\$40,000.00
96	Total Pupil Transportation:	\$25,000.00	\$40,000.00
Food Services:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
97	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
98	V - FD 1		
99	Supplies and Materials		
100	Equipment		
	Other (List Below)		
101			
102	Total Food Services:	\$0.00	\$0.00
Data Processing:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
103	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
104	V - DP 1		
105	Supplies and Materials		
106	Equipment		
	Other (List Below)		
107			
108	Total Data Processing:	\$0.00	\$0.00
Substitute Personnel:			
		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
109	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
110	V - SB 1		
111	Total Substitute Personnel:	\$0.00	\$0.00

Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
112	Lease/Purchase Contract for One Full Year	\$40,000.00	\$40,000.00
	Facility Upgrades (List Upgrades Below)		
113	_____	_____	_____
114	Property Insurance for One Full Year		
115	Content Insurance for One Full Year	\$20,000.00	\$20,500.00
116	Total Facilities:	\$60,000.00	\$60,500.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
117	_____	_____	_____
118	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
119	Janitorial	\$30,000.00	\$30,375.00
120	Security	\$35,000.00	\$35,525.00
121	Total Other Expenditures:	\$65,000.00	\$65,900.00
122	TOTAL EXPENDITURES:	\$1,474,622.84	\$1,565,373.87
123	NET REVENUE OVER EXPENDITURES:	(\$139,650.00)	(\$112,150.00)

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Goodwill Industries of Arkansas, Inc.

Lessee(Tenant): Goodwill Arkansas Education Initiatives, 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:

The facility is presently used for a Goodwill outlet store, a production warehouse, administrative offices, career services, adult education and job training programs.

Address of Premises: 7400 Scott Hamilton Drive
Little Rock, AR 72209

Square Footage: 587,000

Terms of Lease: three years, renewable

Rental Amount: \$40,000

Contingency: The terms of this agreement are contingent upon

Goodwill Arkansas Education Initiatives, Inc.

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Goodwill Arkansas Education Initiatives, Inc.

By: _____ Date _____

Lessor: Goodwill Industries of Arkansas, Inc.

By: _____ Date _____



City of Little Rock

Department of Planning and Development

723 West Markham Street
Little Rock, Arkansas 72201-1334
Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

**Planning
Zoning and
Subdivision**

July 12, 2016

Dustin Bonnema, Director of Facilities
Goodwill Industries of Arkansas
7400 Scott Hamilton
Little Rock, AR 72209

Re: 1110 West 7th Street

Dear Mr. Bonnema:

The property located at 1110 W. 7th Street, Little Rock, Arkansas is zoned UU Urban Use district. An adult charter school is a permitted use in the UU zoning district. Use of the property for a school must comply with all other pertinent City Codes.

If additional information is needed, please contact me at 501-371-6817 or at dcarney@littlerock.org.

Sincerely,

Dana Carney, Zoning and Subdivision Manager

**2016 APPLICATION
ADULT EDUCATION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the adult education charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The adult education public charter school shall be open to all students ages nineteen (19) or older, who have not earned a high school diploma and has failed to complete the requirements for high school graduation, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic, except as follows: the adult education public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools.
3. The adult education charter school shall hold an annual public lottery, followed with notifying each applicant of enrollment status. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the adult education public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The adult education public charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state statutes or regulations governing public schools not waived by the approved charter.
6. The adult education public charter school shall not use the monies that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, adult education public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an adult education public charter school shall ever become a debt of the State of Arkansas.

7. The adult education public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

8. The adult education public charter school shall not be religious in its operations or programmatic offerings.
9. The adult education public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the adult education public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The adult education public charter school shall be reviewed for its potential impact on the efforts of a public 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.
12. The adult education public charter school shall comply with all health and safety laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The adult education public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. The sponsoring entity pledges to commit at least one million dollars (\$1,000,000) to the adult education charter school with up to twenty-five percent (25%) of the commitment allowed to be in-kind. This pledge remains for the life of the charter.
16. Should the adult education public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the adult education public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the adult education public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the adult education public charter school or upon nonrenewal or revocation of the charter, all net assets of the adult education public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the adult education public charter school. If the adult education public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the adult education public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

8/3/2016

Date



Printed Name

Name of Individual with Prior Charter Experience Stacey Hunter Schwartz, Ph.D.

Position with Proposed Charter School Director

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Exalt Academy of Southwest Little Roc,	Member of Board of Directors, Secretary of Board of Directors	Operating	613 West 83rd Street, Little Rock, AR 72209	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016

Name of Individual with Prior Charter Experience Kim Reier

Position with Proposed Charter Director of Network Development, Goodwill Education Initiatives

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
The Excel Center	Director of Network Development	Operating	1635 Michigan St. Indianapolis, IN 46222	http://www.doe.in.gov/accountability/find-school-and-corporation-data-reports

Position with Proposed Charter None (consultant for preparation of charter application)

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Jacksonville Lighthouse Charter School	Senior Vice President/ Superintendent	Operating	251 North First Street, Jacksonville, AR 72076	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016
Pine Bluff Lighthouse Charter School	Senior Vice President/ Superintendent	Operating	708 W 2nd Ave, Pine Bluff, AR 71601	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016
Capital City Lighthouse Charter School	Senior Vice President/ Superintendent	Operating	3901 Virginia Dr, North Little Rock, AR 72118	http://www.arkansased.gov/divisions/learning-services/student-assessment/test-scores/year?y=2016

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2014, or fiscal year beginning 07/01, 2014, and ending 06/30, 20 15

▶ Do not send to the IRS. Keep for your records.

▶ Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.

2014

Department of the Treasury
Internal Revenue Service

Name of exempt organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Name and title of officer

BRIAN ITZKOWITZ, PRESIDENT & CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than 1 line in Part I.

1a	Form 990 check here ▶	<input checked="" type="checkbox"/>	b	Total revenue, if any (Form 990, Part VIII, column (A), line 12) . . .	1b	<u>31454702.</u>
2a	Form 990-EZ check here ▶	<input type="checkbox"/>	b	Total revenue, if any (Form 990-EZ, line 9)	2b	
3a	Form 1120-POL check here ▶	<input type="checkbox"/>	b	Total tax (Form 1120-POL, line 22)	3b	
4a	Form 990-PF check here ▶	<input type="checkbox"/>	b	Tax based on investment income (Form 990-PF, Part VI, line 5),	4b	
5a	Form 8868 check here ▶	<input type="checkbox"/>	b	Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2014 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize BKD, LLP to enter my PIN

7	2	2	0	1
---	---	---	---	---

 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶

Date ▶ 10/08/2015

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

7	1	0	1	5	5	7	2	2	0	3
---	---	---	---	---	---	---	---	---	---	---

do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2014 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶

Date ▶

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

For Paperwork Reduction Act Notice, see back of form.

Return of Organization Exempt From Income Tax

2014

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

- Do not enter social security numbers on this form as it may be made public. Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2014 calendar year, or tax year beginning 07/01, 2014, and ending 06/30, 2015

B Check if applicable: X Address change. C Name of organization: GOODWILL INDUSTRIES OF ARKANSAS, INC. D Employer identification number: 71-0236903. E Telephone number: (501) 372-5100. G Gross receipts \$: 61,542,068. H(a) Is this a group return for subordinates? Yes No. H(b) Are all subordinates included? Yes No. I Tax-exempt status: X 501(c)(3). J Website: WWW.GOODWILLAR.ORG. K Form of organization: X Corporation. L Year of formation: 1927. M State of legal domicile: AR.

Part I Summary

Table with 3 columns: Description, Prior Year, Current Year. Rows include: 1-7a Summary, 8-12 Revenue, 13-19 Expenses, 20-22 Net Assets or Fund Balances.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here: Signature of officer BRIAN ITZKOWITZ, PRESIDENT & CEO. Date. Paid Preparer Use Only: Print/Type preparer's name AMBER SHERRILL, Preparer's signature, Date, Check self-employed, PTIN P00748683.

May the IRS discuss this return with the preparer shown above? (see instructions) X Yes

For Paperwork Reduction Act Notice, see the separate instructions. Form 990 (2014)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:

THE ORGANIZATION HELPS BUILD LIVES, FAMILIES, AND COMMUNITIES BY ASSISTING PEOPLE WITH DISABILITIES AND OTHER SPECIAL NEEDS REACH THEIR HIGHEST POTENTIAL THROUGH TRAINING, EDUCATION, AND EMPLOYMENT SERVICES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 18,403,043. including grants of \$) (Revenue \$ 29,969,283.)

ATTACHMENT 1

4b (Code:) (Expenses \$ 2,693,479. including grants of \$) (Revenue \$ 219,496.)

ATTACHMENT 2

4c (Code:) (Expenses \$ 636,513. including grants of \$) (Revenue \$ 150,741.)

GOODWILL'S TRANSITIONAL EMPLOYMENT OPPORTUNITY (TEO) PROGRAM OFFERS JOB READINESS TRAINING AND JOB PLACEMENT SERVICES FOR PEOPLE AFTER INCARCERATION TO HELP THEM FIND WORK, LAUNCH CAREERS, AND REBUILD LIVES. THROUGH THE TEO PROGRAM, GOODWILL OFFERS AN ENVIRONMENT THAT SUPPORTS INDIVIDUALS WHO ARE AT LEAST 18 YEARS OLD WITH NON-VIOLENT AND NON-SEXUAL CRIMINAL OFFENSES WHO WANT TO REINTEGRATE INTO THE COMMUNITY AND MAKE POSITIVE CONTRIBUTIONS.

4d Other program services (Describe in Schedule O.) ATTACHMENT 3 (Expenses \$ 78,635. including grants of \$) (Revenue \$ 26,764.)

4e Total program service expenses 21,811,670.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A.</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I.</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II.</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III.</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I.</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II.</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III.</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV.</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V.</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI.</i>	X	
b Did the organization report an amount for investments-other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII.</i>		X
c Did the organization report an amount for investments-program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII.</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX.</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X.</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X.</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII.</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional.</i>	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E.</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV.</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV.</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV.</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> (see instructions).		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II.</i>	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III.</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H.</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II.</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III.</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a.</i>		X
24b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
24c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
24d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I.</i>		X
25b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
28a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i>		X
28b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i>		X
28c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M.</i>	X	
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
35b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2.</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for question number, question text, and Yes/No response boxes. Includes questions 1a through 14b regarding IRS filings and tax compliance.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include 1a (18), 1b (18), 2, 3, 4, 5, 6, 7a, 7b, 8a, 8b, 9.

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include 10a, 10b, 11a, 11b, 12a, 12b, 12c, 13, 14, 15a, 15b, 16a, 16b.

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed AR,
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection.
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records:

GOODWILL INDUSTRIES OF AR, INC 7400 SCOTT HAMILTON DR LITTLE ROCK, AR 72209 501-372-5100

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII.

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) BRADLEY WALKER CHAIRPERSON	2.00 0	X		X				0	0	0
(2) MITCH CHANDLER VICE CHAIR	2.00 0	X		X				0	0	0
(3) TED DARRAGH SECRETARY	2.00 0	X		X				0	0	0
(4) TONY THOMAS TREASURER	2.00 0	X		X				0	0	0
(5) DOUGLAS JACKSON IMMEDIATE PAST CHAIR	2.00 0	X		X				0	0	0
(6) CHRIS AMSLER DIRECTOR	2.00 0	X						0	0	0
(7) MARGARET BATES DIRECTOR	2.00 0	X						0	0	0
(8) SERICIA COLE DIRECTOR	2.00 0	X						0	0	0
(9) WILLIAM D. GADDY DIRECTOR	2.00 0	X						0	0	0
(10) LESLIE HEIZMAN DIRECTOR	2.00 0	X						0	0	0
(11) CARRIE HARPER SMITH DIRECTOR	2.00 0	X						0	0	0
(12) ASHLEY JACKSON DIRECTOR	2.00 0	X						0	0	0
(13) DENISE LUFT DIRECTOR	2.00 0	X						0	0	0
(14) CAROL MILLER DIRECTOR	2.00 0	X						0	0	0

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
15) FRED PERKINS ----- DIRECTOR	2.00 ----- 0	X						0	0	0
16) SARAH DAY ----- DIRECTOR	2.00 ----- 0	X						0	0	0
17) ERIC TATE ----- DIRECTOR	2.00 ----- 0	X						0	0	0
18) JOE QUINN ----- DIRECTOR	2.00 ----- 0	X						0	0	0
19) BRIAN ITZKOWITZ ----- PRESIDENT & CEO	50.00 ----- 0			X				308,129.	0	48,664.
20) BRIAN MARSH ----- CHIEF OPERATING OFFICER	50.00 ----- 0			X				178,900.	0	1,961.
21) SYLVIA MURCHISON ----- CHIEF FINANCIAL OFFICER	50.00 ----- 0			X				128,953.	0	12,760.
22) LEISA WAMSLEY ----- VICE PRESIDENT, DONATED GOODS	50.00 ----- 0					X		123,450.	0	13,272.
23) STACI CROOM-RALEY ----- VICE PRESIDENT, WORKFORCE DEVE	50.00 ----- 0					X		109,249.	0	7,804.
1b Sub-total								0	0	0
c Total from continuation sheets to Part VII, Section A								848,681.	0	84,461.
d Total (add lines 1b and 1c)								848,681.	0	84,461.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 5

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII. X

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a						
	b Membership dues	1b						
	c Fundraising events	1c	96,400.					
	d Related organizations	1d						
	e Government grants (contributions)	1e	161,513.					
	f All other contributions, gifts, grants, and similar amounts not included above	1f	30,805,271.					
	g Noncash contributions included in lines 1a-1f: \$		30,495,298.					
	h Total. Add lines 1a-1f			31,063,184.				
	Program Service Revenue	2a _____	Business Code					
b _____								
c _____								
d _____								
e _____								
f All other program service revenue								
g Total. Add lines 2a-2f				0				
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts).			53,326.			53,326.	
	4 Income from investment of tax-exempt bond proceeds			0				
	5 Royalties			0				
	6a Gross rents	(i) Real	169,648.					
		(ii) Personal						
		b Less: rental expenses		42,457.				
		c Rental income or (loss)		127,191.				
	d Net rental income or (loss)				127,191.	19,898.	107,293.	
	7a Gross amount from sales of assets other than inventory	(i) Securities						
		(ii) Other						
		b Less: cost or other basis and sales expenses		41,738.				
		c Gain or (loss)		-41,738.				
	d Net gain or (loss)				-41,738.		-41,738.	
	8a Gross income from fundraising events (not including \$ 96,400. of contributions reported on line 1c). See Part IV, line 18	a		ATCH 4				
b Less: direct expenses		b						
c Net income or (loss) from fundraising events.			ATCH 5					
9a Gross income from gaming activities. See Part IV, line 19	a							
	b Less: direct expenses	b						
	c Net income or (loss) from gaming activities.			0				
10a Gross sales of inventory, less returns and allowances	a							
	b Less: cost of goods sold	b						
	c Net income or (loss) from sales of inventory.			0				
Miscellaneous Revenue		Business Code						
11a _____								
b _____								
c _____								
d All other revenue		900099		273,514.			273,514.	
e Total. Add lines 11a-11d				273,514.				
12 Total revenue. See instructions				31,454,702.		19,898.	371,620.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21	0			
2 Grants and other assistance to domestic individuals. See Part IV, line 22	0			
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16	0			
4 Benefits paid to or for members	0			
5 Compensation of current officers, directors, trustees, and key employees	631,112.		631,112.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0			
7 Other salaries and wages	13,430,856.	12,055,229.	1,375,627.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	477,819.	428,879.	48,940.	
9 Other employee benefits	1,068,823.	959,351.	109,472.	
10 Payroll taxes	1,038,484.	932,119.	106,365.	
11 Fees for services (non-employees):				
a Management	0			
b Legal	71,222.	63,927.	7,295.	
c Accounting	42,833.	38,446.	4,387.	
d Lobbying	0			
e Professional fundraising services. See Part IV, line 17.	0			
f Investment management fees	0			
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	398,296.	357,501.	40,795.	
12 Advertising and promotion	92,659.	39,348.	4,103.	49,208.
13 Office expenses	1,058,067.	949,697.	108,370.	
14 Information technology	0			
15 Royalties	0			
16 Occupancy	3,736,936.	3,354,188.	382,748.	
17 Travel	208,912.	187,515.	21,397.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials	0			
19 Conferences, conventions, and meetings	43,191.	38,767.	4,424.	
20 Interest	0			
21 Payments to affiliates	0			
22 Depreciation, depletion, and amortization	1,268,330.	1,138,424.	129,906.	
23 Insurance	290,277.	260,546.	29,731.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a SUPPLIES -----	603,241.	541,455.	61,786.	
b DUES & SUBSCRIPTIONS -----	210,587.	189,018.	21,569.	
c REPAIRS & MAINTENANCE -----	113,761.	102,109.	11,652.	
d -----				
e All other expenses -----	195,138.	175,151.	19,987.	
25 Total functional expenses. Add lines 1 through 24e	24,980,544.	21,811,670.	3,119,666.	49,208.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)	0			

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year	
Assets	1 Cash - non-interest-bearing	9,732,607.	1	10,198,336.	
	2 Savings and temporary cash investments	897,371.	2	810,980.	
	3 Pledges and grants receivable, net	0	3	0	
	4 Accounts receivable, net	190,460.	4	230,515.	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L	0	5	0	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L	0	6	0	
	7 Notes and loans receivable, net	0	7	0	
	8 Inventories for sale or use	1,972,326.	8	2,503,509.	
	9 Prepaid expenses and deferred charges	305,670.	9	520,166.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 33,286,999.			
	b Less: accumulated depreciation	10b 6,332,215.	22,630,313.	10c	26,954,784.
	11 Investments - publicly traded securities	2,855,233.	11	2,910,805.	
	12 Investments - other securities. See Part IV, line 11	0	12	0	
	13 Investments - program-related. See Part IV, line 11	0	13	0	
	14 Intangible assets	0	14	0	
	15 Other assets. See Part IV, line 11	0	15	0	
16 Total assets. Add lines 1 through 15 (must equal line 34)		38,583,980.	16	44,129,095.	
Liabilities	17 Accounts payable and accrued expenses	1,633,280.	17	1,014,929.	
	18 Grants payable	0	18	0	
	19 Deferred revenue	82,009.	19	70,014.	
	20 Tax-exempt bond liabilities	0	20	0	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D	0	21	0	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L	0	22	0	
	23 Secured mortgages and notes payable to unrelated third parties	4,450,766.	23	4,140,917.	
	24 Unsecured notes and loans payable to unrelated third parties	0	24	0	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	0	25	0	
	26 Total liabilities. Add lines 17 through 25		6,166,055.	26	5,225,860.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27 Unrestricted net assets	32,286,578.	27	38,823,546.	
	28 Temporarily restricted net assets	68,917.	28	17,259.	
	29 Permanently restricted net assets	62,430.	29	62,430.	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.				
	30 Capital stock or trust principal, or current funds		30		
	31 Paid-in or capital surplus, or land, building, or equipment fund		31		
	32 Retained earnings, endowment, accumulated income, or other funds		32		
	33 Total net assets or fund balances	32,417,925.	33	38,903,235.	
34 Total liabilities and net assets/fund balances		38,583,980.	34	44,129,095.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	31,454,702.
2	Total expenses (must equal Part IX, column (A), line 25)	2	24,980,544.
3	Revenue less expenses. Subtract line 2 from line 1	3	6,474,158.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	32,417,925.
5	Net unrealized gains (losses) on investments	5	11,152.
6	Donated services and use of facilities	6	0
7	Investment expenses	7	0
8	Prior period adjustments	8	0
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	38,903,235.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1** Accounting method used to prepare the Form 990: Cash Accrual Other _____
 If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a** Were the organization's financial statements compiled or reviewed by an independent accountant?
 If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- b** Were the organization's financial statements audited by an independent accountant?
 If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- c** If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.
- 3a** As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b** If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.

	Yes	No
2a		X
2b	X	
2c	X	
3a	X	
3b	X	

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public Inspection

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3 % of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3 % of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
 - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Table with 7 columns: (a) 2010, (b) 2011, (c) 2012, (d) 2013, (e) 2014, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Tax revenues levied for the organization's benefit; 3 The value of services or facilities furnished by a governmental unit; 4 Total; 5 The portion of total contributions by each person; 6 Public support.

Section B. Total Support

Table with 7 columns: (a) 2010, (b) 2011, (c) 2012, (d) 2013, (e) 2014, (f) Total. Rows include: 7 Amounts from line 4; 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources; 9 Net income from unrelated business activities; 10 Other income; 11 Total support; 12 Gross receipts from related activities; 13 First five years.

Section C. Computation of Public Support Percentage

Table with 2 columns: Line number, Percentage. Rows include: 14 Public support percentage for 2014 (98.38%); 15 Public support percentage from 2013 Schedule A, Part II, line 14 (98.32%); 16a 33 1/3% support test - 2014 (checked); 16b 33 1/3% support test - 2013; 17a 10%-facts-and-circumstances test - 2014; 17b 10%-facts-and-circumstances test - 2013; 18 Private foundation.

Part III Support Schedule for Organizations Described in Section 509(a)(2)
 (Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II.
 If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b.						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f)).	15	%
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2014. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

b 33 1/3% support tests - 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer (b) below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>	3	

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (<i>see instructions</i>).			
2 Activities Test. Answer (a) and (b) below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>	2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8		
Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		
Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6		
7 <input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2014 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1 Distributable amount for 2014 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2014:			
a			
b			
c			
d			
e From 2013			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2014 distributable amount			
i Carryover from 2009 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2014 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2014 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 Excess distributions carryover to 2015. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c			
d Excess from 2013			
e Excess from 2014			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

ATTACHMENT 1

SCHEDULE A, PART II - OTHER INCOME

DESCRIPTION	2010	2011	2012	2013	2014	TOTAL
MISCELLANEOUS INCOME	190,173.	158,195.	230,801.	374,777.	273,513.	1,227,459.
TOTALS	<u>190,173.</u>	<u>158,195.</u>	<u>230,801.</u>	<u>374,777.</u>	<u>273,513.</u>	<u>1,227,459.</u>

Schedule of Contributors

2014

▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
 Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
--	---

Organization type (check one):

Filers of:

Section:

- Form 990 or 990-EZ 501(c)(3) (enter number) organization
- 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
- 527 political organization
- Form 990-PF 501(c)(3) exempt private foundation
- 4947(a)(1) nonexempt charitable trust treated as a private foundation
- 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3 % support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	VARIOUS CASH CONTRIBUTIONS UNDER 5K 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209	\$ 309,973.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	US DEPARTMENT OF HEALTH AND HUMAN SERV 200 INDEPENDENCE AVENUE, SW WASHINGTON, DC 20201	\$ 21,748.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	US DEPARTMENT OF EDUCATION 400 MARYLAND AVENUE SW WASHINGTON, DC 20202	\$ 128,804.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	BANK OF THE OZARKS 17901 CHENAL PKWY LITTLE ROCK, AR 72223	\$ 17,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	WINDSTREAM HOLDINGS, INC. 4001 RODNEY PARHAM ROAD LITTLE ROCK, AR 72212	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	COMFORT SYSTEMS 4806 RIXEY ROAD NORTH LITTLE ROCK, AR 72117	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	ARKANSAS BLUE CROSS AND BLUE SHIELD 601 SOUTH GAINES STREET LITTLE ROCK, AR 72201	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	OLEEN PINNACLE HEALTHCARE 6321 RANCH DRIVE, SUITE A LITTLE ROCK, AR 72223	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
9	SAGE PARTNERS 3425 N. FUTRALL DRIVE, SUITE 101 FAYETTEVILLE, AR 72703	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
10	THE HATCHER AGENCY 310 S. LOUISIANA STREET LITTLE ROCK, AR 72201	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
11	VARIOUS NONCASH CONTRIBUTIONS 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209	\$ 30,495,298.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
12	VARIOUS CASH CONTRIBUTIONS- FUND-RAISING 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209	\$ 33,900.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
13	U.S. DEPARTMENT OF AGRICULTURE ----- 1400 INDEPENDENCE AVE., S.W. ----- WASHINGTON, DC 20250 -----	\$ 10,961.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
11	BOOKS & PUBLICATIONS CLOTHING AND HOUSEHOLD ITEMS CARS AND VEHICLES	\$ 30,495,298.	VAR
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----
-----	-----	\$ -----	-----

Name of organization GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number
71-0236903

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	----- ----- -----	----- ----- -----	----- ----- -----

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
----- ----- -----	----- ----- -----

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

2014

Department of the Treasury Internal Revenue Service

Attach to Form 990.

Open to Public Inspection

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization

Employer identification number

GOODWILL INDUSTRIES OF ARKANSAS, INC.

71-0236903

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

Table with 3 columns: Line number, Description, (a) Donor advised funds, (b) Funds and other accounts. Includes rows for total number at end of year, aggregate value of contributions, grants, and end of year, and two questions about donor advisement.

Part II Conservation Easements.

Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

Table with 3 columns: Line number, Description, Held at the End of the Tax Year. Includes rows for purpose(s) of conservation easements, total number of easements, acreage, and number of easements on certified historic structures.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

Table with 3 columns: Line number, Description, Amount. Includes rows for works of art, historical treasures, or other similar assets held for public exhibition, education, or research.

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2014

JSA 4E1268 1.000

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
a Public exhibition
b Scholarly research
c Preservation for future generations
d Loan or exchange programs
e Other
4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?
b If "Yes," explain the arrangement in Part XIII and complete the following table:
Table with columns: Amount, 1c Beginning balance, 1d Additions during the year, 1e Distributions during the year, 1f Ending balance
2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?
b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

Table with 6 columns: (a) Current year, (b) Prior year, (c) Two years back, (d) Three years back, (e) Four years back. Rows include: 1a Beginning of year balance, b Contributions, c Net investment earnings, gains, and losses, d Grants or scholarships, e Other expenditures for facilities and programs, f Administrative expenses, g End of year balance.

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
a Board designated or quasi-endowment %
b Permanent endowment %
c Temporarily restricted endowment %
The percentages in lines 2a, 2b, and 2c should equal 100%.

- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
(i) unrelated organizations
(ii) related organizations
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?
Table with columns: Yes, No. Rows: 3a(i), 3a(ii), 3b

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Table with 5 columns: (a) Cost or other basis (investment), (b) Cost or other basis (other), (c) Accumulated depreciation, (d) Book value. Rows include: 1a Land, b Buildings, c Leasehold improvements, d Equipment, e Other, Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other _____		
(A) _____		
(B) _____		
(C) _____		
(D) _____		
(E) _____		
(F) _____		
(G) _____		
(H) _____		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶		

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	31,542,199.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a 11,152.		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d 76,345.		
e	Add lines 2a through 2d		2e	87,497.
3	Subtract line 2e from line 1		3	31,454,702.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	31,454,702.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	25,056,889.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d 76,345.		
e	Add lines 2a through 2d		2e	76,345.
3	Subtract line 2e from line 1		3	24,980,544.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	24,980,544.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

SEE PAGE 5

Part XIII Supplemental Information (continued)

FORM 990, SCHEDULE D, PART X, LINE 2

THE ORGANIZATION IS EXEMPT FROM INCOME TAXES UNDER SECTION 501 OF THE INTERNAL REVENUE CODE AND A SIMILAR PROVISION OF STATE LAW. HOWEVER, THE ORGANIZATION IS SUBJECT TO FEDERAL INCOME TAX ON UNRELATED BUSINESS TAXABLE INCOME.

THE ORGANIZATION FILES TAX-EXEMPT RETURNS IN THE U.S. FEDERAL JURISDICTION. THE ORGANIZATION IS NOT SUBJECT TO U.S. FEDERAL TAX EXAMINATIONS BY TAX AUTHORITIES FOR YEARS BEFORE 2012.

FORM 990, SCHEDULE D, PART XI, LINE 2D

RENT EXPENSES	\$42,457
FUND-RAISING EXPENSES	\$33,888
=====	
TOTAL EXPENSES	\$76,345

FORM 990, SCHEDULE D, PART XII, LINE 2D

RENT EXPENSES	\$42,457
FUND-RAISING EXPENSES	\$33,888
=====	
TOTAL EXPENSES	\$76,345

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events
		LUNCHEON (event type)	5K RACE (event type)	3. (total number)	(add col. (a) through col. (c))
Revenue	1 Gross receipts	85,910.	16,699.	6,904.	109,513.
	2 Less: Contributions	84,900.	11,500.		96,400.
	3 Gross income (line 1 minus line 2)	1,010.	5,199.	6,904.	13,113.
Direct Expenses	4 Cash prizes	1,000.			1,000.
	5 Noncash prizes	748.	899.		1,647.
	6 Rent/facility costs	2,097.	1,313.		3,410.
	7 Food and beverages	8,307.			8,307.
	8 Entertainment				
	9 Other direct expenses	10,859.	4,695.	3,970.	19,524.
	10 Direct expense summary. Add lines 4 through 9 in column (d)				33,888.
	11 Net income summary. Subtract line 10 from line 3, column (d)				-20,775.

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1 Gross revenue				
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
	7 Direct expense summary. Add lines 2 through 5 in column (d)				
	8 Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____
a Is the organization licensed to conduct gaming activities in each of these states? Yes No
b If "No," explain: _____

10 a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
b If "Yes," explain: _____

- 11 Does the organization conduct gaming activities with nonmembers? Yes No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No
- 13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13a	%
b An outside facility	13b	%
- 14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

- 15 a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No
- b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.
- c If "Yes," enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

- Director/officer Employee Independent contractor

17 Mandatory distributions:

- a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No
- b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanation required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

**Open to Public
Inspection**

Name of the organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|---|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input checked="" type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Compensation committee | <input checked="" type="checkbox"/> Written employment contract |
| <input checked="" type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input checked="" type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment? **4a** Yes No
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan? **4b** Yes No
- c** Participate in, or receive payment from, an equity-based compensation arrangement? **4c** Yes No
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization? **5a** Yes No
- b** Any related organization? **5b** Yes No
- If "Yes" to line 5a or 5b, describe in Part III.

6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization? **6a** Yes No
- b** Any related organization? **6b** Yes No
- If "Yes" to line 6a or 6b, describe in Part III.

7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If "Yes," describe in Part III **7** Yes No

8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III **8** Yes No

9 If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? **9** Yes No

	Yes	No
1b	X	
2	X	
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2014

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

	(A) Name and Title	(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred in prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
	BRIAN ITZKOWITZ							
1	PRESIDENT & CEO	231,602.	70,000.	6,527.	33,061.	15,603.	356,793.	0
	BRIAN MARSH	152,601.	22,273.	4,026.	1,076.	885.	180,861.	0
2	CHIEF OPERATING OFFICER	0	0	0	0	0	0	0
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

Part III Supplemental Information

Complete this part to provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE J, PART I, LINE 1A

TAXABLE HOLIDAY GIFT FOR ALL ELIGIBLE EMPLOYEES. TAXABLE TRANSPORTATION

FRINGE BENEFIT FOR BRIAN ITZKOWITZ, LEISA WAMSLEY, FRANCY FORD, CEDRIC

HORTON, WILLIAM PHILLIPS.

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No. 1545-0047

2014

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Inspection**

Department of the Treasury
Internal Revenue Service

- ▶ Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.
- ▶ Attach to Form 990.
- ▶ Information about Schedule M (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number

71-0236903

Part I Types of Property

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art - Works of art				
2 Art - Historical treasures				
3 Art - Fractional interests				
4 Books and publications	X		1,348,285.	FMV
5 Clothing and household goods	X		28,613,608.	FMV
6 Cars and other vehicles	X	8.	7,390.	FMV
7 Boats and planes				
8 Intellectual property				
9 Securities - Publicly traded				
10 Securities - Closely held stock				
11 Securities - Partnership, LLC, or trust interests				
12 Securities - Miscellaneous				
13 Qualified conservation contribution - Historic structures				
14 Qualified conservation contribution - Other				
15 Real estate - Residential				
16 Real estate - Commercial				
17 Real estate - Other				
18 Collectibles				
19 Food inventory				
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ▶(_____)				
26 Other ▶(_____)				
27 Other ▶(_____)				
28 Other ▶(_____)				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement **29**

	Yes	No
30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which is not required to be used for exempt purposes for the entire holding period?		X
b If "Yes," describe the arrangement in Part II.		
31 Does the organization have a gift acceptance policy that requires the review of any non-standard contributions?		X
32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?		X
b If "Yes," describe in Part II.		
33 If the organization did not report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.		

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule M (Form 990) (2014)

JSA

4E1298 1.000

Part II **Supplemental Information.** Complete this part to provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

FORM 990, SCHEDULE M, PART I, LINE 6

COLUMN B REPRESENTS THE NUMBER OF ITEMS CONTRIBUTED.

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

OMB No. 1545-0047

2014

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Department of the Treasury
Internal Revenue Service

**Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.**

Name of the organization

Employer identification number

GOODWILL INDUSTRIES OF ARKANSAS, INC.

71-0236903

FORM 990, PAGE 1, ITEM G

GROSS RECEIPTS OF \$61,542,068 INCLUDES THE FOLLOWING FROM FORM 990, PART
VIII:

INVENTORY COST OF GOODS SOLD RELATED TO

TOTAL REVENUE (COLUMN A) 31,454,702

DONATED GOODS FROM THE PUBLIC 29,969,283

RENTAL EXPENSE INCLUDED IN STMT OF REVENUE 42,457

COST OF ASSETS SOLD/DISPOSED INCLUDED IN STMT OF REVENUE 41,738

DIRECT FUNDRAISING EXPENSES INCLUDED IN STMT OF REVENUE 33,888

GROSS RECEIPTS - FORM 990, PAGE 1, ITEM G 61,542,068

FORM 990, PART III, LINE 4D

THE ASSESSMENT PROGRAM IS THE ENTRY POINT FOR ALL PERSONS WITH
DISABILITIES TO ENTER A GOODWILL TRAINING PROGRAM. THIS 10-DAY PROGRAM
ALLOWS GOODWILL'S TRAINED STAFF THE OPPORTUNITY TO GET TO KNOW EACH
INDIVIDUAL. STAFF WORK WITH INDIVIDUALS TO DETERMINE INTEREST, SKILLS,
ABILITIES, AND ANY BARRIERS TO SUCCESSFUL EMPLOYMENT. BASED ON THE
INDIVIDUAL'S DESIRES FOR EMPLOYMENT, THE STAFF WORK WITH THEM TO DEFINE
AN EMPLOYMENT PLAN THAT DETAILS THE ACTIVITIES, GOALS, AND DESIRED
OUTCOMES FROM THE SERVICES PROVIDED BY GOODWILL. WHETHER THE INDIVIDUAL
IS LOOKING FOR PART-TIME OR FULL-TIME WORK, OR WHETHER HE OR SHE IS READY
FOR INDEPENDENT EMPLOYMENT OR NEEDS A JOB COACH, THE ASSESSMENT PROGRAM

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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ALLOWS THE INDIVIDUAL AND THE STAFF THE NECESSARY TIME TO DEVELOP TRAINING SCHEDULES, DEFINE SUPPORTIVE SERVICES NEEDED, AND PARTICIPATE IN DAILY WORK EXPERIENCES TO PREPARE THEM FOR FUTURE EMPLOYMENT OR COMMUNITY INVOLVEMENT.

FORM 990, PART VI, SECTION B, LINE 11B

THE FORM 990 IS REVIEWED BY THE ORGANIZATION'S CFO, PRESIDENT/CEO, AND FINANCE & AUDIT COMMITTEE. IT IS DISTRIBUTED TO THE BOARD OF DIRECTORS PRIOR TO FILING.

FORM 990, PART VI, SECTION B, LINE 12C

THE CONFLICT OF INTEREST POLICY IS ANNUALLY DISCUSSED AND REVIEWED AT BOARD MEETINGS. ALL BOARD MEMBERS COMPLETE A CONFLICT OF INTEREST DISCLOSURE STATEMENT ANNUALLY WHICH IS REVIEWED BY THE ORGANIZATION'S PRESIDENT/CEO.

FORM 990, PART VI, SECTION B, LINES 15A & 15B

THE PROCESS FOR DETERMINING COMPENSATION OF THE ORGANIZATION'S CEO & TOP MANAGEMENT OFFICIALS INCLUDES REVIEW & APPROVAL BY INDEPENDENT PERSONS. IN 2014, THE COMPENSATION COMMITTEE OF THE BOARD OF DIRECTORS PERFORMED A COMPENSATION REVIEW USING DATA FROM AN ANNUAL SURVEY CONDUCTED BY A THIRD PARTY. OTHER OFFICERS' COMPENSATION IS CURRENTLY UNDER REVIEW BY A THIRD PARTY.

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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FORM 990, PART VI, SECTION C, LINE 19

THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON REQUEST.

ATTACHMENT 1

FORM 990, PART III - PROGRAM SERVICE, LINE 4A

GOODWILL'S MISSION IS PRIMARILY SUPPORTED BY REVENUE FROM THE COLLECTION AND SALE OF DONATED GOODS IN OUR 39 LOCATIONS ACROSS THE STATE. OVER HALF OF OUR LOCATIONS HAVE ONSITE CAREER COACHES TO ASSIST ANYONE WITH FINDING THEIR NEXT GREAT JOB. GOODWILL HAS HELPED THOUSANDS OF PEOPLE WITH DISABILITIES AND DISADVANTAGES SECURE PART-TIME OR FULL-TIME EMPLOYMENT WITH EARNINGS THAT MEET OR EXCEED MINIMUM WAGE. OUR AVERAGE WAGE FOR PEOPLE PLACED IN JOBS IS \$9.50, BUT OUR SALARIES FOR PERSONS PLACED IN JOBS RANGE FROM \$7.50 PER HOUR TO \$80,000 ANNUALLY. GOODWILL IS A CARF ACCREDITED ORGANIZATION, AND THE FIRST SERVICE PROGRAM, DESIGNED TO SERVE INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES WAS ALSO THE FIRST TO RECEIVE CARF NATIONAL CERTIFICATION. OUR ORGANIZATION SUPPORTS OVER 14 DIFFERENT PROGRAMS ACROSS THE STATE OF ARKANSAS. THESE PROGRAMS RANGE FROM YOUTH AND FAMILY SERVICES TO REENTRY AND SUPPORT SERVICES FOR JOB SEEKERS, AND HAVE CHANGED THE LIVES OF THOUSANDS OF ARKANSANS EACH YEAR.

ATTACHMENT 2

FORM 990, PART III - PROGRAM SERVICE, LINE 4B

IN 2015, GOODWILL SERVED 17,245 PEOPLE AND PLACED 4,751 PEOPLE IN EMPLOYMENT. THIS REPRESENTS A 40% INCREASE IN PERSONS SERVED OVER

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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ATTACHMENT 2 (CONT'D)

2014 AND A 72% INCREASE IN PEOPLE PLACED IN JOBS OVER THE PRIOR YEAR. THE AMOUNT OF SERVICES PROVIDED STATEWIDE WAS OVER 145K, AN AVERAGE OF 8 DIRECT AND SUPPORTIVE SERVICES PER PERSON. OUR SPECIALTY PROGRAMS FROM PERSONS WITH DISABILITIES CONTINUE TO HAVE GREAT SUCCESS WITH JOB PLACEMENT AND RETENTION RATES ABOVE 90%, AND OUR TRANSITIONAL EMPLOYMENT PROGRAM HAS A 92% SUCCESS RATE. OUR NEW PROGRAMS INCLUDE YOUTH AND FAMILY SERVICES, FREE FINANCIAL COACHING, AND A TRADE SCHOOL ENTITLED, THE ACADEMY AT GOODWILL, WITH 10 COURSES LEADING TO A CERTIFICATION OR CREDENTIAL.

-THE WORK ACTIVITY PROGRAM PROVIDES INDIVIDUALS MORE TIME FOR JOB EXPERIENCE ACTIVITIES AND TRAINING AND SUPPORT FROM ON-THE-JOB COACHES ONCE THEY ARE EMPLOYED. THESE COACHES WORK ONE-ON-ONE WITH THE INDIVIDUAL AND SLOWLY DECREASE THEIR SUPPORT AS THE INDIVIDUAL BECOMES MORE INDEPENDENT AND CAPABLE OF HANDLING ALL OF THE JOB DUTIES SUCCESSFULLY, WITHOUT ASSISTANCE OR MONITORING. THE WORK ACTIVITY PROGRAM PROVIDES SOCIAL ACTIVITIES TO ENHANCE QUALITY OF LIFE FOR THOSE PERSONS WITH SIGNIFICANT DISABILITIES AND TO CONTINUALLY PROVIDE OPPORTUNITIES FOR COMMUNITY INTEGRATION, FOR INDIVIDUALS BEYOND TRADITIONAL WORKING AGE.

-THE HORIZON'S PROGRAM WAS CREATED AS GOODWILL REALIZED A COMMUNITY NEED TO SERVE YOUNG ADULTS WITH AUTISM SPECTRUM DISORDER. THIS NEW JOB TRAINING PROGRAM ALLOWS INDIVIDUALS TO

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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ATTACHMENT 2 (CONT'D)

IDENTIFY THEIR STRENGTHS, LEARN NEW SKILLS, AND PREPARE TO FIND A PRODUCTIVE NICHE IN THE WORKFORCE, IN THEIR COMMUNITIES. GOODWILL CARVES OUT OCCUPATIONAL PATHWAYS, EMPOWERS INDIVIDUALS, AND GIVES YOUNG ADULTS AND THEIR FAMILIES THE OPPORTUNITY TO ENJOY FULL AND PRODUCTIVE LIVES.

ATTACHMENT 3FORM 990, PART III, LINE 4D - OTHER PROGRAM SERVICES

<u>DESCRIPTION</u>	<u>GRANTS</u>	<u>EXPENSES</u>	<u>REVENUE</u>
ASSESSMENT PROGRAM		78,635.	26,764.
TOTALS		<u>78,635.</u>	<u>26,764.</u>

ATTACHMENT 4FORM 990, PART VIII - EXCLUDED CONTRIBUTIONS

<u>DESCRIPTION</u>	<u>AMOUNT</u>
LUNCHEON	84,900.
5K RACE	11,500.
OTHER EVENTS	
TOTAL	<u>96,400.</u>

ATTACHMENT 5FORM 990, PART VIII - FUNDRAISING EVENTS

<u>DESCRIPTION</u>	<u>GROSS INCOME</u>	<u>DIRECT EXPENSES</u>	<u>NET INCOME</u>
LUNCHEON	1,010.	23,011.	-22,001.
5K RACE	5,199.	6,907.	-1,708.

Name of the organization GOODWILL INDUSTRIES OF ARKANSAS, INC.	Employer identification number 71-0236903
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ATTACHMENT 5 (CONT'D)

FORM 990, PART VIII - FUNDRAISING EVENTS

<u>DESCRIPTION</u>	<u>GROSS INCOME</u>	<u>DIRECT EXPENSES</u>	<u>NET INCOME</u>
OTHER EVENTS	6,904.	3,970.	2,934.
TOTALS	<u>13,113.</u>	<u>33,888.</u>	<u>-20,775.</u>

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

GOODWILL INDUSTRIES OF ARKANSAS, INC.

Employer identification number
71-0236903

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

▶ Attach to Form 990.

▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

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2014

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Part I Identification of Disregarded Entities Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(1)	(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)						
(2)						
(3)						
(4)						
(5)						
(6)						

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(1)	(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
							Yes	No
(1)	FRIENDS OF GOODWILL, INC. 7400 SCOTT HAMILTON DRIVE LITTLE ROCK, AR 72209 71-0521927	SUPPORT	AR	501(C)(3)	11A	GOODWILL	X	
(2)								
(3)								
(4)								
(5)								
(6)								
(7)								

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2014

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1)												
(2)												
(3)												
(4)												
(5)												
(6)												
(7)												

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
(7)									

Part V Transactions With Related Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VI Unrelated Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V - UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													
(9)													
(10)													
(11)													
(12)													
(13)													
(14)													
(15)													
(16)													

Part VII **Supplemental Information**

Complete this part to provide additional information for responses to questions on Schedule R (see instructions).

The Excel Center Model

Key Pillars:

Secondary-Level Education

- Accelerated pace of learning and credit attainment
- Instruction by both licensed instructors and tutoring by unlicensed resource staff
- Classroom instruction paired with online credit recovery
- Resource Area provides intensive support to students in need of additional assistance
- Credits can be earned for valid and relevant work experience
- Student testing used to measure student progress & postsecondary readiness

Postsecondary Education and Career Pathways

- Strong relationship with local community college provider
- Students able to enroll while still taking high school classes
- Dual credit course offerings available for students
- Students can work towards certificates and associates degrees
- Extensive preparation & follow along for students in college
- Partnering with industries to present career options for students for relevant postsecondary education plans

Coaching

- Goal to promote continued retention of students by addressing life barriers
- Students placed into cohorts and meet one-on-one with a coach
- Coaching addresses life skills, locating community resources, and creating future plans
- Proactive barrier removal for critical life / work issues
- Effective selection of coaches as a key barometer of success

Structures and practices for student success

- Flexible scheduling available to meet needs of working and busy adults
- Available transportation and easy access for non-driving students
- Child care provided for students with children
- Facility has sufficient space for a resource area, classrooms, cohort and one-on-one meeting spaces
- Mature learning environment: Student population is a mix of younger and older students

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

AUG 16 2016

Date:

Employer Identification Number:

81-3306959

DLN:

17053216317006

Contact Person:

MIKE M KERR

ID# 31611

Contact Telephone Number:

(877) 829-5500

GOODWILL ARKANSAS EDUCATION
INITIATIVES, INC.
C/O MR. BRIAN ITZKOWITZ
7400 SCOTT HAMILTON DRIVE, SUITE 50
LITTLE ROCK, AR 72209-3175

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990/990-EZ/990-N Required:

Yes

Effective Date of Exemption:

July 19, 2016

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947

GOODWILL ARKANSAS EDUCATION

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

7400 Scott Hamilton Drive
 Little Rock, AR 72209
 phone 501.372.5100
 fax 501.372.5112
 www.GoodwillAR.org

BOARD OF DIRECTORS

OFFICERS

Bradley Walker
Chairperson

Mitch Chandler
Vice Chair

Ted Darragh, III
Secretary

Tony Thomas
Treasurer

Douglas Jackson
Past Chair

Brian Itzkowitz
President & CEO

DIRECTORS

Chris Amsler
 Margaret Bates
 Sericia Cole

Sarah Day
 William D. Gaddy
 Leslie Heizman
 Ashley Jackson

Denise Luft
 Fred Perkins
 Carrie Harper Smith
 Eric Tate
 Joe Quinn

Emeritus Members

Frank Lyon, Jr.
 Ed Penick, Jr.

September 4, 2015

This memorandum of understanding (MOU), between **Goodwill Industries of Arkansas, Inc. (Goodwill)** and **Pulaski Technical College (PTC)**, is for the purpose of helping Arkansans reach their highest potential through training, education, and employment services.

This MOU shall become effective on _____ and will continue in effect unless it is modified or terminated.

- **Modification:** This MOU may be modified with the approval of all / both parties, provided all / both parties sign the revised agreement. A modification request must be presented in writing at a minimum of thirty days prior to effective date.
- **Termination:** Any party may terminate its participation in this MOU without cause by providing thirty day written notice to terminate to the other party(ies).

Goodwill agree(s) to:

- Provide individualized employment service strategies for qualifying PTC students.
- Refer persons to PTC who are seeking educational and training services that are not currently provided by Goodwill.
- Consider grant applications identified by Goodwill as being beneficial to both organizations.

PTC agree(s) to:

- Provide retention, graduation, and placement information for Goodwill referrals for all students who have signed appropriate release of information approval forms.
- Refer persons to Goodwill who are seeking educational, training, and career services that are not currently provided by PTC.
- Consider grant applications identified by PTC as being beneficial to both organizations.

NON-DISCRIMINATION: All / both parties agree to comply with all Federal and State statues that prohibit discrimination. The parties certify that all persons employed by and qualifying customers, served by all / both parties, shall be treated equally without regard to race, color, religion, sex, national origin, age, disability, marital status, ancestry, genetic information, political affiliation, or linguistics characteristics common to a specific ethnic group.

AUTHORITY: The individuals signing below have the authority to commit the party they represent to the terms of this MOU and do so commit by signing. This agreement is not in effect until it is signed by representatives of all / both parties.

Pulaski Technical College



By: Dr. Margaret Ellibee

Title: President

Date: 9-8- 2015

Goodwill Industries of Arkansas, Inc.



By: Brian Itzkowitz

Title: President and CEO

Date: Sept. 4, 2015



Excel Center - Anderson

2015 Annual Performance Report

Excel Center - Anderson, Anderson 9750

Indicator	Corporation Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
Student Enrollment	326	356	339	347	1,046,026
Non-Waiver Grad Rate	21.2	15.6	29.9		82.74
College and Career Readiness Rate	21.4	54.5	N/A		
Percentage of Career and Technical Diplomas		9.1	10.3		1.4
Number of Certified Teachers	21	22	16		63,167
Number of National Board Certified Teachers	0	0	0		192
Total Expenditure Per Pupil Three Year Average	\$7,741	\$3,700	\$7,088		\$11,052
Percent Academic Achievement Expenditures	23.1	28.7	27.3		48.7
Percent Instructional Support Expenditures	32.4	39.2	49.9		8.2
Percent Overhead and Operations Expenditures	16.6	6.5	8.3		23.2
Percent Non-Operating Expenditures	27.9	25.6	14.5		19.9
Percent of Students in Special Education	8.3	9.3	8.3		14.9
Percent of Students in Gifted and Talented Education	0.0	0.0	0.0		14.4
Percent of Students Receiving Free or Reduced Price Lunches	80.1	69.1	58.4		49.2
Percent of Limited English Proficiency Students	3.1	3.4	14.8		5.5
Intra District Mobility	0	0	0		0.5
Inter District Mobility	7.8	6.8	5.6		11.5

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

*** Suppressed

Excel Center - Anderson

2015 Annual Performance Report

The Excel Center - Anderson, Anderson 4904

Indicator	School Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
A-F Accountability Grade		F	B		
Student Enrollment	326	356	339	347	1,046,026
Percent Passing ECA Math Standard	91.2	81.3	88.6		68.9
Percent Passing ECA English Language Arts Standard	64.2	72.3	64.5		77.9
Percent of Graduates Who Have Passed Both ECA Standards	21.15	15.63	29.90		82.75
Percent of Graduates Granted Waivers for the ECA	21.4	9.1	0.0		7.1
Number of International Baccalaureate Diplomas		0	0		657
SAT Average Score for Graduating Class	***	***	***		987.6
Percent of 12th Graders Taking SAT	***	***	***		45.9
Percent Core 40 with Honors Diploma		9.1	10.3		37.2
Percent Core 40 Diploma		100.0	96.6		87.1
Percent of Graduates Pursuing College	59.6	56.4	55.3		78.3
Pupil Enrollment to Certified Employee Ratio	15	21	24		13
Graduation Rate	26.9	17.2	29.9		88.9
Attendance Rate	80.1	86.4	84.6		95.8
Number of Students with More Than 10 Unexcused Days Absent	357	311	325		71,716
Number of Students absent greater than 10% of School Year	236	185	219		79,014
Number of Students Retained in the 9th Grade	2	9	2		886
Number of Students Who Have Dropped Out	19	29	48		3,607

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed

Excel Center for Adult Learners

2015 Annual Performance Report

Excel Center for Adult Learners, Indianapolis 9910

Indicator	Corporation Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
Student Enrollment	1,222	1,368	1,348	1,268	1,046,026
Non-Waiver Grad Rate	15.7	15.6	16.2		82.74
College and Career Readiness Rate	28.6	35.8	N/A		
Percentage of Career and Technical Diplomas		3.0	2.3		1.4
Number of Certified Teachers	55	60	70		63,167
Number of National Board Certified Teachers	0	0	0		192
Total Expenditure Per Pupil Three Year Average	\$7,635	\$5,221	\$6,408		\$11,052
Percent Academic Achievement Expenditures	26.6	29.6	32.1		48.7
Percent Instructional Support Expenditures	38.4	48.8	46.2		8.2
Percent Overhead and Operations Expenditures	18.3	9	8.5		23.2
Percent Non-Operating Expenditures	16.7	12.5	13.2		19.9
Percent of Students in Special Education	9.1	6.7	6.4		14.9
Percent of Students in Gifted and Talented Education	0.1	0.0	0.0		14.4
Percent of Students Receiving Free or Reduced Price Lunches	74.5	77.6	83.8		49.2
Percent of Limited English Proficiency Students	12.3	14.8	19.1		5.5
Intra District Mobility	0	0	0		0.5
Inter District Mobility	6.7	7.4	8.6		11.5

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

*** Suppressed

Excel Center for Adult Learners

2015 Annual Performance Report

Excel Center For Adult Learners, Indianapolis 5669

Indicator	School Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
A-F Accountability Grade	F	F	A		
Student Enrollment	1,222	1,368	1,348	1,268	1,046,026
Percent Passing ECA Math Standard	71.2	79.5	81.5		68.9
Percent Passing ECA English Language Arts Standard	40.7	57.3	60.6		77.9
Percent of Graduates Who Have Passed Both ECA Standards	15.72	15.61	16.19		82.75
Percent of Graduates Granted Waivers for the ECA	10.7	11.9	15.9		7.1
Number of International Baccalaureate Diplomas	0	0	0		657
Percent of 12th Graders Taking SAT	***	***	***		45.9
Percent Core 40 with Honors Diploma		3.0	2.3		37.2
Percent Core 40 Diploma		92.5	90.9		87.1
Percent of Graduates Pursuing College	67.7	62.3	59.9		78.3
Pupil Enrollment to Certified Employee Ratio	28	24	22		13
Graduation Rate	17.6	17.7	19.3		88.9
Attendance Rate	86.2	89.8	88.3		95.8
Number of Students with More Than 10 Unexcused Days Absent	1,012	802	963		71,716
Number of Students absent greater than 10% of School Year	683	465	549		79,014
Number of Students Retained in the 9th Grade	12	7	5		886
Number of Students Who Have Dropped Out	170	212	253		3,607
Number of Students Suspended	23	13	25		90,803
Number of Students Expelled	2	3	1		2,886
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	3	0	4		6,705
Number of Out of School Suspensions	23	13	28		108,934

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed

Excel Center - Lafayette

2015 Annual Performance Report

Excel Center - Lafayette, Lafayette 9345

Indicator	Corporation Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
Student Enrollment		329	287	295	1,046,026
Non-Waiver Grad Rate		***	19.8		82.74
College and Career Readiness Rate		40.0	N/A		
Number of Certified Teachers		16	15		63,167
Number of National Board Certified Teachers	0	0	0		192
Total Expenditure Per Pupil Three Year Average					\$11,052
Percent Academic Achievement Expenditures		17	23.4		48.7
Percent Instructional Support Expenditures		35.5	51.2		8.2
Percent Overhead and Operations Expenditures		7.9	11.2		23.2
Percent Non-Operating Expenditures		39.6	14.2		19.9
Percent of Students in Special Education		4.0	11.5		14.9
Percent of Students in Gifted and Talented Education		0.0	0.0		14.4
Percent of Students Receiving Free or Reduced Price Lunches		73.3	77.4		49.2
Percent of Limited English Proficiency Students		8.2	8.7		5.5
Intra District Mobility		0	0		0.5
Inter District Mobility		12.1	17.8		11.5

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

*** Suppressed

Excel Center - Lafayette

2015 Annual Performance Report

The Excel Center - Lafayette, Lafayette 8094

Indicator	School Results				State
	'12-'13	'13-'14	'14-'15	'15-'16	Total
A-F Accountability Grade			A		
Student Enrollment		329	287	295	1,046,026
Percent Passing ECA Math Standard		69.7	80.6		68.9
Percent Passing ECA English Language Arts Standard		85.7	65.5		77.9
Percent of Graduates Who Have Passed Both ECA Standards		***	19.81		82.75
Percent of Graduates Granted Waivers for the ECA		***	0.0		7.1
Number of International Baccalaureate Diplomas			0		657
SAT Average Score for Graduating Class		***	***		987.6
Percent of 12th Graders Taking SAT		***	***		45.9
Percent of Graduates Pursuing College		69.6	65.5		78.3
Pupil Enrollment to Certified Employee Ratio		27	19		13
Graduation Rate		10.4	19.8		88.9
Attendance Rate		77.1	72.5		95.8
Number of Students with More Than 10 Unexcused Days Absent		378	442		71,716
Number of Students absent greater than 10% of School Year	0	258	366		79,014
Number of Students Retained in the 9th Grade		1	3		886
Number of Students Who Have Dropped Out		11	38		3,607

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed

Summary Table of Excel Centers in Indiana										
Corp name	Sch ID	School Name	County	Model	Commission Category	Sch Grade 2015	Sch Grade 2014	Sch Grade 2013	Sch Grade 2012	Sch Grade 2011
Excel Center - Richmond	9012	Excel Center - Richmond	Wayne	AD	Charter Accredited	A				
Excel Center - Lafayette Square	5912	Excel Center - Lafayette Square	Marion	AD	Charter Accredited	B				
Excel Center - Lafayette	8094	Excel Center - Lafayette	Tippecano	AD	Charter Accredited	A				
Excel Center - Kokomo	2976	Excel Center - Kokomo	Howard	AD	Charter Accredited	A				
Excel Center - Anderson	4904	Excel Center - Anderson	Madison	AD	Charter Accredited	B	F			
Excel Center for Adult Learners	5669	Excel Center For Adult Learners	Marion	AD	Charter Accredited	A	F	F	F	C

<http://compass.doe.in.gov/search.aspx>

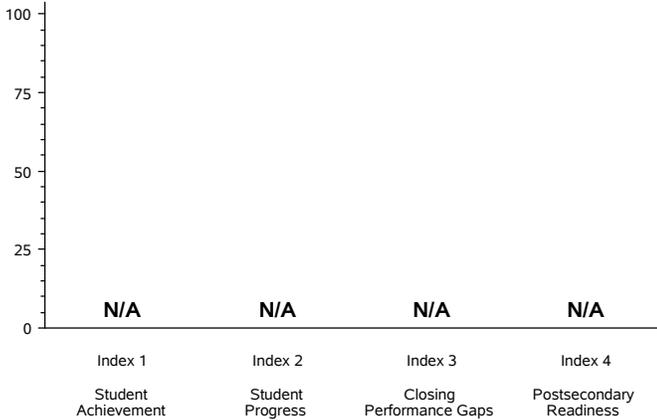
**Texas Education Agency
2014-15 School Report Card
THE EXCEL CENTER (FOR ADULTS) (227827001)**

District Name: **THE EXCEL CENTER (FOR ADULTS)**
Campus Type: **High School**

Total Students: **132**
Grade Span: **09 - 12**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Not Rated

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	-	-	95.9%
Enrollment by Race/Ethnicity			
African American	28.0%	28.0%	12.6%
Hispanic	59.1%	59.1%	52.0%
White	7.6%	7.6%	28.9%
American Indian	0.0%	0.0%	0.4%
Asian	1.5%	1.5%	3.9%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	3.8%	3.8%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	80.3%	80.3%	58.8%
English Language Learners	0.0%	0.0%	18.2%
Special Education	0.0%	0.0%	8.5%
Mobility Rate (2013-14)	-	-	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	3.4	3.4	17.2
Foreign Languages	1.0	1.0	18.9
Mathematics	5.2	5.2	18.1
Science	8.0	8.0	19.1
Social Studies	3.9	3.9	19.6

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	-	64.6%

There is no performance data for this school.

2015 ESEA DISTRICT REPORT

District: LITTLE ROCK SCHOOL DISTRICT
LEA: 6001000
Enrollment: 23363

Superintendent: DEXTER SUGGS
Attendance: 94.83
Poverty Rate: 74.90

Address: 810 W. MARKHAM ST.
Address: LITTLE ROCK, AR 72201
Phone: (501) 447-1000

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	13559	13918	97.42	13001	13333	97.51
Targeted Achievement Gap Group	10683	11011	97.02	10403	10700	97.22
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	9172	9361	97.98	8819	9016	97.81
Hispanic	1515	1633	92.77	1541	1622	95.01
White	2392	2437	98.15	2231	2274	98.11
Economically Disadvantaged	10328	10619	97.26	10063	10338	97.34
English Language Learners	1407	1528	92.08	1455	1536	94.73
Students with Disabilities	1604	1674	95.82	1438	1470	97.82

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	4370	12543	34.84	22.73
Targeted Achievement Gap Group	2491	9810	25.39	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2108	8426	25.02	10.77
Hispanic	375	1403	26.73	18.35
White	1601	2268	70.59	26.04
Economically Disadvantaged	2399	9493	25.27	17.63
English Language Learners	313	1312	23.86	7.64
Students with Disabilities	112	1455	7.70	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	2384	12123	19.67	13.95
Targeted Achievement Gap Group	1211	9650	12.55	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	864	8220	10.51	5.87
Hispanic	250	1405	17.79	12.10
White	1084	2118	51.18	17.14
Economically Disadvantaged	1139	9345	12.19	11.02
English Language Learners	224	1328	16.87	6.23
Students with Disabilities	96	1350	7.11	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	1287	1644	78.28	76.49	94.00
Targeted Achievement Gap Group	733	972	75.41	71.90	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	3913	4989	78.43	76.49	94.00
Targeted Achievement Gap Group	2127	2859	74.40	71.90	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	825	1076	76.67	74.35	
Hispanic	96	140	68.57	67.24	
White	294	347	84.73	84.69	
Economically Disadvantaged	705	935	75.40	72.09	
English Language Learners	56	83	67.47	58.33	
Students with Disabilities	114	142	80.28	73.41	

2015 ESEA DISTRICT REPORT

District: LITTLE ROCK SCHOOL DISTRICT
LEA: 6001000
Enrollment: 23363

Superintendent: DEXTER SUGGS
Attendance 94.83
Poverty Rate: 74.90

Address: 810 W. MARKHAM ST.
Address: LITTLE ROCK, AR 72201
Phone: (501) 447-1000

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

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

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

Number of enrolled students with completed PBA only: 537
Number of enrolled students with completed EOY only: 437

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016



The Excel Center[®]

WHAT IS IT?

WHY THIS MODEL?

WHY DOES IT WORK?

The Excel
Center

PURPOSE

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and post-secondary education while developing career paths that offer greater employment and career growth opportunities.

- Meet students “where they are”
- Navigate academic and non-academic barriers to success

HISTORY

The Excel Center started in fall 2010

- Opened 1 site with 300 students
 - 2,000 on a waiting list by January 2011
- With support from local charter authorizers, rapid expansion began in fall 2011, while improving the school model
- Created interest within the Goodwill movement due to mission alignment and a focus on better preparing people for economic self-sufficiency

HISTORY

Year	Schools	Total Students
2010	1 (Indianapolis)	300
2011	+2 (Indianapolis)	800
2012	+2 (Indianapolis)	1500
2013	+4 (Indianapolis)	3000
2014	+1 (GW Austin)	3500
2015	+2 (Indianapolis) +1 (GW Michiana) +1 (GW Memphis)	4100
2016	+2 (Indianapolis) +1 (GW Washington D.C.)	4700

1074



HISTORY

Excel Center Network started in 2013

Goodwill of Central Texas opened with 150 students in 2014

Graduated 43 students in June

Tripled in size to 500 students this fall

- Memphis Goodwill opened with 350 students in 2015
- Goodwill of Michiana (South Bend, IN) opened in September 2015 with nearly 300 students

IMPACTING ARKANSAS

- In 2015, Arkansas passed pilot legislation to allow for the creation of adult charter high schools
- Goodwill Industries of Arkansas sees The Excel Center as a means to fulfill its mission:

to change lives through education, training, and employment, and its vision that people in the communities it serves will have improved skills that provide long-term employment and a better standard of living.

THE PROBLEM

- 18% of Arkansas residents ages 18-64 do not have a high school diploma
 - 24,000 adults in Pulaski County, alone
- These individuals are unprepared to participate in the 21st century workforce
 - Children of a dropout are 50% more likely to dropout themselves
- GED is the only educational option for adults without a high school diploma

GED VERSUS DIPLOMA

Research on educational attainment turned up a surprising but well documented body of research

- Educational attainment
- Crime
- Health
- Drug and alcohol abuse
- Employment
- Poverty

Each issue influences the others

- Ex: As poverty increases, educational attainment decreases, crime increases, health decreases

PROPOSAL

- Provide adult the opportunity to earn a high school diploma through a proven model with a track record of effectiveness
- Supported by Goodwill, which has a track record of effectively working with target population
 - Served over 27,600 people in FY 2016
 - Placed over 4,600 people in jobs
 - Academy of Goodwill provides training and certifications
- Open with 125 students
- Housed at Goodwill's Resource Center

1079

THE BUILDING BLOCKS

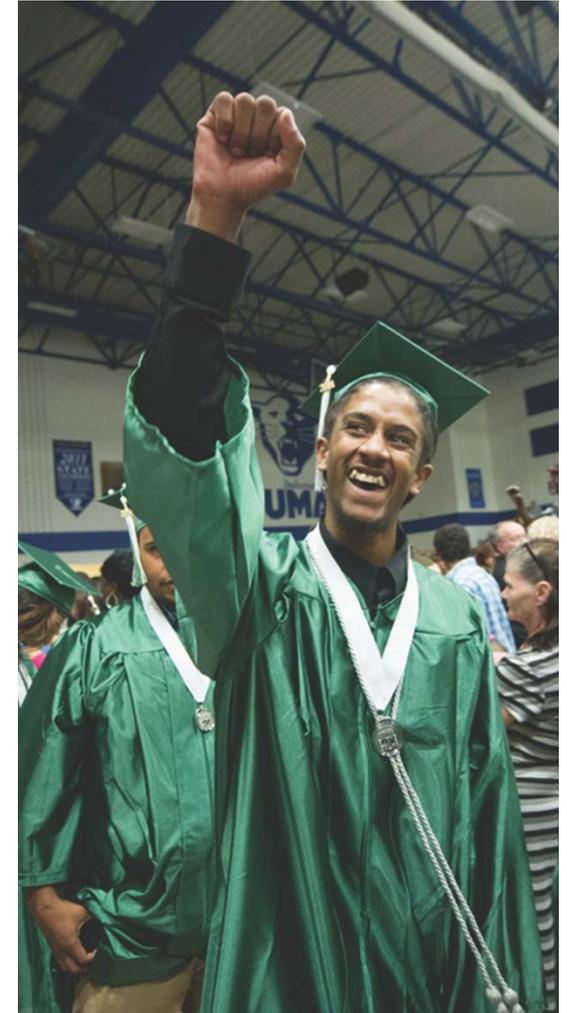
- Year-round schedule
- Classes in morning, afternoon and evening
- Free child drop-in centers and transportation assistance
- Life coaching and barrier removal
- Target is a rigorous high school diploma combined with dual credit or industry certification
- Focus is on qualifying them as “work-ready”



WHY THIS MODEL?

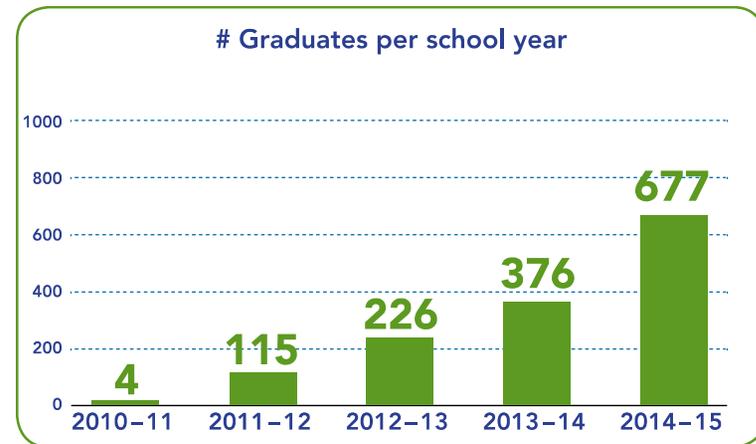
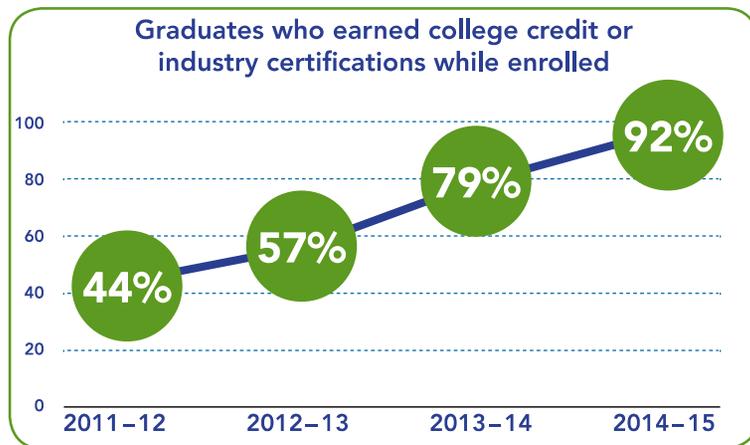
Diploma vs. high school equivalency

- Equivalency is generally less expensive
- Can be faster
- Commonly allowed and funded across all states
- Some states grant a diploma when equivalency tests are passed



DOES IT WORK– MEASURABLE ACTIVITIES

- Over 1,800 graduates
- Over 2,300 post secondary credentials earned by over 1,600 graduates



DOES IT WORK– MEASURABLE OUTCOMES

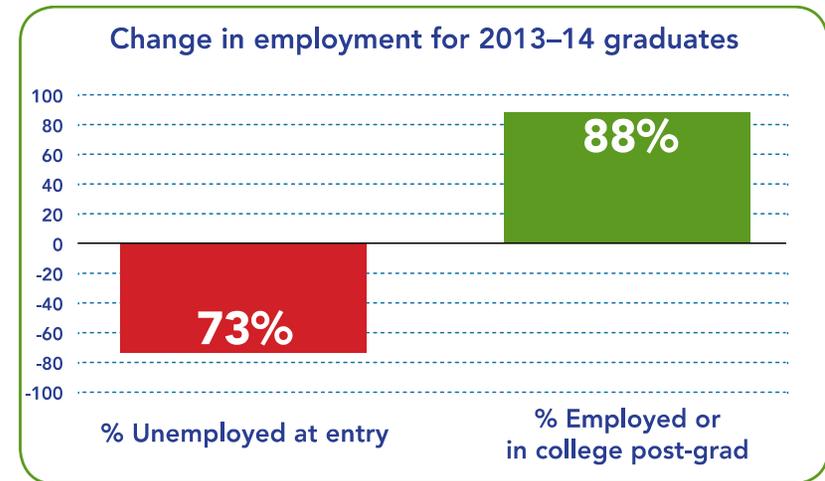
The activity outcomes are strong, but meaningless unless they lead to economic success

- Increased educational attainment and increased wages have a positive impact on all other social issues

Dr. Michael Hicks, Director of Center for Economic Research at Ball State University

- Performed impact study of Excel Center graduates from inception through June, 2013

Follow up analysis of 2013-14 graduates showed strong economic results



Excel Center Impact Analysis	Annualized Employment Effect	Average Annual Wage Growth	Total Benefit per Capita
Graduates	\$4,758	\$4,572	\$9,330
Non-Graduates	-\$2,021	\$2,856	\$835
Never Attended	-\$2,361	\$17	-\$2,344



WHY DOES IT WORK?

Relationships

- Life Coaches
- Extended class periods
- Key part of culture

Rigor

- Face to face instruction
- Accelerated pace

Relevance

- Early focus on what comes next
- Transition to connected coursework
- Work experiences





THANK YOU
QUESTIONS?

The Excel
Center.



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Dr. Harold Jeffcoat
Van Buren School District #42
2221 Pointer Trail East
Van Buren, AR 72956

**State Board
of Education**

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
River Valley Virtual Academy
District Conversion Charter School Application**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Dr. Jeffcoat:

Joe Black
Newport

On October 20, 2016, the Charter Authorizing Panel met and approved the application for River Valley Virtual Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

*An Equal
Opportunity
Employer*

River Valley Virtual Academy District Conversion Charter School Application

Motion

To approve the application with waiver changes

Barnes	Liwo	Saunders-M
Gotcher	Pfeffer-2	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			The opportunity for students with various educational needs will be accomplished in this platform. I am impressed with their leadership and their willingness to support students and families.
Lester	X			There is a need for this model in the district. It will provide an opportunity for a population to complete their education in a setting that is conducive to their individual needs. The strong points are the face-to-face interactions, field experiences, teacher support, and the Individual Learning Plans that this model provides for varied populations. With the knowledge that there will be continued internal discussions on capacity and demand, I have no concerns.
Liwo	X			RVVA will provide a new and flexible option for traditional students, home schooled students, home bound students, high school drop-outs uncomfortable with returning to a high school campus, and other at-risk students. Interest in RVVA's proposals has been expressed by the

				parents of homeschooled students. Devices will be provided to students who demonstrate a financial need for assistance. RVVA has taken into account the necessary socialization of students. To accomplish this, RRVA will offer integrated units of study, weekly face-to-face meetings with teachers, and study sessions. With regard to students' growth as a member of the community and introducing students to the workforce, RVVA will offer varied field experiences, internships, and community service projects. RVVA will provide transportation to field experiences etc. for students in need.
Pfeffer	X			The district has presented a well-developed plan to meet the needs of their school community and provide a quality education for students with varied needs.
Rogers	X			This is a good model moving forward to continue to meet the needs of the student population.
Saunders	X			This model would provide opportunities for the students the district is serving.
Smith	X			This is a good opportunity for serving your community and all students, including high school students that are at risk.
Coffman				Chair

Submitted by: Alexandra Boyd
Date: October 20, 2016

Arkansas River Valley Virtual School

School District: Van Buren

Grade Levels: K-12

Grade Levels and Maximum Enrollment by Year:

School Year	Grade Levels to be Served	Maximum Enrollment
2017-2018	4-8	125
2018-2019	3-9	175
2019-2020	2-10	225
2020-2021	1-11	275
2021-2022	K-12	325

Address of Proposed School: 821 Pointer Trail East, Van Buren, AR 72956

Mission Statement:

Arkansas River Valley Virtual Academy will offer personalized learning for students, blending a virtual curriculum with service opportunities and real world experiences. Partnering with families and communities, Arkansas River Valley Virtual Academy will provide K-12 students flexible learning choices which offer support and acceleration to promote college, career and citizenship readiness.

Information on the School District in Which the Charter Would be Located:

Van Buren School District

65.21% free and reduced-priced lunch (2015-2016)

Needs Improvement District (ESEA 2015) - Literacy and Math

Achieving (ESEA 2015) - Graduation Rate

Documentation Provided in Support of the Charter:

Letters of Support Included with Application

Robert D. Freeman

Mayor, Van Buren

Nathan M. Hurst

Bank of the Ozarks

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C3: EDUCATIONAL NEED

- It remains unclear how and when the applicant will provide transportation to students who reside in the district and attend ARVVA.
- It remains unclear how students who do not have transportation will be allowed to opt into the weekly face-to-face sessions, if needed.

C5: SCHEDULE OF COURSES OFFERED

- It remains unclear that the applicant realizes the implications for not providing art, music, and physical education courses each year.
- It remains unclear that the applicant understands that the athletic coach must be PE licensed in order for athletics to count for PE.

C12: STUDENT SERVICES

- The applicant needs to verify that the charter will employ a licensed special education teacher and will abide by all IDEA laws and rules, including the student to teacher ratio of 1 to 25 in a virtual setting.

Issues that Remain Unresolved as Determined by Legal Staff:

1. INSTRUCTIONAL DAY/SCHOOL YEAR

- If Applicant plans to follow the Van Buren School District school calendar, including school year dates, then a waiver of Ark. Code Ann. § 6-10-106 is not necessary.

2. LICENSURE/PERSONNEL POLICIES

- Applicant should confirm it is seeking a waiver of Ark. Code Ann. § 6-17-1701 et seq. Applicant should confirm whether it is intending to seek a waiver at this time of § 6-17-302 and Section 15.02 of the Standards since it states it will be utilizing and existing principal.

5. CLASS SIZE

- Applicant should confirm it is aware that special education class sizes cannot be waived.

10. SMARTCORE/38 UNITS

- Applicant should confirm it only intends to use these waivers until it has completed its growth in years two and three to include grades 9-12.

11. COMMODITY BIDDING

- Applicant has already requested a waiver of Ark. Code Ann. § 6-21-303(b) in #16.
- **NOTE FROM ADE LEGAL:** None of these waivers have been granted to other schools with the exception of § 6-21-303(b) which Applicant also requested in #16.

13. CURRICULUM

- Applicant should confirm whether it intends to offer the courses for students but not make them mandatory, or if they plan on embedding the courses into other courses.

Arkansas Department of Education

District Conversion Charter School 2016 Application

SCORING RUBRIC

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Explain the plan for providing transportation for trips and to weekly face-to-face attendance.

Applicant Response:

Parents will be responsible for providing transportation to the ARVVA campus for the field experiences and VBSD buses will be used to transport the students on the field experience to and from

the ARVVA campus.

Weekly face-to-face sessions are optional. Parents will provide transportation to the ARVVA campus for these sessions.

Remaining Concerns:

- It remains unclear how and when the applicant will provide transportation to students who reside in the district and attend ARVVA.
- It remains unclear how students who do not have transportation will be allowed to opt into the weekly face-to-face sessions, if needed.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and additional Questions

- Explain how 75% of students scoring “Ready” or “Close” on the state benchmark assessments is an appropriate performance level that demonstrates achievement, given that “Close” is not considered proficient.
- Confirm that the performance level that demonstrates achievement for the K-2 assessment outcomes will be proficient as opposed to “Ready” or “Close”.
- Explain why a baseline goal was not set for students taking college entry exams in 2021-22, given that the application states that the charter plans to meet the needs of students by preparing them to “succeed in both college and the professional world”.
- Explain how assessments will be administered to meet testing protocol.
- Explain the protocol for ensuring student participation in quarterly field experiences given that some students may not be able to travel to the location of the field experience.
- Explain how often the Individualized Learning Plan (ILP) team will meet to make adjustments to each student’s ILP and if the composition of the team will remain consistent over time.
- Given that all science standards will be fully implemented by the 2018-19 school year, provide a goal tied to science.

Applicant Response:

In light of the Department’s review VBSD would like to request changes to our goals. We propose the goals provided in the chart below.

Goal	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
ARVVA Students will attain proficiency in reading	State Mandated Assessments	ARVVA students will meet or exceed the State average number of students scoring proficient in reading	Goal will be assessed annually to denote progress and attainment will be 2021-2022 at the end of the year with full implementation of the K-12 program
ARVVA Students will attain proficiency in English	State Mandated Assessments	ARVVA students will meet or exceed the State average number of students scoring proficient in English	Goal will be assessed annually to denote progress and attainment will be 2021-2022 at the end of the year with full implementation of the K-12 program
ARVVA Students will attain proficiency in mathematics	State Mandated Assessments	ARVVA students will meet or exceed the State average number of students scoring proficient in mathematics	Goal will be assessed annually to denote progress and attainment will be 2021-2022 at the end of the year with full implementation of the K-12 program
ARVVA Students will attain proficiency in writing	State Mandated Assessments	ARVVA students will meet or exceed the State average number of students scoring proficient in writing	Goal will be assessed annually to denote progress and attainment will be 2021-2022 at the end of the year with full implementation of the K-12 program
ARVVA Students will attain proficiency in science	State Mandated Assessments	ARVVA students will meet or exceed the State average number of students scoring proficient in science	Goal will be assessed annually to denote progress and attainment will be 2021-2022 at the end of the year with full implementation of the K-12 program

ARVVA Students will develop an ILP to support academic and career goals	ARVVA ILP Records	99% of ARVVA students will develop an ILP to support their academic and career goals	2019-2020 school year (year three) Each year progress toward the goal will be monitored to ensure attainment of the goal
ARVVA Students will participate in enrichment activities including field experiences, community service projects or integrated units of study each nine weeks	ARVVA Enrichment Activity Records	95% of ARVVA students will participate in enrichment activities including field experiences, community service projects or integrated units of study each nine weeks	2019-2020 school year (year three) Each year progress toward the goal will be monitored to ensure attainment of the goal
ARVVA Students will take college entrance exams by the end of their senior year	ACT and/or SAT Exam	The number of ARVVA students who take the ACT will be at or above the State average number of students taking the ACT	Goal will be assessed annually to denote progress and attainment will be 2021-2022 at the end of the year with full implementation of the K-12 program

All assessments will be administered at the ARVVA campus and all state testing protocols will be followed. All assessments will be given by qualified teachers who have received the state testing training. ACT testing will be administered on the VBHS campus during ACT scheduled testing dates. Individual Learning Plans will be monitored weekly by teachers. The ILP team will meet to review progress toward goals each nine weeks. The team will consist of the student, a parent or guardian and a teacher. The team will be consistent for the year.

All students including students who cannot participate in field experiences will have the option to work on an integrated unit, a community service project or a field experience. The individual learning plan will address the students' plans for these enrichment activities. The district will collect data on the projects in each student's ILP with the documentation of the type of enrichment and the number of experiences per student in the ILP records.

ARVVA students will receive science instruction aligned to the new AR. State Science standards following the state grade implementation timeline. A goal was written for this content area.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions:

In general:

- Confirm that the charter, if approved, will work with the ADE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.
- Confirm that Arkansas History will be taught as a social studies subject at each elementary grade level with greater emphasis at the 4th and 5th grade levels, and at least one full semester of Arkansas history will be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade.
- Explain if and when pre-Advanced Placement (AP) courses will be offered.

Elementary:

- Explain how the requirement for 90 minutes of physical activity per week will be met.
- Explain how technology instruction will be provided.
- Confirm that Friday afternoon will be the only day onsite support will be provided.

Middle School:

- Explain how the requirement for 90 minutes of physical activity per week and 40 minutes of physical education per week will be met, for sixth grade.
- Explain how technology instruction will be provided, for sixth grade.
- Explain when keyboarding and technology instruction will be offered.
- Explain how the requirements for offering art and music will be addressed, for seventh grade
- Explain how the requirements for offering physical education will be addressed, for seventh grade.

High School:

- List the computer science courses that will be offered.
- Confirm that Advanced Placement (AP) courses will be taught by an AP certified instructor.

Applicant Response:

ARVVA if approved will work with the ADE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.

Arkansas History will be taught as a social studies subject at each elementary grade level with greater emphasis at the 4th and 5th grade levels, and at least one full semester of Arkansas History will be taught to all students at 7th, 8th, 9th, 10th, 11th, or 12th within the secondary grade span prior to graduation.

AP courses will be offered in grades 9th through 12th grade. Currently there is no plan to offer Pre-AP courses. Students will be allowed to accelerate work and take advanced course work. Enrichment activities will provide opportunities for students to work at their level of achievement.

Elementary

We have asked for a Waiver for the required 90 minutes of physical activity. ARVVA will communicate to parents about community activities which are available for all students such as the Girls and Boys Clubs in order to promote appropriate physical activity.

Technology instruction will be provided by ARVVA teachers to students in grades K-5 on-line.

Computer based programs such as keyboarding will be used to assist with this instruction. Teachers will provide instruction aligned to the State Technology standards.

Face -to- face support will be provided on the ARVVA campus based on a schedule. A possible schedule might be for 4th grade on Monday afternoon, 5th grade on Tuesday afternoon, 6th grade on Wednesday afternoon, 7th grade on Thursday afternoon, and 8th grade on Friday afternoon. As grade levels are added to the program grade levels would be paired or grouped depending on the numbers of students who request the face-to-face support. An example might be for 3rd and 4th grade students to come for support on Monday afternoons.

Middle School

VBSD has requested a waiver for the required 90 minutes of physical activity for 6th grade.

ARVVA teachers will provide technology instruction for 6th grade students. Teachers will use the state technology standards for this instruction. This instruction will be provided on-line to students. This instruction will be provided for a semester.

7th or 8th grade students will take a keyboarding course for a semester. All students will take the course but get to choose which grade they would like to take the course. ARVVA teachers or online providers will teach the course.

VBSD has requested a waiver for art, music and physical education. ARVVA will use an on-line provider which has fine art, music and physical education courses students can take each year. VBSD will offer ARVVA students the opportunity to participate in band or choir on a VBSD middle school campus.

VBSD has requested a waiver for physical education. ARVVA students will be able to take a physical education course on-line in 7th and 8th grades. ARVVA students will also have the opportunity to participate in all VBSD athletic activities on a VBSD middle school campus.

High School

ARVVA will offer Essentials of Computer Programing, Computer Science and Mathematics, AP Computer Science A, and AP Computer Science Principles through an on-line provider such as Virtual Arkansas.

AP courses will be provided by and on-line provider with teachers who are AP certified.

Remaining Concerns:

- It remains unclear that the applicant realizes the implications for not providing art, music, and physical education courses each year.
- It remains unclear that the applicant understands that the athletic coach must be PE licensed in order for athletics to count for PE.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and

- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

Concerns and Additional Questions: Provide the parameters and requirements that will be used to select a vendor that will provide the virtual education programming.

Applicant Response: VBSD will only consider contracting with on-line providers who are on the State Approved Provider List. On-line providers will supply VBSD with proper documentation for each class/course in order to ensure the courses are meeting all required standards. If providers are providing the instructors the contract with the provider will state the credentials of instructors in order to meet all requirements of our program and licensure.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

Fully Responsive

Concerns and Additional Questions

- A) Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment. B) Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date that the charter leaders will notify the parents and staff at the Arkansas Department of Education that the school will not open as anticipated. C) Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Applicant Response:

In order for ARVVA to be financially viable, there will need to be at least 25 students enrolled. The Arkansas foundation funding for 25 students will cover the cost of curriculum, personnel and field

experiences. If in the event only 25 students enroll, the ARVVA coordinator will also serve in the capacity of teacher.

The minimum required number was based on calculations performed by Dr. Harold Jeffcoat, Superintendent of the Van Buren School District. It assumes a salary and benefits of \$70,000 for the teacher/coordinator, \$86,000 for curriculum and \$300 per student for field experiences. Based on these figures, the total cost would be \$163,500. Total foundation aid based on 25 students at \$6,646 would be \$166,150.

With over 67% of respondents interested in learning more about virtual learning, we believe we will far exceed the minimum requirement for enrollment. However, in the event we have fewer than 25 students enroll, we will evaluate the cost benefit of the program. With the understanding that it takes time to build a new program, the district is committed to making an investment in ARVVA even if less than 25 students enroll. If no students enroll, we will notify ADE that the school will not open as anticipated. We will work through the same process if students enroll but fail to attend.

C8: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide the required credentials for teachers from nontraditional backgrounds.
- Explain if the teachers will be compensated through the school or through the vendors.

Applicant Response:

When employing teachers from non-traditional backgrounds, VBSD will only select applicants from ADE approved non-traditional pathways to licensure such as MAT, APPEL, etc.

ARVVA teachers who provide some courses and monitor student progress will be compensated through VBSD. ARVVA will contract with on-line providers to provide instructors for some courses and in this situation the provider will compensate the teachers.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions:

- Explain how VBSD counselors are expected to meet the demands of serving more students for

- college and career guidance.
- Explain how the social and emotional needs of all charter students will be provided in the absence of a traditional guidance program.
 - Provide the written agreement with the public library, if one exists.
 - Confirm that appropriate accommodations on state assessments will be provided for students with disabilities.
 - Clarify that the VBSD will provide transportation for online students from their homes to the school for their field experiences.
 - Confirm that an ELL coordinator will be available to provide services to students at ARVVA.
 - Explain the discrepancy between offering GT services and requesting a waiver from GT.
 - Clarify how will students be identified as GT and who will be responsible for that process.
 - Verify that a licensed GT teacher will address the social and emotional needs of these students.

Applicant Response:

VBSD employs 14 counselors who could possibly service 6300 students. VBSD currently has 5823 students therefore the ARVVA students could be served. During ILP conferences with parents and students families will be offered the opportunity to access counseling services which are normally provided to VBSD students.

VBSD also employs a Career Development Advisor for Van Buren High School students. The VBSD will provide flexibility for a counselor and/or Career Advisor to service students at ARVVA.

No written agreement with the Public Library is needed.

All students with disabilities will follow their IEP for accommodations on state assessments. All assessments will be given on the ARVVA campus.

VBSD will provide transportation for ARVVA students from the ARVVA campus to the field experiences and back to the ARVVA campus. Parents will provide transportation to and from the ARVVA Campus.

ELL services will be provided to any ELL identified student. These services will be provided on the ARVVA campus by an ELL certified teacher. Some services may also be provided virtually such as work review and feedback to students and parents.

The VBSD has requested a waiver for GT services. If a referral for GT services is made by the parent, ARVVA teacher or the student, a GT specialist will provide testing at the ARVVA campus. If the student is identified, parents can choose to access GT services at any of the VBSD schools. These services are provided by a GT specialist and include opportunities to address the emotional and social needs of GT students.

Remaining concerns: The applicant needs to verify that the charter will employ a licensed special education teacher and will abide by all IDEA laws and rules, including the student to teacher ratio of 1 to 25 in a virtual setting.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the annual report will be printed in the newspaper.
- Confirm that the report will be shared with the local school board at a regularly scheduled public board meeting.

Applicant Response: The annual report will be printed in the local newspaper. The report will be shared with the local school board at a regularly scheduled public board meeting separate from the meeting the district’s annual report to the public is shared.

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Confirm that the letters of commitment are not required for enrollment.

Applicant Response: The letters of commitment which will be discussed and presented to parents will not be required for enrollment.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: With an enrollment cap of 325, explain how a staff of four people will be able to develop and administer weekly face-to-face field experiences with the students.

Applicant Response:

At maximum enrollment of 325 students, based on 5 teachers, the numbers of students assigned to each teacher are below

K-1 teacher- 30 Students

2-4 teacher- 45 Students

5-7 teacher- 45 Students

8-10 teacher- 90 Students

11-12 teacher- 115 Students

The difference in student to teacher ratio between age groups is based on the type of instruction provided to students. ARVVA teachers in lower grade levels will be considered the "teacher of record" and will provide instruction related to the core content. In secondary, due to the complexity of the content, an on-line provider will provide the content and the "teacher of record". In this situation the ARVVA teacher will serve more of a facilitator role.

A schedule will be created to allow teachers to meet with grade-level groups once per week for face-to-face instruction.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Explain how three classrooms will accommodate up to 325 students in several grade levels.

Applicant Response: The Freshman Academy, where ARVAA will be located, accommodates up to 800 students. Currently the Freshman Academy has approximately 450 students enrolled. The potential space needed for ARVAA enrollment growth is available.

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Explain how student nutrition will be met on the days students come to campus. .

Applicant Response: Students will be provided a sack lunch prepared by VBSD food services for all field experiences which extend into the normal lunch schedules. Sack lunches will meet all laws/requirements associated with the child nutrition program.

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Provide any written agreements with community leaders to support field experiences and community service activities.

Applicant Response: The City of Van Buren and the Van Buren Chamber of Commerce has expressed a willingness to partner with ARVVA to provide students with meaningful field experiences.

C21: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Provide a plan to ensure the perpetuity of the charter in the future.

Applicant Response: ARVVA is designed to meet the needs of our community. The plan is to advertise and facilitate this alternative learning environment to meet the educational needs of a population of students/families who would like to be educated in a home or alternate location the family may have chosen. ARVVA will work closely with the community in order to meet the needs of the students. Once students are successful in this alternative educational program the enrollment will increase which will ensure the sustainability of this innovative educational program.

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

Arkansas River Valley Virtual School

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**Arkansas River Valley Virtual School
Waivers Requested in Original Application
2016 District Conversion Charter Application**

1. Instructional Day/School Year

Ark. Code Ann. § 6-10-106

Ark. Code Ann. § 6-16-102

Ark. Code Ann. § 6-18-211

Ark. Code Ann. § 6-18-213(a)(2)

Sections 10.01.4 and 14.03 of the ADE Rules Governing Standards for Accreditation

ADE Rules Governing Mandatory Attendance for Students in Grades 9-12

Given the nature and intent of a self-paced learning environment, and given the perpetual availability of our on-line curriculum, VBSD will need the flexibility to adjust our yearly calendar and daily schedule to accommodate the needs of our learning community and to ensure that we are providing the best educational experience possible for virtual students. As such, VBSD requests a waiver of the uniform calendar requirement, as well as the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week. We also seek to waive the requirement that a unit of credit must meet a minimum of 120 clock hours. Only by leveraging these waivers can VBSD create a personalized learning environment wherein students can truly learn at their own pace. While it is true that some students will be able to learn at an accelerated pace, in other circumstances students will be afforded the opportunity to spend more time addressing learning gaps.

Legal Comments: The Applicant should describe how it intends to count a “school day” for purposes of having the required 178 instructional days and/or the Applicant’s planned 180 instructional days.

Applicant Response: *The instructional content will define the school instructional day. The course content is paced based on an average six hour instructional day for five days in a given week. Students in grades K-6 will have grade level instruction, study and/or assignments for all the content areas such as literacy (Reading, English, Writing and Spelling), math, social studies and science each day. The daily instruction and assignments will require six hours of work. Students will also have art, music and PE requirements during the week. Students in grades 7-12 will have the core content classes (English/Literature, Math, Science, Social Studies and other required courses such as fine arts, keyboarding and technology etc.) each day along with elective courses. The instructional learning activities and assignments will require students K-12 to maintain a rigorous daily work schedule. The student’s work schedule and ability to*

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complete all assignments will determine the actual work time. This allows the student and the student’s family flexibility to schedule school work to fit into their individual life schedules.

The Van Buren School District school calendar will be the calendar for the ARVVA. ARVVA teachers will follow the start school year date, end of school year date, non-student contact days and school holidays according to the Van Buren School District school calendar.

Remaining Issues: If Applicant plans to follow the Van Buren School District school calendar, including school year dates, then a waiver of Ark. Code Ann. § 6-10-106 is not necessary.

2. Licensure / Personnel Policies

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-902

Ark. Code Ann. § 6-17-919

Ark. Code Ann. § 6-17-501 et seq. Teacher Fair Dismissal Act

Ark. Code Ann. § 6-17-501 et seq. Public School Employee Fair Hearing Act

Sections 15.01, 15.02, and 15.03 of the ADE Rules Governing Standards for Accreditation

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach More Than Thirty (30) Consecutive Days

ADE Rules Governing Personnel Policies

Teachers will be licensed in Arkansas except for those situations where a local teacher cannot be identified or for classes with a low number of students. In these classes, VBSD will contract with a curriculum provider who will employ teachers who are licensed in the states in which they reside. VBSD will seek certified teachers and leaders: however, VBSD requests the discretion to hire the best applicants available. VBSD will fully comply with all applicable HQT requirements and will ensure that all teachers and leaders successfully complete criminal background and Child Maltreatment Registry checks.

VBSD will also seek a waiver from the statutory formula for funding teachers for additional days

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worked. Due to the unique nature of digital or blended learning, teachers may no longer follow a traditional school day or calendar. As part of the waiver, VBSD will develop an alternate payment matrix to meet the needs of its digital or partial teaching staff. This payment matrix shall be approved by the school board in a public meeting.

Legal Comments: Ark. Code Ann. § 6-17-302 and Section 15.02 of the Standards of Accreditation apply to the requirements for principals only. Applicant should confirm whether it plans to utilize these waivers, and if so, how those waivers will help the Applicant meet its goals. If the Applicant doesn't plan to waive the requirements for principals, then Applicant should confirm it is rescinding those waivers. Section 15.01 only applies to the requirement for superintendents. Applicant should confirm whether this waiver is requested, and if so, provide additional rationale on how this waiver will help the Applicant to meet its goals. If Applicant does intend to waive the superintendent requirements, then additional waivers of Ark. Code Ann. § 6-13-109, § 6-17-427, and the ADE Rules Governing the Superintendent Mentoring Program are also needed. Applicant requests a wavier of Ark. Code Ann. § 6-17-501 et seq twice listed as Teacher Fair Dismissal and Public School Employee Fair Hearing. The correct code citations for those acts are Ark. Code Ann. § 6-17-1501 et seq. (Teacher Fair Dismissal Act) and Ark. Code Ann. § 6-17-1701 et seq. (Public School Employee Fair Hearing Act). Applicant should confirm whether they intended to ask for these code sections instead. Applicant should confirm whether it really needs a waiver of the entire set of rules governing personnel policies or just the sections regarding salary schedule. If only the sections regarding salary schedule are needed, Applicant should list those sections. If the entire rules are needed, Applicant should provide additional rationale on how a waiver will help the Applicant achieve its goals.

Applicant Response:

- *VBSD will seek a waiver for Ark. Code Ann § 6-17-302 and section 15.02 of the ADE Rules Governing Standards for Accreditation. Until ARVVA student growth requires a change in facilities ARVVA will be housed at the Van Buren Freshman Academy which has a full-time principal and assistant principal. Utilizing existing staff will help ARVVA meet and maintain its financial goals.*
- *VBSD is rescinding the waiver request for section 15.01 of the Standards for Accreditation.*
- *To clarify an error of incorrect code citation, VBSD is seeking a waiver of Ark. Code Ann. § 6-17-1501 et seq. and Ark. Code Ann. § 6-17-170 et seq.*
- *VBSD is seeking a waiver for sections 4.02.1, 4.02.2, 4.02.3, 4.02.4, 4.02.5, 4.02.6, 4.02.7, 4.02.8, 4.02.11, 6.00, 7.00 of ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.*
- *VBSD will seek additional waivers for Ark. Code Ann § 6-17-807 and § 6-17-2403*

Remaining Issues: Applicant should confirm it is seeking a waiver of Ark. Code Ann. § 6-17-1701 et seq. Applicant should confirm whether it is intending to seek a waiver at this time of § 6-17-302 and Section 15.02 of the Standards since it states it will be utilizing and existing

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principal.

3. CPR Instruction

Ark. Code Ann. § 6-16-143

Students will receive CPR instruction, but instruction will be conducted virtually and will not include a psychomotor component.

Legal Comments: None

Remaining Issues: None

4. Gifted and Talented

Ark. Code Ann. § 6-42-101 et seq.

Ark. Code Ann. § 6-20-2208(c) (6)

Sections 18.0, 18.1, and 18.2 of the Rules Governing Standards for Accreditation

ADE Rules Governing the Gifted and Talented Program Approval Standards

VBSD understands the importance of quality Gifted and Talented education. The district remains committed to providing these services to all students. ARVVA students will have the option to use these services; however, parent discretion will be allowed. This waiver supports the flexibility needed by the virtual academy to meet its academic goals.

Legal Comments: Only a waiver of Ark. Code Ann. § 6-42-109 is needed, not the entire section. Additionally, specific waivers of 18.1 and 18.2 are not needed as they are included in Section 18 of the rules.

Applicant Response:

VBSD would like to rescind the request to waive Ark. Code Ann. § 6-42-101 et seq.

VBSD would like to waive

Ark. Code Ann. § 6-42-109

Ark. Code Ann. § 6-20-2208 (c) (6)

Sections 18.0 of the ADE Rules Governing Standards for Accreditation

ADE Rules Governing the Gifted and Talented Program Approval Standards

ARVVA students will be allowed to accelerate course work and take advanced courses such as AP courses in order to meet their individual needs. In addition to the opportunities for accelerated course work the enrichment activities, field experiences, community service projects and/or integrated units will provide many opportunities for ARVVA teachers to personalize

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instruction to meet the needs of gifted ARVVA students. ARVVA students will also have the option to participate in GT services at any of our VBSD schools.

Remaining Issues: None

5. Class Size

Section 10.02 of the ADE Rules Governing Standards for Accreditation

In an online setting, teachers may successfully work with a larger number of students. The following alternative student teacher ratio is proposed: Teachers (K-12) not to exceed 40:1. This waiver supports flexibility in order to meet academic goals.

Legal Comments: None

Applicant Response: *VBSD would like to add a waiver request to this section of our application. We request a waiver for Section 10.02.5 of the ADE Rules Governing the Standards for Accreditation.*

We request this in order for us to have flexibility with teaching load. We propose a teaching load not to exceed 200.

Remaining Issues: Applicant should confirm it is aware that special education class sizes cannot be waived.

6. Food Service

Ark. Code Ann. § 6-18-705

Ark. Code Ann. § 6-20-701 et seq.

As a virtual academy, ARVVA will not serve meals.

Legal Comments: None

Remaining Issues: None

7. School Nurse and Media Service

Ark. Code Ann. § 6-18-706

Ark. Code Ann. § 6-25-103

Ark. Code Ann. § 6-25-104

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Sections 16.02 and 16.03 of the ADE Rules Governing Standards for Accreditation

Section 3.01.6 of the ADE Rules Governing Public School Student Services

As a virtual academy, ARVVA will not require a school nurse or media specialist. VBSD will not employ a library media specialist or utilize a media center. However, students of ARVVA will have access to VBSD nurses and media centers. VBSD will also work to make these tools available online or through partnerships with local libraries. This waiver supports the virtual academy goals through flexibility.

Legal Comments: Section 16.01 relates to guidance counseling services and is not needed to effectuate the waivers in this section.

Applicant Response: *VBSD would like to rescind the waiver request for ADE Rules Governing Standards for Accreditation 16.01 in this section of our application.*

Remaining Issues: None

8. Guidance Counseling

Ark. Code Ann. § 6-18-1001 et seq.

Sections 16.01.3 of the ADE Rules Governing Standards for Accreditation

Section 3.01.1 of the ADE Rules Governing Public School Student Services

Through the Individualized Learning Plan, ARVVA and VBSD staff will provide appropriate and individualized guidance for each student. The ILP Team will work with students in scheduling and post-graduation planning support. This waiver also supports the goal by providing the flexibility of the virtual academy to best meet the needs of all students.

Legal Comments: None

Remaining Issues: None

9. Flag/Pledge of Allegiance

Ark. Code Ann. § 6-10-115

Ark. Code Ann. § 6-16-105

Ark. Code Ann. § 6-16-106

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Ark. Code Ann. § 6-16-108

VBSD will display the U.S. and Arkansas flags, though not as prescribed by the ACA. A group period of silence or recitation of the Pledge of Allegiance in a virtual setting would be difficult.

Legal Comments: None

Remaining Issues: None

9. Eye & Vision Screening

Ark. Code Ann. § 6-18-1501 et seq.

ADE Rules Governing Eye and Vision Screening Report in Arkansas Public Schools

ARVVA students will not be physically present at the school campus routinely to receive eye and vision screening exams. However, students eye and vision screening will be made available to students when the school nurse is on campus at the Freshman Academy. Parents will be notified about these optional services. The waiver supports the flexibility needed by the virtual academy to meet the goals.

Legal Comments: The Applicant needs to be aware that special education referrals for eye and vision screenings cannot be waived, and compliance is required even for students that are enrolled full time in the online setting.

Applicant Response: *ARVVA students who are referred for special education services will be provided eye and vision screening. Screening will be provided on the ARVVA campus and given by a VBSD school nurse.*

Remaining Issues: None

10. SmartCore/38 Units

Sections 9.03.1.2, 9.03.4 of the Standards for Accreditation

VBSD will initially serve grades 4-8 and will not serve all secondary grades until years two and three of implementation. The initial high school classes will have access to a full course load that will allow students to graduate on time under Smart Core requirements. VBSD will offer all 38 required units, less any waived requirements to secondary students as the school admits them. VBSD wishes the flexibility to add the 38 required units as we add the appropriate grade levels to the school. This waiver supports academy goals, allowing students to progress at their desired pace.

Legal Comments: Applicant listed this waiver as a request from the instrumental and vocal

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music requirements, but the sections requested and rationale relate to the requirement for 38 units. Applicant should confirm whether they only were requesting a waiver as it relates to the secondary units offer or if it intended to request a waiver of instrumental and vocal music.

Applicant Response: *VBSD would like to keep the request for the waivers listed in this section. The title of this section is not complete. In addition to the description provided in the original application we would like to add that ARRVA will offer students the option to take courses such as instrumental and vocal music on campus based on the students individual learning plan and choice. We would like to give the students options to select the best type of learning environment in order to meet their academic and career goals.*

Remaining Issues: Applicant should confirm it only intends to use these waivers until it has completed its growth in years two and three to include grades 9-12.

11. Commodity Bidding

Ark. Code Ann. § 6-21-301 et seq.

VBSD will contract with an appropriate on-line curriculum provider for provision of its education program. The selection of the best available curriculum to meet student needs and district requirements may limit sources. A waiver for ACA § 6-21-305 is requested for curriculum provider purchase specifically, and enables VBSD to best serve students and meet the goals of the academy. All other purchases will be subject to ACA § 6-21-301 et seq.

Legal Comments: If Applicant intends to comply with all other provisions, then only a waiver of Ark. Code Ann. § 6-21-305 is needed, not the full section.

Applicant Response:

In addition to Ark. Code Ann. § 6-21-301

VBSD would like to request a waiver for Ark. Code Ann. § 6-21-302, Ark. Code Ann. § 6-21-303, Ark. Code Ann. § 6-21-304, and Ark. Code Ann. § 6-21-305

We ask for these waivers only to the extent needed to be able to select the best available curriculum for ARVVA students by any appropriate means (bids, RFP, sole source, etc.). This will give us the flexibility to provide students with a curriculum which supports students in achieving achievement and career goals.

Remaining Issues: Applicant has already requested a waiver of Ark. Code Ann. § 6-21-303(b) in #16 below.

NOTE FROM ADE LEGAL: None of these waivers have been granted to other schools with the exception of § 6-21-303(b) which Applicant also requested in #16 below.

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12. Report Cards

Ark. Code Ann. § 6-15-903(a)(2)

VBSD parents will have real time access to report cards via online platform.

Legal Comments: None

Remaining Issues: None

13. Curriculum

Sections 9.02.3.12 and 9.03.4.12 of the Standards for Accreditation

VBSD requests that all AP courses taught be included as part of the 38 units required by law for Standards for Accreditation. Additionally, the waiver is requested to enable qualified students below 9th grade to take foreign languages, algebra 1, and other similar courses. This waiver supports the academic goals of the virtual academy.

Legal Comments: Section 9.02.3.12 is not a valid section of the Standards for Accreditation. Applicant should provide correct section number it is requesting.

Applicant Response:

VBSD requests to rescind the request for a waiver of 9.02.3.12 and 9.03.4.12

VBSD would like to request waivers for

Ark. Code Ann. § 6-16-130 (a) and (b)

Ark. Code Ann. § 6-16-132 (b) (1) (A)

Standards and Accreditation 9.03.2.6, 9.03.36, Fine Arts

Standards and Accreditation 9.03.2.8, 9.03.3.5, 9.03.4.10 Physical Education

We seek these waivers in order to offer students choice and flexibility in the student's course of study. On-line fine arts and physical education courses require a great deal more time than the current state requirements. Students would not be able to fit in an hour of both music and art along with an hour of physical education three or four days each week as the courses are designed along with all the core curriculum requirements. Our goal is for students in grades K-8 to take a fine arts course either art or music each year to be determined by the student and their family. K-5 students will be alternating the art and music each year to ensure that students are receiving a balance in the fine arts. Students in grades 9-12 would be expected to meet all graduation requirements including fine arts requirements. In addition to all required credits students would have the opportunity to participate on campus in all instrumental and vocal music courses/programs VBSD offers.

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On-line physical education courses would be an option for parents. In addition to the on-line physical education course option ARVVA would encourage parents to provide appropriate grade level physical education and physical activities by providing parents with information on community physical education activities such as Girls and Boys Club programs, as well as, offer students the opportunity to participate in all VBSD athletic programs.

Remaining Issues: Applicant should confirm whether it intends to offer the courses for students, but not make them mandatory or if they plan on embedding the courses into other courses.

14. Credit for College Courses

Ark. Code Ann. § 6-18-223

We seek this waiver to enable qualified students below 9th grade to take and receive concurrent credit for college courses. This waiver supports the academic goals as well as the goal of the ILP to support college readiness.

Legal Comments: Ark. Code Ann. § 6-18-223(a)(1) appears to be the only section necessary to waive. Additionally, Sections 3.01 and 4.01 of the ADE Rules Governing Concurrent College and High School Credit are necessary to effectuate this waiver.

Applicant Response:

VBSD would like to request a waiver for Ark. Code Ann. § 6-18-223 (a) (1)

ADE Rules Governing Concurrent College and High School Credit For Students Who Have Completed Eighth Grade, Section 3.01 and 4.01

Remaining Issues: None

15. Teacher Planning

Ark. Code Ann. § 6-17-111

Ark. Code Ann. § 6-17-114

Ark. Code Ann. § 6-17-117

We seek this waiver based on the nature of the daily schedule at ARVVA. With students coming for individual appointments, teachers will not follow the same schedule each day. However, teachers will receive plenty of time for lunch and planning. The waiver supports the flexibility needed by the virtual academy to meet the academic goals.

Legal Comments: None

Arkansas River Valley Virtual School

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel
Information provided by Applicant is in italics.

Remaining Issues: None

16. Teacher Reimbursement

Ark. Code Ann. § 6-21-303

We seek this waiver based on the nature of a virtual school. Teachers will receive all needed supplies through the virtual curriculum provider; therefore, ARVVA teachers should not need to make additional outside expenditures for classroom supplies.

Legal Comments: It appears that only a waiver of § 6-21-303(b) is necessary.

Applicant Response:

VBSD requests a waiver for Ark. Code Ann § 6-21-303 (b)

We seek this waiver based on the nature of a virtual school and curriculum. Teachers will receive all needed supplies; therefore, ARVVA teachers should not need to make additional outside expenditures for classroom supplies.

Remaining Issues: None

17. Substitute Teachers

ADE Rules Governing Substitute Teachers

As a virtual academy, ARVVA will not need to utilize the services of substitute teachers. In the event that an ARVVA teacher is unable to work, for whatever reason, other members of the ARVVA staff, including the coordinator, will fulfill their duties. The waiver supports the flexibility needed by the virtual academy to meet the academic goals.

Legal Comments: The rules requested by the Applicant are not valid. Applicant should clarify its request.

Applicant Response: *VBSD would like to rescind this request*

Remaining Issues: None

18. Parental Notification of a Non-Licensed Teacher

ADE Rules Governing Parental Notification of a Non-Licensed Teacher

As noted in the waiver request regarding licensure, VBSD will make every effort possible to hire only licensed education professionals. However, due to the diversity of course offerings, it is

Arkansas River Valley Virtual School

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

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Information provided by Applicant is in italics.

foreseeable that an instance may occur where a qualified professional cannot be found. In this instance, VBSD would the virtual academy to meet the academic goals.

Legal Comments: Applicant already requested this waiver under its licensure section. It is not necessary to request separately.

Applicant Response: *VBSD would like to rescind this request in this section. We would like to maintain the request in the licensure section.*

Remaining Issues: None

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 3, 2016

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Six public school districts submitted applications for district conversion charter schools:

- Harrisburg School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 600 students;
- Harrison School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district;
- Hot Springs School District, proposing a charter school to provide instruction in grades seven (7) through eight (8) with an enrollment cap of 600 students;
- North Little Rock School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 3,000 students;
- Prairie Grove School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district; and
- Van Buren School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 325 students;

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer 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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. The applicants' responses are as follows:

Harrisburg School District, Harrisburg College and Career Preparatory School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Harrison School District, Harrison High School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrison School District has carefully reviewed the impact that the granting of a conversion charter to Harrison High School would have upon the efforts of the Harrison School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrison" High School will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrison School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrison High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Hot Springs School District, Hot Springs Junior Academy: "The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses."

North Little Rock School District, North Little Rock Center of Excellence: "The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant

district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.”

Prairie Grove School District, Prairie Grove High School: “PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.”

Van Buren School District, Arkansas River Valley Virtual Academy: “Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.”

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs Junior Academy, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Arkansas River Valley Virtual School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Arkansas River Valley Virtual Academy

Grade Level(s) for the School: K-12 Student Enrollment Cap: 325

Name of School District: Van Buren School District #42

Name of Contact Person: Harold Jeffcoat

Address: 2221 Pointer Trail East City: Van Buren

ZIP: 72956 Daytime Phone Number: (479) 474-7942 FAX: (479) 471-3146

Email: harold.jeffcoat@vbsd.us

Charter Site Address: 821 Pointer Trail East

City: Van Buren

ZIP: 72956 Date of Proposed Opening: August 2017

Name of Superintendent: Harold Jeffcoat, Ed. D.

Address: 2221 Pointer Trail East City: Van Buren

ZIP: 72956 Daytime Phone Number: (479) 474-7942

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Arkansas River Valley Virtual Academy will offer personalized learning for students, blending a virtual curriculum with service opportunities and real world experiences. Partnering with families and communities, Arkansas River Valley Virtual Academy will provide K-12 students flexible learning choices which offer support and acceleration to promote college, career and citizenship readiness.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Arkansas River Valley Virtual Academy (ARVVA) is a proposed conversion charter school, operated as a new LEA within the Van Buren School District. Curriculum offered through ARRVA will be a blending of virtual learning opportunities with service opportunities and real world experiences that are highly differentiated to meet the needs of diverse learners. ARRVA will provide a high quality, personalized curriculum to meet the needs of varied student populations including those who are homebound, looking to accelerate, and those who are currently in homeschool learning environments or students/families who would like more opportunities for educational choice. The virtual curriculum will cover both core academic classes, as well as, grade appropriate electives. ARRVA will provide Individual Learning Plans (ILP) for all students that will delineate personalized curriculum and field experiences tailored to student's interests. These plans will be created in conjunction with teachers, students and parents and reviewed regularly to make sure that each student is making progress toward his/her learning goals. Teachers will offer parents and students an optional face-to-face weekly orientation regarding the upcoming week's work in order to support students and families with the curriculum. Students will also have the opportunity to meet weekly with a teacher in order to get extra help with assignments or core curriculum concepts. ARRVA will work in partnerships with parents, students and teachers to provide field experiences, community service projects or integrated curriculum activities in order for each student to experience real world activities and curriculum integration opportunities. These experiences may include guest speakers and trips in areas of career interest, trips to colleges, museums, theater performances, and much more. Transportation will be provided to all ARRVA students for field experiences and community service projects or unit activities to ensure that all students have equal access to school opportunities regardless of income level. In addition, ARRVA students will have the option to participate in extracurricular activities, including athletics and band/choir, at the appropriate Van Buren School District campus.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on May 31, 2016 at 6:30 pm at the Van Buren Fine Arts Center at 2001 Pointer Trail, Van Buren, Arkansas. Notice of the charter school hearing was posted on the school district website, Facebook, Twitter, and published in the local newspaper. Flyers were sent home with every student, and mailed to all homeschool families. In addition, Van Buren School principals sent out Parent-link phone messages to all parents of Van Buren students.

Seventeen individuals signed into the May 31st meeting, although there were more in attendance. Dr. Harold Jeffcoat, Superintendent of Van Buren Schools District, welcomed attendees and introduced the charter school planning team present at the meeting: Brian Summerhill: Assistant Superintendent; Nancy Robbins: Director of Curriculum; Stacie Wood: Principal Parkview Elementary; Karen Endel: Principal Butterfield Trail Middle School and Robert Rogers: Van Buren High School teacher. Dr. Jeffcoat presented a brief overview of the proposed Arkansas River Valley Virtual Academy. He explained that we are in the very early stages of the planning process and were holding the hearing to get ideas and input from the community about the opportunity for a new school. Dr. Jeffcoat presented background information, an explanation of the need for this type of option for students in the Van Buren area, a timeline for implementation and an overview of the vision for the virtual charter school. Questions and comments were taken from community members attending the public hearing. Discussion centered around types of curriculum, what service providers might be used, individualized instruction, the number of students that might be served, options for acceleration, the role of teachers in the environment and resources that would be provided to students. Attendees were interested in opportunities the charter school could offer their students and had many questions about the need for the charter school in Van Buren. Community members were interested and very positive about the possibility this school could offer students.

An agenda, roster, notice of the event and notes from the public hearing are attached.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

Arkansas River Valley Virtual Academy will offer personalized learning for students, blending a virtual curriculum with service opportunities and real world experiences. Partnering with families and communities, Arkansas River Valley Virtual Academy will provide K-12 students flexible learning choices which offer support and acceleration to promote college, career and citizenship readiness.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Van Buren School District		
District Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	30.34	17.24	89.15
Targeted Achievement Gap Group	22.19	11.87	85.09
African American	23.17	10.13	n<10
Hispanic	22.14	10.86	94.87
White/Caucasian	31.57	18.10	87.25
Economically Disadvantaged	22.67	11.89	85.19
English Language Learners/ Limited English Proficient	10.78	10.78	100.00
Students with Disabilities	10.66	10.66	75.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Van Buren School District		
Campus Name	Van Buren High School Freshman Academy		
Grade Levels	9		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	32.13	13.31	90.19
Targeted Achievement Gap Group	21.98	9.13	86.61
African American	25.93	8.33	n<10
Hispanic	24.22	6.31	94.87
White/Caucasian	33.23	14.82	88.74
Economically Disadvantaged	22.87	9.33	86.79
English Language Learners/ Limited English Proficient	6.98	0.00	100.00
Students with Disabilities	2.35	3.17	75.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Van Buren School District		
Campus Name	Van Buren High School		
Grade Levels	9-12		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	32.13	13.31	90.19
Targeted Achievement Gap Group	21.98	9.13	86.61
African American	25.93	8.33	n<10
Hispanic	24.22	6.31	94.87
White/Caucasian	33.23	14.82	88.74
Economically Disadvantaged	22.87	9.33	86.79
English Language Learners/ Limited English Proficient	6.98	0.00	100.00
Students with Disabilities	2.35	3.17	75.00

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	Northridge Middle School		
Grade Levels	6-8		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	32.75	21.57	
Targeted Achievement Gap Group	23.36	14.53	
African American	18.18	9.09	
Hispanic	24.59	16.39	
White/Caucasian	33.48	21.29	
Economically Disadvantaged	24.55	15.45	
English Language Learners/ Limited English Proficient	9.09	4.55	
Students with Disabilities	13.21	11.32	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Van Buren School District’s (VBSD) analysis indicates a need for ARVVA. After reviewing the data, it was determined that the VBSD educational opportunities should be expanded outside traditional school to allow for virtual opportunities for students.

ARVVA will strive to benefit students in the following categories: students who are “at risk”, students who are homeschooled, and students who desire accelerated learning. The decision to provide a virtual education opportunity will allow the Van Buren School District to meet the needs of students in these categories.

The VBSD can offer a virtual education supported by participation in extracurricular activities such as: athletics, band, music, theater, and a variety of student organizations. We know that personalized learning is most beneficial to students. Through ARVVA, we can offer on-line curriculum and personalized learning within the VBSD.

Meeting the Needs of At Risks Students:

Many students who do not flourish in the traditional classroom setting can benefit greatly from a virtual experience. Some challenges that these at risk students face include: mental illness, lapsed attendance, being homebound due to illness and unique situations not being served elsewhere. ARVVA will offer these student personalized instruction, mentoring, and individualized monitoring to help them meet their full potential.

Data from the 2015 ESEA District Report shows that the poverty rate of the district was 66.52%. Research and experience has proven that students from lower socio-economic backgrounds are more likely to have attendance issues, which can ultimately result in dropping out. ARVVA would greatly benefit those students who, for a variety of reasons, fail to regularly attend school. Chronic absence is particularly important as students get older because they can easily fall behind in their coursework and are unlikely to recover. ARVVA would provide equipment to students with socioeconomic need,

providing them a way to continue their education. This in turn would lead to increased academic performance for this category of students.

Other students, such as those who suffer from mental illness and/or an injury, are often homebound for significant periods of time. Based on data for the 2015-2016 school year, VBSD had twenty homebound students. Despite the district's best efforts, these students do not always receive the best education available. The existence of ARVVA would allow an educational option that would be much better suited to the needs of students who are homebound and unable to receive their education in a regular classroom setting. Data from a district-wide survey of educators overwhelmingly supports this justification (see attached chart titled "Would homebound students benefit from this type of curriculum?").

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Meeting the Needs of Home schooled Students:

The number of home-schooled students residing in the VBSD during the 2015-2016 school year was 234 (See attached chart titled, "VBSD Home School Students (2013-2016)". Parents choose to home school their children in the Van Buren District for a variety of reasons including: religious reasons, concerns about public and private schools, medical issues, discipline issues, and lack of personalized curriculum. ARVVA offers a choice for these families and can make a difference by providing personalized, online curriculum and enrichment opportunities.

Meeting the Needs of Accelerated Students:

VBSD has many gifted and talented, and advanced placement students. These students wish to accelerate their learning path and take additional course work. ARVVA would allow students a choice to take accelerated course work and, as a result, possibly graduate early. In an ever-changing world, it is important that students have choice in receiving an education that is going to make them successful in both college and career. As with "at-risk" students, survey data from VBSD educators supports the belief that ARVVA could better meet the needs of accelerated students (see attached graph titled "Would advanced students benefit from this type of curriculum?").

ACT/ACT Aspire:

As noted in the above data from the 2015 ESEA District Report, all VBSD schools were categorized as "Needs Improvement." The establishment of the ARVVA could lead to increased academic achievement, as measured by ACT Aspire testing, among enrolled students. In the VBSD, many economically disadvantaged students do not have access to technology at home. While they do have some access to technology at school, access is limited to the school day. This poses a problem when those students are then asked to use technology to complete assessments. For instance, 3rd, 4th, and 5th grade students at James R. Tate Elementary School (79% Free/Reduced Lunch) demonstrated ACT readiness levels in Writing of 9%, 7%, and 20% respectively on the 2016 ACT Aspire exam. The ARVVA, if established, would give students the option to enroll in an academic setting that would immerse them in the use of technology; therefore, preparing them to demonstrate academic proficiency using technology. As the academic achievement of ARVVA students increases, the ARVVA will be able to serve as a model for the effective blending of technology and instruction. This model will support instructional technology growth across the entire VBSD.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

1. Personalized Curriculum/Individual Learning Plan-

ARVVA will create a personalized learning plan for each student.

- In K through 5, all students will study core content areas in English Language Arts, Reading Mathematics, Science, and Social Studies. They will also have music, art, and PE instruction.
- In Grades 6-8, all students will study core content areas in English Language Arts, Mathematics, Science and Social Studies. In grades 7 and 8, students will have access to some accelerated coursework such as courses for high school credit.
- Grade appropriate electives will be offered K-12
- In grades 9-12, students will study courses to meet high school graduation requirements including Advanced Placement (AP) and concurrent college courses.

The virtual curriculum will allow students and their families choice and flexibility to meet their needs. Students can work at their own pace in order to best support their individual learning needs. The virtual program removes the limitations of schedules, time and classrooms. The students will be supported by a partnership of parents and teachers working together to assure student success. The team of parents, students, and teachers will write a personalized learning plan for each student. The team approach will help ensure success for all students by making adjustments and regular monitoring of student progress.

2. Enrichment Activities-

ARVVA will offer opportunities such as field experiences, community service projects, and/or integrated units of study for students to interact and learn with other students and adults. When possible, field experiences will be recorded to allow for students to access the experience if they are unable to attend. Participation in person will be encouraged in order to enhance the students' opportunities for peer interaction. Through these interactions students will develop necessary social and communication skills to help prepare them for college, career, and citizenship. Real world application of learning develops important critical thinking, problem solving and collaboration skills. These skills are foundational as students move into careers and/or college.

ARVVA will also provide enrichment activities such as; science experiments, math games, community service projects, field trips, and guest speakers. We will partner with local businesses, community organizations, and historic sites to enhance student learning. There are many possibilities in our area for enrichment including: Drennen Scott House, Fort Smith National Historic Site, Fort Smith Museum of History, National Cemetery, University of Arkansas-Fort Smith, Janet Huckabee Center, Crystal Bridges Museum of American Art, Walton Arts Center and more. Clubs will be created based on students' interests such as: Quiz Bowl, Book Clubs, Chess, Distributive Education Club of America (DECA), Driver Safety, Fellowship of Christian Athletes, Film Club, Fishing Club, National Honor Society, French Honor Society, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), German National Honor Society, Model United Nations, Mu Alpha Theta, and more.

3. ARVVA will offer students and parents the opportunity to blend virtual learning and face-to-face support as needed depending on a student's individual ability. Students and/or parents will have two opportunities each week to meet with a teacher, one opportunity will be for an orientation to the core curriculum and the second opportunity will be for actual student work/lesson support.

The optional orientation session will give students and parents information regarding the upcoming week's work. This face-to-face orientation will be recorded and posted on the ARVVA website. Parents and students can attend the orientation on the campus or watch the recorded session from home depending on their individual schedule. This information will help both parents and students to plan and organize their time and work for the week ahead. One benefit of a virtual program is that students and parents have a great deal of choice regarding when, where and how students complete lessons. Often times it is difficult for adults and students to make appropriate decisions regarding where, when and how if they do not know what the curriculum/lesson expectations are for a week or a unit of study. Having a guide available for more direct instructions and to answer questions will give families more time to focus on the work rather than study the format and scheduling of the lessons. The orientation enhances the communication between the curriculum and the student/parent. Virtual learning is rather new to most in our community; therefore, the added support to enhance communication will ensure greater student

success.

The second opportunity for face-to-face support will be a study session. Students and/or parents can choose to attend the weekly study sessions when they feel the student needs more direct instruction or review of specific lessons or concepts. These study sessions will be optional unless the monitoring of a student's work indicates the students is not making progress toward their learning goals. The partnership between parents and teacher will be key to the decision regarding when a student must attend study sessions. Assessments and assignments will also be used to determine the need for study sessions. Getting support as quickly as possible is critical to student success; therefore, this innovation is a foundational part of the ARVVA plan.

4. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
ARVVA students will attain proficiency in reading.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in reading; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for reading.	Annually with administration of required state assessments
ARVVA students will attain proficiency in mathematics.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in math; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for mathematics.	Annually with administration of required state assessments
ARVVA students will attain proficiency in English.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in English; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for English.	Annually with administration of required state assessments

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
ARVVA students will attain proficiency in writing.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in writing; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for writing.	Annually with administration of required state assessments
ARVVA students will develop an ILP to support college and career readiness	ILP records	100%	Annually
ARVVA students will participate in one field experience, community service project, or integrated unit of study each 9 weeks	ARVVA records	80% of students will report field experience, community service, or integrated unit of study in their ILP	9 Weeks
ARVVA students will take college entrance exams	ACT and/or SAT	Beginning in 2021-2022, a baseline percent will be established with seniors and will increase each year.	By the end of the student's senior year (Beginning in year five).

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

The needs to be met by ARVVA include:

- Providing a public education option to the Arkansas River Valley's, specifically in Van Buren, homeschooled population;
- Enabling at-risk students not being adequately served elsewhere to receive a high quality education;
- Providing additional solutions for students who are homebound, and;
- Increasing the educational opportunities of accelerated learners.

It is the vision of both VBSD and ARVVA to graduate students who are ready to succeed in both college and the professional world. Like other districts around the state, in accordance with law, state mandated tests are administered to every student. The results are then used to measure the progress VBSD students are making in achieving proficiency levels. Therefore, the first four goals outlined in the above chart reflect ARVVA's commitment toward high academic achievement on these tests. The remaining goals reflect strategies that will be implemented by ARVVA faculty, students, and parents to further ensure that students are successful.

Students will develop an Individualized Learning Plan

As stated in ARVVA's mission statement, personalization and flexibility are key components of the educational experience that students in the academy will receive. Choice is extremely important to the groups that ARVVA will be reaching, such as homeschooled and accelerated learners. Each family will sit down with a teacher to create the student's Individualized Learning Plan (ILP). When creating the ILP, the student's interests, academic

achievement levels, and professional aspirations will be taken into account. This will allow for the most personalized educational plan possible.

In addition, by giving the student and their family a say in the creation of the ILP, ARVVA will benefit from greater student buy-in and parent involvement. Educational professionals across the country understand the important role that parents and families play in the educational growth and development of public school students. The unique relationship created by designing the ILP will tie the student, parent, and teacher together into a team that will greatly increase the student's academic achievement and personal growth.

Participation in field experience, community service project, or integrated unit each 9 weeks

Another unique component of the ARVVA is the opportunity for students to participate in a field experience, community service project, or integrated unit of study each 9 weeks, four total in an academic year. The lack of socialization is something that hinders homeschooling and other virtual education programs. Keeping this in mind, it is the goal of ARVVA to engage students in a number of experiences that will bring them face-to-face with peers, community members, and business leaders. The focus of each experience will be either community service or student specialization, with specialization being especially important at the high school level. Each year, many college freshmen are asked to pick a career path so that they can start taking classes towards that goal. However, many of them lack any real experience in the field they end up choosing, which often leads to poor choices. Students of the ARVVA will be in a better place to make these kind of long-term choices due to the frequency and quality of the experiences they participated in prior to graduation. Also, students who are engaged in experiences that are specialized to their interests and goals are more likely to be excited and engaged in the educational process, thus increasing academic performance.

Community service is the other key component of the experiences that ARVVA students will participate in. Creating students who are citizenship ready is an important part of ARVVA's mission. Community service and volunteer opportunities will allow students to engage the world around them on a much deeper level, making them more aware of and capable of working toward solutions to the problems they encounter. By developing a strong community service background at an early age, it is much more likely that ARVVA graduates will remain civic minded in their adult life.

ARVVA students will participate in integrated units of study that give them the opportunity to combine their interests and academic subjects into an authentic learning opportunity that will promote personal and academic growth. These units of study will be inquiry based, with students creating a driving question that will navigate their work. Students will then conduct research and/or experiments that ultimately lead them to answer the driving question. At the end of each unit, students will present their final product in the manner and to the audience that they think most appropriate. ARVVA students will facilitate and offer support to students throughout their time of study.

Field experiences, community service projects, and integrated units of study as mentioned above will make ARVVA successful in fulfilling its stated mission and set ARVVA students on a path to success in their personal, educational, and professional lives.

Students will take a college entrance exam by the end of their senior year

While many students in the VBSD take college entrance exams, such as ACT, a number of times between 10th and 12th grade, there is a significant number who do not. "At-risk" and homebound students, two of ARVVA's focus groups, are often among those who do not take tests like the ACT. All ARVVA students will take the ACT by the end of their senior year.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
150 Minutes	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
60 Minutes	Math	Math	Math	Math	Math
60 Minutes	Science	Social Studies	Science	Social Studies	
45 Minutes	Art	Music	Art	Music	
45 Minutes	Orientation to Curriculum Option on site	World Languages	World Languages	World Languages	PE/Health
105 Minutes					On Site Support for Core Curriculum or Field Experience/ Community Service Project/ Integrated Unit of Study

MIDDLE SCHOOL COURSES

GRADE(S): 6 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- Language Arts, Mathematics, Science, Social Studies, Art, Music, Health

ELECTIVE COURSES

- Foreign Languages

GRADE(S): 7 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- Language Arts, Mathematics, Science, Social Studies, Art, Health

ELECTIVE COURSES

- Music, Journalism, Spanish 1 and Spanish 2, French 1 and French 2, Latin 1 and Latin 2, German 1 and German 2, Chinese 1 and Chinese 2, Photography, Career Explorations, Family and Consumer Science, World Language Survey
-

GRADE(S): 8 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- Language Arts, Mathematics, Science, Social Studies, Art, Health

ELECTIVE COURSES

- Music, Journalism, Spanish 1 and Spanish 2, French 1 and French 2, Latin 1 and Latin 2, German 1 and German 2, Chinese 1 and Chinese 2, Photography, Career Explorations, Family and Consumer Science, World Language Survey
-

HIGH SCHOOL COURSES

GRADE(S): 9 YEAR OFFERED: 2018-2019

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, Family and Consumer Science, Psychology, French I, II, III, IV, German I, II, III, IV, Japanese I & II, Latin I & II, Mandarin (Chinese) I & II, Spanish I, II, III, IV, Accounting, Achieving Your Career and College Goals, Driver Safety, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, Music Appreciation, Nutrition and Wellness, Physical Education, Reaching Your Academic Potential Service Learning, Skills for Health, 3D Art I: Modeling, 3D Art II: Animation Audio Engineering, C++Programming, Computer Fundamentals, Computer Literacy, Computer Science, Digital Arts I & II, Digital Photography, Engineering Design/CAD, Game Design, Green Design and Technology, Image Design & Editing, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, Cosmetology, Criminology, Early Childhood Education, Fashion and Interior Design, Gothic Literature, Great Minds in Science, Health Science I & II, History of the Holocaust, Hospitality and Tourism, International Business, Intro to Agriscience, Intro to Culinary Arts, Intro to Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics
-

GRADE(S): 10 YEAR OFFERED: 2019-2020

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science
-

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, Family and Consumer Science, Psychology, French I, II, III, IV, German I, II, III, IV, Japanese I & II, Latin I & II, Mandarin (Chinese) I & II, Spanish I, II, III, IV, Accounting, Achieving Your Career and College Goals, Driver Safety, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, Music Appreciation, Nutrition and Wellness, Physical Education, Reaching Your Academic Potential Service Learning, Skills for Health, 3D Art I: Modeling, 3D Art II: Animation Audio Engineering, C++Programming, Computer Fundamentals, Computer Literacy, Computer Science, Digital Arts I & II, Digital Photography, Engineering Design/CAD, Game Design, Green Design and Technology, Image Design & Editing, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, Cosmetology, Criminology, Early Childhood Education, Fashion and Interior Design, Gothic Literature, Great Minds in Science, Health Science I & II, History of the Holocaust, Hospitality and Tourism, International Business, Intro to Agriscience, Intro to Culinary Arts, Intro to Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics
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GRADE(S): 11 YEAR OFFERED: 2020-2021

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science
-

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, Family and Consumer Science, Psychology, French I, II, III, IV, German I, II, III, IV, Japanese I & II, Latin I & II, Mandarin (Chinese) I & II, Spanish I, II, III, IV, Accounting, Achieving Your Career and College Goals, Driver Safety, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, Music Appreciation, Nutrition and Wellness, Physical Education, Reaching Your Academic Potential Service Learning, Skills for Health, 3D Art I: Modeling, 3D Art II: Animation Audio Engineering, C++Programming, Computer Fundamentals, Computer Literacy, Computer Science, Digital Arts I & II, Digital Photography, Engineering Design/CAD, Game Design, Green Design and Technology, Image Design & Editing, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, Cosmetology, Criminology, Early Childhood Education, Fashion and Interior Design, Gothic Literature, Great Minds in Science, Health Science I & II, History of the Holocaust, Hospitality and Tourism, International Business, Intro to Agriscience, Intro to Culinary Arts, Intro to Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics
-

GRADE(S): 12 YEAR OFFERED: 2021-2022

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science
-

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, Family and Consumer Science, Psychology, French I, II, III, IV, German I, II, III, IV, Japanese I & II, Latin I & II, Mandarin (Chinese) I & II, Spanish I, II, III, IV, Accounting, Achieving Your Career and College Goals, Driver Safety, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, Music Appreciation, Nutrition and Wellness, Physical Education, Reaching Your Academic Potential Service Learning, Skills for Health, 3D Art I: Modeling, 3D Art II: Animation Audio Engineering, C++Programming, Computer Fundamentals, Computer Literacy, Computer Science, Digital Arts I & II, Digital Photography, Engineering Design/CAD, Game Design, Green Design and Technology, Image Design & Editing, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, Cosmetology, Criminology, Early Childhood Education, Fashion and Interior Design, Gothic Literature, Great Minds in Science, Health Science I & II, History of the Holocaust, Hospitality and Tourism, International Business, Intro to Agriscience, Intro to Culinary Arts, Intro to Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics
-

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

VBSD will contract with an online learning provider to provide a curriculum package for K-12 students enrolled in ARVVA. All of the courses offered within ARVVA will be fully aligned with the Arkansas Frameworks. The curriculum will be provided in a blended format, combining the online curriculum and face-to-face facilitation by ARVVA teachers. Courses will be offered for all students, K-12, that meet the Accreditation standards set forth by the Arkansas Department of Education. In addition to offering the required general studies courses and grade appropriate electives, ARVVA students will have access to advanced coursework. At the high school level, 9-12, students can take Advanced Placement (AP) and career/technical education classes.

Anticipated costs include purchasing the online curriculum and technology for student use. Both of these items will be included in the annual ARVVA budget and paid for by the increase that ARVVA students bring to the district's enrollment numbers and subsequent State Foundation funding (\$6, 646 per student).

7. Describe the educational program to be offered by the charter school

Applicant Response:

The educational program implemented at ARVVA will be centered on a digital curriculum that is rigorous, flexible, and can be tailored to meet the needs of each individual student. Technology plays a vast and ever increasing role in today's society. In accordance with this reality, VBSD will subscribe to an on-line curriculum provider that provides the customization and flexibility needed to achieve the charter's mission. ARVVA will provide students with access to teachers with content specific expertise. For instance, students who enroll in a foreign language will be working with an on-line instructor who is proficient in the language of the course. ARVVA teachers will provide instruction to students in areas they are highly qualified to provide. Every aspect of human life has been touched by technological advancement, and the classroom is no exception. It is the belief of the VBSD that offering students an educational opportunity that is contemporary and suited to the demands of 21st century society will increase student engagement and performance in the classroom.

In addition to a virtual curriculum, the educational program offered by ARVVA will include an Individualized Learning Plan (ILP) for each student. An ILP team, consisting of student, parent, and ARVVA faculty member will collaborate to design a customized learning pathway. This type of one-on-one interaction will allow each student to take an inventory of their skills and interests, and then use them to create an educational plan that will set them up for success in college, career, and civic life. The student's ILP will be constantly monitored and evaluated to track progress and determine next steps. The ILP team will meet regularly to discuss student progress toward desired outcomes. It is the belief of VBSD that the ILP will be a key component of student

success within ARVVA.

Finally, ARVVA students will participate in field and community service experiences that will extend their knowledge and learning beyond the classroom to the world in which they live. In order to create a civic-minded population, who can identify and then work to solve the problems in their community, it is important to begin an educational program with that focus at an early age. The experiences that ARVVA students graduate with will have enabled them to know and understand their role both as an individual citizen and member of the global community.

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018	4-8	125
2018-2019	3-9	175
2019-2020	2-10	225
2020-2021	1-11	275
2021-2022	K-12	325

Complete the chart to explain how the key features of the program will be afforded.

EXPENSES TO BE INCURRED BY NEW CHARTER

Specific Item/Program/Service

Estimated Cost

Faculty/Staff

\$250,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

With an enrollment capacity of 125 students, the district will receive \$6,646 per student through the state funding matrix. Assuming ARVVA reaches maximum capacity, the total foundation funding amount received will be \$830,750. This amount exceeds the cost of the above mentioned item with \$580,750 remaining for additional costs.

\$250,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. Faculty and staff will be reassigned as needed to ensure efficient operations.

No variance.

Explanation

Specific Item/Program/Service

Estimated Cost

Online Courses/Curriculum

\$432,950.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

This is based on estimates received from online vendors. A per pupil cost is estimated to be roughly \$3,463 based on an enrollment of 125 4th-8th grade students. The cost will decrease slightly as we expand offerings to other grade levels each year until we reach full implementation. At full implementation, a per pupil cost will be roughly \$3,352 per student based on estimates received.

\$432,950.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

Amount of Reduction

The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. The cost of classroom curriculum, books, supplies and materials will be reduced in the traditional setting and allocated for the conversion charter school if needed.

No variance.

Explanation

Specific Item/Program/Service

Estimated Cost

Equipment

\$12,500.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

For students enrolled in the charter who would qualify for free lunches under the classification of Direct Certified (child nutrition standards), the district will provide an electronic device to be used to access the online curriculum. The district will budget \$250 per student for each device. Assuming the conversion charter school reflects similar representation of the district, 40% of students, or roughly 50 students, will qualify.

With an enrollment capacity of 125 students, the district will receive \$6,646 per student through the state funding matrix. Assuming ARVVA reaches maximum capacity, the total foundation funding amount received will be \$830,750. After covering the cost of faculty and staff, courses/curriculum, and covering the cost of the above mentioned item, the district will have \$135,300 in foundation funding remaining for additional costs.

\$12,500.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

Amount of Reduction

The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. The cost of classroom technology will be reduced in the traditional setting and allocated for the conversion charter school if needed.

No variance.

Explanation

Specific Item/Program/Service

Estimated Cost

Field Experience/Service Projects/Activities

\$25,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

The district will budget \$100 per semester for each student enrolled in ARVVA for costs associated with field experiences, community service projects, or integrated curriculum activities.

With an enrollment capacity of 125 students, the district will receive \$6,646 per student through the state funding matrix. Assuming ARVVA reaches maximum capacity, the total foundation funding amount received will be \$830,750. After covering the cost of faculty and staff, courses/curriculum, low-income technology needs, and covering the cost of the above mentioned item, the district will have \$110,300 in foundation funding remaining for additional costs.

\$25,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter *if applicable.*

Amount of Reduction

The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. The per student cost of field trip activities will be reduced in the traditional setting and allocated for the conversion charter school if needed.

No variance.

Explanation

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

VBSD strives to meet the needs of every student, however many students in the traditional education setting do not thrive. VBSD has a significant and sustained home school population along with at risk students, and student who wish to accelerate. The structure of a virtual conversion charter school would allow us to better meet the needs of this population in our community. This alternative structure will provide a learning experience that is flexible and personalized to each individual student. The on-line virtual school will provide technology for individualized, flexible learning. The flexibility of this structure will provide different educational options to serve students' needs. Also, the charter school will be able to provide additional support or acceleration for students in our community.

Add additional data from Surveys

A survey made available to the entire Van Buren community confirmed the district's belief that a virtual charter school, such as ARVVA, is needed to meet the educational needs of such a diverse community. As the graph below shows, an overwhelming majority of those who responded (67%) expressed interest in a virtual alternative to traditional public school. While many stated that they needed more information, 21% responded by saying that their family would be interested in a virtual option.

(See attached graph titled "Would your family be interested in a virtual alternative to traditional public school?")

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

ARVVA will have more autonomy than traditional schools districts in a variety of areas through flexibility offered by the charter waivers. Examples include:

- Employing personnel- ARVVA will be able to employ teachers from traditional and nontraditional backgrounds through appropriate waivers.
- Developing and controlling the charter school budget- The ARVVA will follow school district budgeting guidelines. The guidelines will be determined by community stakeholders, school board, and state and federal regulations.
- Managing day-to-day charter school operations- The coordinator will be responsible for the ARVVA day to day operations of the charter school to create an optimum learning environment for all students.
- Developing and controlling the school calendar- ARVVA staff, parents, and other partners will create a flexible calendar that will meet the needs of the students assigned to the school. Implementation of the calendar will be at the discretion of the coordinator.
- Other areas of autonomy to be afforded to the charter- ARVVA staff will exercise more autonomy in developing the school schedule, physical activity, core curriculum, and attendance requirements than traditional schools through the approval of waivers sought for the conversion charter.

10. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

ARVVA faculty along with a group of parent stakeholders of students attending the charter school will work together as a team to prepare the Arkansas Comprehensive School Improvement Plan (ACSIP). The ACSIP team will work together to develop goals and evaluation plans to measure the effectiveness of the school. The ACSIP team must include a team of parents and faculty members who work together to annually set both academic and non-academic goals and to identify measurable objectives to assure the goals are met. The ACSIP team will meet three times per school year for the purpose of determining annual goals, measurement and evaluation of whether the goals were met. Examples of academic goals being met are scoring "Ready" on state mandated assessments. Non-academic goals will be measured through survey data related to student, faculty and parent satisfaction with the curriculum provided and field/lab experiences in which students participate. The ACSIP team will review data annually and make decisions about goals, evaluate measures, activities to accomplish goals, person responsible for each action and the resources needed to ensure goals are met.

In addition, the district PTA liaison will contact the PTA Council and work with the parents at the charter to ensure they have a voice in the operation of the virtual academy. The PTA council representative will assist the charter school in developing their own PTA to advocate for the campus and serve as the facilitator in providing feedback to the faculty to assure the charter school is serving the needs of the students, parents and greater River Valley community. The PTA will schedule monthly meetings and will elect officers. The monthly meetings will provide timely information on various topics of interest to parents.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

The VBSD makes it a priority to research best practices and practice continual improvement through professional learning communities. Our school district continuously seeks new and innovative opportunities to improve current practice and offer students many choices in their learning path. This conversion charter application is one way the school district can offer a creative, non-traditional method of individualized learning paths for students that may need an alternative to the traditional school model to be successful. The focus of the charter school is based upon the analyzing of data, reflecting a needs improvement status across the school district and adjoining areas on state achievement tests.

Based on this data, the VBSD has designed a plan for the ARVVA that offers a flexible, non-traditional alternative learning environment to support individualized student learning that provides both remediation and enrichment opportunities for students. The key to the virtual academy is that it will offer a personalized approach meeting the needs of the whole child serving the educational, social, emotional and physical need of the student to ensure success in all areas of the student's education.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

The ARVVA students will participate in an individualized online academic curriculum based upon Arkansas Curriculum Frameworks. The charter school committee along with the school district curriculum director and ARVVA faculty will review the online curriculum selected to ensure it is sufficiently aligned with the Arkansas Frameworks and make certain that all curriculum requirements are met within the curriculum path provided to the student. Documentation of an annual review of the online curriculum and alignment with Arkansas Curriculum Frameworks will be collected to ensure a review and reflection session has taken place between the school district curriculum director, charter school committee and ARVVA faculty.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

A waiver will be sought for flexibility.

Based on the ILP created for each student, the ILP team, consisting of student, parent, and teacher, will work together in scheduling and post-graduation support. In addition, VBSD counselors will provide college and career guidance for each student as appropriate.

B) Health services;

Applicant Response:

A waiver will be sought for flexibility.

VBSD health services, such as school nurses, will be available to provide services to ARVVA students on an individual basis. Parents will be notified and invited to participate in all School District wellness activities.

C) Media center;

Applicant Response:

A waiver will be sought for flexibility.

ARVVA will provide access to virtual books and provide student access to school media centers. The Van Buren Schools will also work to partner with the Van Buren Public Library.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

ARVVA will ensure that students with disabilities shall have equal access to the appropriate educational setting. Services will be provided in accordance to the student's Individual Education Plan (IEP) following the rules and regulations under the Individual with Disabilities Education Act (IDEA). The Van Buren Schools Special Education Director will work with the ARVVA staff as needed to ensure appropriate placement of and services for ARVVA students.

ARVVA will be accredited in accordance with applicable laws and rules adopted by the State Board of Education as per Standards for Accreditation 17.0 and IDEA 17.00.

E) Transportation;

Applicant Response:

ARVVA will not provide regular transportation due to the online school program. Students with an IEP or 504 requiring transportation in accordance with Standards for Accreditation 21.0, applicable laws, regulations, and guidelines developed by the Department of Education will be provided transportation by VBSD as needed. VBSD will also provide transportation for field experiences and community service projects.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Van Buren Public Schools has an alternative education program with fully certified teachers. The Van Buren District ALE has staff trained to meet the needs of their students. ARVVA will also serve as an alternative for students who require an ALE.

G) English Language Learner (ELL) instruction; and

Applicant Response:

ARVVA will provide research-based English as a Second Language (ESL) programs and help ESL students read, write, and comprehend the English language. Van Buren Public Schools will employ teachers who are fluent in English, comply with parental notification provisions under section 3302, and other state and federal laws and rules consistent with Sections 3126 and 2127 regarding limited English Proficient (LEP) students.

H) Gifted and Talented Program.

Applicant Response:

Waivers have been requested regarding Standards for Accreditation 18.0. However, ARVVA will offer Gifted and Talented services for students and families who choose. VBSD has a highly trained Gifted and Talented staff that creates accelerated learning opportunities for advanced students of all grade levels. Grade appropriate gifted and talented services will be available to qualifying ARVVA students on the campus that services their grade level.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, separate from the district's annual report to the public, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

ARVVA will provide an annual report, in order to share information with our community, in a timely manner following the release of state assessment data. This report will include a progress report on the ARVVA's goals. The report will be posted on the Van Buren District website as well as the ARVVA's website. A copy will be shared with the Superintendent of the Van Buren Schools and the Van Buren Schools Board of Education. Email and a face-to-face meeting will be utilized to share the information with ARVVA students and parents. All information provided regarding ARVVA's performance will be in addition to, and separate from, the district's annual public report. A copy will be mailed to the authorizer.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Enrollment will be open to all students who are residents of the State of Arkansas enrolling in grades 4 through 8 in the Fall of 2017.

Each year thereafter, enrollment will be open to students in the following grades during the assigned year:

Fall of 2018 - Grades 3 - 9

Fall of 2019 - Grades 2 - 10

Fall of 2020 - Grades 1 - 11

Fall of 2021 - Grades K - 12

Enrollment will begin in the spring of 2017 with Van Buren School students or students who are eligible to attend Van Buren Public Schools for students entering grades 4th - 8th in the fall of 2017.

Parents and students will be provided multiple ways to learn about the enrollment process through recruitment information distributed through class meetings, newsletters, evening meetings, electronic communications and flyers. The recruitment information will include a description of the instructional program, application process and the selection process.

Application to the ARVVA will be voluntary and offered as a choice. A one-year commitment by the student and the parent to attend the ARVVA will be encouraged. All applications will be sent to Van Buren Public Schools, 2221 Pointer Trail East, Van Buren, Arkansas. Once received, each application will be stamped with the date and time of submission.

The ARVVA leadership team will review applications and meet with students and parents in both group and individual orientation sessions to help prospective families understand the virtual program. Orientations will stress the commitment required of students and parents in order for students to be successful in a virtual learning program. After these orientation meetings, parents and students will be asked to sign letters of commitment as a part of their application.

A random, anonymous student selection method will be used to select students.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Dr. Harold Jeffcoat, Superintendent

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Coordinator

Reports to: Superintendent

Salary Range: Van Buren Administrative Salary Schedule

Minimum Qualifications Required

Education Required:

Advanced Degree Preferred

Experience Required:

3-5 Years of Teaching Experience, Some online teaching experience

Certification Required:

Arkansas Teaching License, Administrative License

Job Duties: List up to 5 key duties this individual will perform.

- Implement with integrity the ARVVA vision/mission and program as planned
 - Maintain educational standards in the program to ensure the education of all students
 - Develop school plans and organizational procedures to ensure the health, safety and conduct of students
 - Establish parental involvement and community involvement
 - Provide leadership for the ARVVA including supervising staff, providing professional development for teachers and staff and being an advocate for the school
-

TEACHERS

Teacher Position: Classroom (Two)

Reports to: Arkansas River Valley Virtual Academy Coordinator

Salary Range: Van Buren Teacher Salary Schedule

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
Prefer at least 3 years of teaching experience

Certification Required:
Arkansas Teaching License

Job Duties: List up to 5 key duties this individual will perform.

- Implement a positive learning environment with a focus on student achievement in both online and face-to-face interactions with students and parents
 - Participate in the development and implementation of the curriculum along with field experiences and community projects
 - Individualize instruction to help students achieve individual goals
 - Be an advocate for the ARVVA, the students, parents and programs
-

SUPPORT STAFF

Support Staff Position: Secretary

Reports to: Arkansas River Valley Virtual Academy Coordinator

Salary Range: Van Buren Classified Salary Schedule

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:
N/A

Certification Required:
N/A

Job Duties: List up to 5 key duties this individual will perform.

- Support the coordinator and all staff members regarding administrative tasks
- Answer phones and emails
- Receive visitors

Job Duties: List up to 5 key duties this individual will perform.

- Other duties as assigned
-

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

- Yes
 No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

ARVVA will be housed at the current Van Buren Freshman Academy, in the Van Buren School District (map attached below). This campus is located at 821 Pointer Trail East in Van Buren. Designated to ARVVA will be wing of the building including three classrooms (dimensions below), restrooms, an outside entrance, and parking.. Each of the designated classrooms is equipped with sinks, counter space for conducting science labs, and an abundance of closet and cabinet space. The entrance to the ARVVA will be separate from the main building entrance and will utilize an electronic lock system. Students, parents, and faculty of the ARVVA will have access to restrooms separate from those used by Van Buren Freshman Academy. ARVVA will have approximately thirty parking spaces located adjacent to the entrance. Handicap spaces are provided.

Classroom 414A

42 ft. x 32.5 ft. = 1,365 sq ft.

Classroom 412A

42 ft. x 28 ft. = 1,176 sq. ft.

Classroom 501A

32 ft. x 33 ft. = 1,056 sq. ft.

Foyer/Entrance

419 sq. ft.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

N/A

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

As we are providing online curriculum, ARVVA will not provide food services to students.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents and guardians will play a vital role in the success of the ARVVA. One of the main goals of the academy is to provide a bridge of support for parents and to provide guidance on how they can better support their child's educational excellence. The parent or guardian will not just serve as a guide, but will play an active role in

facilitating the learning experiences of their individual student. The parent/guardian will be provided with support to help them better facilitate the on-line curriculum. Parents and guardians that possess specialized skills in specific areas may be asked to serve as mentors and presenters during field experience opportunities.

The field experience and community service activities of ARVVA will be supported by our community partnerships. Community leaders will support ARVVA by volunteering as guest speakers and assisting with field experiences. Bob Freeman, Mayor of Van Buren, wrote a letter indicating his support for ARVVA (attached).

The Parent Teacher Association (PTA) will also play a vital role in the positive impact of the ARVVA. The PTA liaison will be responsible for reporting the successes of the academy to the community.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Dr. Harold Jeffcoat, VBSD Superintendent, and Nancy Robbins, Director of Curriculum, each dedicated countless hours to plan and prepare for the Arkansas River Valley Virtual Academy. Together they have the knowledge and skills needed to bring about sustained success for the ARVVA.

In addition to Dr. Jeffcoat and Mrs. Robbins, a charter committee was assembled that included Brian Summerhill, Assistant Superintendent, two high school principals, two middle school principals, one elementary principal, and four classroom teachers. The committee worked together to create a vision and mission statement for ARVVA, discuss target groups for enrollment, design educator and community surveys, and sample curriculum from online providers. Diversity in the roles and experience of the committee members allowed for more complete planning in the early stages of the application process for ARVVA.

Dr. Jeffcoat has maintained a commitment to community and VBSD staff participation throughout the planning process. Additional avenues of publicity and community exposure will be utilized following ARVVA's opening. Facilitating buy-in from all of the stakeholder groups will ease the initial implementation period of ARVVA and increase the likelihood for sustainability. Increasing student enrollment will be the means by which the VBSD maintains operating costs in the future.

Every step, from the initial discussions to submitting the final application, has been taken with charter's mission in mind, which is to better meet the needs of target groups and provide advanced educational opportunities for the students of the Van Buren School District.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not

under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: School Year/Day/Seat Time

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-10-106 Uniform dates for beginning and end of school year
- Ark. Code Ann. § 6-16-102 School Day
- Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve
- Ark. Code Ann. § 6-18-213 (a) (2) Attendance records and reports generally

Standards for Accreditation

- Section 10.01.4 (6 hour day) of the ADE Rules Governing the Standards for Accreditation
- Section 14.03 (Seat time) of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Mandatory Attendance Requirements for Students in Grades 9-12

Rationale for Waiver

Given the nature and intent of a self-paced learning environment, and given the perpetual availability of our on-line curriculum, VBSD will need the flexibility to adjust our yearly calendar and daily schedule to accommodate the needs of our learning community and to ensure that we are providing the best educational experience possible for virtual students. As such, VBSD requests a waiver of the uniform calendar requirement, as well as the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week. We also seek to waive

the requirement that a unit of credit must meet a minimum of 120 clock hours. Only by leveraging these waivers can VBSD create a personalized learning environment wherein students can truly learn at their own pace. While it is true that some students will be able to learn at an accelerated pace, in other circumstances students will be afforded the opportunity to spend more time addressing learning gaps.

Waiver Topic: CPR Instruction

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-16-143 Cardiopulmonary resuscitation instruction

Rationale for Waiver

Students will receive CPR instruction, but instruction will be conducted virtually and will not include a psychomotor component.

Waiver Topic: Gifted and Talented Education

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-42-101 et seq. General Provisions (gifted and talented)
- Ark. Code Ann. § 6-20-2208 (c) (6) monitoring of expenditures (gifted and talented)

Standards for Accreditation

- Section 18-Gifted and Talented Education of the ADE Rules Governing the Standards for Accreditation
- Section 18.01- Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department of the ADE Rules Governing the Standards for Accreditation
- Section 18.02- Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Gifted and Talented Program Approval Standards

Rationale for Waiver

VBSD understands the importance of quality Gifted and Talented education. The district remains committed to providing these services to all students. ARVVA students will have the option to use these services; however, parent discretion will be allowed. This waiver supports the flexibility needed by the virtual academy to meet its academic goals.

Waiver Topic: Personnel Policies

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-17-501 et seq. Teacher Fair Dismissal Act
- Ark. Code Ann. § 6-17-501 et seq. Public School Employee Fair Hearing Act

- Ark. Code Ann. § 6-15-1004 Qualified Teachers in every Public School Classroom
- Ark. Code Ann. § 6-17-302 Public School Principals-Qualifications and Responsibilities
- Ark. Code Ann. § 6-17-309 Licensure-Waiver
- Ark. Code Ann. § 6-17-401 Teacher's License Requirement
- Ark. Code Ann. § 6-17-902 Definitions
- Ark. Code Ann. § 6-17-919 Warrants Void Without Valid Certificate and Contract

Standards for Accreditation

- Section 15.01 through 15.03 of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Personnel Policies
- 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

Rationale for Waiver

Teachers will be licensed in Arkansas except for those situations where a local teacher cannot be identified or for classes with a low number of students. In these classes, VBSD will contract with a curriculum provider who will employ teachers who are licensed in the states in which they reside. VBSD will seek certified teachers and leaders: however, VBSD requests the discretion to hire the best applicants available. VBSD will fully comply with all applicable HQT requirements and will ensure that all teachers and leaders successfully complete criminal background and Child Maltreatment Registry checks.

VBSD will also seek a waiver from the statutory formula for funding teachers for additional days worked. Due to the unique nature of digital or blended learning, teachers may no longer follow a traditional school day or calendar. As part of the waiver, VBSD will develop an alternate payment matrix to meet the needs of its digital or partial teaching staff. This payment matrix shall be approved by the school board in a public meeting.

Waiver Topic: Class Size & Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.02 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

In an online setting, teachers may successfully work with a larger number of students. The following alternative student teacher ratio is proposed: Teachers (K-12) not to exceed 40:1

This waiver supports flexibility in order to meet academic goals.

Waiver Topic: Food Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-705 Breakfast Program

- Ark. Code Ann. § 6-20-701 et seq. School Lunch Program

Rationale for Waiver

As a virtual academy, ARVVA will not serve meals.

Waiver Topic: School Nurse & Media Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-706 School Nurse
- Ark. Code Ann. § 6-25-103 & 104 Public School Library Media and Technology Act

Standards for Accreditation

- Section 16.01 of the ADE Rules Governing the Standards for Accreditation
- Section 16.02 of the ADE Rules Governing the Standards for Accreditation
- Section 16.03 of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Public school Student Services 3.01.6

Rationale for Waiver

As a virtual academy, ARVVA will not require a school nurse or media specialist. VBSD will not employ a library media specialist or utilize a media center. However, students of ARVVA will have access to VBSD nurses and media centers. VBSD will also work to make these tools available online or through partnerships with local libraries. This waiver supports the virtual academy goals through flexibility.

Waiver Topic: Guidance Counseling Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-1001 et seq. Public School Student Services Act

Standards for Accreditation

- Section 16.01.3 of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Public School Student Services 3.01.1

Rationale for Waiver

Through the Individualized Learning Plan, ARVVA and VBSD staff will provide appropriate and individualized guidance for each student. The ILP Team will work with students in scheduling and post-graduation planning support. This waiver also supports the goal by providing the flexibility of the virtual academy to best meet the needs of all students.

Waiver Topic: Flags/Period of Silence/Pledge of Allegiance

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-10-115 Period of Silence
- Ark. Code Ann. § 6-16-105 United States Flag
- Ark. Code Ann. § 6-16-106 Arkansas Flag
- Ark. Code Ann. § 6-16-108 Recitation of the Pledge of Allegiance

Rationale for Waiver

VBSD will display the U.S. and Arkansas flags, though not as prescribed by the ACA. A group period of silence or recitation of the Pledge of Allegiance in a virtual setting would be difficult.

Waiver Topic: Eye & Vision Screening

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-1501 et seq. Mandated Eye & Vision Screening Procedures and Tests for Children

ADE Rules

- Eye and Vision Screening Report in Arkansas Public Schools

Rationale for Waiver

ARVVA students will not be physically present at the school campus routinely to receive eye and vision screening exams. However, students eye and vision screening will be made available to students when the school nurse is on campus at the Freshman Academy. Parents will be notified about these optional services. The waiver supports the flexibility needed by the virtual academy to meet the goals.

Waiver Topic: Secondary Units Offered - Instrumental and Vocal Music

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.1.2 and 9.03.4 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

VBSD will initially serve grades 4-8 and will not serve all secondary grades until years two and three of implementation. The initial high school classes will have access to a full course load that will allow students to graduate on time under Smart Core requirements.

VBSD will offer all 38 required units, less any waived requirements to secondary students as the school admits them. VBSD wishes the flexibility to add the 38 required units as we add the appropriate grade levels to the school. This waiver supports academy goals, allowing students to progress at their desired pace.

Waiver Topic: Commodity Bidding

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-21-301 et seq. Acquisition of Commodities Generally

Rationale for Waiver

VBSD will contract with an appropriate on-line curriculum provider for provision of its education program. The selection of the best available curriculum to meet student needs and district requirements may limit sources. A waiver for ACA § 6-21-305 is requested for curriculum provider purchase specifically, and enables VBSD to best serve students and meet the goals of the academy. All other purchases will be subject to ACA § 6-21-301 et seq.

Waiver Topic: Report Cards

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-15-903 (a) (2) Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student

Rationale for Waiver

VBSD parents will have real time access to report cards via online platform.

Waiver Topic: Curriculum

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.4.12 of the ADE Rules Governing the Standards for Accreditation
- Section 9.02.3.12 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

VBSD requests that all AP courses taught be included as part of the 38 units required by law for Standards and Accreditation. Additionally, the waiver is requested to enable qualified students below 9th grade to take foreign languages, algebra 1, and other similar courses. This waiver supports the academic goals of the virtual academy.

Waiver Topic: Credit for College Courses

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-223 Credit for College Courses

Rationale for Waiver

We seek this waiver to enable qualified students below 9th grade to take and receive concurrent credit for college courses. This waiver supports the academic goals as well as the goal of the ILP to support college readiness.

Waiver Topic: Teacher duty, planning, non-instructional activities

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-17-111 Duty-free lunch periods
- Ark. Code Ann. § 6-17-114 Daily planning period
- Ark. Code Ann. § 6-17.117 Non-instructional duties

Rationale for Waiver

We seek this waiver based on the nature of the daily schedule at ARVVA. With students coming for individual appointments, teachers will not follow the same schedule each day. However, teachers will receive plenty of time for lunch and planning. The waiver supports the flexibility needed by the virtual academy to meet the academic goals.

Waiver Topic: Teacher reimbursement

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-21-303 Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)

Rationale for Waiver

We seek this waiver based on the nature of a virtual school. Teachers will receive all needed supplies through the virtual curriculum provider; therefore, ARVVA teachers should not need to make additional outside expenditures for classroom supplies.

Waiver Topic: Substitute Teachers

Statute/Standard/Rule to be Waived

ADE Rules

- Substitute Teachers

Rationale for Waiver

As a virtual academy, ARVVA will not need to utilize the services of substitute teachers. In the event that an ARVVA teacher is unable to work, for whatever reason, other members of the ARVVA staff, including the coordinator, will fulfill their duties. The waiver supports the flexibility needed by the virtual academy to meet the academic goals.

Waiver Topic: Parental Notification of Non-Licensed Teacher

Statute/Standard/Rule to be Waived

ADE Rules

- Parental Notification of Non-Licensed Teacher

Rationale for Waiver

As noted in the waiver request regarding licensure, VBSD will make every effort possible to hire only licensed education professionals. However, due to the diversity of course offerings, it is foreseeable that an instance may occur where a qualified professional cannot be found. In this instance, VBSD would

Attention: Van Buren Community

Arkansas
River
Valley
Virtual
Academy



Public
Hearing

Van Buren School District is hosting a public hearing to discuss a Conversion Charter School application for a proposed virtual school. Your input is valued as we explore additional learning opportunities for students.

Van Buren High School Fine Arts Center

2001 Pointer Trail East.

Tuesday, May 31st, 2016

6:00 - 8:00

Visit www.tinyurl.com/ARVVAsurvey to share your input.



Performance planned

Northridge Middle School students show off the shirts announcing their upcoming performance of Seussical Jr. It will be Thursday, May 12, at 7 p.m. at the Van Buren Fine Arts Center, 2001 Painter Trail.

UAFA's performance set

The University of Arkansas - Fort Smith's Academy of the Arts will present "Alice in Wonderland II" at 7 p.m. May 20 and at 2 p.m. and 7 p.m. May 21 in the Broadway Auditorium on UAFA's campus as part of the Academy's On Stage Series.

This Academy Players production follows the wild adventures of the young heroine as she tries to find her way back home after falling through a rabbit hole, entering a world filled with a cast of odd characters. The show features classic songs such as "I'm Late," "The Un-Birthday Song" and "Zip-A-Dee-Do-Do-Dee."

The musical was adapted by David Simons with additional lyrics and music provided by Bryan Louville.

Director Shannon Stoddard landed the show and the work of her students.

"Alice in Wonderland is one of my absolute favorite shows," Stoddard said. "It gives us so many opportunities for our talented students to be featured on stage, not to mention you can't help but fall in love with the music. There's never a dull moment in Wonderland."

Dr. Rosilee Russell, academy executive director, and attendees will enjoy the concert.

"I'm so excited for the Academy children to perform Alice in Wonderland," Russell said. "This cast is so professional, and our audiences are going to be amazed."

The cast includes: Bridget Branson Martin, Fort Smith; Maggie Allen, Georgia; Bailey, Lydia; Hickerton, Lily; Bartons, Sydney; Brooker, Myler; Brown, Emma; Conley, Adin; Gandy, Rowden; Graham, Elise; Hester, Tess; Holloway, Sharon; Howard, Levi; Koyne, Kerrie; Kliger, Carolee; Lincke, William; Newmac, Isabelle; Simonian, Leo; Simonian, Pierre; Simonian, Garet; Tecuire, Turner; Tecuire, Caroline; Turzay, Billy; Wagner, Jasmine; Washington and Mason Williams.

Greenwood: Brynden Chick, Ryder Mack and Raven McDaniel; Van Buren: Madeline Parrain; Roland: Maddox Osburn.

Assisting in the production are Stoddard, Sheila Mann, musical director, and Adrin Parmeter, choreographer.

The performance is part of the Academy's On Stage Series, a year-long variety of choral, orchestral and

theatrical productions performed by Academy students and professional artists. Summer registration is now open, with opportunities to participate in summer theatre camps and more.

The Academy of the Arts serves more than 700 students in the greater Fort Smith region and offers preschool, youth symphony, art, choral and theatre programs and private

lessons on subjects including music, theater, dance, songwriting, composition, music theory and music history.

Tickets are \$12 for adults and \$5 for children 10 and under, and tickets purchased in bulk of 10 or more are available at special pricing. For tickets, contact the UAFA's Box Office at 479-782-2300 or visit www.uafa.universitytickets.com.

Leaderscast set Friday

More than 100 are expected to participate Friday at the sixth annual Leaderscast Van Buren at the Fine Arts Center on the Van Buren High School campus.

The one-day leadership development event will feature eight internationally acclaimed speakers via live streaming from Atlanta, Ga.

The theme of this year's event explores what it means to be a visionary leader by looking at three unique perspectives that an "Architect of Tomorrow" must explore, said Debbie Foltart of The Destiny Group, presenting host.

"Visionary leaders have the ability to see a preferred future, operate in the present and utilize the resources around them to architect a clear path to a new destination," Foltart said. "They work tirelessly to empower those around them to bring a vision to life."

Congressman Steve Womack will share his views on the importance of being a voice of leadership during the noon lunch break. He will speak on this year's theme: "Architects of Tomorrow."

Womack, a native of Russellville, was Rogers mayor until he was elected to represent the 3rd District of Arkansas in the U.S. House of Representatives in 2013. Foltart said Leaderscast is a great opportunity for individuals to invest in their own leadership development and come away energized and inspired.

Among the keynote speakers are Kat Cole, group president of HOKUS Brands Inc., which includes Garbanini, Mo's Southwest Grill and Annie Anne's; Steve Wozniak, co-founder of Apple Inc.; Henry Cloud, leadership expert, clinical psychologist and best-selling author; Rick Saban, head football coach of the University of Alabama; Andy Stanley, leadership author and commentator; James Brown, network broadcaster for CBS Sports and News; Burke Denver, author and creativity guru; and Chris Rocco-Brown, author and creativity guru.

Trapp Crosby, comedian and director, will host Leaderscast.

The one-day ticket price of \$79 includes lunch, morning and afternoon refreshments and a program that includes event follow-up resources and tools.

Contact Foltart at (479) 883-9322 or the Van Buren Chamber of Commerce (479) 421-2700.

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Chaise Rocker RECLINER \$133 Lady's RECLINER \$398 Chair & 1/2 RECLINER \$598 Power Lift RECLINER \$798

QUALITY PILLOW-TOP QUEEN MATTRESS SETS! Queen Set \$398 Queen Set \$598 Queen Set \$998

5' x 7' Rugs \$215 OCCASIONAL TABLE-SUPER BUY! \$175 ENTERTAINMENT VALUE \$198

PUBLIC HEARING NOTICE The community is invited to a public hearing to discuss a Conversion Charter School Application for the Van Buren School's proposed virtual school. Tuesday, May 31, 2016 6:00 p.m. Van Buren School District Fine Arts Center 2001 Painter Trail Van Buren

Van Buren - 2306 Fayetteville Road Town North Plaza - 479-474-0709 Fort Smith - 8819 Rogers Avenue - 479-452-2863 Fort Smith - 8418 Hwy. 71 South - 479-846-0687

May 31, 2016, 6:00 p.m.

Arkansas River Valley Virtual Academy

Public Hearing

- I. Welcome
- II. Introduction of Charter School Planning Team
- III. Overview of the Arkansas River Valley Virtual Academy (ARVVA)?
 - A. Background
 - B. Vision
 - C. District Need
 - D. Timeline for Implementation
- IV. Q&A

Sign-In Sheet

Van Buren Charter School Meeting

May 31, 2016 6:00 P.M. Van Buren Fine Arts Center

Name - Print	Role - principal, teacher, parent, etc.	Signature/Email
Beth Everett	parent	<i>Beth Everett</i>
Karen Endel	Principal	<i>Karen Endel</i>
Dale Rauscher + fam.	parent	<i>DR</i>
Laura White	parent	<i>Laura White</i>
Stacie Wood	Principal	<i>Stacie Wood</i>
Armeda E. Holmes	parent / retired teacher	
Ron Smith	Principal	
Robert Rogers	Teacher	
Candice Bowen	parent	

Sign-In Sheet

Van Buren Charter School Meeting

May 31, 2016

6:00 P.M.

Van Buren Fine Arts Center

Name - Print	Role - principal, teacher, parent, etc.	Signature/Email
Brian Summerhill	Parent / Admin	
Latresa Adams	Parent/Teacher	
Cheyenne Adams	Student	
Pam Chewoweth	Parent	
Stew Cas	Principal	
Myra Heckler	Parent	
Alisty Ekai Lee	Parent	
Carolyn Martin	Teacher	



Charter School Meeting

5-31-16

Dr. Jeffcoat: goal - provide a high quality of education, looking at options - Technology are we using it effectively. So we're looking to apply for a charter. A lot of schools moving this direction. Conversion - A public school applying for a charter. Virtual Learning is taking off, and is a direction we are interested in going. We would have a separate campus and offer to a lot of students in our region. Open date, Aug. 17th 18

Nancy Robbins: Committee we are looking at different providers to see what they can offer. Looking at a phase in... Starting at a certain level and working up and down. We don't want it to look traditional, we want it to look flexible, really the sky is the limit. Trying to reach many different students, homeschool, homeschool, needing an alternate setting, can't focus or need to or choose to work independently

Hear from you...

- If you wanted to be part of this school all your learning would be virtual.
- So why would we need this school ~~then~~ if we are ~~already~~ offering that class at the high school
- What if you are like us and we don't have internet access? She needs one on one. The one in Ft. Smith I was hoping you were going to provide
- Would it be for as young as Kindergarten

Jeffcoat

- A partnership for homeschool
- Would you be able to pace yourself - flexible not required meetings or dates.
- What are the concrete: Resource allocations that we - Robust Resources could tap into, seems Ft Smith is ahead

Dr. J: Service providers approved by the state. It is conceptual right now. Ft Smith was planning further back. We would love to expedite the process, but we don't want to go so fast that we don't get feedback.

Dr. J: Faculty will be VBSD employees transitioning into this Role

- So is it "all" in? Dr. J Not necessarily you could take at H.S.

- Did you say it would be VBSD teachers teaching courses.

- How many students can you take? ^{Dr. J} The ADE would have to approve our proposed # of students.

- How does funding work? does it take away from education already taking place? Should be a wash spend same amount.

- How about things that require a lab like chemistry? permission an option for students to come or do at home if possible - Choice work out these situations - teacher facilitator. We don't have all the answers, you guys are throwing out some great questions

- We want more challenge. is it all or nothing?
- Dr. J. nothing to say we couldn't offer these challenges
- how can certain components - especially during the
 - school day
 - extra curriculum can they participate? yes, we want them to be engaged.
 - Will there be money for books to go with online courses? Dr. J: Yes, our hope is to provide
 - Graduation - Will it be diploma or CEd.
 - How would colleges view this? It will be viewed as a discipline. The providers we looked at it offered AP - they would be ready.
 - R.R. field experiences and maybe internships
 - Virtual Academy Are you locked in? No
 - State testing required? Yes
 - Will there be a religious piece? No because we are still a public school.
 - What have you heard about problems? Not planning enough - planning key. Not anticipating so many wanting in - lottery type, not overload a facilitator
- Dr. J #1 goal is that we build a good solid program.
- How will accountability be dealt with - there is certain level of criteria they must meet. and teacher will facilitate
- What other districts have successful in this type of learning
- Dr. J: to applied but not any I know of. other states long time successful programs
- Would there be a tutor?

City of Van Buren, Arkansas

1003 Broadway • Van Buren, Arkansas 72956

July 27, 2016

Dr. Harold Jeffcoat
Van Buren School District
2221 Pointer Trail East
Van Buren, AR 72956

Dear Dr. Jeffcoat,

I am pleased to strongly support the Van Buren School District's application to create a virtual Conversion Charter School. This is an excellent opportunity for the district to serve underrepresented populations in the region, as well as create opportunities for individualized study.

I also believe that the creation of a Conversion Charter School will help those who have chosen to homeschool their children. All of this means that the many excellent teachers that you currently employ in the Van Buren School District will be engaged in offering courses, advising students and working with parents in many different ways.

I fully endorse and support the Van Buren School District's application for a Conversion Charter School. Please contact me if I can be of further assistance to you as you pursue this opportunity.

Sincerely,



Robert D. Freeman
Mayor

PROGRESS IS



OUR PROJECT



July 29, 2016

Dr. Harold Jeffcoat, Superintendent
Van Buren School District
2221 Pointer Trail East
Van Buren, AR 72956

Dear Dr. Jeffcoat,

As a graduate of Van Buren High School, current member of the business community, past-president and current executive board member of the Van Buren School District Education Foundation, current member of the Van Buren Chamber of Commerce Education Committee, and as a proud parent of two children attending Van Buren schools, I am honored to endorse the Van Buren School District's application to create a Virtual Conversion Charter School. The opportunities created by this ground-breaking program will be invaluable to our community, as it will serve a variety of students and families in creative and innovative ways. Please know that you have my full support in accordance with the Virtual Conversion Charter School. If I can help in any other way, as you pursue and succeed in this endeavor, please contact me at any time.

Sincerely,

Nathan M. Hurst
Senior Vice President
Bank of the Ozarks



MOBILE BANKING • TREASURY MANAGEMENT SERVICES • FINANCING FOR GROWTH • BUSINESS CHECK CARDS • EXPRESS DEPOSIT • LEASING • ONLINE BANKING

2016-2017 Faculty Calendar

July						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August (13)						
Su	Mo	Tu	We	Th	Fr	Sa
	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			

September (21/34)						
Su	Mo	Tu	We	Th	Fr	Sa
				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	

October (20/54)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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9	10	11	12	13	14	15
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23/30	24/31	25	26	27	28	29

November (17/71)						
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27	28	29	30			

December (12/83)						
Su	Mo	Tu	We	Th	Fr	Sa
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11	12	13	14	15	16	17
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January (20/20/103)						
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29	30	31				

February (19/39/122)						
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26	27	28				

March (17/56/139)						
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26	27	28	29	30	31	

April (19/75/158)						
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23/30	24	25	26	27	28	29

May (20/95/178)						
Su	Mo	Tu	We	Th	Fr	Sa
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June						
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25	26	27	28	29	30	

Grading Periods

Grading Period 1: Aug. 15 – Oct. 11 (41 days)
 Grading Period 2: Oct. 12 – Dec. 16 (42 days)
1st Semester – 83 days

Grading Period 3: Jan 3 – Mar 9 (46 days)
 Grading Period 4: Mar 10 – May 26 (49 days)
2nd Semester – 95 days

TOTAL: 178 Student Interaction Days

Significant Dates

August 15 1st Day of School
September 05 Labor Day
October 18 Parent Conf. 3:30 – 6:30
October 20 Parent Conf. 3:30 – 6:30
October 21 No School
November 21-25 Fall Break
Dec 19 – Dec 30 Semester Break
January 02 No School

January 03 Second Sem. Begins
March 14 Parent Conf. 3:30 – 6:30
March 16 Parent Conf. 3:30 – 6:30
March 17-24 Spring Break
April 14 Good Friday
May 26 Last Day of School
May 29 Memorial Day

Snow Days
 Feb 20, May 30, 31 & June 1, 2
 Students will be in school on snow days only if days are missed due to inclement weather

Non-Student Contact Time (72 hours)

Professional Development
 August 8-10, Jan 16, Feb 20, May 30 (36 hours),
Classroom Preparation (non-PD hours)-One day prior to school and Jan 2 (12 hours)
Open House- Dates will vary for each campus (3hours)
P/T Conferences
 Spring & Fall P/T (12 hours)
Required Evening Events- Elementary & Middle School- Family Night, Freshman Academy- Academy Awards, High School- Graduation (3 hours)
Building Principal Discretion- Obligations outside student-interaction time (6 hour)

**** All student contact days must be completed prior to final PD day**

July						
Su	Mo	Tu	We	Th	Fr	Sa
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17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August						
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21	22	23	24	25	26	27
28	29	30	31			

September						
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October						
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23/30	24/31	25	26	27	28	29

November						
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27	28	29	30			

December						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Su	Mo	Tu	We	Th	Fr	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

April						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

May						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Su	Mo	Tu	We	Th	Fr	Sa
				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	



2016-2017

Student Calendar



**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

7-27-2016

Date

Dr. Harold Jeffcoat

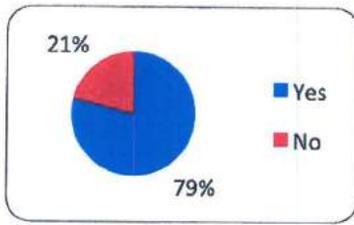
Printed Name

Name of Individual with Prior Charter Experience Dr. Harold Jeffcoat

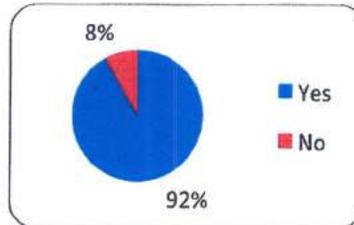
Position with Proposed Charter District Superintendent

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Cabot Academic Center of Excellence	Deputy Superintendent	Operating	21 Funtastic Drive Cabot, AR 72023	https://adedata.arkansas.gov/arc/ http://www.cabotschools.org/

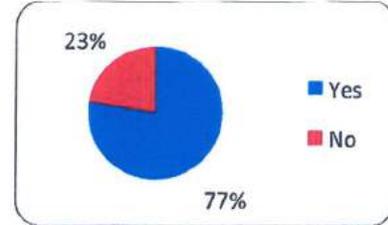
Would homebound students benefit from this type of curriculum?



K-5 Educators

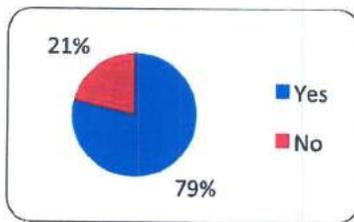


6-8 Educators

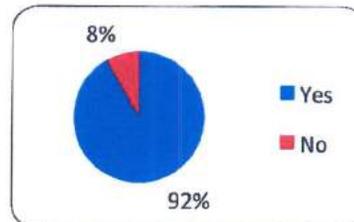


9-12 Educators

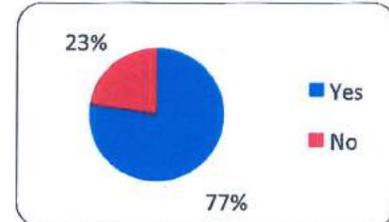
Would homebound students benefit from this type of curriculum?



K-5 Educators



6-8 Educators

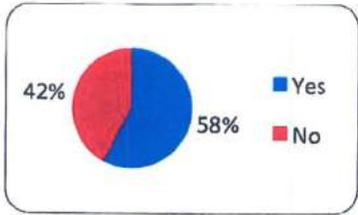


9-12 Educators

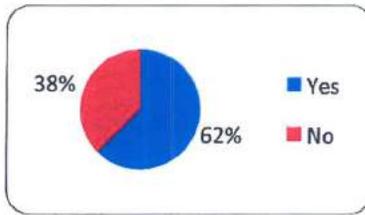
VBSD Home School Students (2013-2016)

Grade	2013-2014	2014-2015	2015-2016
K	17	15	22
1	15	17	14
2	16	16	20
3	14	14	16
4	15	20	19
5	15	10	19
6	14	22	13
7	25	14	17
8	21	16	13
9	10	28	20
10	29	22	25
11	22	21	20
12	12	13	16
Total	225	228	234

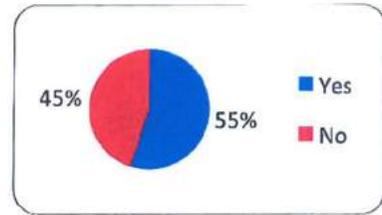
Would advanced students benefit from this type of curriculum?



K-2 Educators

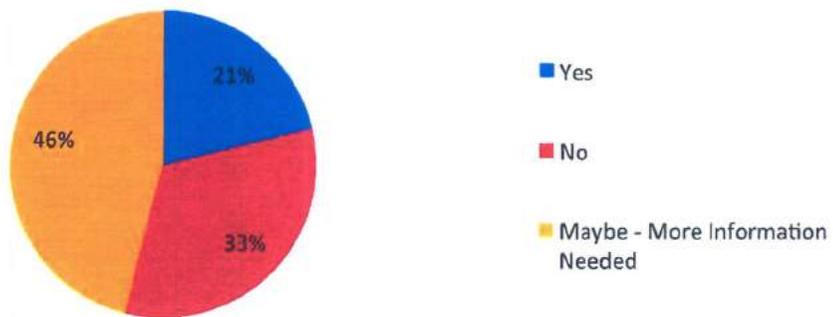


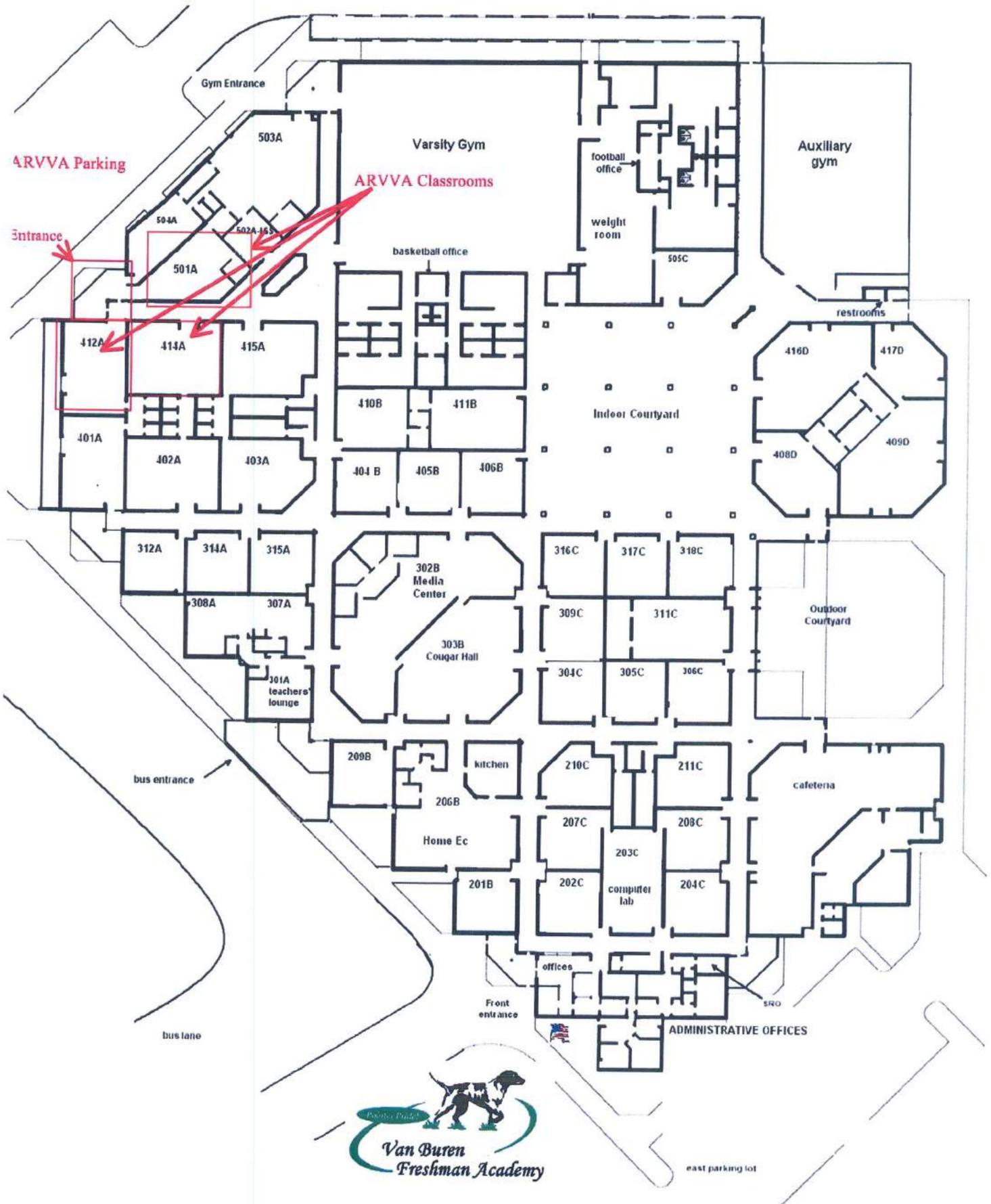
6-8 Educators



9-12 Educators

Would your family be interested in a virtual alternative to traditional public school?





ARVVA Parking

ARVVA Classrooms



VBSD 2015 ESEA Report Data

DISTRICT DATA			
District Name	Van Buren School District		
District Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students(Combined)	30.34	17.24	89.15
Targeted Achievement Gap Group	22.19	11.87	85.09
African American	23.17	10.13	n<10
Hispanic	22.14	10.86	94.87
White/Caucasian	31.57	18.10	87.25
Economically Disadvantaged	22.67	11.89	85.19
English Language Learners/ Limited English Proficient	10.78	10.78	100.00
Students with Disabilities	10.66	10.66	75.00

CAMPUS DATA --- CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	N/A		
Campus Name	N/A		
Grade Levels	N/A		
Campus Status			
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students(Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA --- HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Van Buren School District		
Campus Name	Van Buren High School		
Grade Levels	9-12		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students(Combined)	32.13	13.31	90.19
Targeted Achievement Gap Group	21.98	9.13	86.61
African American	25.93	8.33	n<10
Hispanic	24.22	6.31	94.87
White/Caucasian	33.23	14.82	88.74
Economically Disadvantaged	22.87	9.33	86.79
English Language Learners/ Limited English Proficient	6.98	0.00	100.00
Students with Disabilities	2.35	3.17	75.00

CAMPUS DATA --- OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	Central Elementary School		
Grade Levels	K-5		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students(Combined)	29.94	16.17	
Targeted Achievement Gap Group	26.95	14.89	
African American	20.00	20.00	
Hispanic	28.21	5.13	
White/Caucasian	29.73	19.82	
Economically Disadvantaged	26.28	13.87	
English Language Learners/ Limited English Proficient	8.33	0.00	
Students with Disabilities	13.79	17.24	

CAMPUS DATA --- OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	City Heights Elementary School		
Grade Levels	K-5		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students(Combined)	43.14	30.07	
Targeted Achievement Gap Group	35.35	20.20	
African American	30.00	20.00	
Hispanic	21.05	5.26	
White/Caucasian	50.96	34.62	
Economically Disadvantaged	36.26	21.98	
English Language Learners/ Limited English Proficient	10.00	0.00	
Students with Disabilities	23.81	14.29	

CAMPUS DATA --- OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	James R. Tate Elementary School		
Grade Levels	K-5		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students(Combined)	20.11	11.11	
Targeted Achievement Gap Group	15.75	8.16	
African American	0.00	16.67	
Hispanic	11.11	3.70	
White/Caucasian	21.05	12.69	
Economically Disadvantaged	15.00	7.80	
English Language Learners/ Limited English Proficient	25.00	4.17	
Students with Disabilities	2.86	2.86	

2015 ESEA DISTRICT REPORT

District: VAN BUREN SCHOOL DISTRICT
LEA: 1705000
Enrollment: 5828

Superintendent: KERRY SCHNEIDER
Attendance 94.31
Poverty Rate: 66.52

Address: 2221 POINTER TRAIL
Address: VAN BUREN, AR 72956
Phone: (479) 474-7942

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	3560	3614	98.51	3401	3467	98.10
Targeted Achievement Gap Group	2396	2440	98.20	2325	2381	97.65
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	85	86	98.84	82	83	98.80
Hispanic	569	576	98.78	551	559	98.57
White	2518	2562	98.28	2396	2451	97.76
Economically Disadvantaged	2278	2321	98.15	2212	2266	97.62
English Language Learners	277	280	98.93	279	282	98.94
Students with Disabilities	447	465	96.13	423	443	95.49

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	1011	3331	30.35	22.73
Targeted Achievement Gap Group	492	2218	22.18	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	19	82	23.17	10.77
Hispanic	120	542	22.14	18.35
White	738	2339	31.55	26.04
Economically Disadvantaged	478	2109	22.66	17.63
English Language Learners	29	269	10.78	7.64
Students with Disabilities	45	422	10.66	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	548	3180	17.23	13.95
Targeted Achievement Gap Group	255	2153	11.84	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	8	79	10.13	5.87
Hispanic	57	525	10.86	12.10
White	402	2224	18.08	17.14
Economically Disadvantaged	243	2048	11.87	11.02
English Language Learners	13	271	4.80	6.23
Students with Disabilities	38	400	9.50	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	386	433	89.15	88.48	94.00
Targeted Achievement Gap Group	194	228	85.09	82.01	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	1109	1269	87.39	88.48	94.00
Targeted Achievement Gap Group	500	614	81.43	82.01	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	74	78	94.87	90.25	
White	260	298	87.25	86.93	
Economically Disadvantaged	184	216	85.19	81.69	
English Language Learners	19	19	100.00	94.45	
Students with Disabilities	24	32	75.00	82.54	

2015 ESEA DISTRICT REPORT

District: VAN BUREN SCHOOL DISTRICT
LEA: 1705000
Enrollment: 5828

Superintendent: KERRY SCHNEIDER
Attendance 94.31
Poverty Rate: 66.52

Address: 2221 POINTER TRAIL
Address: VAN BUREN, AR 72956
Phone: (479) 474-7942

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

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

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

Number of enrolled students with completed PBA only:	31
Number of enrolled students with completed EOY only:	50

Percent Tested: Source and Use of Enrollment

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

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

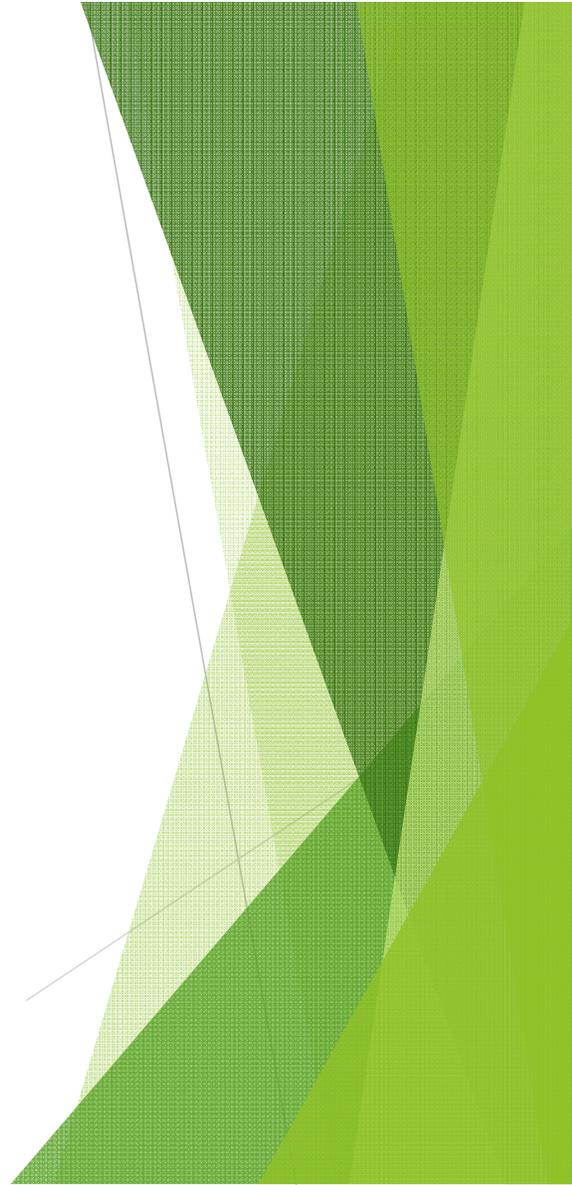
When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

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

Report created on: 01/07/2016



Arkansas River Valley
■ Virtual Academy ■



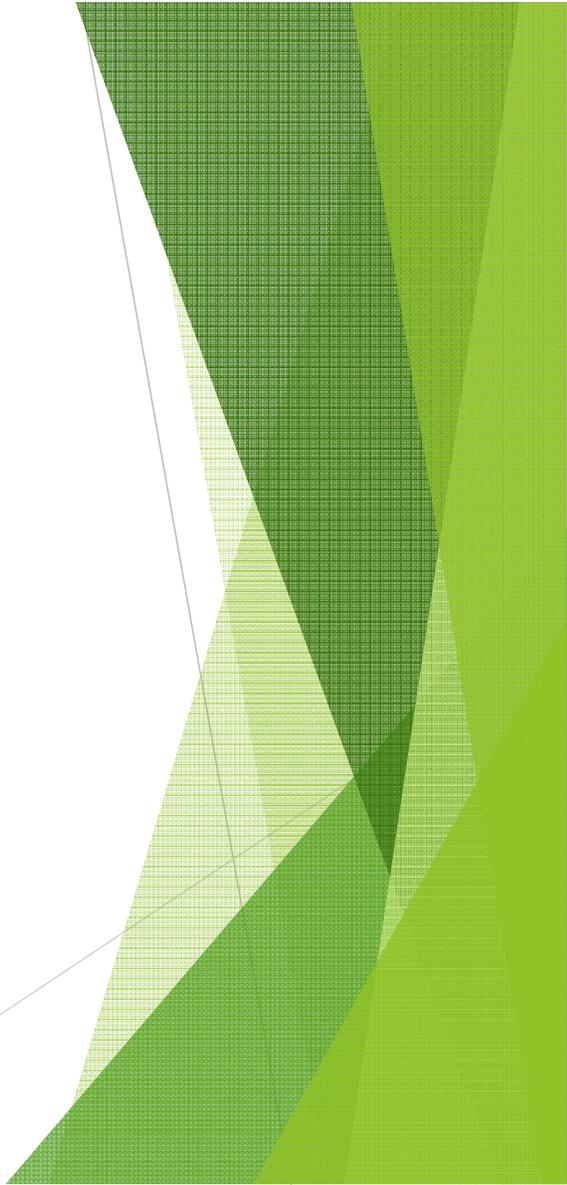
Collaboration

- ▶ Harold Jeffcoat, Superintendent
- ▶ Brian Summerhill, Assistant Superintendent
- ▶ Nancy Robbins, Director of Curriculum & Instruction
- ▶ Karen Allen, Director of Human Resources & Federal Programs
- ▶ Eddie Tipton, Van Buren High School Principal
- ▶ Lisa Miller, Van Buren Freshman Academy Principal
- ▶ Karen Endel, Butterfield Trail Middle School Principal
- ▶ Stacie Wood, Parkview Elementary Principal
- ▶ Jennifer Feeny, Northridge Middle School Assistant Principal
- ▶ Michelle Shipman, Middle School Curriculum Coach
- ▶ Robert Rogers, High School Teacher (New Tech Facilitator)
- ▶ Ashleigh Gillespie, Middle School Teacher
- ▶ Kristie Mendez, Elementary School Teacher
- ▶ Candice Bowen, Homeschool Parent
- ▶ Nicole Schweizer, Homeschool Parent
- ▶ Bob Freeman, Mayor of Van Buren



▶ “Choice is the new American value.”

-Tony Wagner



Serving Varied Populations

- ▶ Homebound Services
- ▶ At-Risk Population (Failure to Graduate)
- ▶ Homeschool Environment
- ▶ Accelerated Learners

Program Features

- ▶ Virtual Learning Opportunities
- ▶ Face-to-Face Interactions
- ▶ Field Experiences
- ▶ Core Academic Classes
- ▶ Grade Appropriate Electives
- ▶ Individual Learning Plans (ILP)

1190



Van Buren Homeschool Community

- ▶ 234 Students
- ▶ Face-to-Face Interactions
- ▶ Field Experiences

1191



Innovations

- ▶ Personalized Curriculum
- ▶ Enrichment Opportunities
- ▶ Human Element in a Virtual Program
- ▶ Interventions
- ▶ Flexibility
- ▶ Partnerships

Content

- ▶ K-5
 - ▶ English Language Arts, Reading, Mathematics, Science, Social Studies, Music, Art & Physical Education
- ▶ 6-8
 - ▶ English Language Arts, Reading, Mathematics, Science, Social Studies, Career & Tech Ed, Technology, Music, Art & Physical Education. Plus, Accelerated Coursework
- ▶ 9-12
 - ▶ High School Graduation Requirements, Advanced Placement and Concurrent Credit, Career & Technical Education & Computer Science

A Day in the Life of a Student



1194

Goals

- ▶ Students will meet or exceed state performance
 - ▶ Reading, English, Math, Writing, Science
- ▶ Students will be at or above state ACT average.
- ▶ 99% Individual Learning Plan (ILP)
- ▶ 95% Participate in quarterly field experiences

Location

- ▶ Van Buren Freshman Academy
 - ▶ Originally designed to hold over 800 students
 - ▶ Currently holds 425 Freshman

Implementation Plan

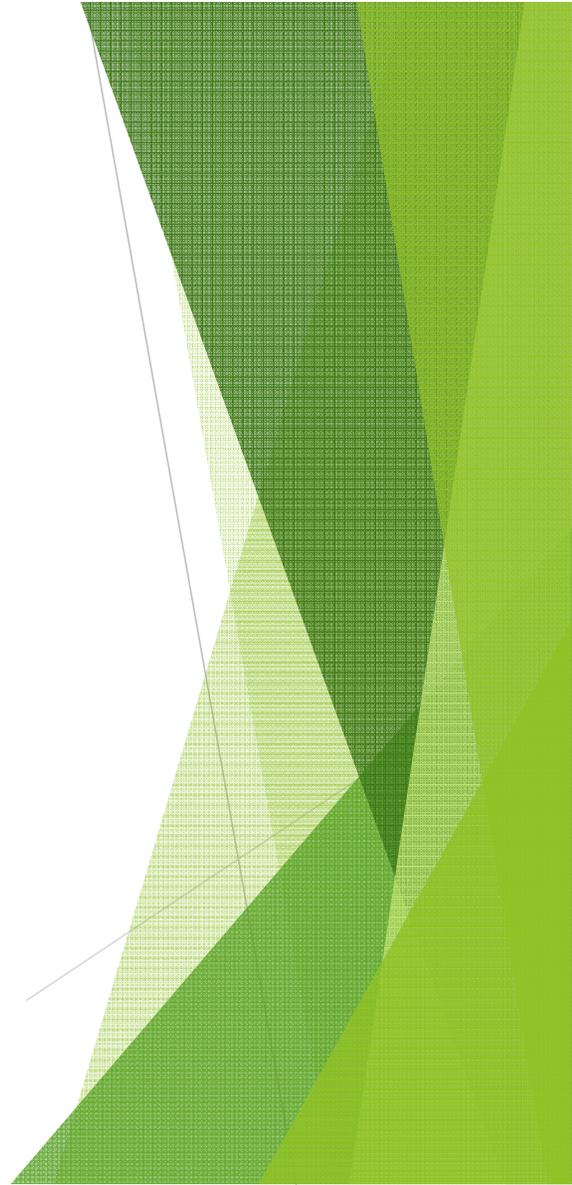
School Year	Grade Levels	Maximum Enrollment
2017-2018	4-8	125
2018-2019	3-9	175
2019-2020	2-10	225
2020-2021	1-11	275
2021-2022	K-12	325

ARVVA Staff

- ▶ Virtual Academy Coordinator
- ▶ Administrative Assistant
- ▶ 5 Content Specialists
- ▶ Additional Support Staff



Arkansas River Valley
■ Virtual Academy ■



A Day In the Life of a Virtual Student

MON:

TUES:

WED:

THUR:

FRI:

FIRST GRADER

8:00 am Breakfast/Chores				
9:00 am Reading				
10:00 am Science				
10:30 am Technology				
11:00 am Projects/Activities				
11:30 am Recess				
12:00 pm Lunch				
12:30 pm Math				
1:30 pm Social Studies				
2:30 pm Art or Music				
3:00 pm Spanish	3:00 pm PE	3:00 pm Spanish	3:00 pm PE	3:00 pm Spanish
3:30 pm Learning Activities				

SIXTH GRADER

8:00 am Breakfast/Chores				
9:00 am Language Arts GT	9:00 am Language Arts	9:00 am Language Arts	9:00 am Language Arts	9:00 am Language Arts
10:00 am Technology				
10:30 Math GT	10:30 Math	10:30 Math	10:30 Math	10:30 Math
11:30 am Flex time for projects or assignments				
12:00 pm Lunch/Recess				
1:00 pm Science				
2:00 pm Music	2:00 pm Art	2:00 pm Music	2:00 pm Art	2:00 pm PE
2:30 pm Social Studies				
3:30 pm Spanish				
4:00 pm Projects/Assignments				

EIGHTH GRADER

8:00 am Orientation	8:00 am Orientation	8:00 am Orientation	8:00 am Orientation	8:00 am Orientation
8:30 am Language Arts	8:30 am Language Arts	8:30 am Language Arts	8:30 am Language Arts	8:30 am Language Arts
9:30 am Language Arts assignments	9:30 am Technology	9:30 am Language Arts assignments	9:30 am Technology	9:30 am Language Arts assignments
10:00 am Math/Algebra I	10:00 am Math/Algebra I	10:00 am Math/algebra I	10:00 am Math/Algebra I	10:00 am Math/Algebra I
11:00 am Math Assignments	11:00 am Projects/Assignments	11:00 am Math Assignments	11:00 am Projects/Assignments	11:00 am Math Assignments
11:30 am Lunch/Break	11:30 am Lunch/Break	11:30 am Lunch/Break	11:30 am Lunch/Break	11:30 am Lunch/Break
12:30 pm Science	12:30 pm Science	12:30 pm Science	12:30 pm Science	12:30 pm Science
1:30 pm Social Studies	1:30 pm Foreign Language	1:30 pm Social Studies	1:30 pm Foreign Language	1:30 pm Social Studies
2:30 pm Technology	2:30 pm PE/Health	2:30 pm Technology	2:30 pm PE/Health	2:30 pm Technology
3:00 pm Elective Art or Music	3:00 pm Projects/Assignments	3:00 pm Elective Art or Music	3:00 pm Projects/Assignments	3:00 pm Elective Art or Music
3:30 pm athletics	3:30 pm athletics	3:30 pm athletics	3:30 pm athletics	3:30 pm athletics

**HIGH SCHOOL WORK SCHEDULE
9:00 AM - 2:00 PM**

3:00 pm CTE Criminal Justice				
4:00 pm English				
5:00 pm Calculus				
6:00 pm Dinner/Break				
7:00 pm Chemistry				
8:00 pm American Government				
9:00 pm Spanish				

HIGH SCHOOL COMPETITIVE ATHLETE

7:30 am English				
8:30 am Biology				
9:30 am Geometry				
10:30 am World History				
11:30 am Lunch/Break				
12:30 pm French I				
1:30 pm CTE Accounting I				
2:30 pm Soccer				



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Danny Sample
Harrisburg School District
207 West Estes Street
Harrisburg, AR 72432

**State Board
of Education**

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
Harrisburg College and Career Preparatory School
District Conversion Charter School Application**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Mr. Sample:

Joe Black
Newport

On October 20, 2016, the Charter Authorizing Panel met and approved the application for Harrisburg College and Career Preparatory School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

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

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

*An Equal
Opportunity
Employer*

Harrisburg College & Career Preparatory District Conversion Charter School Application

Motion

To approve the application with waiver changes

Barnes	Liwo	Saunders
Gotcher-M	Pfeffer-2	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			This plan fits wonderfully in our Vision for Arkansas students; therefore, I am encouraged by the leadership and the opportunity for students.
Lester	X			The model provides a unique opportunity for students to prepare themselves for postsecondary options or the work force. Strong points are the Personalized Plans and the Advisory Block that this model provides. The district has made the needed partnerships with local colleges and universities to make the model a success.
Liwo	X			HCCPS recognizes the need to provide life skills (e.g. vehicle maintenance and safety, anxiety and stress management, E-portfolio updating, financial literacy, etiquette, etc.) guidance and education to students. Personalized Learning Plans are a plus. Students will be given continuous academic and career counseling through Fast Track Fridays. Students will have the option to earn concurrent credit by attending college classes.

				Class schedules will be formatted in order to allow students to be transported to colleges. Transportation to the colleges will be provided for free or at a low cost. Students may be required to pay some of the cost in order to pursue concurrent credit of a technical certificate. However, local funds and community sponsorships will be available to help lower the cost. Community (parents and industry) support and interest has been demonstrated.
Pfeffer	X			The leadership, school, and community support for this school and the opportunity it will provide for the students is very exciting.
Rogers	X			The plan provides an innovative idea to partner with the community to better serve the students of their district.
Saunders	X			This model will provide opportunities for students.
Smith	X			This will provide additional opportunities for the students of Harrisburg. Strong leadership and innovation is needed for success with this model. I believe that the Harrisburg School District exemplified that today.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: October 20, 2016

Harrisburg College and Career Preparatory School

School District: Harrisburg

Grade Levels: 9-12

Grade Levels and Maximum Enrollment by Year:

School Year	Grade Levels to be Served	Maximum Enrollment
2017-2018	9-12	400
2018-2019	9-12	500
2019-2020	9-12	600
2020-2021	9-12	600
2021-2022	9-12	600

Address of Proposed School: 401 W. South St., Harrisburg, AR 72432

Mission Statement:

There is a mandate to invent an entirely new type of school, one that is dedicated to the current needs of students and society. We will create an educational atmosphere that will foster academic excellence and help students develop an awareness of social responsibility and ethical behavior. Using Personalized Learning Plans and innovative alliances with local colleges and industries, we will provide the academic and technical instruction with training and counseling required for students to successfully transition to the next level, whether that is postsecondary education or employment.

Information on the School District in Which the Charter Would be Located:

Harrisburg School District

100% free and reduced-priced lunch (2015-2016)

Needs Improvement District (ESEA 2015) - Literacy, Math, and Graduation Rate

Documentation Provided in Support of the Charter:

Letters of Support Included with Application

David W. Owens	Unico Bank
Mandy Brown Barnes	First National Bank
Dawn Castle	Parent
Erin Graves	Parent

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C5: SCHEDULE OF COURSES OFFERED

- The applicant should be aware that embedding oral communications into English will likely mean that oral communications will then be awarded a half credit.

Issues that Remain Unresolved as Determined by Legal Staff:

5. SEAT TIME

- In order to effectuate these waivers, a waiver of Ark. Code Ann. § 6-16-102 is also needed.

7. PROFESSIONAL DEVELOPMENT

- **NOTE FROM ADE LEGAL:** Waivers from Ark. Code Ann. § 6-17-701 et seq. and the ADE Rules Governing Professional Development have not been granted to any other

Arkansas Department of Education

District Conversion Charter School 2016 Application

SCORING RUBRIC

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Provide a written agreement between HCCPS and Arkansas State University-Newport.

Applicant Response: We are waiting on a full commitment from Arkansas State University-Newport. We have begun conversations with East Area Community College in Forrest City, AR to either compete and/or add additional services to ASUN.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Confirm that the first test listed in the goals chart is ACT Aspire.
- Given that high school science standards will be fully implemented during the 2018-19 school year, provide a goal tied to science for that year and the following years.

Applicant Response:

The first test listed is referring to the ACT state-administered to juniors and any subsequent ACT’s that students take.

HCCPS will meet or exceed state average in reading, writing, language, and science on the ACT Aspire or the national average for the NWEA assessment. Scores will increase 3% annually with 80% of students achieving by 2023.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions:

- Confirm that the charter, if approved, will work with the ADE and ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.
- Confirm that oral communications will be a year-long course or that drama will be offered in addition to oral communications.

Applicant Response:

HPCCS will work with the ADE and ACE for any course replacements and/or blended courses.

Oral communications is currently a year-long course. Our long term goal is to embed oral communications in an English course. We will use the ADE approval process to embed oral communications.

Remaining concern: The applicant should be aware that embedding oral communications into English will likely mean that oral communications will then be awarded a half credit.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

Fully Responsive

C8: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Explain how frequently teachers and parents will meet to address ACSIP.

Applicant Response: ACSIP committee comprised of teachers, parents and community members that will meet a minimum of twice yearly.

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Explain how frequently school employees will meet to specifically address curriculum alignment and how frequently the alignment changes will be executed.

Applicant Response: School employees will meet monthly to address curriculum to ensure grade level alignment and to reflect on any new curriculum and processes that have been implemented. To make any vertical alignment decisions that will remain in the alignment plan, all high school and middle school faculty will meet at the end of the school year.

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Confirm the annual report will be separate from the district report.
- Confirm the report will be presented to the school board in a regular scheduled public board meeting.

Applicant Response: The annual report to the public about the conversion charter will be a separate event from the annual district report to the public and it will be presented to the school board at a regular meeting.

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant’s plan to ensure continued success of the charter school over time.

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Harrisburg College and Career Preparatory School

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

**Harrisburg College and Career Preparatory School
Waivers Requested in Original Application
2016 District Conversion Charter Application**

1. Teacher Planning Time

Ark. Code Ann. § 6-17-114

HCCPS is requesting a waiver of teachers' daily planning period teachers will have an extended planning period (90 minutes) alternating either Monday and Wednesday or Tuesday and Thursday. Also, for our Fast Track Fridays, teachers will have only a 25-minute planning period. Teachers will be provided over 200 minutes of planning time, it just won't be evenly spaced throughout the week. We need the is waiver to offer the modified block scheduling that allows for longer stretches of time for transporting students to ASUN, project-based learning, stronger differentiation, and time for the life skills lessons on Friday afternoons.

Legal Comments: None

Remaining Issues: None

2. Licensure

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-919

Section 15.03 of the Standards for Accreditation

ADE Rules Governing Educator Licensure

HCCPS requests a waiver from the above-listed statutes and rules to the extent that it is necessary to give HCCPS the flexibility hire business and industry professionals or individuals employed by higher education (such as those at the ASU-Newport campus) who possess outstanding credentials and work history but who do not hold a valid Arkansas Teaching License. All individuals who utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks. HCCPS understands that, if students are granted high school credit for these courses for which they will receive dual credit, it will allow time for students to job shadow, complete internships, and take tours of job facilities and colleges. Such a

Harrisburg College and Career Preparatory School

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waiver will also increase the number of students who graduate with a value-added diploma, which is a fundamental goal of the charter.

Legal Comments: Ark. Code Ann. § 6-17-302 only applies to principals and is not necessary unless Applicant intends to waive the requirements for principals. In order to effectuate this waiver, waivers of Ark. Code Ann. § 6-17-902 and the ADE Rules Governing Educator Licensure are also necessary.

Applicant Response: *HCCPS does not require a waiver of Ark. Code Ann. § 6-17-302. Our principals will only be those that are licensed administrators.*

Remaining Issues: None

3. School Year

Ark. Code Ann. § 6-10-106

HCCPS is requesting a waiver of the uniform school calendar. This change will allow us the set the schedule in accordance with the calendar of ASUN and their start and end dates of their semesters. This is not an attempt to shorten a student's school year. Each student will still be required to attend the number of days required by state law. It will allow us to start the school year earlier, if necessary.

Legal Comments: None

Remaining Issues: None

4. Clock Hours

Section 14.03 of the Standards for Accreditation

HCCPS request a waiver of clock hour requirements for graduation credit in order to meet the goals of its charter. This waiver will be used to create more flexibility in student schedules, which will in turn allow more time for substantial participation in relevant and meaningful career pathway opportunities in accordance with each student's Personalized Learning Plan. HCCPS assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for affected courses.

Legal Comments: None

Remaining Issues: None

5. Seat Time

Harrisburg College and Career Preparatory School

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Section 10.01.4 of the Standards for Accreditation

HCCPS requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week in order to increase scheduling flexibility and offer more opportunities during the day for career exploration, ultimately leading to value-added diplomas for our students. By utilizing embedded coursework and our Personalized Learning Plans, students will have more time to serve in internships and apprenticeships, gaining experience, industry certification, and concurrent credit through our partnership with the ASU Newport campus.

Legal Comments: In order to effectuate this waiver, waivers of Ark. Code Ann. § 6-18-211 and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 are also needed.

Applicant Response: *HCCPS requests a waiver of Ark. Code Ann. § 6-18-211 and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 in order to increase the flexibility in students' schedules.*

Remaining Issues: In order to effectuate these waivers, a waiver of Ark. Code Ann. § 6-16-102 is also needed.

6. Career and Technical Education

Section 9.03.3.9 of the Standards for Accreditation

HCCPS requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences, and Survey of Agriculture) as separate classes. HCCPS will ensure compliance with ADE Standards Rules, Arkansas Frameworks, and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such flexibility is necessary to increase time for students to participate in career pathway opportunities at the high school level.

Legal Comments: The section requested is for grades 5-8, and the Applicant refers to grade 8 in its rationale. Applicant will serve grades 9-12. Applicant should provide clarification on what section it is requesting and rationale. Additionally, waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: *HCCPS would like to retract this waiver. Because HCCPS is and will remain a grades 9-12 school, we will not have the authority to alter the course offerings for grades 5-8.*

Remaining Issues: None

7. Class Size and Teaching Load

Section 10.02.5 of the Standards for Accreditation

HCCPS requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. HCCPS believes that-in certain circumstances-in order to implement its unique charter curriculum, some elective courses and the teachers of those course may need more than the maximum allowance of students. HCCPS ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students. HCCPS will use this waiver on an as-needed basis only.

Legal Comments: Applicant should acknowledge that special education class sizes cannot be waived. Additionally, if the district will not be compensating an educator for teaching more than 150 students a day, then a waiver of Ark. Code Ann. § 6-17-812 is necessary.

Applicant Response: *HCCPS will not increase the class size of special education courses beyond legal limits. HCCPS does not need a waiver of Ark. Code Ann. § 6-17-812. The teachers will be compensated for teaching more than 150 students per day.*

Remaining Issues: None

7. Professional Development

Ark. Code Ann. § 6-17-701 et seq.

Section 15.04 of the Standards for Accreditation

ADE Emergency Rules Governing Professional Development

To the extent that it is necessary, HCCPS requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The waiver will apply to Technical areas only and will apply to no core areas. HCCPS will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities, and expectations. This waiver will help HCC PS meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

Legal Comments: This waiver is not necessary for non-licensed educators as they do not have to follow the professional development requirements, but the waiver would apply for teachers and administrators.

Applicant Response: *HCCPS would like to request the waiver of Ark. Code Ann. § 6-17-701 et seq. and Section 15.04 of the Standards for Accreditation for teachers and administrators. We*

Harrisburg College and Career Preparatory School

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would like the flexibility to offer more in-house professional development that directly relates to our status as a conversion charter and associated needs that may not be allowed per the state's teacher professional development requirements. We are not requesting to waive the number of hours total that teachers earn, but rather wish to have the ability to tailor those hours in a way that is most advantageous in helping us effectively deliver instruction in this new educational setting.

Remaining Issues: None

NOTE FROM ADE LEGAL: Waivers from Ark. Code Ann. § 6-17-701 et seq. and the ADE Rules Governing Professional Development have not been granted to any other schools.

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 3, 2016

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Six public school districts submitted applications for district conversion charter schools:

- Harrisburg School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 600 students;
- Harrison School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district;
- Hot Springs School District, proposing a charter school to provide instruction in grades seven (7) through eight (8) with an enrollment cap of 600 students;
- North Little Rock School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 3,000 students;
- Prairie Grove School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district; and
- Van Buren School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 325 students;

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer 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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. The applicants' responses are as follows:

Harrisburg School District, Harrisburg College and Career Preparatory School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Harrison School District, Harrison High School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrison School District has carefully reviewed the impact that the granting of a conversion charter to Harrison High School would have upon the efforts of the Harrison School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrison" High School will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrison School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrison High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Hot Springs School District, Hot Springs Junior Academy: "The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses."

North Little Rock School District, North Little Rock Center of Excellence: "The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant

district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.”

Prairie Grove School District, Prairie Grove High School: “PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.”

Van Buren School District, Arkansas River Valley Virtual Academy: “Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.”

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs Junior Academy, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Harrisburg College and Career Preparatory School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Harrisburg College and Career Preparatory School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 600

Name of School District: Harrisburg School District

Name of Contact Person: Danny Sample, superintendent

Address: 207 W. Estes St. City: Harrisburg

ZIP: 72432 Daytime Phone Number: (870) 578-2416 FAX: (870) 578-9366

Email: dsample@hbgsd.org

Charter Site Address: 401 W. South St.

City: Harrisburg

ZIP: 72432 Date of Proposed Opening: August 2017

Name of Superintendent: Danny Sample

Address: 207 W. Estes St. City: Harrisburg

ZIP: 72432 Daytime Phone Number: (870) 578-2416

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

There is a mandate to invent an entirely new type of school, one that is dedicated to the current needs of students and society. We will create an educational atmosphere that will foster academic excellence and help student develop an awareness of social responsibility and ethical behavior. Using Personalized Learning Plans and innovative alliances with local colleges and industries, we will provide the academic and technical instruction with training and counseling required for students to successfully transition to the next level, whether that is postsecondary education or employment.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Today's educators must be both specialized and diversified--we must offer training specific to the needs of the regional workforce as well as a broad and deep academic foundation. To these ends, we have established an alliance with Arkansas State University-Newport, and our students will have access to technical and academic courses on their three campuses. This initiative will prepare our students for skilled jobs in the area and success in college or trade school.

Students will be guided throughout the process of drafting their personal, goal-oriented plan through high school and beyond. Professionals from ASUN, HCCPS and area industries, with access to data from ACT Aspire, ACT, and NWEA MAP tests will collaborate with parents and students to create and monitor students' Personalized Learning Plans.

A modified block schedule will provide extended time in both high school and college classes, giving students access to differentiated instruction and extra time for hands-on project based learning. Other innovative scheduling--our "Fast Track Fridays"--will allow for advisory time, time to be spent on life skills not often addressed in school. Students will receive real-world training from a variety of sources in personal finances, job and career readiness, health and wellness, and many other practical pursuits.

Embedded, online, and college-level courses and an extended school day will give students the opportunity to earn a Certificate of Proficiency in a technical field or an Associate's degree in addition to a high school diploma.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on Monday, July 11, 2016 at the Harrisburg School District Center for the Fine Arts. There were 46 people in attendance. The meeting was 6:30pm-7:30pm. The meeting was publicized in the Modern News, the community newspaper, on June 23, 2016; June 30, 2016; and July 7, 2016. Digitally, the notice was publicized on the Harrisburg Public School online district calendar, the Harrisburg High School Facebook page, and via the Blackboard Connect system that called, text messaged, and emailed all district parents/guardians and all school personnel.

Mr. Danny Sample, Harrisburg School District's superintendent, explained the difference between a charter and a conversion charter school. We will not be an open enrollment charter. We will have a conversion charter like Cross County or West Memphis.

Brandon Craig, Harrisburg High School's principal, explained to the attendees that he has communicated clearly and frequently about the possibility of a conversion charter and all the faculty and staff are incredibly supportive. They have agreed that what we were doing wasn't enough for our kids; the system needs to be revolutionized for the sake of the kids' futures and, therefore, the future of our community.

Craig explained to the community members that the certificate of proficiency program will not be mandatory. It is meant as advancement on student elective options. It is meant to "enhance rather than diminish the student's education." Students grades 9-12 will sign up voluntarily. In May 2016, students expressed interest to Dennis Graham, Harrisburg High School's counselor, about particular technical fields they would like to pursue, and Graham communicated those to ASU-Newport so that they could begin preparing for the 2016-17 school year. ASU-Newport will visit the school to explain their offerings and degree programs.

Craig discussed how our new modified block scheduling would allow for transportation of the students to local community colleges, but it would also allow the faculty more time to differentiate for students and more time to assign and complete project-based learning assignments. He explained that on Fridays, we would have time to incorporate an advisory time and time to learn soft skills and life skills. Advisory time will allow each student to have one mentor to follow them through their high school career to help make sure they are on a good track.

All previous comments were based on the attendees' questions and concerns, and they were satisfied and praising of the answers. Their concern that was left mostly unanswered was about funding.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
 - B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***
2. Give the mission statement for the proposed charter school.

Applicant Response:

There is a mandate to invent an entirely new type of school, one that is dedicated to the current needs of students and society. We will create an educational atmosphere that will foster academic excellence and help student develop an awareness of social responsibility and ethical behavior. Using Personalized Learning Plans and innovative alliances with local colleges and industries, we will provide the academic and technical instruction with training and counseling required for students to successfully transition to the next level, whether that is postsecondary education or employment.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Harrisburg School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	22.37	13.95	79.05
Targeted Achievement Gap Group	22.37	13.95	71.88
African American	14.29	13.33	n<10
Hispanic	21.74	8.33	n<10
White/Caucasian	22.60	14.20	79.59
Economically Disadvantaged	22.37	13.95	71.43
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	5.66	3.09	n<10

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Harrisburg School District		
Campus Name	Harrisburg High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	23.81	10.53	79.05
Targeted Achievement Gap Group	23.81	10.53	71.88
African American	n<10	n<10	n<10
Hispanic	n<10	n<10	n<10
White/Caucasian	23.27	10.63	79.59
Economically Disadvantaged	23.81	10.53	71.43
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	4.76	0.00	n<10

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Cross County School District		
Campus Name	Cross County New Tech High		
Grade Levels	7-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	31.18	8.24	89.13
Targeted Achievement Gap Group	25.00	6.50	86.11
African American	5.26	0.00	n<10
Hispanic	n<10	n<10	n<10
White/Caucasian	34.48	9.59	91.89
Economically Disadvantaged	25.00	5.88	85.71
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	4.17	8.70	n<10

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Harrisburg School District		
Campus Name	Harrisburg Middle School		
Grade Levels	5-8		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	16.62	11.08	
Targeted Achievement Gap Group	16.62	11.08	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	17.25	11.50	
Economically Disadvantaged	16.62	11.08	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	4.08	4.08	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

The Harrisburg School District comprises approximately 59 square miles in central Poinsett County in northeast Arkansas. The district of 1200+ students qualifies for 100% free and reduced lunch status. The high school is classified as a Needs Improvement school based on our most recent test scores. ESEA data from 2015 shows the school district's poverty rate at 99.84% (<https://adedata.arkansas.gov/arc/>).

The US Census Bureau reports Poinsett County's poverty rate is 21.9%, approximately 3% higher than the state average, and per capita income at about \$17,000, which is \$5,000 lower than the state average. According to the Robert Wood Johnson annual County Health Rankings, in 2015 Poinsett County ranked 63rd out of 75 Arkansas counties in Social and Economic Factors. Included in this category are Children in Poverty (38%) and Unemployment (8.3%), both well above state and national averages. Our youth are at a distinct disadvantage.

Our school report card reflects the need for significant change. Although our graduation rate is relatively high and we send a good percentage of our students to college, many of our students do not complete their college studies. Few are prepared to enter the work force at anything greater than the minimum wage. Business as usual is not good enough.

Over the past few years, the foundation has been laid for the formation of a new type of school. New leadership at the high school and middle school has taken an active interest in ensuring that our students have viable skills in an increasingly technological workplace. As a school community, we have investigated what it takes to secure meaningful employment. We have invested time, effort, and money in re-examining the role of high school in training graduates to be responsible and highly productive members of society. There has been a collaborative effort on the part of the school board, the administration, staff, students, parents, business leaders, and postsecondary schools in the area to seek practical, immediate ways to improve the region's economy and standard of living. The conversion charter will be the culmination of these efforts.

Good jobs in northeast Arkansas do exist, but many require specialized training that high school could--but doesn't--provide. The Jonesboro area, 20 miles northeast of Harrisburg, is home to many manufacturing facilities that need skilled workers; large regional hospitals employ thousands of people; the agriculture industry is in constant need of workers who are educated in up-to-date technology. There is a verified need for welders, industrial maintenance technicians, health care workers, diesel mechanics, high voltage linemen and others. We have begun taking steps to put our students on a path to qualify for these higher level jobs and careers.

In 2015 Harrisburg High School partnered with Arkansas State University--Newport (ASUN) in the Workforce Initiative Act of 2015 Grant, which states that "we will actively collaborate with ASUN and other partners in our area in a regional workforce alliance...We believe that college and career planning, student supports, and involvement from business and industry are necessary to encourage youth and help them make appropriate decisions regarding an education and career pathway plan."

According to the terms of the partnership, Harrisburg's role as a CTE partner will include: (1) Student Participation in concurrent and/or articulated college credit opportunities, including career pathway programs available through secondary technical centers located on Arkansas Delta Training and Education Consortium (ADTEC) college campuses; (2) Collaboration with college faculty and staff in student recruitment activities and promotion of targeted pathways such as classroom presentations, parent nights, college campus/program tours, and registration events; (3) Student participation in college-sponsored events such as college and career fairs; (4) Collaboration with the Career Coach program and activities; (5) Providing access to students regarding admission/enrollment, financial aid, assessment, and other college-related processes; (6) Collaboration with business and industry to assure CTE program and employment relevancy; and (7) Participation in planning discussions.

These are exactly the types of activities we need to pursue to better prepare our students for college and careers, and are in line with our proposed conversion charter.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

No further comparison is needed at this time outside of the previous response.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

New scheduling will provide greater flexibility and enhanced learning opportunities for our students in a number of ways. We will operate on a modified block schedule, with most of our classes meeting for 90 minutes 4 days per week. This schedule will allow students time to take regular college classes at any of ASU-Newport's campuses and will provide extended learning time for core and technical classes at the high school. Science labs, agriculture classes, EAST and other project-based courses will especially benefit from extra time. Teachers will receive professional development in differentiated learning starting in summer 2016 to help maximize their effectiveness in working with the new schedule.

In addition, we are implementing a program we are calling "Fast Track Friday," in which we run 8 shortened class periods (all classes meeting for 25 minutes) before noon. This will leave the entire afternoon to focus on a variety of new endeavors. Our graduates and near-graduates over the years have expressed concern and stress about not knowing how to complete what are considered basic adult tasks. During this Friday afternoon time, we intend to teach "life skills" classes that are often overlooked in high school. The following list is a fraction of the tasks and questions suggested by students when surveyed in 2015 and 2016.

>Personal finance: checking account, debt accumulation, how credit cards work, taxes, salaries and paycheck deductions, rent and living expenses, rental applications and deposits, etc.

>Job applications, cover letters, resumes, portfolios, interview etiquette, and work-related skills

- >Basic household skills: cleaning, maintenance, small home repairs, etc.
- >How to find, pay for, insure, and do (or get done) basic maintenance on a vehicle
- >Cooking, laundry, grocery and clothes shopping
- >Health, nutrition, and fitness
- >Other knowledge and skills that are often taken for granted but rarely taught: letter writing and mailing, social skills, dating etiquette, etc.
- >Scheduling appointments with doctors, dentists, and other professionals

In these pursuits, we will enlist the aid of parents, community members, professionals, etc. We feel certain that this program will satisfy many of our students' needs as well as achieving some peripheral benefits. The entire community will be working together in a fun, non-traditional way to accomplish real, useful goals. We also intend to invite guest speakers during this time and offer intramural sporting events. We truly want Harrisburg High School graduates to have more than a basic high school education; we want them to be acceptable, responsible, polite, conscientious, healthy members of society, and we believe the new schedule will push us further in achieving that goal.

Students will have the opportunity to satisfy some required course credits by successfully completing other courses for "embedded" course credit. For instance, Oral Communication will be embedded in English or Drama courses, Physical Education in Athletics, Civics in Government, etc. Learning opportunities exist beyond some of the required classes that will extend students thinking by allowing them creative, problem-based experiential means of meeting their graduation requirements. We are looking at a number of options to embed one course's credit in another course to give students more flexibility in their schedules and to allow their learning to be more meaningful.

4. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
HCCPS will increase the number of seniors who meet the four ACT Readiness Benchmarks	ACT	increase 2% annually	increase 2% annually with 80% of students achieving by 2023
HCCPS will meet or exceed state average in reading, writing, and language on the ACT Aspire or NWEA assessment	ACT Aspire NWEA MAP scores	increase 3% annually	increase 3% annually with 80% of students achieving by 2023

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
HCCPS will meet or exceed state average in mathematics on the ACT Aspire or NWEA assessment	ACT Aspire NWEA MAP assessment	increase 3% annually	increase 3% annually with 90% of students achieving by 2023
Increase the number of students participating in job shadowing, industry tours and/or internships	Personalized Learning Plans (PLPs)	increase 3% annually	increase 3% annually with 90% of students participating by 2023
Increase number of students who earn college credits or Certificates of Proficiency in an industrial trade	PLPs Certificates of Proficiency (CPs)	increase 3% annually	increase 3% annually with 65% of students participating by 2023
Increase number of graduates attending college or technical school or is in the workplace earning more than minimum wage	track graduates through surveys	increase 3% annually	increase 3% annually with 75% of students achieving by 2023

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

As a community, we are committed to ensuring that our students graduate and then attend college, technical school, or enter the workforce. We intend to put measures in place that do not permit students to fall through any cracks along the way. From the time they enter our charter school, all students will be assisted by and answer to a coordinated team of staff members and concerned adults who insist that they make steady progress toward these goals. Teachers, counselors, college faculty, parents--and in some cases, other adult advocates--will develop, with our students, living documents that delineate objectives, track progress, and make adjustments to each student's Personalized Learning Plan. Achieving the above goals will demonstrate that the school's mission is being fulfilled.

Data from the ACT Aspire and MAP assessments in Math and English Language Arts will not only help assess levels and progress, but it will be used as instructional and planning tools. Students will demonstrate proficiency at or above average state levels or receive extra help until they do. Before- and after-school tutoring programs in Math, Literacy, and Science will be offered and may be required of students who are at risk of not meeting their goals.

All of our students will take the ACT during their junior year, if not before. We will offer ongoing ACT preparation classes during the school year and during the summer. Students will meet or exceed their personal ACT score goal or the score set by college entry requirements. The school is prepared to pay for the cost of attending the preparation course as well as the exam until students meet their objective.

Internships, job shadows, industry tours, and other experiential learning opportunities will be essential

experiences for all our students--college and technical school-bound as well as those who will enter the workforce upon graduation. It is essential for our students to know what jobs are available, what the work is like, and the qualifications necessary in order to best formulate their plans. Skills and lessons learned in the workplace are extremely valuable and impossible to recreate in the classroom. These off-campus experiences will help us achieve our goal of helping all our students become gainfully employed by actually getting them out into the workforce.

Many of the courses offered at ASU-Newport to our students will offer Certificates of Proficiency, as well as college credit. Earning a certificate or college credit will serve several purposes: It will make our students more marketable at the next level of education and to potential employers; it will boost their confidence to achieve more than a standard high school diploma; and it reinforces to the entire community our commitment to ensuring students' success beyond high school.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

HIGH SCHOOL COURSES

GRADE(S): 9-12 YEAR OFFERED: 2017-18

REQUIRED COURSES

- English I, English II, English III, English IV
- Algebra I, Geometry, Algebra II
- Physical Science, Biology, Chemistry
- Civics, Economics, World History, American History
- Physical Education, Health, Oral Communications, Fine Arts

ELECTIVE COURSES

- Pre-AP English I, Pre-AP English II, AP Language and Composition, AP Literature and Composition, Creative Writing

- Algebra III, Statistics, Pre-Calculus, AP Calculus

- Pre-AP Biology, Pre-AP Physical Science, Pre-Calculus, Environmental Science, Anatomy & Physiology, Physics, AP Chemistry, AP Biology

- Psychology, Sociology, Government, African-American History, Pre-AP World History, AP US History, AP Government and Politics

- Spanish I, Spanish II, Italian I, Italian II

- Journalism, Annual Staff

- Digital Communications I, Digital Communications II, Digital Communications III, Digital Communications IV, Computerized Business Applications, Computer Essentials, Accounting

- Family and Consumer Sciences, Child Development, Parenting, Clothing, Foods, Consumer Services, Customer Relations, Finance

- Survey of Agricultural Systems, Agriculture Mechanics, Plant Science I, Plant Science II

- Aquaculture, Agriculture Leadership, Agriculture Business, Animal Science, Biological Animal Science

- JROTC, JROTC Leadership, JROTC Teams

- Choir, Madrigals, Band, Art I, Art II, Art III, Art IV

- EAST

- Athletics

- Northeast Arkansas Career and Tech Center (offering Advanced Manufacturing/CIM, Advertising and Graphic Design, MAD 1, Automotive Collision Technology, Automotive Service Technology, Computer Engineering Technology, Criminal Justice, Culinary Arts, AVACR, Hospitality Management, Medical Professions, Medical Procedures)

- ASU-Newport offerings (general education, welding, phlebotomy, cosmetology, diesel mechanics, industrial maintenance, EMT, agriculture)

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The teachers will use research-based instructional strategies. Beginning in 2016-17, teachers are required to have differentiation training in how to effectively use the time allotted in the new modified block schedule. Because most of the classes will be 90 minutes, teachers are learning about how to structure the time to allow for both direct instruction, project based learning, and enrichment or remediation.

Teachers have met in the 2015-16 school year and will continue to meet with the leaders and faculty of our feeder school, Harrisburg Middle School, to discuss students' academic and non-academic strengths and weaknesses to plan for their futures. This planning and discussion time has allowed the teachers to better support the students who come to the high school as 9th graders, a group that needs very specific and intensive mentoring and monitoring to ensure future success. During this meeting time, teachers plan and align not only curriculum but also responsibility requirements and behavior expectations of each grade.

Teachers will execute data-driven instruction. Teachers will receive training and support in how to interpret test data and make appropriate adjustments to instruction. Both the ACT Aspire and NWEA MAP test data will be made available to the teachers. The teachers and student advisers will need the data from those tests to set academic goals and to create interventions designed to ensure the success of each student.

There will be a renewed push for literacy across the curriculum. Students have to understand that reading, writing, speaking, and listening are activities not just for the English Language Arts classroom. They must understand the universal value of each of those skills and how it relates to each content area. Therefore, the teachers must explicitly teach those skills in each class. Teachers will be supported by school personnel, including other teachers teaching the same content and an instructional facilitator, in creating lessons and activities.

We are excited at the prospect of having our core classes mirror the coursework of the technical or industrial education students and to provide embedded courses. We feel that it will create a richer, more college and career realism for the students. For example, in the English Language Arts classroom, there could be a section that focuses on literature written by or about people in similar fields as those students. They can read an inspiring novel about the struggles of working in a steel mill in turn-of-the-century America, then discuss the continued implications of the struggles, work, economics, and perseverance required by industrial workers traditionally. In the Geometry classroom, there could be a project that allows the students to explore how the combinations of angles creates a both structurally sound and aesthetically pleasing construction.

With our goal in mind of allowing the flexibility in the schedule to make it possible for students to receive college credit and being able to concretely begin a future for themselves, we want to allow the students to receive concurrent credit for certain core classes by either offering them on our school campus by either a teacher holding a Master's degree in his/her subject area or by inviting a professor to come to the campus to teach the course. However, our preference is to transport the student to one of the ASU-Newport campuses so they may take the college credit course in a real college environment so that they may get the exposure to that world.

HPPCS will pay for all associated costs with district and federal funds. We will also pursue local sponsors and grants.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Harrisburg is a rural community with close proximity--within a 1.5 hours drive or less--to multiple larger cities and university towns. Although our town is so physically close, we are not close in lifestyle. The high poverty rate and high unemployment rate isolates lots of community members and their families, secluding them from the opportunities those larger cities have to offer including training, support, education, and jobs. Our mission is to expand the physical and, therefore, educational boundaries of our students. They have to see the world that is literally waiting for them to show up.

With that mission in mind, we know that as a traditional school we have not met the needs of all of our students. The students that land higher on the socioeconomic scale have tended to fare better in their adult lives because of their exposure to a bigger world. However, most of our students fall quite low on that scale. So, we had to do some serious research and some serious soul-searching and some serious questioning to discover options that would help more of our kids succeed.

The program plan we have is one that has us working hand-in-hand with Arkansas State University-Newport to provide new opportunities that will help the students become more directed and contributing members of society. By providing course offerings to the students that fit into their high school schedules, students can feasibly earn a Certificate of Proficiency by graduation, a certificate that makes them immediately employable by trades that are in need in our area.

The program we will offer is one that, although there is a heightened emphasis on technical and industrial education, does not diminish the education of those who won't follow a vocational training route. Students will have access to a variety of Advanced Placement (AP) and Pre-AP courses that are directed and tested by College Board. Students will have the opportunity to take concurrent credit courses such as Introduction to Composition or Psychology either on the charter school campus or community college campus. Students seeking a four-year college degree will have the opportunity to complete various general education requirements and begin exploring their career options.

Specific Item/Program/Service

Estimated Cost

ASUN course fees

\$15,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

district funds

\$15,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

No variance.

Explanation

Based on our goals, the number of students participating in the ASUN concurrent courses and Certificates of Proficiency will vary based on each semester of each academic year.

Specific Item/Program/Service

Estimated Cost

online course fees

\$16,250.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

district funds

\$16,250.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

No variance.

Explanation

Based on our goals, the number of students participating in the ASUN concurrent courses and Certificates of Proficiency will vary based on each semester of each academic year.

Specific Item/Program/Service

Estimated Cost

Faculty training (per year)

\$3,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

district funds

\$3,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

No variance.

Explanation

Specific Item/Program/Service

Estimated Cost

1:1 technology phase-in (per year for the next 4-5 years)

\$28,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

district funds

\$28,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

No variance.

Explanation

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

We haven't seen the success rate from our graduates that we know they are capable of and we know that they can do better, but first we have to do better for them so they may recognize that potential. By freeing up time in the schedule with embedded courses, it allows them to better explore their vocation options. It provides students with the flexibility of feeling out their options in a safe, stable environment rather than having to wait until they get into the "real world" with all the new challenges and responsibilities that that life holds. We have a faculty that is incredibly supportive of the changes proposed and will help guide and support the students in a way that is empowering but also supportive.

The community is in desperate need of change and we feel like change begins at the school. The community school sets the standard. Because the community's poverty rate is tremendous, we know that there have to be new economic tides turned in order to save the children, and ultimately, the town. Through this program, we hope to create a paradigm shift in how the students view themselves and their talents. As it is, they do not have the pride and tacit support to achieve goals--and frankly, most of those students don't have the confidence to even recognize the possibility of achieving any goals whatsoever. The students need to be able to build that pride and confidence to have the courage to pursue a career path that will eventually create adults that contribute to the economic forces of the area. Students who earn a Certificate of Proficiency in their high school career will be able to be immediate economic contributors, which is why we need the charter school status. The waivers we request will be essential in creating the time and environment necessary for those students to achieve that goal.

Additionally, students who seek further postsecondary degree programs will have the benefit of possibly earning Associate's degrees during their high school career, again, so that they may complete their educations earlier and join the workforce earlier. We need this adaptability to better meet the needs and goals of the students.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Personnel

HCCPS will have the autonomy to transport students to be taught by instructors at the ASU-Newport campuses.

Budget

HCCPS will work with an advisory committee and building leaders to establish an appropriate budget for the school. The committee and leaders will set guidelines and facilitate purchases for the school. The building administrators, counselors, and charter director will develop industry partnerships and grants to provide additional support for the school.

Day-to-Day Operations

Administrators, counselors, charter director, instructional facilitator, and advisers will oversee the day-to-day operations of HCCPS. They will facilitate the various certification programs, concurrent credit courses, online courses, and embedded courses. The main leadership--administrators, counselors, director, and instructional facilitator--will provide the direction to the students' advisers and teachers to ensure that the students receive appropriate support in creating and following their Personalized Learning Plans. They will also provide direction and support in implementing the modified block schedule and advisory life skills activities.

School Calendar

HCCPS will maintain the same calendar as the rest of the district because of our reliance on the transportation services. We would like to see a shift in the future that would allow earlier or later class or intervention time, or would allow the flexibility for students attending ASU-Newport to start earlier or later than the district school calendar.

Other

We are seeking more autonomy in our course offerings and in what format they are offered. By offering embedded courses and online courses, students are allowed the flexibility to use that time to explore their career pathways by participating in more electives and more field experiences, including shadowing and internships.

Our modified block schedule will create some interesting and welcomed autonomy with piloting of the Fast Track Fridays and Friday afternoon learning that includes advisory time for more direct guidance for the student, Life Skills lessons, speakers, presentations, field trips, etc.

10. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Licensed employees and parents/guardians of the students will be involved in a committee to set goals for the Arkansas Comprehensive School Improvement Plan (ACSIP). Parents tend to hear more direct and frank comments from the students about what is and is not working for them at the school building. We would like to

pull in those parents and give them an outlet to address those concerns and to help us improve on those shortcomings. Additionally, those parents are part of the community we hope to improve. They will have the knowledge of and opinions about where and how the school can improve to work to alleviate some of those problems.

We think it is essential that the employees and parents are involved in not only setting the goals but annually reevaluating them. What worked? What didn't? Where do we go from here? What else do we need to offer? Because the school building and the classroom can be so isolated, the people outside are an integral piece to gauge where we stand. And because the community members are in the "real world" working in and living the lives that we want for our students, they are our front line in deciding what needs to be available to students.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

We have implemented a modified block schedule that has allowed time on Friday afternoons that will be used in multiple ways. We will use the time to teach life skills to the students, but it will also be used as a time for students to meet with their advisers and review their Personalized Learning Plans (PLPs). The students will set educational as well as noneducational goals. The educational goals will be based on annual test data from the ACT Aspire, the ACT, and MAP tests. Depending on a combination of the data from the standardized tests and a student's current performance in each class, he/she may be referred for Response to Intervention; after-school, Friday afternoon, or in-class tutoring; or in-class enrichment. This flexibility in the schedule will allow us the time to schedule the appropriate response in order to meet our annual goals.

Additionally, embedded courses will allow greater flexibility in the schedule. Our main goal is to give the students that flexibility so they may pursue the Certificates of Proficiency and other college credit, but it has the dual function of allowing the student more time to work on any necessary remediation programs. It gives both the student and the teacher the benefit and luxury of time that is desperately hard to come by in a traditional learning environment.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Teachers' coursework will be driven by both the AR state educational frameworks and the Common Core Standards for Career and College Readiness.

The integration of digital skills across the curriculum is incredibly important because of the growing digital world in colleges, careers, and life. These standards are also written into the Common Core standards. We have multiple computer labs for students to research and complete projects. Teacher may take classes of students to the computer labs, but we also have multiple computer carts that are available for classroom use. Last year, the school's wireless Internet infrastructure was overhauled allowing full wireless availability to any device on campus. Teachers are encouraged to allow students to use their personal devices and, in turn, model or teach proper device etiquette and how to use the device in an educational environment. We have an EAST lab with abundant technology available to students there. Students use CAD software (blue print software); GPS mapping tools; a weather balloon; a green screen filming studio with various cameras, camcorders, and microphones; a drone with an attached video recorder; and a 3D printer.

We will incorporate literacy across the curriculum. With the guidance and support of the school's instructional facilitator, teachers will be taught and coached on how to include the literacy elements of reading, writing, and speaking in their curriculum. The instructional facilitator will perform myriad tasks including co-teaching, observations, coordinating planning times with teachers, developing lessons and units of study, and presenting about various teaching strategies that are used in the English Language Arts classroom to implement and assess the literacy skills. We're excited about the world of understanding it will open up to students by not only seeing how those skills align and enhance the learning in each of those subject areas, but also how they contribute to and are essential to the project-based learning plans we would like to phase in.

Teachers will participate in Professional Learning Communities (PLCs). They especially need time as a department to share ideas and share successes (and flops) in a time where there will be great transition. They will have to communicate with one another on a regular basis to address other tutoring and remediation duties that arise in response to the students' Personalized Learning Plans. With our renewed and invigorated focus on cross-curricular learning, teachers will need time set aside to meet with teachers outside of their disciplines to brainstorm and plan for multi-subject lessons and projects. These projects don't happen naturally or immediately, so we want for the flexibility in the students' schedule to allow for the more team planning and team teaching than we have had in the past. Ultimately, the students have to see how all the pieces of the educational puzzle fit together. As it is, they do not. Pushing literacy across the curriculum, co-teaching, PLC meetings, and PBL will strengthen the students' understanding of the world they live in.

Also, we will rely on ACT Aspire interim assessments and NWEA MAP assessments to measure the students' understanding of the expectations set by the state and Common Core standards.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

For the 9-12 campus, there will be one counselor and one career counselor. The career counselor serves as a collaborator and liaison between HCCPS and ASUN. Both counselors will work to communicate the requirements of the value-added degree programs (Certificate of Proficiency or Associate's degree) and the availability of concurrent course offerings. Each counselor will work with the charter director in assisting advisers with students' Personalized Learning Plans. Additionally, they will work to create pathways for the students to participate in job shadowing, internships, interviews, etc. Depending on how enrollment increases, we would like to hire an additional counselor, one to serve grades 9-10 and another to serve grades 11-12.

B) Health services;

Applicant Response:

HCCPS shares a registered nurse with the adjoining Harrisburg Middle School.

C) Media center;

Applicant Response:

Students will have access to the media center at the current Harrisburg High School and at ASUN. The HHS media center has available to the students computers, scanners, copiers, printers, and tablets. The students have access to two computer labs on campus, a business lab, and an EAST lab. Those spaces have flexible schedules and are available to teachers and students when needed. The regular classrooms are also equipped to be media centers with portable computer carts, TVs, Apple TVs, iPads, and SmartBoards.

Our future goal is to become a 1:1 high school. Our vision is to progressively add technology, one incoming freshman group at a time until the whole high school is 1:1. We feel the cost to the school would be more reasonable and it would allow the leadership, faculty, and students to acclimate to the new capabilities more easily.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

HCCPS will continue to comply with IDEA, 504, and IEP guidelines. Special education students will continue to receive the individualized attention as stated in their IEPs and 504s.

E) Transportation;

Applicant Response:

Students attending courses at any ASUN campus will be transported by a district bus and driver. All transportation activity will be overseen by the district's transportation director. HCCPS will comply with all transportation regulations.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The at-risk students in the ALE program are some of the students we'd like to target in this new system. The ALE students we have are ones that have great potential but have to learn how to use their talents for their betterment. These students will be counseled and advised in the same way as the non-ALE students, and if they take the appropriate entrance exams, they can participate in the value-added diploma program.

G) English Language Learner (ELL) instruction; and

Applicant Response:

ELL students will continue to be served in a way that is appropriate to their needs. Those students will continue to receive the appropriate differentiated instruction to enable them to function academically and socially.

H) Gifted and Talented Program.

Applicant Response:

HCCPS will continue to provide the rigorous advanced placement courses for GT students. The addition of embedded courses and concurrent credit will give those students an even more rigorous learning environment and will provide them with additional opportunities to push their boundaries. The availability of a value-added diploma will be welcomed by this group. Also, GT students tend to flourish in the project-based learning environment, so that change will give them a wider creative outlet.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, separate from the district's annual report to the public, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

A meeting will be held in the school's Center for the Fine Arts in the fall to present the previous year's data. It will be advertised in the newspaper and posted on the school's web page and other social media accounts. Notes about and digital presentations given at the event will be posted on the school's web page. A paper copy will be provided to those who are interested.

We will present data including high school credit earned, college credit earned, ACT and ACTAspire scores, survey information from students, graduation rate, certificates of proficiency earned, percent in attendance at ASUN, and teachers' professional development. The information will be broken down into subgroups, as well. Other than the main report to the public, we will share the successes of the students by hosting other ceremonies, banquets and graduation.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

HCCPS will serve students grades 9-12 in the Harrisburg School District boundaries, with transfers being allowed with school choice or legal transfer. All high school students will have access to the 9-12 curriculum, but only students who have attained the proper requirements as set by ASUN will have the opportunity to secure a value-added diploma.

Recruitment will begin before students enter the high school, namely at the middle school campus. We will periodically have speakers--similar to whom the high school would meet and interact with--visit the middle school to inform them of their high school opportunities. All high school students will have an adviser to facilitate and monitor each student's Personalized Learning Plan. Additionally, we will publicize to the media (newspaper, social media, etc.) about the conversion charter status and the innovations it affords the students, so that out-of-district parents may help their child make decisions about his/her future.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

At the time of application, there were no district personnel and/or leaders of the proposed charter that have had any involvement with the operation of other charters.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Building Administrators (one principal and one assistant principal)

Reports to: Superintendent

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Master's degree in Education Leadership or equivalent

Experience Required:

N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:

Valid building administrator's license for high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Maintain a culture of high standards and expectations for all students, faculty, and staff, and celebrate the successes of all involved
 - Facilitate the partnership between our school, ASU-Newport, and local industry leaders
 - Observe, evaluate, and assist faculty
 - Supervise and evaluate charter director, school counselor, career counselor, and faculty to evaluate HCCPS performance
 - Periodically meet and communicate with parents and community members about the status and progress of HCCPS through various media
-

TEACHERS

Teacher Position: Charter Director/Instructional Facilitator (one position)

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Bachelor's degree or higher in related educational field

Experience Required:

N/A, duties will be performed by the current personnel at Harrisburg High School

Certification Required:

Valid teaching license for the high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Collaborate with HCCPS faculty and administrators to the goals and mission of the school
 - Assign advisers and train and monitor the implementation of Personalized Learning Plans for students
 - Implement and monitor advisory lessons (Personalized Learning Plans, life skills lessons, speakers/presenters, etc.)
 - Compile and disaggregate testing data for PLC use in planning curriculum and instruction
 - Model, provide support, and team-team with faculty to implement literacy across the curriculum and Project Based Learning
-

Teacher Position: Counselor (one counselor, grades 9-12)

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Master's degree in Educational Counseling or equivalent

Experience Required:

N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:

Valid school counseling license for high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Provide guidance for students and teachers in developing Personalized Learning Plans, including the most up-to-date information on high school and postsecondary training and education requirements
 - Coordinate the administration of all required state assessments
 - Collaborate with ASU-Newport to plan students' concurrent enrollment, appropriate certification plans and scheduling
 - Assist administrators and charter director in meeting goals of HCCPS
 - Refer students to mental health services as needed
-

Teacher Position: Career and College Coach (one coach)

Reports to: Principal and ASU-Newport

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Bachelor's degree or higher in related educational field

Experience Required:

N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:

Career Development Facilitator training

Job Duties: List up to 5 key duties this individual will perform.

- Provide guidance for students in developing Personalized Learning Plans
 - Provide assistance for students and parents in applying for concurrent courses, financial aid, and postsecondary training and education
 - Facilitate taking college tours, bringing speakers to the school, and arranging shadowing opportunities
 - Facilitate set up and use of ACT Online prep
 - Assist administrators and charter director in meeting goals of HCCPS
-

Teacher Position: Classroom Teachers (number based on enrollment)

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Bachelor's degree or higher in related educational field

Experience Required:

N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:

Valid teaching license for the high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Create a positive environment for students
- Work with advisory students and parents to create and execute Personalized Learning Plans
- Work in a PLC to create and implement appropriate curriculum and instruction based on testing data and that aligns with CCSS and state frameworks
- Participate in professional development
- Work with instructional facilitator to o implement literacy across the curriculum and Project Based Learning

Teacher Position: LEA (one LEA)

Reports to: Superintendent and educational cooperative

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Master's degree or higher in related educational field

Experience Required:

N/A; duties will be performed by the current personnel at Harrisburg High School

Certification Required:

Valid special educator's license for high school grade levels

Job Duties: List up to 5 key duties this individual will perform.

- Provide intervention services
- Monitor special education program
- Communicate with special education teachers and special education students' advisors about Personalized Learning Plan progress

SUPPORT STAFF

Support Staff Position: All staff will carry over from the current Harrisburg High School

Reports to: Principal

Salary Range: Per district salary schedule

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

•

-
17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The facility to be used is the Harrisburg High School campus in the town of Harrisburg. In the past three years, it has served as building for 9-12 education for the consolidated Harrisburg and Weiner High Schools. The main building has 15 classrooms, 1 library/media services, 1 science lab, 1 business lab, 3 special education rooms, 2 computer labs, 1 counselor room, 1 career counselor room, 1 teacher work room, and 1 cafeteria. The high school is adjoined to the Harrisburg Middle School. The agriculture building has 1 classroom, 1 bio-diesel lab, and 1 shop. Adjacent to the agri building is a greenhouse. Our campus has an EAST building with 2 EAST classrooms that house their own computer labs and 1 filming/recording studio. All buildings are permanent buildings.

The campus has two gym buildings. The first gym has 1 weight room and 1 classroom. The second gym building also has 1 weight room and 1 classroom and serves as the home for the JROTC program. The JROTC has another building containing 1 classroom and 1 rifle range.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility meets requirements. Harrisburg School District is located in a rural section of Poinsett County. The HCCPS will use the current Harrisburg High School facility, so there are no zoning restrictions preventing its use. Poinsett county is a "wet" county. The charter school facility is possibly within a 1,000 distance of an establishment that holds a beer and wine permit that is operates in accordance with state and local beverage and alcohol laws.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

HCCPS will continue to operate under the same provisions for food service under the federal National School Lunch Program as Harrisburg Middle School and the former Harrisburg High School. The school will serve breakfast and lunch, both with grab-and-go options. HCCPS will continue to ensure that students receive the same nutrition guidance they've received previously under the free and reduced lunch program, for which 100% of our students qualify.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

It is essential that parents/guardians and community members are routinely involved in the decision-making process for this charter. Because our ultimate goals are to improve the lives of their children or future employees and to improve our local economy, those people are essential to the process in having insight about the children and having insight about the community's needs.

We intend to contact and gather information from the parents/guardians and community members through surveys. We have had a good response rate in the past using digital surveys like the ones available through the Google applications. We are a Google school and each student has a Google email address which makes it incredibly easy to distribute digital resources to them whereby they can pass it on to their parents/guardians. On the surveys, we would ask about satisfaction levels using a sliding scale and about specific feedback and criticisms, among other things.

Also serving us in the digital communication realm is our social media connection, Facebook being our most popular, and a parent/guardian email/call/text message system, Blackboard Connect. With both Facebook and Blackboard Connect, we can alert parents/guardians and community members of meetings, surveys, volunteer opportunities, events, etc. that we hold to either collect data, boost morale, or honor students.

Parents and community members will be involved in our students' participation in various shadowing and internship opportunities and completion of various skills training exercises during advisory time. The school will bring in parents and community members to provide mock interviews, to serve on evaluation panels for certain completed projects, and to provide places for shadowing and internships. One of the biggest goals of this relationship is for students to see the real-world connection between their high school experience and postsecondary life.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The new route we'd like to take as a conversion charter is something that the administration, the faculty, the community, and--most importantly--the students are excited about and dedicated to. It is our belief that our enthusiasm is one of our greatest elements in ensuring the school's success. There has been some turnover in leadership at our campus that has invigorated this process, and we have worked with veteran faculty--those who have seen the educational and cultural patterns of the students--to decide what are the best options for the students we serve.

The administrators, career counselor, and charter director will continue to seek out partnerships with local businesses and industries to increase student awareness of the community's needs and opportunities. These relationships will help us better understand where our instruction is under-serving our students and where and how we can improve our program.

We will survey current students, recent graduates, and business leaders about the successes and criticisms of our new program. From the graduates and business leaders, we want to know how successful were the life skills advisory classes and how successful was the ASUN partnership in aiding their postsecondary progress. From current students, we want to know their interests (especially those students who want to follow a path in ever-evolving technology world) and we want to know their evaluations of the program. It would be naive to think that we have done everything in the best way possible on the first try; therefore, it's the students and the business people that will be our main sources of feedback and subsequent alterations of the program.

We will pursue local sponsors and write grants to accumulate extra funding for our charter.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Instructional Day: Seat Time

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Section 10.01.4 Required Time For Instruction And School Calendar

Rationale for Waiver

HCCPS requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week in order to increase scheduling flexibility and offer more opportunities during the day for career exploration, ultimately leading to value-added diplomas for our students. By utilizing embedded coursework and our Personalized Learning Plans, students will have more time to serve in internships and apprenticeships,

gaining experience, industry certification, and concurrent credit through our partnership with the ASU-Newport campus.

Waiver Topic: Instructional Day: Required Clock Time for Units of Credit

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 14.03 Required Clock Time for Units of Credit

Rationale for Waiver

HCCPS request a waiver of clock hour requirements for graduation credit in order to meet the goals of its charter. This waiver will be used to create more flexibility in student schedules, which will in turn allow more time for substantial participation in relevant and meaningful career pathway opportunities in accordance with each student's Personalized Learning Plan. HCCPS assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for affected courses.

Waiver Topic: Uniform Calendar

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

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

Rationale for Waiver

HCCPS is requesting a waiver of the uniform school calendar. This change will allow us to set the schedule in accordance with the calendar of ASUN and their start and end dates of their semesters. This is not an attempt to shorten a student's school year. Each student will still be required to attend the number of days required by state law. It will allow us to start the school year earlier, if necessary.

Waiver Topic: Teacher Planning Time

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- § 6-17-114 General Provisions for Daily Planning Period

Rationale for Waiver

HCCPS is requesting a waiver of teachers' daily planning period. teachers will have an extended planning period (90 minutes) alternating either Monday and Wednesday or Tuesday and Thursday. Also, for our Fast Track Fridays, teachers will have only a 25-minute planning period. Teachers will be provided over 200 minutes of planning time, it just won't be evenly spaced throughout the week.

We need this waiver to offer the modified block scheduling that allows for longer stretches of time for transporting students to ASUN, project-based learning, stronger differentiation, and time for the life skills lessons on Friday afternoons.

Waiver Topic: Teacher Licensure (Is this something we need? Does this count for ASU-Newport instructors?)

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §6-15-1004 Qualified teachers in every public school classroom
- §6-17-302 Public school principals -- Qualifications and responsibilities
- §6-17-309 Employment and Assignment: Certification
- §6-17-401 Teacher's license requirement
- §6-17-919 AR Teachers' Salary Law: Warrants void without valid certificate and contract

Standards for Accreditation

- 15.03 Licensure and Renewal

ADE Rules

- Educator Licensure Rules

Rationale for Waiver

HCCPS requests a waiver from the above-listed statutes and rules to the extent that it is necessary to give HCCPS the flexibility hire business and industry professionals or individuals employed by higher education (such as those at the ASU-Newport campus) who possess outstanding credentials and work history but who do not hold a valid Arkansas Teaching License. All individuals who utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks.

HCCPS understands that, if students are granted high school credit for these courses for which they will receive dual credit, it will allow time for students to job shadow, complete internships, and take tours of job facilities and colleges. Such a waiver will also increase the number of students who graduate with a value-added diploma, which is a fundamental goal of the charter.

Waiver Topic: Career and Technical Education

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 9.03.3.9 Career and Technical Education

Rationale for Waiver

HCCPS requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences, and Survey of Agriculture) as separate classes. PGHS will ensure compliance with ADE Standards Rules, Arkansas Frameworks, and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such flexibility is necessary to increase time for students to participate in career pathway opportunities at the high school level.

Waiver Topic: Class Size and Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 10.02.5 Class Size and Teaching Load

Rationale for Waiver

HCCPS requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. HCCPS believes that—in certain circumstances—in order to implement its unique charter curriculum, some elective courses and the teachers of those courses may need more than the maximum allowance of students. HCCPS ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students. HCCPS will use this waiver on an as-needed basis only.

Waiver Topic: Professional Development and In-Service Training

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §6-17-701 et seq.

Standards for Accreditation

- 15.04 Professional Development and In-Service Training

ADE Rules

- ADE Emergency Rules Governing Professional Development

Rationale for Waiver

To the extent that it is necessary, HCCPS requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The waiver will apply to Technical areas only and will apply to no core areas. HCCPS will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities, and expectations. This waiver will help HCCPS meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

APPENDICES

APPENDIX A	Documentation of requirements pertaining to Public Hearing
APPENDIX B	Evidence of Parental and Community Support
APPENDIX C	Proposed School 2017-18 Calendar
APPENDIX D	Proposed School 2017-18 Daily Schedule
APPENDIX E	Signed Statement of Assurances

Society



Restoration House residents complete "Navigating the Financial Journey"

Restoration House residents gain financial literacy skills through Extension program

Approximately 20 Restoration House residents recently completed the "Navigating the Financial Journey" program and the "Get Real, Here's the Deal" financial simulation. Conducted by the Poinsett County Cooperative Extension Service, program participants learned about financial goal setting, budget development, and wise use of credit.

The "Navigating the Financial Journey" program,

the rest of their lives. Anyone can achieve their financial goals but the first step is to develop a plan," said Leigh Helms-Blythe, Poinsett County Extension Agent for Family and Consumer Sciences and 4-H Youth Development.

The follow-up "Get Real, Here's the Deal" simulation, allowed residents to experience a hands-on, experiential situation allowing them to complete a realistic, financial decision-making process, much like

Participants completed a series of twelve decision-making stations, including paying rent or mortgage, insurance, taxes, food and child care.

Poinsett County Extension Agents, Helms-Blythe and Craig Allen, along with Paula Nix, branch manager of Centennial Bank in Jonesboro and Stefanie Cooper, Program Eligibility Specialist with the Poinsett County Department of Human Services, assisted residents with the interactive exhibits.

If you are interested in learning more about finan-

Arkansas, Division of Agriculture, Cooperative Extension Service, please contact the Poinsett County Extension Office at 870-578-4490 or email lhelms@uaex.edu.

The Cooperative Extension Service is part of the University of Arkansas System, Division of Agriculture and offers its programs to all eligible persons regardless of race, color, sex, gender identity, sexual orientation, national origin, religion, age, disability, marital or veteran status, genetic infor-



Harrisburg School District

The Harrisburg School

District will hold a public meeting on July 11 at 6:30 pm in the Center for the Arts to receive public in-

put concerning Harrisburg High (9-12) School's plans to apply for a conversion charter status.

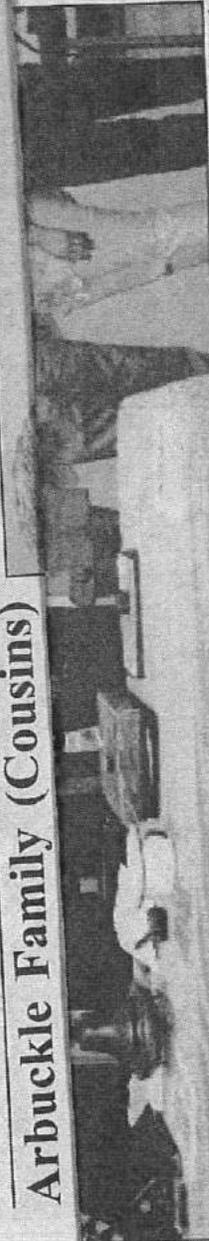
The purpose of a charter is to allow students to earn technical certificates while still in high school as well as increase concurrent credit offerings. Staff, parents, and students are encouraged to attend to learn details about the charter request. The public will be given the opportunity to ask questions and offer suggestions.

Kindergarten Registration

July 7, 2016

Society

Arbuckle Family (Cousins)



On June 30th, The Harrisburg Rotary Club held it's annual installation of 2016-17 Board Members and Officers. Pictured, left to right: Board Members David Mitchell and Shearlene Durham, Secretary-Treasurer Emily James Sampson, Board Members Mark Weston and Mauria Morgan, Sergeant-At-Arms Randy Mills, Vice President Tammie Stanford, President Zac Price.



Clyde Ford was presented a certificate for 40 years of service to the Harrisburg Rotary Club by Emily James Sampson.



Bill Elliott was presented a certificate for 35 years of service to the Harrisburg Rotary Club by Emily James Sampson.

Lofton, Mann exchange



Harrisburg School District

The Harrisburg School District

District will hold a public meeting on July 11 at 6:30 pm in the Center for the Arts to receive public in-

put concerning Harrisburg High (9-12) School's plans to apply for a conversion charter status.

The purpose of a charter is to allow students to earn technical certificates while still in high school as well as increase concurrent credit offerings. Staff, parents, and students are encouraged to attend to learn details about the charter request. The public will be given the opportunity to ask questions and offer suggestions.



Historic Home 1 or Sale: Century-plus old landmark home in Green Forest, Arkansas. 3100, 28A, 3 car attached garage and goosebump lawn building. unfurnished, great rental and marital investment. Airstream needed and...

DISTRICT INFO

- About Us
- Board Members
- 2016-2017 Calendar
- Board Meeting Dates
- Board Minutes By School Year
- Employment
- Erate RFP
- School Choice
- State Required Information

PARENT INFO

- Athletics
- Blackboard Connect
- Child Nutrition
- Early Childhood Survey
- Home Access Center

Harrisburg School District
207 West Estes
Harrisburg, AR 72432
PH: 870-578-2416
FX: 870-578-9366

MISSION STATEMENT

The Faculty, Administration, and Board of Education of Harrisburg School District #6, attest that this institution exists for the benefit of its students.

EVENTS CALENDAR

Today Monday, July 11

Monday, July 11

Hornet Swarm Summer Camp

5:00pm Board Meeting

5:30pm (No title)

6:30pm Charter conversion public meeting

Tuesday, July 12

Hornet Swarm Summer Camp

Wednesday, July 13

Hornet Swarm Summer Camp

3:30pm Sr/Jr Cheer practice

Thursday, July 14

Hornet Swarm Summer Camp

5:30pm Pee Wee Cheer practice

CONVERSION CHARTER PUBLIC HEARING

Tonight, July 11
6:30 pm
Center for the Fine Arts

- What is a conversion charter?
- What is the high school's goal in pursuing this change?
- What can students, parents, faculty, staff, and community members expect with this change?
- Attendees will be given time to address concerns and/or express support for the conversion charter.



Harrisburg High School

Like This Page · July 11 ·

Come out tonight!

Karen Gann, Hunter Clampit Elise and ChrisandEll Bradley like this.



Amber Carvell <acarvell@hbgsd.org>

Fwd: Blackboard Connect Delivery Results: Public Hearing 7/11/2016 3:04:58 PM (CT)

1 message

Brandon Craig <bcraig@hbgsd.org>
To: Amber Carvell <acarvell@hbgsd.org>

Tue, Jul 19, 2016 at 11:10 AM

----- Forwarded message -----

From: **Doug Worley** <dworley@hbgsd.org>
Date: Mon, Jul 11, 2016 at 4:02 PM
Subject: Fwd: Blackboard Connect Delivery Results: Public Hearing 7/11/2016 3:04:58 PM (CT)
To: Brandon Craig <bcraig@hbgsd.org>

Keep for your records.

DW

----- Forwarded message -----

From: <connectsupport@blackboard.com>
Date: Mon, Jul 11, 2016 at 3:42 PM
Subject: Blackboard Connect Delivery Results: Public Hearing 7/11/2016 3:04:58 PM (CT)
To: dworley@hbgsd.org



This message has been sent! Here is a summary of the delivery results. [Click here to view more information online.](#)

Delivery Summary

Title	Public Hearing
Message Type	Outreach
Site	HARRISBURG SCHOOL DISTRICT 6
Scheduled By	Doug Worley
Send Time	07/11/2016 03:04 PM (CT)
Voice Completed	07/11/2016 03:41 PM (CT)
Email Completed	07/11/2016 03:05 PM (CT)
Selected Contacts	1513 Successfully reached 1274 (84%)
Languages	English*

Device Deliveries

78% (808)



1035



100%(457)

459

Detailed Delivery Results**Voice (listen)**

Successful Deliveries	78% (808)
Live Delivery	487
Answering Machine	321
Unsuccessful Deliveries	22% (227)
Hangup	118
Undeliverable	4
Bad Phone Number	2
Busy	1
No Answer	102

**Email**

A public hearing will be held tonight at the Fine Arts building at 6:30pm to discuss the Harrisburg High School application to become a conversion charter school.

Email Sent	100% (457)
Email Opted-Out	0% (2)

For support, please call (866) 360-2155 or email connectsupport@blackboard.com



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<https://adedata.arkansas.gov/security/pdf/AccountUserSSOGuide.pdf>

Doug Worley, Assistant Superintendent
Harrisburg School District
P (870) 578-2416
F (870) 578-9366

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Brandon Craig
Harrisburg School District

7/29/2016

Harrisburg School District Mail - Fwd: Blackboard Connect Delivery Results: Public Hearing 7/11/2016 3:04:58 PM (CT)

HHS Principal
beraig@hbgsd.org
870-578-2417

 **email.html**
2K

Harrisburg High School Public Hearing for Conversion Charter Status:

July 11, 2016 at 6:30pm

1.	Danny Sample
2.	Doug Wilson
3.	Wally
4.	Dellon Neal
5.	James
6.	James
7.	Monica Moore
8.	Kim Helb
9.	Stacy Merighi
10.	Stacy Merighi
11.	Caleb Henry
12.	Rebecca Henry
13.	Lindy Quatrone
14.	Cam Hoyer
15.	Amber Gravel
16.	Ricky Caughon
17.	Marsha Lewelllyn
18.	Nathan D. Summer
19.	Keith Whitman
20.	Eddie Whitman
21.	Melissa Hargis
22.	Brandon Hargis
23.	Scott Castle
24.	Dawn Castle
25.	Jeanina Hami
26.	Cheyl Jackson
27.	George Jackson
28.	Rachel Dennis Barton

Harrisburg High School Public Hearing for Conversion Charter Status:
July 11, 2016 at 6:30pm

29.	Nelson Todd Smolze
30.	Haley Ann Hasley
31.	Haden Bee Henstey
32.	Erica Hensley
33.	TERESA PARKER
34.	Cheryl Wilson
35.	Twila Chatman
36.	Wendy Pettit
37.	Lisa Curtis
38.	Christy Henderson
39.	Kayla Juniper
40.	Dominic Graham
41.	Brandon Craig
42.	Jennifer Mark
43.	William Brown
44.	Alan Brown
45.	Mark Kules
46.	Scott
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Unico Bank

August 2, 2016

Mr. Danny Sample
Superintendent, Harrisburg High School
207 West Estes St.
Harrisburg, AR 72432

Dear Mr. Sample:

Unico Bank is proud to support Harrisburg High School's ground-breaking, progressive request to seek charter school status. The request represents the district's continued desire to seek methods that promote educational goal obtainment for all learners.

A partnership between the Harrisburg High School and Unico Bank can ease the development of a student's future. We can provide further knowledge to the students that will help them after their high school education, and show them the fundamentals of starting and maintaining a checking account. This would include; how to balance a check register, and how to write a check, and how to reconcile an account. Unico Bank could also offer directions for loan processing. While loan process may appear complex at first, we would explain to the students how credit score affects factors such as applying for loans, whether a person qualifies for a loan, interest rates, and payment amounts,

Again, it is our pleasure to offer this letter of support on behalf of Harrisburg High School's request for charter school status. In addition, I will be glad to address any questions regarding this opportunity. Please feel free to reach me at (870) 578-2464 or dowens@unicobank.com.

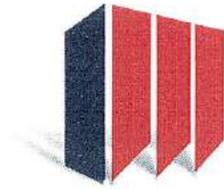
Sincerely,

David W Owens
Regional Vice President
Unico Bank
1100 North Illinois St
Harrisburg, AR 72432

514 Industrial Drive
Trumann, AR 72472
(870) 483-1600
Fax (870) 483-1611

1100 North Illinois
Harrisburg, AR 72432
(870) 578-2464
Fax (870) 578-2466

200 10th Street
Marked Tree, AR 72365
(870) 358-3700
Fax (870) 358-3701



First National Bank

August 2, 2016

Harrisburg Public Schools
401 West South Street
Harrisburg, AR 72432

To Whom It May Concern:

I am writing this letter concerning the application and conversion of Harrisburg Public Schools to a charter school. As a former HHS student and alumni of Harrisburg, I am in favor of the conversion. It gives more students an opportunity to better themselves through technology and life skill programs that will be allowed under the charter program.

Many students lack simple life skills necessary for everyday living. With my experience so many kids today lack the knowledge of balancing a checkbook or even knowing how to write a check. They lack the knowledge of the importance of a credit score and how that might affect getting a loan in the future.

In my opinion, all students will benefit in some way to this conversion whether a student plans to attend college beyond high school or enter the workforce ready for employment. So many students are not privileged to continuing education and given this specific opportunity, allowing them to become more productive members of society from graduation.

The schedule change will allow students to experience more of a college like setting which will allow an easier transition from high school to college. This will also allow students more time for project based learning and differentiated instruction.

Sincerely,

Mandy Brown Barnes
Assistant Vice President

July 29, 2016

Danny Sample, Superintendent
Harrisburg School District
207 West Estes
Harrisburg, AR 72432

Dear Mr. Sample,

As a parent with two children in Harrisburg High School, I support the proposed change of the high school to a conversion charter. I feel that this new system not only supports the children headed into the industrial world but also the children headed to the university.

Both of my boys participate in advanced placement courses and I'm excited to see how the modified block schedule benefits them. It is overwhelming to have advanced courses every day, and I think that having the extra time between days will allow them to absorb the information better. I appreciate the schedule because it is a better representation of how college classes will be scheduled. It will give the children a better sense of what college is like.

I look forward to the adviser and life skills part of the Friday afternoons. I know there are lots of kids that need this support and training because they aren't getting it at home. I think it will go a long way for the community to have this as part of the school's program.

I support the conversion charter plan. I think it will help more children achieve their goals in high school and beyond.

Sincerely,



Dawn Castle

August 2, 2016

To whom it may concern:

As a parent of a child that attends the Harrisburg School system, I support the suggestion of a charter school and its criteria. I believe it gives children who are not inclined to be successful academically an alternative to achieve a life skill. I personally have experienced this with two of my three children. Some children are bent more towards a visual nature. It is important to have well educated people in society and it is just as important to have our skillful blue collar workers who are the backbone of America.

I work for a bank and back in the spring of 2016 I was asked to participate in a program for two days at the public high school, in which we went through how to balance a checkbook with junior and senior high school students. When my family and friends found out what I had been participating in, their comment was this, "Why didn't they offer this when my child was in school?" and "I have a daughter in her third year of college and she still hasn't mastered the ability to balance her checkbook?" I believe it is vital that children have every tool available in order to be successful and it is our responsibility as parents, lawmakers, community leaders, educators, etc..... to make that happen to the best of our ability.

Thank you for your time.



Erin Graves

Additional Letters of Support

Zachary Price, First National Bank loan officer

Curtis Sanders, The Modern News editor

Shirley Witt, parent

HCCPS Proposed Calendar for 2017-18

July 31	Begin registration for ASU-Newport
August 7-10	Teacher In-Service
August 10	Open House
August 14	First Day of School
August 18	Last Day to register for ASU-Newport
September 4	Labor Day
September 9	The College Initiative group meets with students (individual meetings Sep. 12, 13, 23, and 26)
September 20	Term 1 Progress Reports/PLP conferences
October 7	The College Initiative group meets with students (individual meetings Oct. 17, 18, 28, and 31)
October 11-12	Term 1 9-weeks tests
October 19	Parent/Teacher Conferences, semester 1
October 20	Teacher In-service
November 11	The College Initiative group meets with students (individual meetings Nov. 14 and 15)
November 21	Term 2 Progress Reports/PLP conferences
November 22-24	Thanksgiving Holiday
December 2	The College Initiative group meets with students (individual meetings Dec. 5)
December 15-19	Term 2 semester tests
December 20-January 2	Winter Break
January 3	Teacher In-service
January 15	MLK Day
January 27	The College Initiative group meets with students (individual meetings Jan. 30 and 31)
February 10	The College Initiative group meets with students
February 13	The College Initiative group meets with students
February 14	Term 3 Progress Reports/PLP conferences
February 19	President's Day
February 24	The College Initiative group meets with students
February 27	The College Initiative group meets with students
February 28	The College Initiative group meets with students
March 7-8	Term 3 9-weeks tests
March 10	The College Initiative group meets with students
March 13	The College Initiative group meets with students
March 15	Parent/Teacher Conferences, semester 2
March 16	Teacher In-service
March 19-23	Spring Break
March 30	The College Initiative group meets with students
March 30	Good Friday
April 3	The College Initiative group meets with students
April 4	The College Initiative group meets with students
April 21	The College Initiative group meets with students
April 24	The College Initiative group meets with students
April 25	Term 4 Progress Reports/PLP conferences
May 16-18	Term 4 semester tests
May 18	Last Day of School

This calendar does not show testing dates (state assessments and interim assessments).

HCCPS MODIFIED BLOCK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FAST TRACK FRIDAY
8:00-8:45	PER. 1	PER. 1	PER. 1	PER. 1	1→8:00-8:25 2A→8:30-8:55
8:49-10:23	PER. 2A	PER. 2B	PER. 2A	PER. 2B	2B→9:00-9:25 3A→9:30-9:55
10:27-12:01	PER. 3A	PER. 3B	PER. 3A	PER. 3B	3B→10:00-10:25 4A→10:30-10:55
12:01-12:44	LUNCH	LUNCH	LUNCH	LUNCH	4B→11:00-11:25 5→11:30-12:00
12:48-2:21	PER. 4A	PER. 4B	PER. 4A	PER. 4B	LUNCH
2:25-3:11	PER. 5	PER. 5	PER. 5	PER. 5	ADVISORY

**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



 Signature of Superintendent of School District

 Danny B. Sample

 Printed Name

08/04/16

 Date

2015 ESEA DISTRICT REPORT

District: HARRISBURG SCHOOL DISTRICT
LEA: 5602000
Enrollment: 1219

Superintendent: DANNY SAMPLE
Attendance: 93.61
Poverty Rate: 99.84

Address: 207 WEST ESTES ST.
Address: HARRISBURG, AR 72432
Phone: (870) 578-2416

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	724	738	98.10	730	748	97.59
Targeted Achievement Gap Group	724	738	98.10	730	748	97.59
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	14	15	93.33	15	16	93.75
Hispanic	27	27	100.00	28	29	96.55
White	681	694	98.13	685	701	97.72
Economically Disadvantaged	724	738	98.10	730	748	97.59
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	110	111	99.10	100	100	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	153	684	22.37	22.73
Targeted Achievement Gap Group	153	684	22.37	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	14	14.29	10.77
Hispanic	5	23	21.74	18.35
White	146	646	22.60	26.04
Economically Disadvantaged	153	684	22.37	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	6	106	5.66	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	96	688	13.95	13.95
Targeted Achievement Gap Group	96	688	13.95	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	15	13.33	5.87
Hispanic	2	24	8.33	12.10
White	92	648	14.20	17.14
Economically Disadvantaged	96	688	13.95	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	3	97	3.09	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	83	105	79.05	88.46	94.00
Targeted Achievement Gap Group	46	64	71.88	90.10	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	266	350	76.00	88.46	94.00
Targeted Achievement Gap Group	200	276	72.46	90.10	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	78	98	79.59	88.12	
Economically Disadvantaged	45	63	71.43	90.10	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	94.45	

2015 ESEA DISTRICT REPORT

District: HARRISBURG SCHOOL DISTRICT
LEA: 5602000
Enrollment: 1219

Superintendent: DANNY SAMPLE
Attendance 93.61
Poverty Rate: 99.84

Address: 207 WEST ESTES ST.
Address: HARRISBURG, AR 72432
Phone: (870) 578-2416

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

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

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

Number of enrolled students with completed PBA only:	3
Number of enrolled students with completed EOY only:	11

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016



Harrisburg College and Career Preparatory School



Conversion Charter
October 20, 2016



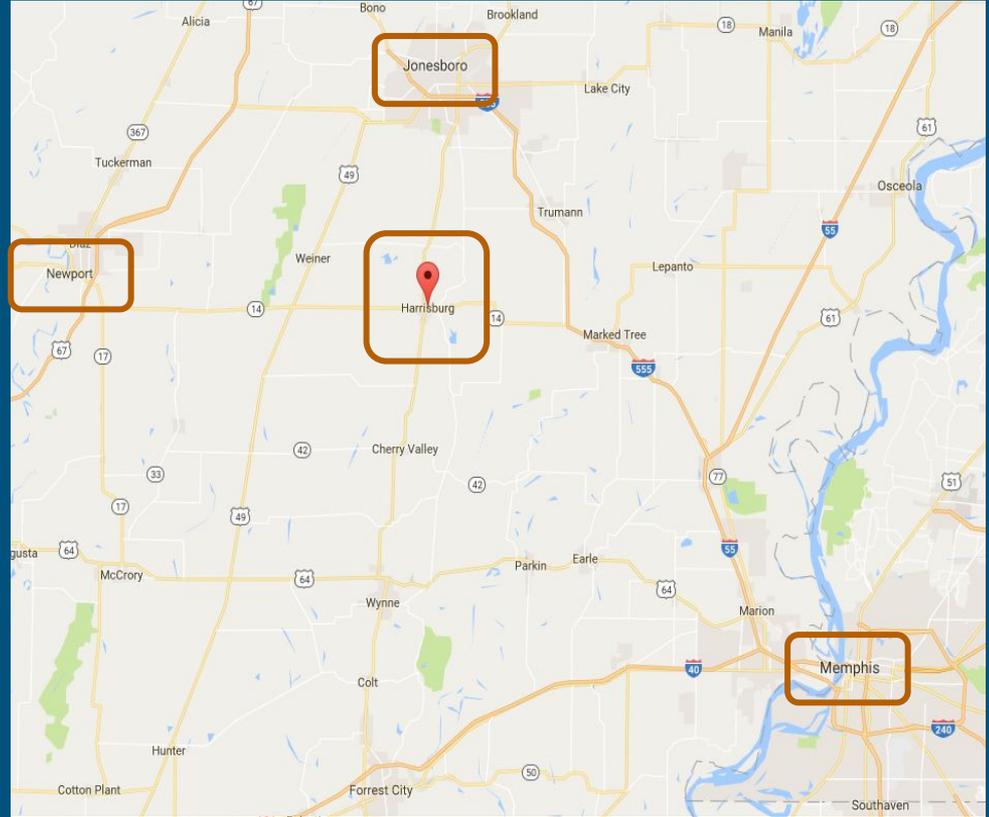
Innovations and Opportunities

- Life skills/advisory block (“Fast Track Friday”)
- Personalized Learning Plans for *all students*
- Develop partnerships with local industry for internships and shadowing
- Expanded course offerings with value-added diplomas
- Expanded opportunities to incorporate technology in the general education classrooms



Harrisburg, AR

- Rural delta known for rice production and duck hunting
- Central to education and industry hubs
 - 21 mi. from Jonesboro
 - 56 mi. from Memphis
 - 115 mi. from Little Rock
- Town population: 2,288
- Median household income: \$25,625
- 36.4% living below poverty line
- 8.7% unemployment rate



Harrisburg High School

- Grades 9-12
- Enrollment: 381
- Provision 2 Free Lunch: 100%
- Males: 184
- Females: 197
- White: 362
- Black: 7
- Hispanic: 12
- SPED: 52 (13.6%)



Demographics of Harrisburg High School

- 2014 graduation rate: 79%
- First generation college students
- Completion rate for a four-year degree by HHS graduates is below the state average of 39%



Local Industry



NEA Baptist Memorial Hospital and Clinics



NEA's Fastest Growing Industries

INDUSTRY	2012	2022	% GROWTH
Food Manufacturing	2,219	3,451	55.5%
Social Assistance	3,645	4,797	31.6%
Food Services and Drinking Places	7,018	8,657	23.4%
Primary Metal Manufacturing	3,941	4,645	17.9%
Nursing and Residential Care Facilities	2,453	2,886	17.7%

Mission Statement

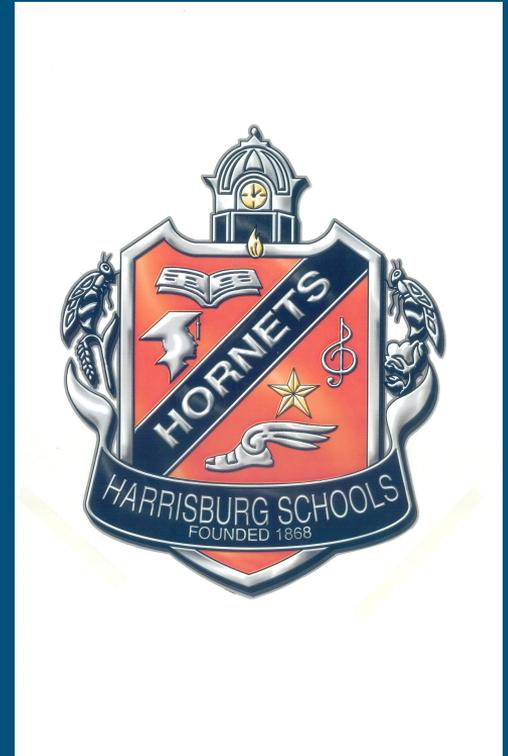
There is a mandate to invent an entirely new type of school, one that is dedicated to the current needs of students and society. We will create an educational atmosphere that will foster academic excellence and help student develop an awareness of social responsibility and ethical behavior. Using ***Personalized Learning Plans*** and innovative alliances with local colleges and industries, we will provide the ***academic and technical instruction*** with training and counseling required for students to successfully transition to the next level, whether that is ***postsecondary education or employment***.

Charter Application Events

- December 2015: beginning meetings with College Initiative
- December 2, 2015: Arkansas State University-Newport meeting with Robert Summers and Alan Mooneyhan
- February 18, 2016: Meeting with Mid South Community College, West Memphis (teachers, board members, administrators, and news reporter attended)
- May 2, 2016: ASUN parent night cookout
- July 11, 2016: Conversion Charter public meeting and presentation to the board
- Summer 2016: Meetings with East Arkansas Community College to discuss partnering opportunities
- September 1, 2016: Transition planning meeting at educational cooperative
- September 6, 2016: meeting with CTE
- September 2016: secured support of Dwight Tosh, Harrisburg Rotary, and mayor
- 2015-present: Communications with APSRC

Supporters of our Harrisburg Conv. Charter

- Dwight Tosh, Arkansas Representative of District 52
- Randy Mills, Harrisburg mayor
- Todd Bartholomew, Weiner mayor
- Harrisburg Rotary Club
- Unico Bank
- First National Bank
- CTE
- Arkansas State University-Newport



Advisory Block: sample lessons

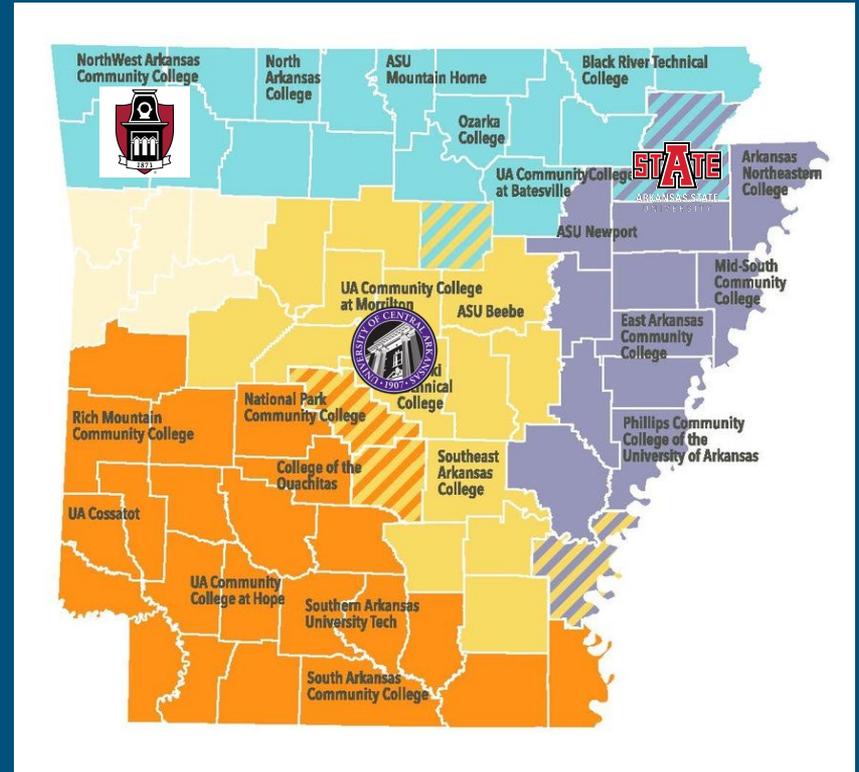
- Grade 9
 - Vehicle maintenance and safety
- Grade 10
 - Speaker: anxiety and stress management
- Grade 11
 - Career fair field trip
- Grade 12
 - E-portfolio updating: community service and scholarship applications

Monday-Thursday		Friday
1 st	8:00-8:51	1 – 8:00-8:25
		2A – 8:30-8:55
		2B – 9:00-9:25
2 nd	8:57-10:27	Advisory 9:30-12:00
3 rd	10:35-12:05	
12:05 – 12:40 Lunch		12:00 – 12:40 Lunch
4 th	12:44-2:14	3A – 12:45-1:10
		3B – 1:15-1:40
		4A – 1:45- 2:10
5 th	2:20-3:11	4B – 2:15- 2:40
		5 – 2:45-3:11

Where do our kids go?

- Arkansas State University
- University of Central Arkansas
- University of Arkansas
- Arkansas State University-Newport
- East Arkansas Community College

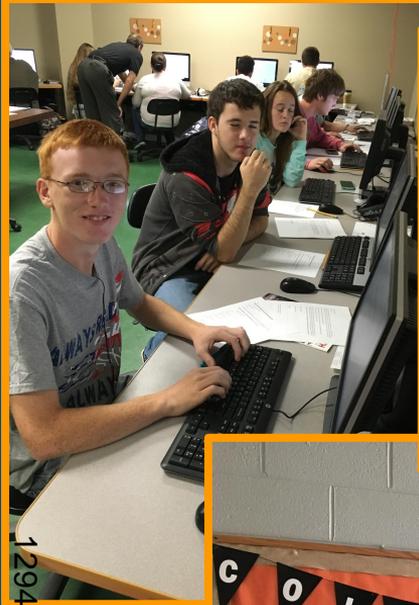
1292



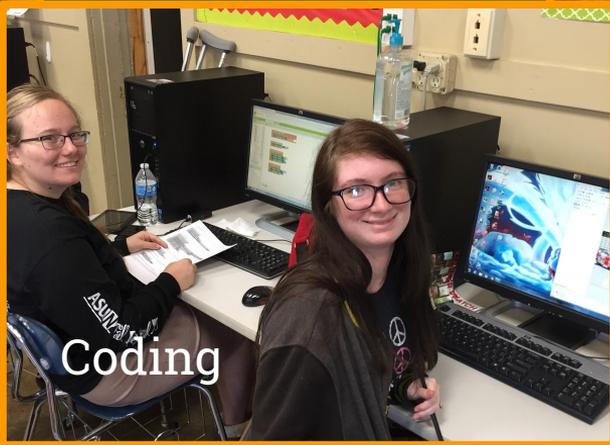
Harrisburg Programs



Center for the Fine Arts
constructed in 2008



1294



Coding



Community Garden



College Application Week



Weather balloon measurements with NASA and ASU



FCCLA and FACS
Service Projects
Aug. and Sep. 2016



Welding lessons from
Lacy's Welding



ASUN Classes



JROTC



Our Motivation

- Economic development for area
- Break the cycle of poverty
- Increased high school and postsecondary success rate
- Discover and refine goals in safe environment
- Savings to parents on postsecondary education
- System of monitoring and support provided by ADE

1298

end



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Melinda Moss
Harrison School District
110 South Cherry Street
Harrison, AR 72601

**State Board
of Education**

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
Harrison High School District Conversion
Charter School Application**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Ms. Moss:

Joe Black
Newport

On October 20, 2016, the Charter Authorizing Panel met and approved the application for Harrison High School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

*An Equal
Opportunity
Employer*

Harrison High School District Conversion Charter School Application

Motion

To approve the application

Barnes	Liwo	Saunders
Gotcher-M	Pfeffer	Smith-2
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			The applicant was well-prepared and has already demonstrated a strong partnership with community and business. Further, I am encouraged by the personalized learning approach for all scholars.
Lester	X			The model provides a unique opportunity for students to prepare themselves for postsecondary options or the work force. The district has made strong partnerships with local business and local colleges/universities to make the model a success. I have no concerns.
Liwo	X			I have no concerns. Students will have the option to graduate with a diploma, diploma with technical or proficiency certificates, or a diploma with an associate's degree. Collaboration with PACE that will provide industry experts to teach manufacturing certificate courses is a strong point. The model offers a personalized learning program with project based learning, internships, and the opportunity to obtain concurrent credit and

				industry certification. Students may be required to pay a reduced rate to obtain concurrent college credit. However, strategies are available or being looked into in order to alleviate the cost. Transportation will be provided. A plan to track students after graduation in order to determine what higher education students attend and what jobs they obtain is in place. Reasons for discontinuation of college or work career will also be tracked.
Pfeffer	X			Harrison School District is building upon previously obtained waivers and has built a plan to promote personalized opportunities for its high school students. The district has partnered with the business community and local community college to support their goals.
Rogers	X			This is a sound plan, and I have no concerns.
Saunders	X			I have no concerns, and the plan demonstrates great examples of school and community partnerships.
Smith	X			Harrison School District has begun the process of innovation by using ACT 1240 waivers granted to them. The additional planning specific to the High School Charter adds to the innovative offerings for these students. Also, the business partnership is impressive.
Coffman				Chair

Submitted by: Alexandra Boyd
Date: October 20, 2016

Harrison High School

School District: Harrison

Grade Levels: 9-12

Grade Levels and Maximum Enrollment by Year:

School Year	Grade Levels to be Served	Maximum Enrollment
2017-2018	9-12	1,000
2018-2019	9-12	1,100
2019-2020	9-12	1,200
2020-2021	9-12	1,300
2021-2022	9-12	1,400

Address of Proposed School: 925 Goblin Drive, Harrison, AR 72601

Mission Statement:

The Mission is to "Maximize the learning of EVERY scholar within a personalized learning environment that equips each student with career and college readiness."

Through a conversion charter, students have multiple pathways to choose: traditional format, blended personalized learning, increased industry certifications and concurrent credit opportunities. In other words, an educational experience tailored to each student's specific needs and goals. Through a teacher facilitated blended learning environment rich in digital as well as project-based learning opportunities, students have the option of navigating a flexible schedule design that promotes college and career readiness.

Career exposure through industry professionals delivering industry certification elective courses in areas of manufacturing, health, computer technology, and logistics. In addition, an expansion of concurrent credit opportunities leading to an Associate's Degree will be facilitated through such entities as North Arkansas College, Virtual Arkansas, Arkansas Tech, etc.

The Harrison High School Conversion Charter is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. With an intense student mentoring component and small group targeted instruction, students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

Information on the School District in Which the Charter Would be Located:

Harrison School District

48.73% free and reduced-priced lunch (2015-2016)

Needs Improvement District (ESEA 2015) - Literacy and Math

Achieving (ESEA 2015) - Graduation Rate

Documentation Provided in Support of the Charter:

Letters of Support Included with Application

Dave Morton	Community First Bank
Ken Stuckey	Pace Industries, Inc.
Patty Methvin	Harrison Regional Chamber of Commerce
Ron McNair	State Representative

Issues that Remain Unresolved as Determined by Legal Staff:

2. LICENSURE

- In order to effectuate these waivers, a waiver of Ark. Code Ann. § 6-17-902 is also needed.

Arkansas Department of Education

District Conversion Charter School 2016 Application

SCORING RUBRIC

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Explain how the process of students in choosing concurrent credit opportunities, leading to the associate's degree will be facilitated and who will be responsible for overseeing that process.
- Provide documentation of any written agreements with North Arkansas College, businesses partners, and industry partners.

Applicant Response:

- High School counselors will oversee this process. They will meet with parents during Parent Night, Parent/Teacher conferences, CAPs conferences, and/or individually to explain the various options and opportunities.
- Documentation of written agreements are attached.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Provide the newspaper clipping of the public hearing, displaying the date of the publication.

Applicant Response: Attached.

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Given that high school science standards will be fully implemented during the 2018-19 school year, provide a goal tied to science for that year and the following years.

Applicant Response:

- **GOAL:** Exceed the state average in Science on the ACT Aspire assessment
- **ASSESSMENT INSTRUMENT FOR MEASURING PERFORMANCE:** ACT Aspire
- **PERFORMANCE LEVEL THAT DEMONSTRATES ACHIEVEMENT:** Exceed state average
- **WHEN ATTAINMENT OF THE GOAL WILL BE ASSESSED:** Annually

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions:

- Confirm that course approval will be sought for college algebra or add another math course at the 400,000 level the ADE course approval process.

Applicant Response:

- We also offer Calculus and AP Calculus. College Algebra is offered through North Arkansas College as a concurrent credit opportunity on our campus. These options assure that students are receiving all 6 required math courses.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

Fully Responsive

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

Fully Responsive

Concerns and Additional Questions:

- Provide documentation of the Harrison School Foundation grant and the Boone County Economic Development Corporation commitment.
- Explain how economically disadvantaged students will afford to participate in concurrent credit programs, given the associated student cost.
- Provide any formal written agreement that exists with North Arkansas College, Arkansas Tech University, and Virtual Arkansas and HSCC.

Applicant Response:

- Documentation of the Boone Country Economic Development Corporation commitment is attached.
- The Harrison School Foundation Grant fund was applied for, but was not received. Therefore, the district operating budget funds covered the amount of the grant (\$3,000).
- North Arkansas College as part of the College Bound Now program consults with all high school students who are required to complete the Free Application for Federal Student Aid (FAFSA) as part of the College Bound Now program. Resulting PELL grant funds may be applied to high school concurrent credit tuition costs. Concurrent credit opportunities are

also offered for free through Arkansas Early College program which partners with Arkansas Tech University.

- Documentation of formal written agreements are attached.

C8: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions:

- Confirm that appropriate accommodations for state assessments will be provided to students with disabilities.
- Explain how students without personal transportation will be able to attend vocational programs that are located off site.

Applicant Response:

- Students with disabilities will be provided appropriate accommodations for state assessments as required by both state and federal law.
- School transportation will be provided to students to attend vocational programs that are located off site. In some instances, the instructor may come to our campus to provide programs.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Verify that the report will be in the newspaper and will be presented to the school board in a regularly scheduled public board meeting separately from the district’s annual report to the public.

Applicant Response:

- The Annual Progress Report will be in the newspaper and will be presented to the school board in a regularly scheduled public board meeting separate from the district’s annual report to the public.

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Confirm that vocational programming will be paid through vendors and not provided through direct instruction from teachers employed by the school.

Applicant Response:

- Currently, we have a vocational staff that covers vocational areas of agriculture, family and consumer science, marketing, business, and broadcast journalism. Additional vocational programming may be added through local vendor instruction which really means local business professionals who are considered industry experts may provide coursework relating to their expert field of instruction. Individuals from Pace Industries, Wabash, North Arkansas College, and Harrison High School were trained in July, 2016, on MSSC course delivery, took and passed the certification exam which was paid for by the Boone County Economic Development Corporation. Therefore, a pool of instructors exists to offer this program on the Harrison High School campus.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide the sustainability plan, moving forward.

Applicant Response:

- The district has adequate resources within its operating budget to sustain this plan moving forward. The fiscal integrity of the District is solid.
- The District has maintained a consistent and slightly increasing operational fund balance since 2010-2011. For 2015-16 it was \$1,741,253.89. In addition, extra reserves have been transferred to the building fund each year. Most recently, during the 2015-2016 school year, the District transferred \$1.2 million in reserves and still maintained its increasing operating carryover.
- No new faculty or facilities are required to implement the Charter. The District will complete a massive construction remodel and addition to the High School fall, 2017. This was paid for through a 4.9 millage increase which is more than adequate to cover the cost of construction. Therefore, not only is the current facility adequate for Harrison's student population but growth can also be accommodated.
- The District plans to utilize ADM funding for each student enrolled in the program. The current amount is \$6,646 with adjustments as per legislative allocation each year.
- The District's local property tax revenue increased approximately \$200,000 during 2015-2016 over the previous year at 98% URT on the first 25 mills. The increase in assessed property behind each student coupled with increases in millage rate translates to an approximate \$1.8 million transfer from debt service in the form of surplus to M&O annually. The District's 5-year average collection rate on mills above 25 is healthy at 95.24%.

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

Harrison High School

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Information provided by Applicant is in italics.

**Harrison High School
Waivers Requested in Original Application
2016 District Conversion Charter Application**

I. Instructional Day/Mandatory Attendance

Ark. Code Ann. § 6-16-102

Ark. Code Ann. § 6-18-210

Ark. Code Ann. § 6-18-211

Section 10.01.4 of the Standards for Accreditation

Section 3.04 of the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12

These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application. Recent workforce planning grant opportunities have provided the platform for stakeholders (Harrison Public School, North Arkansas College, Harrison Chamber of Commerce and Industry Partners) to come together and realize we are all focused on the same thing - engaging students in relevant educational opportunities that meet their interests and aptitudes toward the world of work. One thing is clear, education cannot continue to be, "the way we've always done things."

Therefore, Harrison High School Conversion Charter will implement a personalized learning program within an expanded school day, to provide a flexible and extended instructional day in a teacher facilitated personalized learning environment alongside expanded industry certification and concurrent credit opportunities to increase student engagement and achievement for college and career preparation. The student focused, personalized instruction, and curriculum will be accessible to students anytime-anywhere with the use of 1: 1 technology. Personalized learning will allow the student the opportunity to customize their schedule by controlling their time, pace, place or path. Doing so does not mean that such a student would not then have unintentional "free" time in his/her schedule, but rather there would be a reallocation of instructional time throughout the day.

Our school will provide a quality education to best meet the academic goals and levels of each student as agreed upon with the student's mentor. This flexible learning path encourages students to obtain a two-year associates degree prior to high school graduation and/or market-driven career/Workforce programs of study and industry certifications to maximize their individual income potential wherever their careers may take them.

The program will accept all students legally enrolled in the district who apply to be part of the program. In the event more students, desire to participate than the program can accommodate, a random anonymous lottery will be held. Once a student is selected via the lottery, he or she is

Harrison High School

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guaranteed placement in the program for the duration of the program unless he or she leaves voluntarily or is removed for discipline or attendance issues in accordance with the student handbook policies.

The District is asking for these waivers to include students in grades 9-12. School administrators, teachers, board president, industry partners, local college representatives and members of the Office of Innovation visited and toured successful locations such as Salt Lake City's Early College High School, West Bend High School in Wisconsin, Siloam Springs Career Academy, Fox Valley Technical College, and others. Born out of those exposures as well as extensive research and stakeholder partnership meetings, is the personalized learning program we propose.

The use of Learning Management Software, classroom resources, multidisciplinary project-based learning projects, and student progress monitoring systems, by teachers fully certified in their core areas, will enhance the engagement and competency attainment of our students.

Students will check in as early as 7:30 a.m. to a time station that will then electronically notify their parents of their arrival on campus. Conversely, students may check out of the school day as late as 4:30p.m. This notification system will expand parent involvement and touch upon one of the many soft skills our area employers are requesting. With this expansion of the day, students will go from a maximum of 375 daily instructional minutes to 452 available instructional minutes.

Each student will have an assigned teacher as mentor to review adequate progress in each core content area. Students will attain various progress levels that will translate to personalized responsibility levels while on campus - again encouraging soft skills attainment. Through these 1:1 mentoring sessions as well as classroom meetings, students will have the opportunity for content delivery through traditional as well as blended means. This will allow students to excel in the ways they learn best.

Concurrent and articulated credit offerings are expanding through the District's partnership with North Arkansas College and other post-secondary institutions, alongside Harrison's major employers, have developed new learning opportunities. PACE Industries recently donated \$20,000 in annual scholarships and equipment to increase manufacturing training for area students. Other industry certifications such as A+ Comp Tia Computer Technician have also been implemented. Development continues to potentially offer Manufacturing Skill Standards Council (MSSC) Certified Production Technician and Certified Logistics Technician certification courses as early as fall, 2016. Access to these programs during the school day is expanded with the flexible personalized learning program Harrison proposes.

Legal Comments: Applicant will need the entire set of ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 instead of just a section. Additionally, Applicant has requested waivers of the 6-hour days; however, ADE Legal is uncertain whether students will still meet a minimum of 30 hours a week. If not, a waiver of section 14.03 of the Standards for Accreditation is also needed to effectuate these waivers.

Harrison High School

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Applicant Response:

Harrison requests a waiver of Section 14.03 of the ADE Standards for Accreditation Rules and the ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades 9 – 12.

These waivers pertain to students making adequate progress within the Personalized Learning Environment, attending job shadowing or internship activities, concurrent credit/college course offerings, and/or approved digital course offerings.

It is entirely possible that students may attend beyond the minimum of 360 minutes in order to master the content. However, there may also occasionally be the student that masters course content in less than the 360 minutes. In these cases, the student may then wish to devote time to such things as personal pursuits, job shadowing, internship opportunities, college credit or the workplace.

Remaining Issues: None

2. Licensure

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-919

Section 15.03 of the Standards for Accreditation

ADE Rules Governing Educator Licensure

These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application.

Harrison began having students as young as 7th grade take and pass the A+ Comp Tia Computer Technician Certification Test during the 2015-2016 school year. This was initially done under the Junior High EAST Program Classroom Teacher's licensure umbrella with District Computer Technician, Austin Bright, the facilitator. Mr. Bright is working to complete his bachelor's degree with 13 years of industry related service in the IT field. North Arkansas College has deemed him qualified to teach the same course at their campus. Harrison sought and received waivers through Act 1240 to implement this course as a means to industry certification without the limited enrollment of EAST involvement. Until such time as ACE approval, proper certification is attained and/or the course is folded within an approved Conversion Charter Application, the district was given permission to give local course credit in the form of electives with Mr. Bright as classroom teacher of record for the computer related

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course(s) for grades 7-12.

Through this Charter application, the district seeks to roll such waiver approval into its conversion charter application for grades 9-12.

Additionally, Harrison received an Act 1240 waiver to have other area industry experienced instructors teach introductory courses in manufacturing and healthcare related fields. PACE Industries and North Arkansas Regional Medical Center are both major employers in our District. They are also a partner in the Workforce Planning Grant and Implementation Grant submission. Pace recently donated training equipment to North Arkansas College as well as \$20,000 in scholarship opportunities for area students. The district has sent students to "manufacturing day" activities and summer programs/camps geared toward expanding interest in manufacturing and health related careers. Harrison and PACE representatives toured Wisconsin's West Bend High School and Lakeshore Technical College where partnership training programs between industry and area schools were well established. Conversations continue over the possibility of putting introductory local credit courses such as Precision Measurement, CNC, Introduction to GADD, Manufacturing Technologies and/or Certified Nurse Assistant related courses into the students' school day, potentially taught by industry acknowledged experts in their career field.

As with the A+ and other Computer related courses, until such time as ACE approval, proper certification is attained and/or the courses are folded within an approved Conversion Charter Application, the district received Act 1240 waivers to give local course credit in the form of electives with industry experts as classroom teachers of record for local board approved course(s) in manufacturing technologies and/or healthcare related fields.

Finally, a new partnership with FedEx Freight is forming with the option of MSSC Certified Logistics Technician beginning to take shape. The district continues to work on developing and enhancing more business partnerships and relationships.

Currently, these courses are being offered and developed under Act 1240 waivers as local elective credit. The district seeks to obtain course approval through the Department of Education and development of new career completer networks as GTE courses that respond to local employer needs and the attainment of marketable skills for our scholars which may lead to diploma credit.

Legal Comments: None

Remaining Issues: In order to effectuate these waivers, a waiver of Ark. Code Ann. § 6-17-902 is also needed.

3. Grading Scale

Ark. Code Ann. § 6-15-902(a)

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Section 12.02 of the Standards for Accreditation

ADE Rules Governing Uniform Grading Scale for Secondary Students

Currently a student can receive an "F" or "D" with 60% or less percentage points and move on to other content, whether they have achieved academic content knowledge or not. Within the Personalized Learning Program, the high school proposes setting a minimum 70% threshold for advancement within each HALO course delivered.

The 70% threshold was approved previously under Act 1240.

As Competency-Learning and its relation to Carnegie Units is developed, appropriate adjustments to grading policies will be developed.

Legal Comments: None

Remaining Issues: None

4. Attendance/Digital Learning

Ark. Code Ann. § 6-18-213

In addition to the previous waiver topic under High School Flexible Schedule (Arkansas Code Annotated Section 6-16-201; Standards for Accreditation Rules Section 10.01.4, and ADE Rules Governing Mandatory Attendance for Grades 9-12 Section 3.04), the district requested and was granted to encompass grades k-12 as they relate to Digital Learning Days.

From time to time, schools must be closed due to exceptional or emergency circumstances. Also, 21st century learners need exposure to true digital learning experiences. Finally, the world of work increasingly requires their employees to have the discipline to work from home.

For these varied reasons, the District seeks permission, 9-12, to prepare learning packets and personalized learning opportunities for each student to ensure that learning continues during a maximum of two such days annually. Through the use of technology, Internet resources, District email, Remind 101 and other applications, students can continue their learning whether at home or at school. Teachers will monitor email, their Google Classroom platforms, etc. to keep in contact with students and facilitate their learning further. Packets will be prepared for all students in the instance that Internet is not available. Upon return to the regular school day, teachers will grade each student's body of work and assign grades appropriately. The completion of these packets will constitute attendance and count toward a maximum of two of the 178 instructional days as well as fulfilling up to two of the teacher's 190 days contract.

Legal Comments: None

Remaining Issues: None

5. Carnegie Units/Clock Hours

Sections 9.03.3.11 and 14.03 of the Standards for Accreditation

The charter will determine academic success by each student's ability to demonstrate mastery of content and skills without regard to length of the course as measured by clock hours. This type of self-paced instruction is referred to as mastery learning or competency-based learning. Rather than logging 120 clock hours before progressing to the next course, students must demonstrate proficiency of essential competencies. District-designed competencies are based on Arkansas curriculum standards. The required 38 units will be taught Competency-based learning provides students the opportunity to complete a course by demonstrating mastery with fewer than 120 clock hours in a course (6-16-124(a)(2)). Conversely, students will be able to take more time to reach proficiency and will not be required to move to the next level inadequately prepared.

As students transition into a system where all coursework is described in terms of demonstrating proficiency, the importance and relevance of content becomes clear to each student.

Competencies will be created and implemented. Competencies will meet the most rigorous level. To guide competency development, nationally recognized rubrics, such as the New Hampshire Competency Validation Rubric, will be used. Competencies will:

- 1) Align with national, state, and local standards; areas may be combined or clustered for learning.*
- 2) Clearly and descriptively articulate importance in understanding the content area.*
- 3) Connect content to higher concepts across other content areas.*
- 4) Include skills that are transferable across content areas and applicable to real-life situations.*
- 5) Require an understanding of relationships among theories, principles, or concepts.*
- 6) Require a deep understanding and an application of knowledge to a variety of settings.*
- 7) Ask students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation and defend their position or point of view through application of context.*
- 8) Promote complex connections through creating, analyzing, designing, proving, developing, or formulating.*
- 9) Define what is to be measured in clear and descriptive language.*
- 10) Promote multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.*

Legal Comments: Section 9.03.3.11 is the requirement for Arkansas history and doesn't relate to Applicant's rationale on clock hours and competencies. Applicant should confirm it intended to request a waiver of this section, or provide the correct section it is requesting that relates to its intended purpose.

Applicant Response: *Harrison withdraws its request to waive Section 9.03.3.11 of the ADE Standards for Accreditation Rules as well as 6-16-124(a)(2) as these pertain specifically to*

Harrison High School

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Arkansas History.

Remaining Issues: None – a waiver of Section 14.03 is covered in #1 above, other waivers have been rescinded.

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 3, 2016

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Six public school districts submitted applications for district conversion charter schools:

- Harrisburg School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 600 students;
- Harrison School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district;
- Hot Springs School District, proposing a charter school to provide instruction in grades seven (7) through eight (8) with an enrollment cap of 600 students;
- North Little Rock School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 3,000 students;
- Prairie Grove School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district; and
- Van Buren School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 325 students;

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer 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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. The applicants' responses are as follows:

Harrisburg School District, Harrisburg College and Career Preparatory School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Harrison School District, Harrison High School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrison School District has carefully reviewed the impact that the granting of a conversion charter to Harrison High School would have upon the efforts of the Harrison School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrison" High School will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrison School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrison High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Hot Springs School District, Hot Springs Junior Academy: "The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses."

North Little Rock School District, North Little Rock Center of Excellence: "The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant

district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.”

Prairie Grove School District, Prairie Grove High School: “PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.”

Van Buren School District, Arkansas River Valley Virtual Academy: “Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.”

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs Junior Academy, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Harrison High School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Harrison High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: N/A

Name of School District: Harrison School District

Name of Contact Person: Melinda Moss

Address: 110 S. Cherry St. City: Harrison

ZIP: 72601 Daytime Phone Number: (870) 741-7600 FAX: (870) 741-4520

Email: moss@moss.k12.ar.us

Charter Site Address: 925 Goblin Drive, Harrison, AR 72601

City: Harrison

ZIP: 72601 Date of Proposed Opening: August, 2017

Name of Superintendent: Melinda Moss

Address: 110 S. Cherry St. City: Harrison

ZIP: 72601 Daytime Phone Number: (870) 741-7600

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Mission is to "Maximize the learning of EVERY scholar within a personalized learning environment that equips each student with career and college readiness."

Through a conversion charter, students have multiple pathways to choose: traditional format, blended personalized learning, increased industry certifications and concurrent credit opportunities. In other words, an educational experience tailored to each student's specific needs and goals. Through a teacher facilitated blended learning environment rich in digital as well as project-based learning opportunities, students have the option of navigating a flexible schedule design that promotes college and career readiness.

Career exposure through industry professionals delivering industry certification elective courses in areas of manufacturing, health, computer technology, and logistics. In addition, an expansion of concurrent credit opportunities leading to an Associates Degree will be facilitated through such entities as North Arkansas College, Virtual Arkansas, Arkansas Tech, etc.

The Harrison High School Conversion Charter is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. With an intense student mentoring component and small group targeted instruction, students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Key programmatic features:

1. Strong relationships with North Arkansas College, local business and industry.
2. Industry specific training through nationally recognized industry certification courses as high school elective, and in some cases college articulated, credit; concurrent credit; and technical certification.
3. Direct interaction with experts in the field of study provide authentic and transferable learning.
4. Technology infused instructional processes through personalized blended learning opportunities.
5. Student control over time, pace, place and path which will contribute to perseverance and the development of soft-skills that are readily transferable to the work place setting.
6. Teacher facilitated project-based learning opportunities.
7. Assigned teacher mentors throughout a student's high school career to ensure success.
8. Student pursuit of a dual high school and college associates degree and/or technical certification through partnerships with colleges, universities, and trade schools as well as local industry experts.
9. Personalized responsibility levels within the program which also contribute to soft-skills attainment

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Prior to the public meeting to consider a conversion charter school application, a public School Board meeting was held in spring 2016 where a resolution of the board was enacted to support waivers under ACT 1240 that piloted concepts now embedded in this conversion charter application. The state board of education heard the waiver requests on May 12, 2016 and granted them in their entirety. Several public and parent meetings were held to describe the HALO program with slots up to 100 in the first pilot year. As of June 10, 2016, 70 students have enrolled in the grades 10 and 11 pilot with expansion to grades 9-12 planned for the 2017-2018 school year.

Public Charter Meeting held July 12, 2016. (documents attached, exhibit 1)

John Sherman, President of Harrison School Board will welcome stakeholders and facilitate the meeting.

Agenda:

Welcome

Background and Description of Conversion Charter School - Dr. Melinda Moss, Superintendent

Charter School Overview, Waivers, Rationale and Benefit - Mr. Bill Keaster, Principal

Programs of Study - Mr. Rance King, Counselor

Question and Answer Session

Conclusion - Dr. Melinda Moss, Superintendent

Parents, students, faculty, administrators and board members attended the meeting as well as community leaders and North Arkansas College Administrator. The overall comments and expressions of interest were very positive with one parent voicing how excited she was for this opportunity for her daughter and the need of this program to benefit the entire community.

One parent asked which business and industries we were working with as well as what certifications would be available. She was delighted to hear specific industry names and the variety of offerings.

High School business teacher brainstormed even more certification opportunities of which she was aware such as the local airport offering pilot training.

Some concern was expressed over the short application timeline and whether adequate faculty and staff involvement had taken place. In response the district issued an email to all as well as the attached timeline and comparison documents with an invitation to keep all lines of communication open. (exhibit 2)

Initial responses to the email dated 7/14/2016 have been appreciative and positive.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

The Mission is to "Maximize the learning of EVERY scholar within a personalized learning environment that equips each student with career and college readiness."

Through a conversion charter, students have multiple pathways to choose: traditional format, blended personalized learning, increased industry certifications and concurrent credit opportunities. In other words, an educational experience tailored to each student's specific needs and goals. Through a teacher facilitated blended learning environment rich in digital as well as project-based learning opportunities, students have the option of navigating a flexible schedule design that promotes college and career readiness.

Career exposure through industry professionals delivering industry certification elective courses in areas of manufacturing, health, computer technology, and logistics. In addition, an expansion of concurrent credit opportunities leading to an Associates Degree will be facilitated through such entities as North Arkansas College, Virtual Arkansas, Arkansas Tech, etc.

The Harrison High School Conversion Charter is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. With an intense student mentoring component and small group targeted instruction, students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Harrison School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	46.64	31.69	89.74
Targeted Achievement Gap Group	34.79	22.87	81.82
African American	n < 10	n < 10	n < 10
Hispanic	40.38	25.93	n < 10
White/Caucasian	46.98	31.91	89.53
Economically Disadvantaged	35.35	23.14	83.33
English Language Learners/ Limited English Proficient	n < 10	n < 10	n < 10
Students with Disabilities	12.07	14.29	73.68

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Harrison School District		
Campus Name	Harrison High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	36.13	11.07	89.74
Targeted Achievement Gap Group	24.72	10.53	81.82
African American	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10
White/Caucasian	37.08	11.39	89.53
Economically Disadvantaged	24.42	10.74	83.33
English Language Learners/ Limited English Proficient	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	0.00	73.68

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Alpena School District		
Campus Name	Alpena High School		
Grade Levels	7-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	36.81	11.49	88.00
Targeted Achievement Gap Group	27.10	8.57	n < 10
African American	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10
White/Caucasian	37.31	12.23	86.96
Economically Disadvantaged	28.16	9.00	n < 10
English Language Learners/ Limited English Proficient	n < 10	n < 10	n < 10
Students with Disabilities	0.00	0.00	n < 10

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Harrison School District		
Campus Name	Harrison Junior High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	44.53	31.69	
Targeted Achievement Gap Group	30.00	18.58	
African American	n < 10	n < 10	
Hispanic	38.89	22.22	
White/Caucasian	45.03	31.64	
Economically Disadvantaged	31.27	18.93	
English Language Learners/ Limited English Proficient	n < 10	n < 10	
Students with Disabilities	0.00	3.13	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Overall, Harrison School District has a reputation of high academic achievement. Every campus except the High School has received Arkansas Rewards School Status and Office of Educational Policy High Achieving Schools awards. Harrison's poverty indicator rests around the 50% Free Reduced Lunch Rate. The economically disadvantaged sub-group is the largest sub-population within the district. Harrison desires that every flexibility indicator and subgroup achieve at a high level of performance.

In 2015, North Arkansas College received a Workforce Planning Grant and began a collaboration with Harrison School District, Harrison Regional Chamber of Commerce, and major area employers to submit the Workforce Implementation Grant. Out of this synergistic endeavor came the HALO concepts we describe within this Conversion Charter Application. Within the Harrison region, over 200 job vacancies exist simply between the Regional Hospital, PACE and Wabash Industries alone. During area meetings and Career/Technical Summits, the resounding need for a local workforce with soft-skills development was articulated over and over.

Harrison School District recognizes that while over 80% of our high school graduates indicate post-secondary college attendance far fewer actually persist to graduation. Combine a high college attrition rate with a large unfilled workforce need and we have a community problem that expands to a state and national level. We simply can't keep doing business as we've always done it and expect different results if we want our community to grow and prosper.

The proposed Charter's Mission is to "Maximize the Learning of EVERY Scholar..." This means EVERY. A differentiated instructional program that meets the individual needs of every student is crucial. Therefore, an increase in vocational and concurrent credit opportunities alongside industry certifications will enable Harrison Schools to increase every group's retention by offering programs that provide relevancy and interest geared toward college and career readiness.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

According to the U.S. Census Data, only 29.3% of the Harrison citizens hold a post-secondary degree and 18.3% of Harrison citizens are living below the poverty level.

A survey conducted by the Department of Human Services titled the 2015 Arkansas Prevention Needs Assessment, surveyed students in grades 6, 8, 10 and 12. The survey asked, "What is the highest level of schooling completed by your mother or father?" Among Harrison students that responded, only 32.9% said one or both of their parents had completed college. Eight percent of parents had not completed high school with another 20% of students saying they did not know their parent's highest level of schooling.

Graduates of Harrison High School Conversion Charter will help to remedy the negative community factors mentioned.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

1. The Harrison High School Conversion Charter will provide digital content as well as traditional content delivery and project-based learning in the core curricular content areas with a certified teacher as facilitator in a flexible learning environment not bound by pace, place, path or time.

During our inaugural year, students within the HALO option will have the opportunity to access the school day between 7:30AM – 4:30PM. However, in the years that follow, as we gather data and hear more from our families, students, and faculty, we will continuously examine the length of the school day to determine the most effective fit for the community. Students needing extra time to master a concept may do so. Conversely the student that has reached completion of a concept may move on at an accelerated pace when appropriate. The level of flexibility earned within a student's day will be dependent on their earned responsibility levels within the HALO program. This flexible day may be expanded to all students as data is gathered. Each student within the HALO option will swipe an ID badge to begin their school day in much the same way an employee would clock into the traditional work environment. Parents will receive notification that their child has arrived on campus.

2. Expansion of industry certification courses as elective credit will be facilitated by industry partners, such as PACE Industries, to incorporate such things as A+ CompTia Computer Technician Certification, Manufacturing Skill Standards Council Certifications (MSSC), and others directly to the students on the Harrison High School Conversion Charter campus. As students advance in their career interests and exposures, attendance at available post-secondary institutions will be expanded leading to associate degree and vocational programs. The flexibility in instructional seat time referenced in paragraph 1 will allow expanded opportunities to attend the college while still participating in extracurriculars and other areas so valued within the traditional high school experience.

3. Teacher mentors will be assigned, initially to each student within the HALO option. These mentors will persist with the student throughout their high school experience. Using a student data-base aligned with the school's personalized content delivery, every teacher will be able to, at a glance, determine if the student is making adequate progress within their content areas. Mentors will also work with each student to review their career aptitude and interest data, helping to match their industry certification, concurrent credit and/or vocational training choices to their strengths. Expanding the mentoring program, beyond traditional counseling, is a goal of the conversion charter as scalability and effectiveness is determined.

4. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Exceed the state average in ELA on the ACT Aspire assessment	ACT Aspire	Exceed state average	Annually
Exceed the state average in Mathematics on the ACT Aspire assessment	ACT Aspire	Exceed state average	Annually
Exceed the state ACT average	ACT	Exceed state average	Annually
70% of all graduating seniors will hold an industry certificate and/or obtain concurrent credit.	Industry Certificate, Student Transcript	70%	An annual review will take place. The applicant expects 70% by year three of the Charter.
Graduation rate of 90%	ADE report	90%	Annually

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Goals 1 and 2: When students are successful in meeting this goal, they are successfully mastering the curriculum at a level to advance to more challenging courses. Additionally, they have learned math at a level

allowing them to incorporate skills successfully in their subsequent courses and future career. They have the English language skills to successfully communicate and write in their career fields.

Goal 3: Exceeding the ACT state average will indicate a level of academic mastery to enable them to be college ready. The Harrison School District will prepare students to be academically successful after high school.

Goal 4: The perseverance and task persistence instilled through the options available throughout the conversion charter will motivate students to move beyond industry certifications to expanded opportunities for college and technical school attendance. By showing Harrison students the alignment of career pathways to educational opportunities, students will actively know the direct correlation between continued, meaningful study and a rewarding career.

Industry Certifications will allow Harrison High School Conversion Charter students to pursue professional opportunities in their chosen field. The various certifications will show that the students have obtained the necessary skills and knowledge to excel in the workforce. Industry certification will provide these students with job placement advantages, employment opportunities, technical school admission or college admission. By the mere exposure to industry experts as certification course teachers, a rapport with community employers will be fostered. Instilling within Harrison students a vision of the world of work with themselves an integral part is crucial to meeting the workforce needs that exist within our community for it to prosper.

Goal 5: An improved graduation rate will automatically expand future opportunities for Harrison students. A higher than average graduation rate will support the mission to offer an educational program that ensures success. The method of learning and the ability to target student interest is designed to keep students engaged and successful through graduation - personalized learning designed for student success. With the opportunity for a value-added diploma in the form of industry certifications and concurrent credit, a greater incentive to stay in school will exist.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

HIGH SCHOOL COURSES

GRADE(S): 9 - 12 YEAR OFFERED: 2017 - 2018

REQUIRED COURSES

- 9th grade English 1 unit, 10th grade English 1 unit, 11th grade English 1 unit, 12th grade English 1 unit.

- Algebra 1 unit, Geometry 1 unit, Algebra II 1 unit, and Algebra III 1 unit or Pre-Calculus 1 unit.

- Physical Science 1 unit, Biology 1 unit, Chemistry 1 unit.

- Civics 1/2 unit or American Government 1/2 unit

- World History 1 unit, American History 1 unit, Economics 1/2 unit.

- Oral Communications 1/2 unit
- Physical Education 1/2 unit
- Health & Safety 1/2 unit
- Fine Arts 1/2 unit
- Career Focus 6 units

ELECTIVE COURSES

- Journalism I, Journalism II, Journalism III, AP English Language, AP English Literature, College English, ELA Drama.
- Television I Beginner, Television II Intermediate, Television III Advanced, Television Lab.
- AP Calculus, College Algebra.
- Anatomy & Physiology, Environmental Science, Physics, AP Biology, AP Chemistry.
- AP American History, AP World History, Psychology, Sociology.
- Art A, Art B, Art Appreciation, Instrumental Music, Instrumental Music, Instrumental Music, Instrumental Music, Vocal Music, Vocal Music I, Vocal Music II, Vocal Music III, Vocal Music IV, Music Appreciation, Music Theory, Music Theory, Advanced Vocal Music I, Advanced Vocal Music II, Advanced Vocal Music III.
- Survey of Agri Systems, Agri Mechanics, Agri Metals, Horticulture, Plant Science, Animal Science, Biological Animal Science, Agri Business, Agri Marketing, Agri Coop, Agri Work.
- Computer Applications I, Computer Applications II, Computer Applications III, Computerized Accounting, Digital Layout and Design, Digital Imaging, Digital Media, Digital Audio/Video Productions, Marketing, Small Business Operations, Sports and Entertainment Marketing, Marketing Work.
- Family and Consumer Science, Child Care Management, Housing and Interior Design, Nutrition and Wellness, Personal and Family Finance, Child Development, Orientation to Teaching, Parenting, Foods and Nutrition.
- Furniture Manufacturing I, Furniture Manufacturing II, Furniture Manufacturing Lab.
- Fitness I, Fitness II, Fitness III, Driver Education.
- Resource English, Resource Math, English Extensions, Math Extensions.
- Spanish I, Spanish II, Spanish III, AP Spanish IV.
- Industry Level Certification Courses such as A+ CompTia, MSSC, etc.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The Harrison School District will support the Harrison High School Conversion Charter by providing all costs associated with the curriculum including the necessary technology, professional development and curriculum resources with the exception of associated college tuition fees for textbook costs not otherwise funded. In its first year of pilot through Act 1240 waivers, the District has supported up to 100 10th and 11th grade students within the initial Harrison AdvancEd Learning Opportunity (HALO) program for the 2016-2017 school year. This Conversion Charter application allows for the expansion of the program throughout the high school, grades 9-12 in the 2017-2018 school year and beyond.

The District has committed funds, within its regular operating budget, to support the development and progression of the blended, personalized learning model. The District provides 1:1 technology for all students grades 9-12. There is also partnership support with Pace Industries to provide an industry expert to teach manufacturing certification courses, as elective credit, through the Manufacturing Skill Standards Council (MSSC). Instructor training of local industry experts was paid for by the Boone County Economic Development Corporation. The District has a technology department employee designated to offer the A+ CompTia Certification courses to students and is committed to continued funding of that offering. In addition, workforce development funds have been applied to teach Craft Skills and introductory CNA related courses, at the High

School through North Arkansas College. Conversations continue to determine the applicability of the MSSC Logistics program courses for Harrison High School Conversion Charter Students. Microsoft Office Certification will also continue under this program. This District, working closely with the community stakeholders, will continue to actively seek such partnerships to enhance career awareness and readiness through the Conversion Charter avenue. The District will continue to seek additional funding through business and community partners and grants to supplement offerings.

Initially, students within the HALO option will be assigned a teacher mentor to guide them through their four years of high school career. This teacher mentor will meet weekly to monitor each student's academic progress through the personalized learning program in their core content areas and define their goals for the week. Mentors will also communicate at least meet monthly with the parents. Parent access to each student's progress will be available 24/7 through the learning management system. The mentor will also engage in regular conversations, interest and aptitude testing/interpretation, and selection of concurrent and/or business/industry offerings, as needed. Intensive mentoring beyond traditional high school counseling will expand to include more and more students as scalability and effectiveness are evaluated in subsequent years.

The vision of the conversion charter allows students to individualize their learning. A student shall be placed in a given course after meeting prerequisites required for that course and successfully completing prior coursework. It is critical for students to be carefully evaluated and monitored to ensure success. Students will not be placed on an accelerated track or into dual credit courses if there is evidence to suggest that it is not in the student's best interest. Information that may be considered for course placement include: test scores; current scheduled courses; previous grades; transfer credit; program enrollment; evaluation of project samples, portfolios or other assessments. All students will be scheduled into courses needed to meet graduation requirements, academic support courses, if appropriate, and elective courses. All students are expected to have a full schedule, which may include internships, on-the-job training, and project-based experiences for credit.

No F's will be given in the HALO option. A student will receive an "incomplete" or "I" until he or she achieves a minimum 70 percent level in that subject. Only then can the student move on.

To receive accelerated transcript credit, a student will have to show proficiency on each standard within a course.

English Language Learners will be placed into the appropriate language supported classes based upon their performance in the state English Language Learner assessment and staff recommendation. If the current year's assessment results are not available, the most recent assessment score will be used for placement.

Additional options for meeting graduation requirements may include approved online courses. Online courses are comparable to traditionally taught classes in rigor and expectation. Students selecting to take online courses should be self-motivated, self-directed, and able to learn effectively in a self-paced environment. Online courses are subject to the same rules as other courses regarding retaking the course, grading, GPA calculation, and transcript. These courses will be offered under the supervision of faculty and staff. Each student will be mentored and progress monitored to ensure the student stays on task and completes the required course work.

If the student does not actively participate in the online course, the student will be counseled and may be dropped from the course without earning credit. A student who is actively engaged in the online course and time on task and effort is documented may receive an "I" (incomplete) and allowed to complete the course. A student may elect to take all of their required coursework online.

Concurrent credit courses are designed to address the needs and interests of motivated students interested in receiving their associate's degree or technical certification at the same time they receive a high school diploma. Some courses are college level and satisfy the high school credit requirement. In a concurrent credit class, content is covered at an increased pace and with more depth and rigor. Students will engage in critical thinking, read scholarly materials, and write technically for the purpose of research to develop college and career readiness skills. Students who plan to attend a post-secondary institution should consider concurrent credit courses. Career readiness courses may or may not provide dual credit, but will support the completion of an industry level certification. Students will gain hands-on skills and job experience.

Regardless of each student's post-secondary plans, all students will complete a "College Bound Now" packet as part of their high school graduation requirements. "College Bound Now" is a partnership with North Arkansas Community College whereby college representatives walk each student through the completion of a North Arkansas College Application and a Financial Aid (FAFSA) form. Each student then receives an acceptance letter. Whether they intend to go to Northark or not, this process will demystify the application and FAFSA requirements, get them considering their future possibilities and gain the confidence to consider college attendance they may have previously dismissed.

Students will have the opportunity to participate in classes, labs, and work experience that will give them real world experience in a chosen career area. Career readiness classes may be blended courses with multiple configurations for course work completion. Work-based learning will be related to the student's personal career goals. Experiential learning courses are specific classes offered in the school. Such classes will include hands-on experiences with experts in their fields.

7. Describe the educational program to be offered by the charter school

Applicant Response:

The educational program proposed is a multifaceted approach to high school education. The components are designed to allow students to be self-directed, develop intrinsic motivation, and acquire the skill set to be successful adults.

Students will be able to attend classes within a flexible, blended learning and personalized environment facilitated by certified teachers that will provide a combination of traditional lecture in the form of class meetings, individual mentoring, small group instruction, project-based activity and digital content. The flexibility of HALO will further facilitate attendance in concurrent offerings, both on and off the High School campus, as necessary and fitting to each student's goals and capabilities. The digital curriculum will serve to extend the school day allowing time to become the variable. Students will be challenged to meet the demands of the accelerated and concurrent credit options.

Students will have the options below:

- A) High School Diploma - students will graduate with the traditional high school diploma having all the core requirements for high school completion.
- B) High School Diploma with:
 - 1. Certificate of Proficiency - demonstrating mastery of course required skills in specified performance standards in the areas or disciplines that issue certifications. The program of study may be a stand-alone program or part of a technical certificate or associate's degree curriculum. Examples include but are not limited to: A+ Comptia Computer Technician Certification, Certified Production Technician, or Logistics Technician.
 - 2. Technical Certificate - a program of collegiate level study that recognizes the completion of a specified level of competency in an occupational field. This program of study may be a stand-alone program or a part of an associate's degree curriculum. Partner institution requirements must be fulfilled for graduation.

Note: Both types of certificates are granted once a student has passed courses, tests, and/or training that give them industry-standard job readiness skills and knowledge. Technical certificates generally require more credits than do certificates of proficiency.

- A) High School Diploma with:

Associate's Degree (Concurrent Credit Option)

The aim of this program is to allow students to enter the workforce at a skilled level and to enter college as juniors. College expenses are substantial and students who graduate with extensive college experience are likely to understand the challenges and discipline needed to complete a bachelor's degree. Industry partners will also consider their hire with tuition aid, as their employees, to complete the bachelor's degree while holding a valuable position within the company. At this time, North Arkansas College has committed 300 credit hours per semester at a reduced rate of \$50 per credit hour for high schools within their service area. At the time of this application, the students, themselves, will pay the tuition costs for concurrent credit.

A free college tuition option is available through Early College High School, Arkansas Tech University.

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018	9-12	1,000
2018-2019	9-12	1,100
2019-2020	9-12	1,200
2020-2021	9-12	1,300
2021-2022	9-12	1,400

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A. Employing Personnel:

- a. The Harrison High School Conversion Charter will have the ability to partner with local business and industry to employ industry level professionals for specialized and highly technical classes. Partial full-time equivalent employment will allow the industry expert to remain employed in their field of expertise, while imparting their work experience to up and coming industry experts.
- b. Companies will have the ability to connect with students at a much younger age to encourage them to enter a chosen field of interest.
- c. Companies can begin mentoring potential candidates for positions and scholarship opportunities in their future.

B. Developing and Controlling the Charter School Budget:

The Harrison School District leadership team will establish a budget that is fiscally sound, follows the Education Department General Administrative Regulations (EDGAR) procedures, and provides for equitable resources to sustain student growth opportunities. Student growth enrollment and industry partners will be key factors in developing future planning opportunities for students. The Harrison High School Conversion Charter will seek grant funds and partnerships to support ongoing efforts.

C. Managing Day to Day Operations:

Harrison High School Conversion Charter will follow all District policies and procedures for governing school and day-to-day operations. The District will provide staffing to support facility maintenance, counseling, nursing, and other related services.

D. School Calendar:

The Harrison High School Conversion Charter will follow the traditional school year. However, with the unique nature of personalized, blended learning, digital learning days will be utilized in cases of emergency school cancellations. With the use of digital content delivery, students have anytime access to content and curriculum, this will allow the support of learning at the pace that is best for each student. A flexible design within the school day will allow students to participate in business and industry internships as well as concurrent credit and vocational learning opportunities away from the high school campus. The calendar may change in the future to help accommodate student internships, apprenticeships, and work schedules. There is also a possible need to change the schedule for the industry specialists chosen to teach the courses who are employed in their profession at the same time as they are teaching.

E. It is hard to predict other areas of autonomy that will be needed. Harrison will continue to seek new and innovative ways to provide the highest level of education to students. Teachers will have more autonomy to collaborate across the curriculum to remove redundant standards, align core competencies, and create a truly project-based, interdisciplinary personalized education for all students.

10. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

A. A representation of stakeholders (students, parents, licensed faculty, community members) will be vital in development, implementation, and evaluation of the school's improvement plan. A committee process will be utilized as is done currently with its Arkansas Comprehensive School Improvement Plan (ACSIP) currently. The ACSIP plan will be submitted annually to the Department of Education for approval. The ACSIP committee will review data from the state-mandated assessments (ACT Aspire) to determine areas of strength and weakness in student achievement. The committees will then develop a course of action to meet the specific identified needs of students. Testing data will also be evaluated for student performance in reaching the school's Annual Measurable Objectives (AMO) and the school's targeted Achievement Gap Group (TAGG) progress.

Other goals in addition to proficient student test performance may include enrollment in vocational and concurrent offerings, student certification testing success, job placement and college follow-up data. Persistence to graduation will be critical.

Finally the improvement committee will analyze, modify and make improvement recommendations as needed to insure proper program implementation and faculty professional development that will support increased student success.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

The improvement team will meet at least twice per year to review existing data. The data review will be used to make the needed changes for increasing student achievement. The school will also incorporate a Professional Learning Communities (PLC) model for each subject areas goals and student progress. Teacher collaboration around each student's performance will further aid in the programs personalization for each student and interdisciplinary projects within the core content areas. A system to survey students within the HALO program and the Harrison High School Conversion Charter as a whole will provide frequent feedback to school leaders and the improvement team members. This feedback will be used to gain ideas and suggestions for increased student achievement.

Through a personalized, blended model utilizing meaningful project-based learning with a career focus, student needs and interests will be met. Utilizing industry experts, high level elective instruction will allow students to obtain vocational knowledge and industry certifications. Seeing the relevance in their studies and a clear pathway to the world of work will further motivate students to perform at a high level. The continued seat-time waivers will allow students to move at their own pace and accelerate their learning alongside more opportunities to participate in industry level internships and/or college coursework while enrolled in high school.

During our inaugural year, students within the HALO option will have the opportunity to access the school day between 7:30AM – 4:30PM. However, in the years that follow, as we gather data and hear more from our families, students, and faculty, we will continuously examine the length of the school day to determine the most effective fit for the community. Through digital delivery, the actual school day will be lengthened. Students will be able to check in as early as 7:30 through a time clock format that will send an immediate notification to their

parents they have arrived at school. Conversely, students may swipe out as late as 4:30, again notifying parents of their departure. The online learning management system will give immediate visual access to a student's level of content attainment and proper assignment of responsibility level - green, yellow or red as their individual pace indicates.

The use of small group targeted instruction for traditional delivery of course content as well as weekly individual mentoring will further ensure the success and proper progression of each student's instructional path.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

The curriculum will follow the Arkansas Curriculum Frameworks and requirements of the state standards as adopted by the Arkansas Board of Education. Professional Development will provide faculty with the necessary and effective support for sustained student academic growth as well as career awareness. Necessary Teacher Excellence Support System (TESS) evaluations will be utilized to articulate teacher effectiveness in instructional delivery methods.

Another facet to ensure that curriculum is aligned will be by continuing to use Professional Learning Community (PLC) concepts. Collaboration in the service of each student, development of interdisciplinary projects and student data monitoring will all ensure not only alignment with the standards but also alignment with the students themselves through personalization aimed at the whole child as each student navigates through their high school career

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Harrison High School currently employs two highly qualified high school counselors. The counselors also serve and assist students in securing scholarships for post-secondary education. The counselors will continue to provide counseling services to all students. In addition, the school district employs two school based mental health therapists and a school based social worker to provide services which includes Harrison High School students.

B) Health services;

Applicant Response:

Harrison High School employs one full-time equivalent (FTE) licensed school nurse to provide health services to students. A nurses office is available in the facility. The school nurse coordinates all student health records to ensure students who physically attend meet state immunization requirements and have provision of health services as needed.

C) Media center;

Applicant Response:

Harrison High School has one FTE certified Media Specialists to provide library/media services to all students.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

Harrison High School provides students with disabilities the needed special services and opportunities to increase student achievement. The services provided by highly qualified teachers and industry professionals will be appropriate for the student and in accordance with the student's Individualized Education Plan (IEP). No student will be denied appropriate services. The high school and the district will continue to comply with all aspects of IDEA, 504, and IEP Implementation.

E) Transportation;

Applicant Response:

Transportation for the students enrolled in Harrison High School will continue to be provided in the same manner as it currently exists. Since some vocational programs are located off site, students will be allowed, with parent permission, to drive their personal vehicles.

Transportation will be provided to all students following district bus routes and designated student pick up and drop off locations. This information will be provided to parents. Transportation will be provided for students who qualify under IDEA or 504 in accordance with their Educational Plan. For students who qualify under the McKinney-Vento Act, transportation will be provided in accordance with the law. Students who opt to enroll outside the district boundaries will be responsible for their own transportation.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Harrison School District provides an Alternative Learning Environment (ALE) within our district for grades K-12. Students receiving ALE services retain their home campus enrollment and access ALE services as needed; more often than not, part-time during the school day. ALE students will have the opportunity to enroll in Harrison High School Conversion Charter. The district views the technical course, associates degree and industry certification opportunities as a vital link to help increase student achievement within our ALE population of students.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Harrison School District currently employs a program director for English Language Learners (ELL) and highly qualified teacher to offer specialized services to our ELL students. Services appropriate to student needs will be provided to each ELL student in the High School Conversion Charter program. Student participation will not be denied based on a student's ELL level and services supporting their learning will be provided following Harrison District policy and state law.

H) Gifted and Talented Program.

Applicant Response:

Harrison High School will continue to implement a Gifted and Talented (GT) program to gifted and talented students as has been provided at HHS. The Harrison High School Conversion Charter will continue to provide many academic opportunities for students identified as gifted and enrolled in the district GT program. The advanced placement (AP), concurrent credit, industry certifications and other differentiated opportunities made possible through the charter model will serve to expand differentiated services to benefit those students identified as gifted and talented.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, separate from the district's annual report to the public, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Harrison High School Conversion Charter will provide an annual report to the parents, community and business partners to discuss the progress made by the conversion charter school. This public report will include a presentation of data that will serve to demonstrate the progress and achievement made by the charter during the previous year. The presentation will be in conjunction with the district's report to the public. However, it will be in a separate presentation to take place upon conclusion of the district's report. The district will advertise the presentation. A written report will be posted on the district's website. This report will cover the Harrison High School Conversion Charter's progress in meeting the academic annual measurable objectives. Performance on all state mandated assessments, national standardized test scores and the graduation rate will be covered in the presentation and in the written report. The data will also be used to increase achievement, improve policies and instruction and make any needed changes. The annual report presentation will also provide time for questions, feedback and suggestions from those in attendance.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Students will enroll in the Harrison High School Conversion Charter. Students are allowed to apply under School Choice and/or Petition to Transfer as defined by state statute. No students will be denied acceptance provided they meet the criteria under the school choice/transfer process and meet any required deadlines.

To inform students, parents and the public about the Harrison High School Conversion Charter, showcase nights will be held. Individual appointments will be scheduled with families who may not have been available to attend any of the scheduled meetings.

Information will be advertised on the district website, sent through social media and text services such as "Remind101" as well as local media outlets.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Harrison High School Principal, Bill Keaster, worked for the Mountain Home High School Career Academies Charter as assistant principal from 2001-2006. He came to Harrison in 2006 and has maintained his position as Harrison High School Principal to present.

(Template attached - Exhibit 3)

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Principal

Reports to: Superintendent

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
A minimum of two years classroom teaching experience and one year of assistant principal or

other administrative role is preferred.

Certification Required:
Building Level Administrator Arkansas Licensure

Job Duties: List up to 5 key duties this individual will perform.

- 1. Use leadership, supervisory and administrative skills to promote the educational development of each student.
- 2. Facilitate the partnership between the charter and industry leaders
- 3. Recruit students for charter enrollment
- 4. Recommend, supervise and evaluate faculty and staff
- 5. Assume responsibility for the safety and administration of the school plant

Administrator Position: School Assistant Principal

Reports to: Principal

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Masters Degree

Experience Required:
Minimum two years classroom teaching preferred.

Certification Required:
Building Level Administrative Arkansas Licensure

Job Duties: List up to 5 key duties this individual will perform.

- 1. Assist the principal in the overall administration of the school.
- 2. Serve as principal in the absence of the regular principal
- 3. Participate in district-level activities as required or assigned by the superintendent
- 4. Recruitment of Charter students through dissemination of recruitment materials and announcements/advertisements, community outreach and participation in informational meetings.
- 5. Aid in monitoring of student progress, behavior, and classroom management.

TEACHERS

Teacher Position: Classroom Teacher

Reports to: Building Principals

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Bachelors Degree

Experience Required:
n/a

Certification Required:
Arkansas Teaching License for subject and grade level.

Job Duties: List up to 5 key duties this individual will perform.

- 1. Direct and evaluate the learning experiences of the students in both curricular and extracurricular activities in accordance with school policies.
 - 2. Provide guidance to the student which will promote their welfare and their proper educational development
 - 3. Maintain liaison with parents/guardians
 - 4. Maintain a cordial and workable relationship with colleagues
 - 5. To provide for the care and protection of students as well as school property through proper classroom management and oversight.
-

Teacher Position: Guidance Counselor

Reports to: Building Principals

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
Minimum three years classroom teaching experience preferred.

Certification Required:
Arkansas Licensure in area of Secondary Guidance and Counseling

Job Duties: List up to 5 key duties this individual will perform.

- 1. Conduct career and educational planning activities
 - 2. Assist students with scholarship, college entrance, world of work opportunities, and financial aid applications
 - 3. Schedule and coordinate state assessments and other standardized national, state and local tests as required.
 - 4. Implement appropriate individual and group counseling methods
 - 5. Provide referral resources to students and families in need as appropriate
-

SUPPORT STAFF

Support Staff Position: Nurse

Reports to: Building Administration

Salary Range: Per District Salary Schedule

Minimum Qualifications Required

Education Required:

Certified Registered Nurse or Licensed Practical Nurse, current CPR certification

Experience Required:

n/a

Certification Required:

Certified Registered Nurse or Licensed Practical Nurse, current CPR certification

Job Duties: List up to 5 key duties this individual will perform.

- Aid in protecting the health and welfare of the students and school personnel
 - Provide triage, first aid care, and medically-prescribed services
 - Provide health assessments by administering health screens and evaluating findings of deficit in vision, hearing, scoliosis, growth, dental, etc.
 - Record immunizations, health findings, and other relevant health data
 - Monitor compliance of school health programs with federal, state, and local laws, regulations, and policies
-

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The Harrison High School Conversion Charter will be located at 925 Goblin Drive, which is the current address of Harrison High School. The building currently meets all ADA and IDEA requirements, as well as all state and federal laws and zoning ordinances. This campus has been in operation as a high school since 1988.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

There are no establishments or businesses that allow alcohol sales within 1,000 feet of the facility.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Harrison High School Conversion Charter will continue to participate in the National School Lunch Program, following established USDA guidelines, under the title of Harrison High School Conversion Charter. All nutritional guidelines established by the Arkansas Department of Education Child Nutrition Unit will be followed.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians, community and industry partners play a key role in the charter's success. Workforce development is at the core of the Harrison High School Conversion Charter program's development. The ability to utilize industry experts and provide exposure, interaction and participation in career ready activities is vital.

North Arkansas College is another key partner. Working alongside the area public high schools, NAC has applied for and received a Workforce Planning Grant. They have, in turn, submitted a Workforce Implementation Grant tied heavily to partnerships with their area public schools for soft skills and certain vocational courses taught within Harrison Public Schools themselves.

Parents are crucial to this partnership and provide another opportunity as guest speakers and motivators for our students.

The charter will use industry partners to provide instruction to students in their specific field. The pinnacle of this work will occur when students have the opportunity to participate in internships or apprenticeships in their career field of interest alongside attainment of industry certifications and/or associates degree.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Harrison School District will take appropriate steps to ensure the long-term stability and sustainability of the High School Charter. The charter has the full support of all district leadership and the school board. The support focuses on effective curriculum, instruction, assessment, accountability, facilities, technology, fiscal and human resources, student support services, food service, nursing and transportation. All aspects of state compliance not included in waiver requests will be assisted by the Harrison School District. The infrastructure already in place through 1:1 technology and student management system resources will support the Charter and ensure its stability over time.

The pilot year waivers granted through Act 1240 will provide building and district leaders the ability to reflect and modify procedures and practices for the charter implementation. The team studied, reviewed, researched and visited other leading innovative schools with proven models - taking the best of each part and customizing it to the needs of the Harrison community and its scholars. All this has provided our leadership team with the desire to move forward with conversion charter school status. Harrison School District seeks to encompass current waiver approvals in addition to waivers that can only be granted through the district conversion charter process to fully implement its program. The district has the support of students, parents, community, educational and business leaders. State and National innovative experts have assisted in bringing this model forward for students to experience.

The Harrison School Board members are committed to the implementation and development of the Harrison High School Conversion Charter by unanimously allowing the submission of the district conversion charter application at their regular monthly meeting on July 19, 2016. (Exhibit 4)

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Pursuant to Ark. Code Ann. §6-23-106, the Harrison School District has carefully reviewed the impact that the granting of a conversion charter to Harrison High School would have upon the efforts of the Harrison School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrison High School will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrison School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrison High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Flexible Schedule

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-16-102 School Day
- 6-18-210 Definition of Planned Instructional Time
- 6-18-211 Mandatory Attendance

Standards for Accreditation

- 10.01.4 Planned Instructional Time

ADE Rules

- 3.04 Mandatory Attendance Requirements for Students Grades 9-12

Rationale for Waiver

These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application.

Recent workforce planning grant opportunities have provided the platform for stakeholders (Harrison Public School, North Arkansas College, Harrison Chamber of Commerce and Industry Partners) to come together and realize we are all focused on the same thing - engaging students in relevant educational opportunities that meet their interests and aptitudes toward the world of work. One thing is clear, education cannot continue to be, "the way we've always done things."

Therefore, Harrison High School Conversion Charter will implement a personalized learning program within an expanded school day, to provide a flexible and extended instructional day in a teacher-facilitated personalized learning environment alongside expanded industry certification and concurrent credit opportunities to increase student engagement and achievement for college and career preparation. The student focused, personalized instruction, and curriculum will be accessible to students anytime-anywhere with the use of 1:1 technology. Personalized learning will allow the student the opportunity to customize their schedule by controlling their time, pace, place or path. Doing so does not mean that such a student would not then have unintentional "free" time in his/her schedule, but rather there would be a reallocation of instructional time throughout the day.

Our school will provide a quality education to best meet the academic goals and levels of each student as agreed upon with the student's mentor. This flexible learning path encourages students to obtain a two-year associates degree prior to high school graduation and/or market-driven career/Workforce programs of study and industry certifications to maximize their individual income potential wherever their careers may take them.

The program will accept all students legally enrolled in the district who apply to be part of the program. In the event more students, desire to participate than the program can accommodate, a random anonymous lottery will be held. Once a student is selected via the lottery, he or she is guaranteed placement in the program for the duration of the program unless he or she leaves voluntarily or is removed for discipline or attendance issues in accordance with the student handbook policies.

The District is asking for these waivers to include students in grades 9-12.

School administrators, teachers, board president, industry partners, local college representatives and members of the Office of Innovation visited and toured successful locations such as Salt Lake City's Early College High School, West Bend High School in Wisconsin, Siloam Springs Career Academy, Fox Valley Technical College, and others. Born out of those exposures as well as extensive research and stakeholder partnership meetings, is the personalized learning program we propose.

The use of Learning Management Software, classroom resources, multidisciplinary project-based learning projects, and student progress monitoring systems, by teachers fully certified in their core areas, will enhance the engagement and competency attainment of our students.

Students will check in as early as 7:30 a.m. to a time station that will then electronically notify their parents of their arrival on campus. Conversely, students may check out of the school day as late as 4:30 p.m. This notification system will expand parent involvement and touch upon one of the many soft skills our area employers are requesting. With this expansion of the day, students will go from a maximum of 375 daily instructional minutes to 452 available instructional minutes.

Each student will have an assigned teacher as mentor to review adequate progress in each core content area. Students will attain various progress levels that will translate to personalized responsibility levels while on campus - again encouraging soft skills attainment. Through these 1:1 mentoring

sessions as well as classroom meetings, students will have the opportunity for content delivery through traditional as well as blended means. This will allow students to excel in the ways they learn best.

Concurrent and articulated credit offerings are expanding through the District's partnership with North Arkansas College and other post-secondary institutions, alongside Harrison's major employers, have developed new learning opportunities. PACE Industries recently donated \$20,000 in annual scholarships and equipment to increase manufacturing training for area students. Other industry certifications such as A+ CompTia Computer Technician have also been implemented. Development continues to potentially offer Manufacturing Skill Standards Council (MSSC) Certified Production Technician and Certified Logistics Technician certification courses as early as fall, 2016. Access to these programs during the school day is expanded with the flexible personalized learning program Harrison proposes.

Waiver Topic: Teacher Licensure - Non-Core Instructors for Industry Certification Related Courses

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-17-401 Teacher Licensure Requirement
- 6-17-309 Certification to Teach Grade or Subject Matter
- 6-15-1004 Qualified Teachers in Every Public School Classroom
- 6-17-902 Definition (definition of a teacher as licensed)
- 6-17-919 Warrants Void Without Valid Certificate and Contract

Standards for Accreditation

- 15.03 Licensure and Renewal

ADE Rules

- Governing Educator Licensure

Rationale for Waiver

These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application.

Harrison began having students as young as 7th grade take and pass the A+ CompTia Computer Technician Certification Test during the 2015-2016 school year. This was initially done under the Junior High EAST Program Classroom Teacher's licensure umbrella with District Computer Technician, Austin Bright, the facilitator. Mr. Bright is working to complete his bachelor's degree with 13 years of industry related service in the IT field. North Arkansas College has deemed him qualified to teach the same course at their campus. Harrison sought and received waivers through Act 1240 to implement this course as a means to industry certification without the limited enrollment of EAST involvement. Until such time as ACE approval, proper certification is attained and/or the course is folded within an approved Conversion Charter Application, the district was given permission to give local course credit in the form of electives with Mr. Bright as classroom teacher of record for the computer related course(s) for grades 7-12.

Through this Charter application, the district seeks to roll such waiver approval into its conversion charter application for grades 9-12.

Additionally, Harrison received an Act 1240 waiver to have other area industry experienced instructors teach introductory courses in manufacturing and healthcare related fields. PACE Industries and North Arkansas Regional Medical Center are both major employers in our District. They are also a partner in

the Workforce Planning Grant and Implementation Grant submission. Pace recently donated training equipment to North Arkansas College as well as \$20,000 in scholarship opportunities for area students. The district has sent students to "manufacturing day" activities and summer programs/camps geared toward expanding interest in manufacturing and health related careers. Harrison and PACE representatives toured Wisconsin's West Bend High School and Lakeshore Technical College where partnership training programs between industry and area schools were well established. Conversations continue over the possibility of putting introductory local credit courses such as Precision Measurement, CNC, Introduction to CADD, Manufacturing Technologies and/or Certified Nurse Assistant related courses into the students' school day, potentially taught by industry acknowledged experts in their career field.

As with the A+ and other Computer related courses, until such time as ACE approval, proper certification is attained and/or the courses are folded within an approved Conversion Charter Application, the district received Act 1240 waivers to give local course credit in the form of electives with industry experts as classroom teachers of record for local board approved course(s) in manufacturing technologies and/or healthcare related fields.

Finally, a new partnership with FedEx Freight is forming with the option of MSSC Certified Logistics Technician beginning to take shape. The district continues to work on developing and enhancing more business partnerships and relationships.

Currently, these courses are being offered and developed under Act 1240 waivers as local elective credit. The district seeks to obtain course approval through the Department of Education and development of new career completer networks as CTE courses that respond to local employer needs and the attainment of marketable skills for our scholars which may lead to diploma credit.

Waiver Topic: Grading within the Personalized Learning Program

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-902a Grading Scale - Exemptions - Special Education Classes
-

Standards for Accreditation

- 12.02 Grading

ADE Rules

- Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

Rationale for Waiver

Currently a student can receive an "F" or "D" with 60% or less percentage points and move on to other content, whether they have achieved academic content knowledge or not. Within the Personalized Learning Program, the high school proposes setting a minimum 70% threshold for advancement within each HALO course delivered.

The 70% threshold was approved previously under Act 1240

As Competency-Learning and its relation to Carnegie Units is developed, appropriate adjustments to grading policies will be developed.

Waiver Topic: Digital Learning Days

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-18-213 Attendance Records and Reports Generally

Rationale for Waiver

In addition to the previous waiver topic under High School Flexible Schedule (Arkansas Code Annotated Section 6-16-201; Standards for Accreditation Rules Section 10.01.4, and ADE Rules Governing Mandatory Attendance for Grades 9-12 Section 3.04), the district requested and was granted to encompass grades k-12 as they relate to Digital Learning Days.

From time to time, schools must be closed due to exceptional or emergency circumstances. Also, 21st century learners need exposure to true digital learning experiences. Finally, the world of work increasingly requires their employees to have the discipline to work from home.

For these varied reasons, the District seeks permission, 9-12, to prepare learning packets and personalized learning opportunities for each student to ensure that learning continues during a maximum of two such days annually. Through the use of technology, Internet resources, District email, Remind 101 and other applications, students can continue their learning whether at home or at school. Teachers will monitor email, their Google Classroom platforms, etc. to keep in contact with students and facilitate their learning further. Packets will be prepared for all students in the instance that Internet is not available. Upon return to the regular school day, teachers will grade each student's body of work and assign grades appropriately. The completion of these packets will constitute attendance and count toward a maximum of two of the 178 instructional days as well as fulfilling up to two of the teacher's 190 days contract.

Waiver Topic: Carnegie Units - Competency-Based Learning

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

-

Standards for Accreditation

- Standard 14.03

ADE Rules

- 9.03.3.11 Carnegie Unit

Rationale for Waiver

The charter will determine academic success by each student's ability to demonstrate mastery of content and skills without regard to length of the course as measured by clock hours. This type of self-paced instruction is referred to as mastery learning or competency-based learning. Rather than logging 120 clock hours before progressing to the next course, students must demonstrate proficiency of essential competencies. District-designed competencies are based on Arkansas curriculum standards. The required 38 units will be taught. Competency-based learning provides students the opportunity to complete a course by demonstrating mastery with fewer than 120 clock hours in a course (6-16-124(a) (2)). Conversely, students will be able to take more time to reach proficiency and will not be required to move to the next level inadequately prepared.

As students transition into a system where all coursework is described in terms of demonstrating

proficiency, the importance and relevance of content becomes clear to each student. Competencies will be created and implemented. Competencies will meet the most rigorous level. To guide competency development, nationally recognized rubrics, such as the New Hampshire Competency Validation Rubric, will be used. Competencies will:

- 1) Align with national, state, and local standards; areas may be combined or clustered for learning.
 - 2) Clearly and descriptively articulate importance in understanding the content area.
 - 3) Connect content to higher concepts across other content areas.
 - 4) Include skills that are transferable across content areas and applicable to real-life situations.
 - 5) Require an understanding of relationships among theories, principles, or concepts.
 - 6) Require a deep understanding and an application of knowledge to a variety of settings.
 - 7) Ask students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation and defend their position or point of view through application of context.
 - 8) Promote complex connections through creating, analyzing, designing, proving, developing, or formulating.
 - 9) Define what is to be measured in clear and descriptive language.
 - 10) Promote multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.
-



EXHIBIT 1 (Page 2 of 8)
Melinda Moss <moss@hps.k12.ar.us>

Paper Copy

Susan Gilley <sgilley@hps.k12.ar.us>

Thu, Jul 7, 2016 at 2:40 PM

To: Melinda Moss <moss@hps.k12.ar.us>, Bill Keaster <bkeaster@hps.k12.ar.us>

Here is the blown up version

Public hearing on charter status

Staff Report
dailytimes@lethendaily.com

The Harrison School District will hold a public meeting on July 12 to discuss Harrison High School's plan to apply to the Arkansas Department of Education for Conversion Charter School Status. The meeting will be at 6 p.m. in the Harrison High School Library.

The Conversion Charter School Status resulted from last month's approval by the state board for Harrison High's Harrison Advanced Learning Opportunities or HALO, which is a flexible learning program that will allow students to tailor their instruction to their individual needs. During its first year, HALO will involve about 100 students in grades 10 and 11. High school officials hope to eventually expand the program to include grades 9 and 12.

Parents and students are encouraged to attend the presentation. A question and answer period will follow.

The regular July meeting of the Harrison Board of Education will be held on July 19.

--
Susan Gilley
Executive Director
Federal Programs and Instructional Technology
110 S. Cherry Street
Harrison, AR 72601
870-741-7600
870-505-1616

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HARRISON HIGH SCHOOL CONVERSION CHARTER PUBLIC HEARING

A Public Meeting to discuss Harrison High School's plan to apply for Conversion Charter School Status.

WHERE: HARRISON HIGH SCHOOL LIBRARY

WHEN: TUESDAY, JULY 12, 2016 AT 6:00 P.M.

Parents and Students are encouraged to attend the presentation.

A question and answer period will follow the presentation.

The regular scheduled school board meeting will be held:

Harrison School Board Meeting
Harrison Administration Building
Tuesday, July 19, 2016, 6:00 p.m.



Harrison High School Golden Goblins

3 mins • 

EXHIBIT 1 (Page 4 of 8)

Important information concerning
conversion charter public hearing.

HARRISON HIGH SCHOOL CONVERSION CHARTER PUBLIC HEARING

A Public Meeting to discuss Harrison High School's
plan to
apply for Conversion Charter School Status.

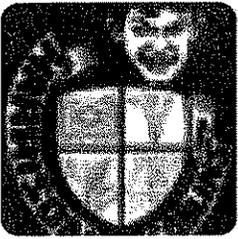
WHERE: HARRISON HIGH SCHOOL LIBRARY

WHEN: TUESDAY, JULY 12, 2016 AT 6:00 P.M.

Parents and Students are encouraged to attend the
presentation.

A question and answer period will follow the
presentation.

The regular scheduled school board meeting will be
held:



HHS Gobs

@HHS Goblins

EXHIBIT 1 (Page 5 of 8)

Important information
concerning conversion charter
public hearing.

**HARRISON HIGH SCHOOL
CONVERSION CHARTER
PUBLIC HEARING**

A Public Meeting to discuss Harrison High School's
plan to
apply for Conversion Charter School Status.

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Parents and Students are encouraged to attend the
presentation.

A question and answer period will follow the
presentation.



Harrison High School
Conversion Charter
Public Hearing

Harrison High School Library

Agenda

Welcome – Mr. John Sherman, Board President

Background Information and Description of
Conversion Charter School
Dr. Moss, Superintendent

Charter School Overview – Mr. Bill Keaster,
Principal

Programs of Study – Mr. Rance King, Counselor

Question and Answer Session

Harrison High School Conversion Charter

Public Hearing

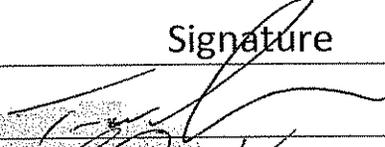
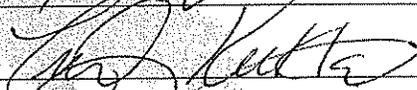
Tuesday, July 12, ²⁰¹⁶2017 6:00 p.m.

Print Name	Signature
James L. White	JLW
MARK MARTIN	Mark Martin
Wardna Deere	Wardna Deere
John SHERMAN	John Sherman
Mitch Magness	Mitch Magness
Teresa Magness	Teresa Magness
Susan Gilley	Susan Gilley
Bill Kestee	Bill Kestee
Melinda Moss	Melinda Moss
Amy Deere	Amy Deere
Debbie Martin	Debbie Martin
RENÉE SWANSON	Renée Swanson
Tina Allgeier	Tina Allgeier
Madison Allgeier	Madison Allgeier
Rickell Alfred	Rickell Alfred
Walter Cole	Walter Cole
Doris Ellison	Doris Ellison
Michelle E. Carroll	

Harrison High School Conversion Charter

Public Hearing

Tuesday, July 12, ²⁰¹⁶~~2017~~ 6:00 p.m.

Print Name	Signature
TRAVIS ALLGIER	
Trina Kuklaud	
KELLY BEGAN	
Nell Binds	
Jace Swanson	Jace Swanson
Bonnie Hemphill	Bonnie Hemphill
LEON HEMPHILL Leon Hemphill	Leon Hemphill
Tracy Hooten	Tracy Hooten
Rusty Hooten	

Public hearing on charter status at Harrison High School; Personnel moves made

Staff Report dailytimes@harrisondaily.com | Posted: Friday, June 24, 2016 7:15 am

The Harrison School District will hold a public meeting on July 12 to discuss Harrison High School's plan to apply to the Arkansas Department of Education for Conversion Charter School Status. The meeting will be at 6 p.m. in the Harrison High School Library.

The Conversion Charter School Status resulted from last month's approval by the state board for Harrison High's Harrison AdvancED Learning Opportunities or HALO, which is a flexible learning program that will allow students to tailor their instruction to their individual needs. During its first year, HALO will involve about 100 students in grades 10 and 11. High school officials hope to eventually expand the program to include grades 9 and 12.

Parents and students are encouraged to attend the presentation. A question and answer period will follow.

The regular July meeting of the Harrison Board of Education will be held on July 19.

At this week's meeting, the board took several personnel moves.

Recommendations for election, all contingent upon certification, criminal background and maltreatment check included:

Certified

- Doug Blevins, band director at Harrison Junior High School
- Tonya Blevins, assistant band director at Harrison Junior High School
- Krista Flud, math teacher at Harrison Junior High School, replacing Christine Reading
- Kearstin Greenhaw, special education resource teacher at Harrison High School, replacing Rachel Lancaster
- Becky Morse, special education teacher for early childhood, replacing Tolisa Shatwell
- Shane Jackson, physical education/coach at Harrison Junior High School, replacing Chris Keylon (transferred to Harrison High School)
- Stephanie Benton, English teacher at Harrison Junior High School, replacing Angi Boaz
- Alicia Morris, cheer sponsor at Harrison Junior High School, replacing DeeAnn McCoy



2015 Sun Logo

Classified

- Laken Curtis, special education paraprofessional at Harrison Junior High School, replacing Emily Goulet
- Emily Crow, Title I paraprofessional at Skyline Heights Elementary School, replacing JoAnn McEntire
- Champagne Crook, ABC pre-school paraprofessional at Woodland Heights Elementary School, new position
- Jessica Clark, ABC pre-school paraprofessional at Woodland Height Elementary School, new position
- Stephanie Bolen, cook at Forest Heights Elementary School, replacing Rosel Johnson

Recommendations for resignation/retirement Included:

- Angi Boaz, English teacher at Harrison Junior High School
- DeeAnn McCoy, math teacher at Harrison Middle School and cheer sponsor at Harrison Junior High School

Michele Carroll was recommended for transfer from teacher at Forest Heights Elementary School to librarian at Harrison High School.



HHS Conversion Charter

Melinda Moss <moss@hps.k12.ar.us>
To: District Faculty <district-faculty@hps.k12.ar.us>

Thu, Jul 14, 2016 at 8:08 AM

Dear Faculty and Staff,

This is an exciting and positive time for our students and our community.

The positive feedback received from students, parents, teachers, local industry partners as well as our own State Department of Education about our district has been so encouraging and I thank you.

Amidst all this, there was, however, a concern expressed at last night's High School Conversion Charter public meeting during the Q & A session about the timeline of development for the charter application and its need.

The Conversion Charter is the avenue to solidify the waivers requested through Act 1240 that allow us to implement a program like HALO, competency-based learning options, offer expanded opportunities through industry certifications, and digital learning days to our students. The Conversion Charter also positions the district to be in line for federal block grant funding should it become available.

I have attached a timeline beginning March, 2015 that details some of the many activities and planning opportunities that have taken place to reach this point in development.

I am also attaching a chart which shows each model (traditional, Act 1240 and Conversion Charter) for your comparison.

In short, a Charter:

- Formalizes and expands individualized student pathway opportunities
- Positions the District for additional funding
- Addresses business and industry workforce needs and requests
- Preferred by State Board due to embedded quality control through monitoring of student achievement results and continued Charter authorization.

Our school remains Our school governed by Our local school board.

At this year's Society of Human Resource Management Conference in Rogers AR in April 2016, Pea Ridge, Springdale and Siloam Springs High Schools presented to Arkansas Human Resources business professionals. The reason for this session was driven by the need for a well prepared workforce that posses the advantages of advanced training and education that will serve their community.

For HR and Learning professionals the need was an educated workforce, exposed to an industry that is attractive to them, and provide them with skills that will allow them to stay in their community.

The session was standing room only to the point that they had to close the doors. It went into overtime due to the overwhelming response from Arkansas employers saying we must move forward with such education and opportunities in order to stay in our local communities.

PACE and Wabash are clear examples. We need our local employers. They are begging for workers with soft skills and the technical areas they need. We as a community can no longer sit back and expect them to stay without doing anything in response to their requests. If we attract people at a young enough age and at an early age, we will be able to drum up enough interest going forward.

I passionately believe this is one of the most critical things in the future of our community and biggest areas of concern. The future of our kids, our community and the viability of our school are at stake.

Please review the attachments and know I stand ready to answer any of your questions at any time,

Mendy

—
Melinda Moss, Ed. D.

Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601
ph. 870-741-7600
fax 870-741-4520

2 attachments

 **HHSTimeline (1) (1).pdf**
111K

 **ModelComparisonChart (2).pdf**
88K

Traditional High School	Approved ACT 1240 Waivers	Conversion Charter
No additional funding	No additional funding	Possibility of Federal Block Grant Funding
7 period day	7 period day with flexibility and optional HALO expanded hours	7 period day with flexibility and optional expanded hours for all
One course an hour	Course time varies within HALO	Course time varies within HALO
Course length semester/year	Course time varies within HALO	Course time varies within HALO and option of demonstrated competency proficiency
Limited Concurrent Credit options within a 7 period day	Opportunity for more concurrent credit options depending on how quickly students work through HALO coursework	Opportunity for more concurrent credit options depending on how quickly students work through HALO coursework and/or demonstrated competency proficiency
Limited online options within a 7 period day	Opportunity for more online courses depending on how quickly students work through HALO coursework	Opportunity for more online courses depending on how quickly students work through HALO coursework and/or demonstrated competency proficiency
Career Action Planning	Additional mentoring/counseling/progress monitoring for HALO students	Additional mentoring/counseling/progress monitoring for HALO students
Traditional and online course delivery	Traditional, online, and HALO course delivery	Traditional, online, and HALO course delivery as well as demonstrated competency proficiency.
Industry Certification Opportunities for students limited to only those available through current teacher licensure areas	Industry Certification Opportunities expanded and taught by licensed teachers and/or by local industry professionals	Industry Certification Opportunities expanded and taught by licensed teachers and/or by local industry professionals
	Limited time period waivers in effect	Expanded time period in effect contingent upon

		annual student achievement
	Ability to count 2 inclement weather days as instructional days	Ability to count 2 inclement weather days as instructional days
	Specific Waivers Approved	Specific Waivers Requested
	<p>Flexible Schedule Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-16-102 School Day • 6-18-210 Definition of Planned Instructional Time <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 10.01.4 Planned Instructional Time <p>ADE Rules</p> <ul style="list-style-type: none"> • 3.04 Mandatory Attendance Requirements for Students Grades 9-12 	<p>Flexible Schedule Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-16-102 School Day • 6-18-210 Definition of Planned Instructional Time <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 10.01.4 Planned Instructional Time <p>ADE Rules</p> <ul style="list-style-type: none"> • 3.04 Mandatory Attendance Requirements for Students Grades 9-12
	<p>Teacher Licensure - Non-Core Instructors for Industry Certification Related Courses (for example, MSSC, A+ CompTia, CNA) Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-17-401 Teacher Licensure Requirement • 6-17-309 Certification to Teach Grade or Subject Matter • 6-15-1004 Qualified Teachers in Every Public School Classroom • 6-17-902 Definition (definition of a teacher as licensed) • 6-17-919 Warrants Voice with Valid Certificate and Contract <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • Licensure and Renewal 	<p>Teacher Licensure - Non-Core Instructors for Industry Certification Related Courses (for example, MSSC, A+ CompTia, CNA) Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-17-401 Teacher Licensure Requirement • 6-17-309 Certification to Teach Grade or Subject Matter • 6-15-1004 Qualified Teachers in Every Public School Classroom • 6-17-902 Definition (definition of a teacher as licensed) • 6-17-919 Warrants Voice with Valid Certificate and Contract <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • Licensure and Renewal

	<p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Educational Licensure <p>Grading within the Personalized Learning Program</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-15-902a Grading Scale - Exemptions - Special Education Classes <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 12.02 Grading <p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools <p>Digital Learning Days</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-18-213 Attendance Records and Reports Generally 	<p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Educational Licensure <p>Grading within the Personalized Learning Program</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-15-902a Grading Scale - Exemptions - Special Education Classes <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • 12.02 Grading <p>ADE Rules</p> <ul style="list-style-type: none"> • Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools <p>Digital Learning Days</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-18-213 Attendance Records and Reports Generally <p>Competency-Based Learning</p> <p>Arkansas Code Annotated</p> <ul style="list-style-type: none"> • 6-16-124(a)(2) • 6-16-124(a)(2),(b)(1) <p>Standards for Accreditation</p> <ul style="list-style-type: none"> • Standard XVIII - Accreditation of Schools • Standard IV - Curriculum <p>ADE Rules</p> <ul style="list-style-type: none"> • 9.03.3.11 Carnegie Unit
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Timeline

- March 20, 2015 - First CTE Regional Partnership Council Summit bringing together business and education to discuss workforce awareness, current workforce shortages, challenges, and ways to address those demands.
- Spring, 2015 - Chamber of Commerce formed a Strategic Planning Committee to begin looking at workforce needs within our community..
- Summer, 2015 - Site visit to Siloam Springs Manufacturing Academy alongside PACE Industries
- Fall, 2015 and thereafter - EDBoxed meetings (i.e. thinking outside the box of education) were established with Harrison Middle, Junior High, High School Principals and Central Office Administrators to plan for campus merge and 21st Century Learning
- Fall, 2015 - Regional Workforce Planning Grant is awarded and work commenced bringing together Chamber of Commerce, major Harrison area employers, North Arkansas College and the Harrison School District
- October 21, 2015 - Second CTE Regional Partnership Council Summit bringing together business and education to discuss workforce awareness, current workforce shortages, challenges, and ways to address those demands.
- Throughout the year - Numerous site visits including Springdale, Wisconsin High Schools and Technical Centers, Salt Lake City Early College High School as well as related conferences that included a mix of administrators, teachers, business and industry partners, North Arkansas College and ADE representatives. Any out of state travel and related expenses was paid for by ADE, Workforce Planning Grant and Industry Partners.
- January 28, 2016 - Arkansas Public School Resource Center (APSRC) visits Harrison School District to educate administration on Conversion Charter process to solidify ACT 1240 waivers for State Board approval.
- March 1, 2016 - Conversion Charter Notice of Intent Deadline
- Mid-March, 2016 - Dr. Ellison meets with all Harrison CTE teachers to discuss career pathways within each program of study as well as 5-year vision for each program.
- April 6, 7, 8, 2016 - Arkansas Society of Human Resource Management Conference and Expo in Rogers, Arkansas
- April 11, 2016 - HALO Pilot Program is presented to the Harrison Board of Education with Resolution unanimously passed to submit related ACT 1240 Waivers for State Board approval.
- April 13, 2016 - Harrison Daily Times article with extensive coverage of the HALO concept and Board action.
- April 15, 2016 - Conversion Charter Application Available
- May 12, 2016 - State Board Meeting to hear ACT 1240 Waiver Requests. Waivers are granted. In attendance are District, College, PACE Industries and Chamber of Commerce representatives.

- May 24, 2016 - Manufacturing Skills Standards Council (MSSC) presents to area business leaders, college, district and Boone County Economic Development Corporation.
- May 24, 2016 - Harrison CTE Advisory Council Meeting - MSSC, HALO Program and Workforce Implementation Grant opportunities are discussed with several area business advisors and all CTE teachers in attendance.
- Numerous public meetings to introduce HALO were held in May and June; two of which were held after school, just for teachers, that desired to hear more about the program with Q & A opportunities. Civic groups and local clubs continue to request HALO presentations as excitement keeps building over the program. Articles are placed on district social media outlets.
- June 14, 2016 - Harrison Junior High and High School teachers attend SPARK Curriculum training in Harrison.
- June 29 and 30, 2016 - High School teacher team attends Flex-Mod pre-conference session.
- July 19, 2016 - Harrison School Board Meeting to Approve Submission of Public High School Conversion Charter Application.
- August 4 - Charter Application Deadline
- August 15, 2016 - HALO Pilot Begins
- August/September, 2016 - The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns. The applicant responds to Charter Internal Review Committee comments. The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.
- October 19 & 20, 2016 - District Conversion Charter Applicant Hearings Conducted by Department of Education Authorizing Panel
- November 10, 2016 - State Board of Education Decision to Review
- December 8, 2016 - Final SBE Review
- August, 2017 - Conversion Charter Opens



COMMUNITY FIRST

B • A • N • K

Member FDIC

August 2, 2016

Ms. Melinda Moss, Ed. D.
Superintendent
Harrison School District
110 S. Cherry Street
Harrison, AR 72601

Dear Mendy:

As a community bank, we recognize and appreciate hard work, dedication and commitment. Qualities we consistently find in the Harrison School District.

Dealing with a changing learning environment can be a tough challenge as you prepare students for their secondary education and world of work. This letter is a commitment and invitation to use our resources if and when we can be of assistance, as you prepare students for life after graduation.

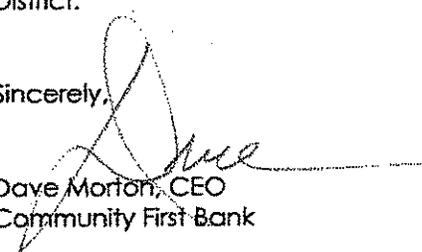
I personally commend your ongoing efforts as you think "outside the box" to achieve excellence in learning. Engaging your students by implementing a personalized learning environment should encourage them to maximize their individual potential wherever their career choice may take them.

Students allowed to optimize their interest while working toward their vocations will certainly benefit the community as a whole and any organization within the community. Commitment to a diverse education is an integral part of the success of any community, therefore we fully support you in the High School Conversion Charter application process.

Our desires to create a dynamic learning environment match up. Your initiative should also demonstrate to potential new residents the excellence in education provided at the Harrison School District.

Please let me know how I can be of assistance to you for the benefit of our Harrison School District.

Sincerely,


Dave Morton, CEO
Community First Bank



August 2, 2016

Melinda Moss, Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601

Dear Dr. Moss,

I'm extremely excited about Harrison's application for a conversion charter school. I'm continually amazed at the creative strategies that Harrison Schools continues to demonstrate to leadership at Pace and other companies around Harrison and how these strategies will better all of us.

As you will remember from a few years ago, Pace Industries was interested in connecting with Harrison educational partners that could assist us by bringing students with technical skills to our industry. Harrison has stepped up in a big way to answer our call for help through your efforts. Because we are a major employer in Harrison we need the support of the school system to help us maintain and grow the workforce needs we have now and in the future as Pace's business grows.

Dr. Moss, because of you and your staff's vision for our city and region we feel great about the future of our workforce needs and the impact it will have on the students through your leadership and your staff's leadership in Harrison. Pace Industries is delighted that we have a progressive school administration that understands the needs of our community and is working toward a student focused learning environment to prepare students for college and careers. It's not "business as usual and doing things the way we have always done them." This conversion charter is another cutting edge way to assist students to maximize their potential. Whether it's a career path to a four college, a two year technical school or a certification in a trade Harrison has been "all in" for their students.

There is no doubt that your current and future success will be due largely to the genuine concern for the students and their community. Business people like myself see Harrison's vision for different learning options for their students and we couldn't be more supportive. Our workforce needs now and going into the future will require more technical employees that received their training from local schools and two year technical schools. I would hope to see more school districts around our other plants in the U.S. take hold of the vision that Harrison has. We see Harrison Schools as the example for our out of state locations.

We would agree that it's in the student's best interest as they leave high school to either further their education or join the workforce as a productive citizen. Harrison wants to see their students prosper and enjoy their lives and it shows when I'm around the school and the students at events.

As Director of Talent Acquisition and Development for Pace Industries I live in the world every day of what you are developing in Harrison. Businesses need young people excited about working in technically skilled careers in our state and furthering their education. The value that you and your staff

bring to education, Harrison students and businesses like Pace cannot be calculated in numbers only. The self-esteem and pride that a young person has when they have learned the life skills and technical skills to be productive in society are incredible. I want to congratulate you and your staff for taking these "out of the box" steps for the good of your students and the Harrison community. We fully support you Dr. Moss and your vision and share your excitement about the future.

Kind Regards,

Ken Stuckey
Director of Talent Acquisition and Development
Pace Industries, Inc. Corporate Office
481 S. Shiloh Dr.
Fayetteville, AR 72704



Dr. Melinda Moss, Superintendent
Harrison School District
110 S. Cherry Street
Harrison, AR

The Harrison Regional Chamber of Commerce is excited to share its support to the Harrison School District's efforts in the High School Conversion Charter application. Having heard from our industries the need for a prepared workforce we fully support the initiatives that will provide opportunities for students to achieve expanded industry certifications and concurrent credit opportunities. Having the availability for students to obtain a two-year associates degree prior to high school graduation will be a huge benefit to the workforce and economic development of our community and allow us to recruit more jobs to our area.

The Chamber is committed to assist the Harrison School District in any way needed to help make this program a success for our community.

A handwritten signature in cursive script that reads "Patty Methvin".

Patty Methvin
President, C.E.O.
Harrison Regional Chamber of Commerce

621 E. Rush Harrison, AR 72601 Phone 870-741-2659 Fax 870-741-9059
Website: www.harrison-chamber.com e-mail: cocinfo@harrison-chamber.com

REPRESENTATIVE

Ron McNair
407 Cemetery Road
Alpena, Arkansas 72611-2953

870-754-7962 Business
rmcnair1950@gmail.com

DISTRICT 98

Counties:
Part Boone
Part Carroll

COMMITTEES:

Public Transportation
Motor Vehicle and Highways
Subcommittee

Agriculture, Forestry and Economic
Development
Chairperson,
Parks and Tourism Subcommittee

Joint Committee on Public Retirement
and Social Security Programs

Legislative Joint Auditing Committee

August 3, 2016

Dr. Melinda Moss, Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601

Dear Dr. Moss:

Please accept this letter as my support for the High School Conversion Charter grant for Harrison High School.

Harrison High School will put into practice tailored learning to provide a flexible and extended instructional day in a teacher-facilitated personalized learning atmosphere alongside expanded industry certification and parallel credit opportunities to boost student engagement and accomplishment for college and career training. The school will provide a quality education to best meet the academic goals and levels of each student.

Again, I fully support the High School Conversion Charter grant. If you have any further questions, please do not hesitate to contact me.

Sincerely,



Ron McNair
State Representative

RMc/jnm

Harrison School District Calendar 2017-18

August 2016								January 2017							
Sun	Mon	Tue	Wed	Thu	Fri	Sat		Sun	Mon	Tue	Wed	Thu	Fri	Sat	
30	31	1	2	3	4	5		31	1	2	3	4	5	6	
Professional Development Day	6	7	8	9	10	11	12	7	8	9	10	11	12	13	
	13	14	15	16	17	18	19	14	15	16	17	18	19	20	MLK Day No School Possible Make-Up Snow Day
First Day of School	20	21	22	23	24	25	26	21	22	23	24	25	26	27	
	27	28	29	30	31			28	29	30	31				P/T Conferences Jan 31 Grades 7-9
September 2016								February 2017							
Sun	Mon	Tue	Wed	Thu	Fri	Sat		Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2						1	2	3	
Labor Day No School	3	4	5	6	7	8	9	4	5	6	7	8	9	10	P/T Conferences Feb 7 & 9 K-6; 3:45-6:45
P/T Conferences Grades 7-9	10	11	12	13	14	15	16	11	12	13	14	15	16	17	P/T Conferences Feb 16 1:30-6:30; 10-12
	17	18	19	20	21	22	23	18	19	20	21	22	23	24	President's Day Possible Make-Up Snow Day
P/T Conferences Grades 10-12 1:30-6:30	24	25	26	27	28	29	30	25	26	27	28				
October 2016								March 2017							
Sun	Mon	Tue	Wed	Thu	Fri	Sat		Sun	Mon	Tue	Wed	Thu	Fri	Sat	
												1	2	3	ACT
	1	2	3	4	5	6	7	4	5	6	7	8	9	10	End Quarter S43
End Quarter S44	8	9	10	11	12	13	14	11	12	13	14	15	16	17	
P/T Conferences Oct 18th and Oct. 20th K-6 3:45-6:45	15	16	17	18	19	20	21	18	19	20	21	22	23	24	Spring Break No School Possible Make-Up Snow Days
	22	23	24	25	26	27	28	25	26	27	28	29	30	31	
November 2016								April 2017							
Sun	Mon	Tue	Wed	Thu	Fri	Sat		Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	29	30	31	1	2	3	4								K - 2 NRT Testing
P/T Conferences Grades 10-12; 1:30-6:30	5	6	7	8	9	10	11								ACT Aspire
P/T Conferences Grades 7-9	12	13	14	15	16	17	18	1	2	3	4	5	6	7	
Thanksgiving No School	19	20	21	22	23	24	25	8	9	10	11	12	13	14	
	26	27	28	29	30			15	16	17	18	19	20	21	Professional Development Day
								22	23	24	25	26	27	28	
December 2016								May 2017							
Sun	Mon	Tue	Wed	Thu	Fri	Sat		Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2									ACT Aspire
	3	4	5	6	7	8	9	29	30	1	2	3	4	5	
	10	11	12	13	14	15	16	6	7	8	9	10	11	12	May 11 Rising 7-12 CAPS Conferences
End Semester S47	17	18	19	20	21	22	23	13	14	15	16	17	18	19	Possible Last Day if No Snow S44
Christmas Holidays No School	24	25	26	27	28	29	30	20	21	22	23	24	25	26	Snow Make Up Days if needed
								27	28	29	30	31	1	2	Memorial Day - No School

PD days before school - August 7, 8, 9, 10

K-6 - 12 Principal Directed PD hours spread out during calendar year after school
3 (K-6) or 5 (7-12) - Principal Directed PD days over the summer

At the discretion of the Superintendent, the beginning of Christmas Break December 19 and 20, the January 16 Martin Luther King Holiday, the February 20 President's Day Holiday, teacher professional development days, and/or Spring Break will be used as inclement weather make-up day(s), making that/those day(s) instructional day(s).
If necessary and at the discretion of the Superintendent, the following options will also be considered as inclement weather make-up days:
(1) the school year will be extended; (2) classes will be scheduled on Saturdays; (3) regular school day for a minimum of sixty minutes (4) ADE approved waived days.

**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



 Signature of Superintendent of School District

7-19-16

 Date

Melinda Moss, Superintendent

 Printed Name

Name of Individual with Prior Charter Experience Bill Keaster

Position with Proposed Charter High School Principal

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Mountain Home High School Career Academies	Assistant Principal	Operating	500 Bomber Blvd. Mountain Home, AR 72653	https://adedata.arkansas.gov/arc/

Board of Education
Harrison School District
July 19, 2016

Agenda Item 7.B. Subject: Consider Submission of Conversion Charter Application

Background Information:

Recent workforce planning grant opportunities provided the platform for stakeholders to come together and realize we are all focused on the same thing - engaging students in relevant educational opportunities that meet their interests and aptitudes toward the world of work.

In April, the Board approved the resolution to submit for waivers under ACT 1240 through which the HALO program was made possible. The waivers were approved until such time as they could be rolled into the more permanent vehicle of Conversion Charter.

The Charter application due date is August 4, 2016.

Attached to this item summary is a timeline of development as well as comparison chart of traditional, Act 1240 and Conversion Charter models for the Board's reference.

Administrative Recommendation:

Administration recommends approval of the attached Resolution authorizing submission of an application to the Arkansas Department of Education for a conversion charter for Harrison High School and further authorize the Superintendent to do all things necessary to submit the application to the Arkansas Department of Education for consideration.

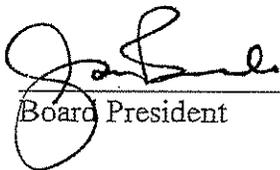
RESOLUTION OF THE HARRISON SCHOOL DISTRICT
BOARD OF DIRECTORS

WHEREAS, the Harrison School District Board of Directors met in a regular, open, and properly-called meeting on July 19, 2016 in Harrison, Arkansas;

WHEREAS, 7 members were present, a quorum was declared by the chair;

WHEREAS, the Harrison School District Board of Directors, pursuant to Ark. Code Ann. § 6-23-103, has determined that the Harrison School District should submit an application to the Arkansas Department of Education for a conversion charter for the Harrison High School, which if granted, would be effective for the 2017-2018 School Year.

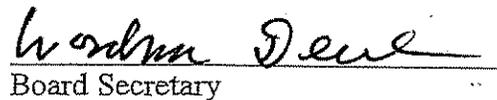
NOW THEREFORE, upon due consideration and deliberation, it is hereby declared to be the intent of the Harrison School District Board of Directors to authorize the submission of an application to the Arkansas Department of Education for a conversion charter for the Harrison High School, and further authorize the Superintendent to do all things necessary to submit the application to the Arkansas Department of Education for consideration.



Board President

7-19-16

Date



Board Secretary

7-19-16

Date

Harrison Daily Times

Serving Harrison and the Best of the Ozarks since 1876

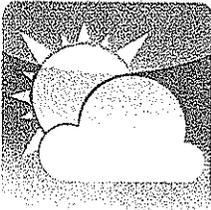
harrisdaily.com

LOCAL



Cribbs promoted to vice president of clinical services and chief nursing officer at NARMC. 10A

WEATHER



Intervals of clouds and sunshine. A stray shower or thunderstorm is possible. High around 95F. Winds SE at 5 to 10 mph.

INDEX

Business	10A
Classifieds	6-8B
Comics	5B
Deaths	6A
Opinion	7A
People	3A
Public Record	5A
Sports	1-4B

New Northark prez takes over



LEE H. DUNLAP/STAFF

Dr. Randy Esters (left), new President of North Arkansas College, gives his first President's Report to members of the Board of Trustees during the regular meeting held at the South Campus facility.

Esters attends first board meeting

By DAVID HOLSTED
davidh@harrisdaily.com

Dr. Bill Baker, the first president of North Arkansas College, had some advice for Randy Esters, the fourth and newest of the school.

"Just let 'em know you love 'em," Esters said, relaying Baker's counsel.

On his 14th day as head Pioneer, Esters appeared at his first board of trustees meeting, and he wasted no time in making a favorable impression on his new colleagues.

"He's hit the ground running," said board chairman Scott Miller, who noted a buzz of excitement within the Bennie Ellis Conference Room.

Esters reported that he has spent

the first two weeks of his administration getting to know people in the community. His contacts included Baker, who headed the college upon its start 42 years ago.

"It was probably the most productive four hours I've had since I've been here," Esters said, of his visit with Baker.

Esters, in his president's report, gave a bit of good news. Early reports, he said, showed Northark's enrollment for the fall semester at 1,532. That is up 30 over the fall 2015 semester.

Esters went on to say that would seem to indicate that enrollment, which has been dropping in recent years, has finally leveled off and might even begin to rise.

Esters offered a word of caution.

See ESTERS, 9A

School board meets Tuesday night

Staff Report
dailytimes@harrisdaily.com

The Harrison Board of Education will hold its July meeting at 6 p.m. Tuesday at the administration building located at 110 South Cherry Street.

The board will hear an update on the construction of the gymnasium/fine arts centers at Harrison High School and the additions to Harrison Middle School.

The board will also consider an approval of a High School conversion charter application. This is in response to the HALO (Harrison Advanced Learning Opportunities) program which will begin this fall semester.

The school hosted a public meeting last week to discuss the charter conversion.

At that meeting, Superintendent Melinda Moss said the conversion would allow the school to roll waivers it received into a comprehensive program, using the customized program at HHS to build on past successes.

By building partnerships with local industries, some students could achieve industrial certifications that would lead to meaningful employment directly after graduation.

Moss said the HALO program isn't just for students who aren't going on to college. Some could use the industrial certifications when they go on to seek a four-year degree.

High School principal Bill Keaster said some students' goal is to get out of school, but they might not know what they want to do then.

It could give them a leg up on their competition if they achieve an industrial certification before entering the workforce, as well as real-world experience as they move on to college.

See SCHOOL, 9A

LEE H. DUNLAP/STAFF
A member of the audience at Thursday night's forum called "The Proposed Jail Tax Under the Microscope" asks a question to members of the panel.

that there was no debt: to retire, there was no talk of adding onto the jail and there was no talk of increasing the reserve, Lewis asked if

partment bugers were already tight, he said, and if the jail tax could be continued, it would free up money for the county General Fund.

SCHOOL:

From 1A

"Our ultimate goal is what's best for students," Keaster said. Also to be considered Tuesday night will be a food services contract and additional student organizations and their sponsorships.

The meeting is open to the public.

The board met in special session last Tuesday night and voted to expand salary for a summer school teacher.

Matt Piper works in the school's summer program for educationally disadvantaged students, which is funded through a McKinney-Vento, Title I Set Aside grant.

Susan Gilley, assistant superintendent, told the board that school hours in the summer are 8 a.m. to 5 p.m., but some parents hadn't been able to pick up children at the precise time. So, Piper has to stay with them until parents arrive.

In addition and as the program developed, it became clear that Piper was using far more preparation time that

considered in the original salary agreement.

Gilley said Piper didn't ask for additional salary, but she asked the board to approve up to 20 additional hours at \$25 an hour for Piper's salary, although she said Piper probably wouldn't use all those hours.

Board member Jon Burnside said he still hears from former students who say Piper was their favorite teacher, and other board members agreed.

With members Roz Slavik, Mitch Magness, Mark Martin, Wordna Deere, Rhonda Purdy, Burnside and president John Sherman present, the board voted unanimously to approve Gilley's request.

The board also met in executive session for about 10 minutes to approve Moss' request for some personnel adjustments.

The board voted to hire:

- Justin Hurtt as a Middle School math teacher to replace DeeAnn McCoy.

- Joni Bennett as Skyline Heights Elementary teacher to replace Mary Wilburn. Wilburn was transferred to the position of fourth grade teacher at Forest Heights Elementary to

replace Mandy Mistler.

- Ashley Carlton as an ABC special education paraprofessional in the new position at Woodland Heights Elementary.

- Teri Caudle as a cook at the Junior High to replace Lori Estes, whose resignation was accepted that night as well. Estes was transferred to child nutrition manager at the Junior High.

The board accepted Deanne Edgell's resignation as child nutrition manager at the Junior High and transfer her to the same position at Skyline Heights Elementary to replace Linda Shekels.

The board also voted to accept the resignation of Kira Burns, a Lifeskills paraprofessional at Forest Heights Elementary, and transfer her to the Woodland Heights teacher self-contained Special Education Teacher to replace Tammie Bright.

Finally, the board approved supplemental salary for Rhonda Watson as sophomore class sponsor, Allison Harris as junior class sponsor, and Anne Milburn and Christina Yearick as senior class sponsors.

ESTERS:

From 1A

"It's not time to join hands and sing 'Kumbaya' yet," he said.

Esters commented on the Regional Workforce Implementation Grant that Northark received from the Arkansas Department of Higher

but instead praised the Northark officials for their tireless efforts in securing the grant.

Esters said the grant was huge not only for Northark, but for North Arkansas Regional Medical Center and Harrison.

Don Sugg, Vice President of Finance and Administration, reported that preliminary figures

year. At the same time, expenditures this year were \$12,781,542, down from \$13,064,038 last year.

Rodney Arnold, Vice President of Institutional Advancement, reported that the Northark Foundation had collected \$811,000 through May. The foundation's assets totaled almost \$6.5 million.

dent housing become a reality. Arnold said that a Campus Housing Committee had been established to study the matter. The committee is made up of Esters, Arnold, Sugg, Bill Lovell, Jerry Jackson, Jay Herrin and Micki Somers.

In other business, the board approved the hires of Chad Hathaway

PepsiCo, Inc. (PEP)	110.94	109.66	109.21	+0.45
Regions Financial Corp. (RF)	10.87	9.12	9.16	+0.04
Tyson Foods Inc. (TSN)	70.65	69.57	69.89	+0.32
UPS (UPS)	111.83	111.03	110.90	-0.13
Verizon Communications (VZ)	56.95	55.84	55.93	+0.09
Walgreens (WBA)	97.30	82.51	82.78	+0.27
Walmart Stores (WMT)	74.35	73.67	73.84	+0.17
WestRock Company (WRK)	64.74	42.51	43.25	+0.74
Windstream Corp. (WIN)	9.60	9.46	9.50	+0.04
Gold	\$1,823.50	\$1,326.50	\$1,328.40	+1.90
Silver	\$46.078	\$20.125	\$20.044	-0.081
DJ Industrials:	18,516.55	18,516.55	18,533.05	+16.50
S&P 500:	2,163.75	2,161.74	2,166.89	+5.15
Nasdaq Comp:	5,218.86	5,029.59	5,055.78	+26.19



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DEB'S FRAMES

INSIDE: Lead Hill Annual Picnic Celebration July 1-2. 3A

\$1.00

Harrison Daily Times

Serving Harrison and the Best of the Ozarks since 1878

Tuesday, June 21, 2016

DEATHS

Lily Bezzeloni, 88
 Debrae Davis, 64
 Frank Sodal Jr., 66
 Darlene Kelley, 76
 Melba Leach, 71
 Ginger Walsh, 70
 Reba Wick, 91
 Margie Wilkins, 92

SPORTS



Harrison offensive dries up over weekend. 1B

LOCAL



USDA celebrates National Homeownership Month. 9A

WEATHER



Some sun in the morning with increasing clouds during the afternoon. A stray shower or thunderstorm is possible. High 66. Winds SW at 5 to 10 mph.

INDEX

- Business 5A
- Classified 6-9B
- Events 9B
- Health 6A
- Opinion 1A
- People 5A
- Real Estate 4A
- Sports 4B
- Weather 4A

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Assessor, deputy arrested for theft

Staff Report

JASPER — Formerly State Treasurer, County Assessor Melba Melachroinou, 70, and deputy assessor Debrae Davis, 64, both of Verdun, have been arrested for theft of property from their office.

According to criminal information filed by FBI in Harrison County, Arkansas, United through the Division of Legislative Audit in December 2015 regarding Arkansas State Office Information Practices in the Assessor's Office.

And it is reported the cash funds belonging to the Newton County Assessor's Office had been used to purchase numerous personal items for the information states. The purchases allegedly took place between 2010 and 2015.

Just recently also stated that both women made personal payments to the credit card accounts, the information states. Both women filed a complaint of theft of property, a check, before the information states. The amount of the check accounts amounted a total of \$13,941 for unauthorized credit card charges.

The Newton County Assessor's Office is to meet next Monday to discuss a vacancy in the office and appoint someone to fill it.

Stacia McCandless is a working assessor in a Republican and was not opposed to the current assessor's position.

It is not clear whether there is going to get another candidate on the ballot for that election.

Stacia McCandless reportedly resigned the office last Friday. Debrae Davis and Stacia McCandless's daughter in law, Leah, were removed from the office Friday.

All-wheel drive graders eyed



JEANIE COUCH, a 30-year veteran road grader operator with Boone County, shows off the agility of an all-wheel drive road grader during a demonstration last week for some county officials.

By JAMES L. WHITE

Some Boone County officials got a chance to look at an all-wheel drive grader the county might have from Biggs Caterpillar.

In Jan. Robert Harburn told trustees of the board last week that they were moved to the display on

10th year, Thursday at the county shop property.

Harburn had received the kind of order as a contract in the trucks, the kind graders have to deal with all the time.

The all-wheel drive graders from Biggs are also powered by the regular graders that only have power on the rear.

See GRADERS, 50A

19th Elk Festival announced



A Dutch Oven Cook-off will be part of the Elk Festival against the past beginning Saturday morning. 1B

Staff Report

JASPER — The Buffalo River Festival, Inc. will be having the 19th annual Buffalo River Elk Festival on Friday, June 24, and Saturday, June 25, at the Jesse Lee Square from 50 a.m. to 6 p.m. and Bradley Park from 6 a.m. to 11 p.m. including. The festival celebrates the success of management of elk into the Buffalo National River ecosystem.

The festival includes award winning food trucks, art and crafts, music and entertainment, silent auction, Dutch Oven Cook-off, live music, and a family fun area with many activities. Arkansas State Championship Elk Calling contest, fireworks and bonfire closing for elk hunting permits. The Arkansas Game and Fish Commission will be giving opportunities for on-site elk tagging permits. Elk hunting tags will be given at the Buffalo River Elk Festival.

The festival is free to attend. See ELK, 10A

There is Hope for Horses Organization rescues abused animals



Hope for Horses co-founder, Jo Ann Joseph (left) rides Olive, while warrior Lis Mendelick rides Clyde during the Spring Festival on June 11 at the Harrison County Fairgrounds. CONTRIBUTOR PHOTO

Staff Report

Jo Ann Joseph revealed that she passed by the animals and reached home every day. As a horse lover, it drove her insane to see the animal in that and condition.

It informed that she was shocked by the information Joseph and her partner, Carla Finney, founded Hope for Horses in September 2014.

Working in the rescue of about 100 horses and local law enforcement agencies, Hope for Horses has ongoing supported cases of abuse in the state, Kentucky.

Lillian, Marissa and Sandy partners.

Working with the design of a five person horse shops for horses has an emergency hotline, transportation and more than.

Applying before the Missouri County Quarter Court on June 14, Joseph reported that since its beginning, Hope for Horses has:

- Rescued 20 stray abandoned horses.
- Conducted nine humane animal investigations.
- Seen an education course attendees.
- Provided free hair care and grooming to about 100 horses in Harrison County.

See HORSES, 10A

Public hearing on charter status

Staff Report

The Harrison School Board will hold a public meeting on July 12 to discuss Harrison High School's plan to apply to the Arkansas Department of Education for Charter School Status. The meeting will be at 6 p.m. in the Harrison High School Library.

The Harrison Charter School Status resulted from last month's approval by the state board for Harrison High School Advancing Learning Opportunities (H2O), which is a flexible learning program that will allow students to tailor their curriculum to their individual needs. During a first year, H2O will involve about 300 students in grades 10 and 11. High school officials hope to eventually expand the program to include grades 9 and 12.

Parents and students are encouraged to attend the presentation. A question and answer period will follow.

The regular July meeting of the Harrison Board of Education will be held on July 19.



Melinda Moss <moss@hps.k12.ar.us>

Paper Copy

Susan Gilley <sgilley@hps.k12.ar.us>

Thu, Jul 7, 2016 at 2:40 PM

To: Melinda Moss <moss@hps.k12.ar.us>, Bill Keaster <bkeaster@hps.k12.ar.us>

Here is the blown up version

Public hearing on charter status


Staff Report

daily@hps.k12.ar.us

The Harrison School District will hold a public meeting on July 12 to discuss Harrison High School's plan to apply to the Arkansas Department of Education for Conversion Charter School Status. The meeting will be at 6 p.m. in the Harrison High School Library.

The Conversion Charter School Status resulted from last month's approval by the state board for Harrison High's Harrison Advanced Learning Opportunities or HALO, which is a flexible learning program that will allow students to tailor their instruction to their individual needs. During its first year, HALO will involve about 100 students in grades 10 and 11. High school officials hope to eventually expand the program to include grades 9 and 12.

Parents and students are encouraged to attend the presentation. A question and answer period will follow.

The regular July meeting of the Harrison Board of Education will be held on July 19.

--
Susan Gilley
Executive Director
Federal Programs and Instructional Technology
110 S. Cherry Street
Harrison, AR 72601
870-741-7600
870-505-1616

PRIVACY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient (s) and



HARRISON HIGH SCHOOL CONVERSION CHARTER PUBLIC HEARING

A Public Meeting to discuss Harrison High School's plan to apply for Conversion Charter School Status.

WHERE: HARRISON HIGH SCHOOL LIBRARY

WHEN: TUESDAY, JULY 12, 2016 AT 6:00 P.M.

Parents and Students are encouraged to attend the presentation.

A question and answer period will follow the presentation.

The regular scheduled school board meeting will be held:

Harrison School Board Meeting
Harrison Administration Building
Tuesday, July 19, 2016, 6:00 p.m.



Harrison High School Golden Goblins

3 mins • 

Important information concerning
conversion charter public hearing.

HARRISON HIGH SCHOOL CONVERSION CHARTER PUBLIC HEARING

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HHSGobs

@HHSGoblins

Important information
concerning conversion charter
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Harrison High School
Conversion Charter
Public Hearing

Harrison High School Library

Agenda

Welcome – Mr. John Sherman, Board President

Background Information and Description of
Conversion Charter School
Dr. Moss, Superintendent

Charter School Overview – Mr. Bill Keaster,
Principal

Programs of Study – Mr. Rance King, Counselor

Question and Answer Session

Harrison High School Conversion Charter

Public Hearing

Tuesday, July 12, 2017 6:00 p.m.

Print Name

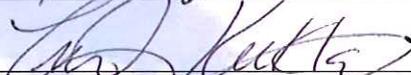
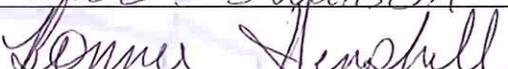
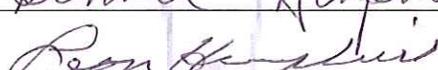
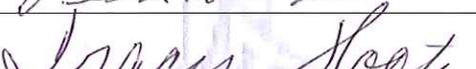
Signature

Print Name	Signature
James L. White	JLW
MARK MARTIN	Mark Martin
Wardna Deere	Wardna Deere
John SHERMAN	John Sherman
Mitch Magness	Mitch Magness
Teresa Magness	Teresa Magness
Susan Gilley	Susan Gilley
Bill Keaslee	Bill Keaslee
Melinda Moss	Melinda Moss
Amy Deere	Amy Deere
Debbie Martin	Debbie Martin
RENÉE SWANSON	Renée Swanson
Tina Allgeier	Tina Allgeier
Madison Allgeier	Madison Allgeier
Rickell Alfred	
Walter Cole	
Doris Ellison	Doris Ellison
Michele E. Carroll	

Harrison High School Conversion Charter

Public Hearing

Tuesday, July 12, 2017 6:00 p.m.

Print Name	Signature
Travis Allgood	
Trina Kukla	
Kelly Began	
Nell Binds	
Jace Swanson	
Bonnie Hemphill	
LEON HEMPHILL Leon Hemphill	
Tracy Hooten	
Rusty Hooten	

Public hearing on charter status at Harrison High School; Personnel moves made

Staff Report dailytimes@harrisdaily.com | Posted: Friday, June 24, 2016 7:15 am

The Harrison School District will hold a public meeting on July 12 to discuss Harrison High School's plan to apply to the Arkansas Department of Education for Conversion Charter School Status. The meeting will be at 6 p.m. in the Harrison High School Library.

The Conversion Charter School Status resulted from last month's approval by the state board for Harrison High's Harrison AdvancED Learning Opportunities or HALO, which is a flexible learning program that will allow students to tailor their instruction to their individual needs. During its first year, HALO will involve about 100 students in grades 10 and 11. High school officials hope to eventually expand the program to include grades 9 and 12.

Parents and students are encouraged to attend the presentation. A question and answer period will follow.

The regular July meeting of the Harrison Board of Education will be held on July 19.

At this week's meeting, the board took several personnel moves.

Recommendations for election, all contingent upon certification, criminal background and maltreatment check included:

Certified

- Doug Blevins, band director at Harrison Junior High School
- Tonya Blevins, assistant band director at Harrison Junior High School
- Krista Flud, math teacher at Harrison Junior High School, replacing Christine Reading
- Kearstin Greenhaw, special education resource teacher at Harrison High School, replacing Rachel Lancaster
- Becky Morse, special education teacher for early childhood, replacing Tolisa Shatwell
- Shane Jackson, physical education/coach at Harrison Junior High School, replacing Chris Keylon (transferred to Harrison High School)
- Stephanie Benton, English teacher at Harrison Junior High School, replacing Angi Boaz
- Alicia Morris, cheer sponsor at Harrison Junior High School, replacing DeeAnn McCoy



2015 Sun Logo

Classified

- Laken Curtis, special education paraprofessional at Harrison Junior High School, replacing Emily Goulet
- Emily Crow, Title I paraprofessional at Skyline Heights Elementary School, replacing JoAnn McEntire
- Champagne Crook, ABC pre-school paraprofessional at Woodland Heights Elementary School, new position
- Jessica Clark, ABC pre-school paraprofessional at Woodland Height Elementary School, new position
- Stephanie Bolen, cook at Forest Heights Elementary School, replacing Rosel Johnson

Recommendations for resignation/retirement Included:

- Angi Boaz, English teacher at Harrison Junior High School
- DeeAnn McCoy, math teacher at Harrison Middle School and cheer sponsor at Harrison Junior High School

Michele Carroll was recommended for transfer from teacher at Forest Heights Elementary School to librarian at Harrison High School.

BOONE COUNTY ECONOMIC DEVELOPMENT CORPORATION

P.O. Box 1695

Harrison, AR. 72601

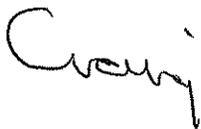
To whom it may concern,

The Boone County Economic Development Corporation in conjunction with the Harrison School District are developing a program to assist local manufacturers in educating , training and recruitment efforts toward qualified students. This program is designed to fall under the "HALO" curriculum already in place at the Harrison School District.

The BCEDC has allocated funding for special training programs to enhance this effort by contracting with the Manufacturers Skills Standards Council. This non profit entity offers a complete training, safety program for high school students that will give them special skills to enter a manufacturers facility for job placement. This program will not only aid students in finding a quality job it will also positively affect the skilled workforce in our community .

An internship program for high school students is also part of the overall plan. This internship will consist of safety, training and actual skilled work labs on site at each manufacturer. The BCEDC and the Harrison School District in conjunction with the Department of Labor are working together on this pilot project.

Sincerely,



Craig Campbell

President/BCEDC



North Arkansas College

Your College. Your Way.

Dr. Melinda Moss, Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601

Dear Dr. Moss:

North Arkansas College (Northark) values our important partnership with the Harrison School District. The work of the Regional Workforce Planning Grant team has been instrumental in providing key stakeholders with opportunities to collaborate together in development of new models of educational delivery. Recent observations indicate that the Harrison School District continues to provide quality and relevant educational offerings that prepare students to both pursue post-secondary educational opportunities and to become productive members of the workforce. The proposal for the District's Conversion Charter Application provides opportunities for expanded implementation and application of teacher-facilitated, personalized learning experiences tailored to students' needs. This will further permit added flexibility into the overall instructional day and promote the potential of blending industry certification and concurrent credit preparation to expand students' post-graduation workforce and educational credentials.

Northark fully supports these efforts and looks forward to a continued partnership with Harrison High School to ensure pathways are available for students to pursue post-secondary education and career/workforce certifications. These strategies to increase student engagement toward college and career preparation are a priority for Northark and of utmost importance in our response to critical workforce needs in our community.

We are committed to our continued collaboration with the Harrison School District and look forward to moving ahead together to support students and other stakeholders as we work to build our future workforce.

Sincerely,

Dr. Gwen Gresham
Vice President of Academic Affairs



Our Mission is to provide high quality, affordable, convenient opportunities for learning and community enrichment.

Our Vision is to be a premier institution, achieving excellence through innovation, technology, continuous improvement, and quality instruction.

Our Values are CLEAR: Commitment • Learning • Integrity • Accountability • Respect



September 2, 2016

Melinda Moss, Superintendent
Harrison School District
110 S. Cherry St.
Harrison, AR 72601

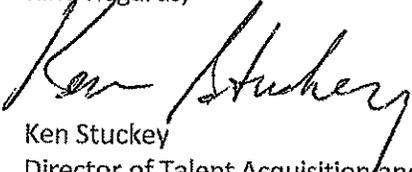
Dear Dr. Moss,

The purpose of my letter is to outline the goals of our relationship with Harrison Schools and what you can expect from Pace Industries, Inc. I cannot think of a better partnership than with Harrison as an educational partner for our largest plant in the Pace Industries system nationwide. We are excited about the potential of growing our Harrison facility with talent from your high school and providing the students with a career track that will provide a good living for those that choose manufacturing as a career and specifically Pace. My letter will outline bullet points of what we have determined is our course of action to facilitate a great result from both your efforts and our efforts.

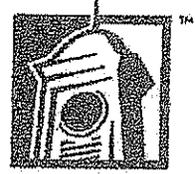
- Assist in establishing a national certification program through MSSC (Manufacturing Skills Standards Council) as early as the 10th grade this year and working towards expanding the program in the 2017-2018 school year.
- Provide industry experts to come to the school and assist in teaching the MSSC material. These would not be full time instructors but would assist with “real world experience” to add to their classroom instruction.
- Guarantee a personal interview for students who obtain their MSSC “Certified Production Technician Certificate.”
- Establish an internship program by the summer of 2017 to educate students as to the careers available in Harrison at Pace and spending time observing what those careers are like on a day to day basis.
- To start any MSSC Certified Production Technician at \$0.50 to \$1.00 more per hour than the current starting wage for that role.
- Work with Amitrol’s Education Division or MSSC to provide a portion of the funding for the e-learning portion of the “CPT” material. That amount can only be determined after all costs are calculated.

Dr. Moss, I hope you can see from my letter that we are extremely committed to making our partnership with Harrison Schools a great one. If you have any concerns or need clarification, please don't hesitate to contact me.

Kind Regards,

A handwritten signature in black ink that reads "Ken Stuckey". The signature is written in a cursive style with a large, prominent initial "K".

Ken Stuckey
Director of Talent Acquisition and Development
Pace Industries, Inc. Corporate Office
481 S. Shiloh Dr.
Fayetteville, AR 72704



ARKANSAS
TECH
UNIVERSITY

Concurrent Enrollment Memorandum of Understanding

To: Karen Eoff, Director for Southeast Arkansas Co-op

From: Shauna Donnell, Director of Admissions, Assistant Vice President for Enrollment Management
Jessica Brock, Associate Director of Concurrent Enrollment

Re: Concurrent Enrollment ATU Main Campus Memorandum of Understanding

Date: Thursday, June 09, 2016

Concurrent Enrollment Main Campus Memorandum of Understanding

Arkansas Tech University partners with area high schools and co-ops to enable qualified students the opportunity to receive high school and college credit concurrently. Each party agrees that it will not discriminate based on race, color, national origin, sex, sexual orientation, gender identity, religion, age, veteran status, genetic information, or disability. Additionally, the parties acknowledge and agree as follows:

1. Name and address of the university and the participating school district or high school.

ATU Concurrent Contact	ATU Billing Contact	Virtual Arkansas Contact
Jessica Brock jbrock15@atu.edu 479-356-2188 Arkansas Tech University Office of Admissions Brown Hall Suite 104 Russellville AR 72801	Colleen Bennett cbennett20@atu.edu 479-964-0583 ext 3703 Arkansas Tech University Office of Student Accounts Brown Hall Suite 241 Russellville AR 72801	Karen Eoff, Director karen.eoff@searkcoop.com 870-367-6848 Southeast Arkansas Co-op 1022 Scogin Dr Monticello AR 71655

2. Academic calendar with dates the university and the high school must comply.
<http://www.atu.edu/academics/catalog/calendar.html>

Fall Semester Opens August 15, 2016	
Registration	August 15 - 23
Classes begin	August 24
Last day to officially withdraw/drop courses with full reduction of tuition and fees	August 30
Last day to register and add courses/change sections	August 30
Labor Day holiday	September 5
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	September 28
Deadline for degree audit (transcript evaluation), December 2017 graduates	October 7
Mid-term	October 12
Fall break	October 20-21
Early registration for spring semester	October 24 - December 6
Thanksgiving holidays	7:00 a.m., November 23 - 7:00 a.m., November 28
Last day to drop courses with a "W" or change from credit to audit	November 28
Students follow regular Monday class schedule	Monday, December 5
Students follow regular Wednesday class schedule	Tuesday, December 6
Reading Day	8:00 a.m. - 3:00 p.m., Wednesday, December 7
End of course examinations (see exam week schedule)	7:00 p.m., December 7 - 5:30 p.m., December 13
Graduation	December 16 - 17

Spring Semester Opens January 3, 2017	
Registration	January 3 - 13
Marlin Luther King Day holiday	January 16
Classes begin	January 17
Last day to officially withdraw/drop courses with full reduction of tuition and fees	January 23
Last day to register and add courses/change sections	January 23
Last day to officially withdraw/drop courses with 80 percent reduction of tuition	February 20
Deadline for degree audit (transcript evaluation), May 2018 graduates	March 3
Mid-term	March 6
Spring holidays	7:00 a.m., March 20 to 7:00 a.m., March 27
Deadline for degree audit (transcript evaluation), summer 2018 graduates	March 27
Early registration for summer and fall semesters	March 27 - May 2
Last day to drop courses with a "W" or change from credit to audit	April 23
Students follow regular Monday class schedule	Monday, May 1
Students follow regular Wednesday class schedule	Tuesday, May 2
Reading Day	8:00 a.m. - 5:00 p.m., Wednesday, May 3
End of course examinations (see exam week schedule)	7:00 p.m., May 3-5:30 p.m., May 9
Graduation	May 11-13

3. Guidelines and requirements for approval of instructors.

- The course must be taught by an instructor who meets or exceeds the qualifications required under §6-16-1203(b). This statute provides in pertinent part as follows:
- "(b) An instructor of an endorsed concurrent enrollment course shall have:
 - (1)(a) No less than a master's degree that includes at least eighteen hours of completed course work in the subject area of the endorsed concurrent enrollment course.
 - (b) The instructor's credential shall be approved by the academic unit or chief academic officer of the institution of higher education offering the endorsed concurrent enrollment course; and
 - (2) The relevant credentials and experience necessary to teach from the syllabus approved by the institution of higher education granting the course credit.
- If the instructor of record is unable to complete the course, a replacement instructor must meet qualifications required under §6-16-1203(b) if there is remaining course content to be taught.
- High school instructors will not be compensated by Arkansas Tech University, but will be invited to participate in university designated faculty activities.
- Must meet all other requirements set out in the Department of Higher Education Concurrent Enrollment Policy Summary and other regulations.

4. Guidelines for approval and assessment of courses.

- Prior to participation, course offerings must be general education courses and approved by Arkansas Tech University's Academic Department Head of the appropriate discipline.
- Arkansas Tech University may send a university liaison to observe classroom performance at any time within the term.
- Arkansas Tech University requires that each course offered be evaluated by the students in the last week of classes. Students will be given ample school time to evaluate their experience via online resources provided by Arkansas Tech University.

5. Guidelines and requirements for admission and eligibility of students.

- Each student must meet admission requirements of a minimum subcomposite ACT score of 19 or equivalent test score in reading. English, math, and science classes require an additional minimum subcomposite ACT score of 19 or equivalent test score in the respective subject area. A 2.00 cumulative GPA and completion of the eighth grade at a public high school or accredited nonpublic secondary school are also required.
- Students must apply and be admitted for their initial term or semester attended. Students must reapply if there is a break in consecutive enrollment terms. Students must have the approval of their legal guardian and secondary school official to participate. Students will be admitted by Arkansas Tech University as non-degree seeking.

6. Requirements for syllabi.

- Prior to participation, instructors course syllabi and textbook selection or other instructional

appropriate discipline.

7. **Non-compliance statement.**
 - If either party is not in compliance with regulations, procedures for termination listed under statement #8 should be followed.
8. **Length of time covered by the MOU and procedures for termination of MOU.**
 - MOUs must be signed and reviewed annually by June 15th.
 - At any point that standards cannot be met as set forth in this memorandum, or by State mandated guidelines, either party may terminate participation. Procedures for termination will be to contact appropriate administration, investigate the issue, identify a solution agreeable to both parties, document agreement, monitor and adjust as necessary and evaluate effectiveness. If after final evaluation, either party is not satisfied with the outcome, the agreement may be terminated.
9. **Description of the concurrent billing process.**
 - Arkansas Tech University will charge full tuition and fees for students enrolled under this agreement through third party billing. High School/Co-op will pay student tuition and fees, in turn, allowing the student not to incur any expense.
 - Arkansas Tech University will be charged for approved operational cost, to include, instructor salaries/benefits, facility rate, equipment maintenance and supplies, and other reasonable overhead expenses. The operational costs billed to Arkansas Tech University shall be itemized by instructional expenses and administrative expenses and shall not exceed the total cost of student tuition and fees.
 - No billing or registration changes will be made after the university 80% tuition reduction period.
 - Expense invoicing and tuition/fee reimbursement deadlines to Arkansas Tech University will be as followed: March 15 for a spring term and October 15 for a fall term. If an off-schedule class is offered, a second billing cycle will be processed immediately after the 80% refund deadline for that specific class. If expense invoicing and tuition/fee reimbursement deadlines to Arkansas Tech University are not followed, concurrent students will not be eligible for registration for future terms.
10. **A list of all college courses that may be offered for concurrent credit during the school year.**

ATU Course	Course	ACTS Common Course
Beginning Spanish I	SPAN 1013	SPAN 1013
Beginning Spanish II	SPAN 1023	SPAN 1023
College Algebra	MATH 1113	MATH 1103
College Mathematics	MATH 1003	MATH 1003
Composition I	ENGL 1013	ENGL 1013
Composition II	ENGL 1023	ENGL 1023
Experiencing Art	ART 2123	ARTA 1003
General Psychology	PSY 2003	PSYC 1103
Intermediate Spanish I	SPAN 2013	SPAN 2013
Intermediate Spanish II	SPAN 2023	SPAN 2023
Intro to Computer Based Systems	COMS 1003	CPSI 1003
Intro to Education	MLED 2003	No Common Course Index
Intro to Music	MUS 2003	MUSC 1003
Intro to Theatre	TH 2273	DRAM 1003
Intro to Biological Sciences	BIOL 1014	BIOL 1004
Personal Health & Wellness	HLED 1513	HEAL 1003
Physical Activity - Badminton	PE 1411	No Common Course Index
Plane Trigonometry	MATH 1203	MATH 1203
Public Speaking	COMM/SPH 2003	No Common Course Index
Survey of American History	HIST 1903	No Common Course Index
Survey of Chemistry	CHEM 1113	CHEM 1214
Survey of Chemistry Lab	CHEM 1111	CHEM 1111
US History to 1877	HIST 2003	HIST 2113
US History since 1877	HIST 2013	HIST 2123
World History to 1500	HIST 1503	HIST 1113
World History since 1500	HIST 1513	HIST 1123

11. The unit of high school credit that will be awarded for each college course must be noted for each concurrent course along with the high school course replacement/substitution.
- Students can earn college credit and/or one unit of high school credit for successful completion of each three semester hour general education concurrent course. Concurrent course grades for high school students must be recorded permanently on the college/university transcript.
 - High school course equivalency code will be provided by the high school.

ATU Course	Course	ACTS Common Course	High School Course Code
Beginning Spanish I	SPAN 1013	SPAN 1013	549900
Beginning Spanish II	SPAN 1023	SPAN 1023	549900
College Algebra	MATH 1113	MATH 1103	539900
College Mathematics	MATH 1003	MATH 1003	539900
Composition I	ENGL 1013	ENGL 1013	519930
Composition II	ENGL 1023	ENGL 1023	519940
Experiencing Art	ART 2123	ARTA 1003	559000
General Psychology	PSY 2003	PSYC 1103	
Intermediate Spanish I	SPAN 2013	SPAN 2013	549900
Intermediate Spanish II	SPAN 2023	SPAN 2023	549900
Intro to Computer Based Systems	COMS 1003	CPSI 1003	
Intro to Education	MLED 2003	No Common Course Index	
Intro to Music	MUS 2003	MUSC 1003	
Intro to Theatre	TH 2273	DRAM 1003	
Intro to Biological Sciences	BIOL 1014	BIOL 1004	
Personal Health & Wellness	HLED 1513	HEAL 1003	
Physical Activity - Badminton	PE 1411	No Common Course Index	
Plane Trigonometry	MATH 1203	MATH 1203	
Public Speaking	COMM/SPH 2003	No Common Course Index	514000
Survey of American History	HIST 1903	No Common Course Index	
Survey of Chemistry	CHEM 1113	CHEM 1214	
Survey of Chemistry Lab	CHEM 1111	CHEM 1111	
US History to 1877	HIST 2003	HIST 2113	579920
US History since 1877	HIST 2013	HIST 2123	579920
World History to 1500	HIST 1503	HIST 1113	579910
World History since 1500	HIST 1513	HIST 1123	579910

12. The high school/school district or the college/university can modify or terminate the written, signed concurrent agreement during the annual review period.
- The parties agree that the high school, school district, or Arkansas Tech University can modify or terminate the written, signed agreement during the annual review period. For purposes of clarity, the annual review period is June 1-15.
13. A statement from the high school and college/university that the student and parents have been advised of their rights and responsibilities related to concurrent enrollment.
- The high school must distribute to parents and students the Arkansas Tech University concurrent student handbook and information sheet at the beginning of each term which outlines requirements for student participation in the concurrent program. As part of the admission process, each student is required to submit the student MOU containing the approval of their legal guardian and secondary school official.
14. ATU and Virtual Arkansas acknowledge that the MOU is compliant with ADHE policy.
- By affixing their signature hereto, the parties hereby acknowledge that this Memorandum of Understanding is compliant with Arkansas Department of Higher Education policy.
15. Miscellaneous
- Arkansas Tech University's concurrent program does not offer blended AD...

- conduct to participate in the university program.
- Arkansas Tech University faculty who observe on-site will have passed a criminal background check and have completed the child maltreatment training course.
 - Concurrent instructors who have three consecutive terms of unsuccessful faculty on-site evaluations, or are unable to follow guidelines provided in the Concurrent Faculty Handbook, will be dismissed from the concurrent program.
 - All concurrent instructors are required to attend the annual faculty orientation for concurrent enrollment where course content, course delivery, student assessment, evaluation and professional development in the field of study will be covered.
 - Common course finals used at Arkansas Tech University must also be used at the high school site.
 - Concurrent class grades on the high school transcript must be equivalent to the grades reflected on the university transcript.
 - A student that would like to withdraw from a course must do so during the designated timeframe indicated on the Arkansas Tech University academic calendar <http://www.atu.edu/catalog/undergraduate/calendar.php>.
 - Discrete classes that totally separate concurrent credit students from non-concurrent credit students may be prohibitive to operate; therefore, classes with a mixed population must have at least a majority of the students enrolled for concurrent credit. In addition, all high school students enrolled in the concurrent course must meet the same requirements for completion of the course regardless of whether the student is registered for college credit.
 - Students who do not comply with the Arkansas Tech University Code of Conduct may be dismissed from the program permanently. Students who do not comply with their high schools code of conduct may also be dismissed from the program permanently. Dismissal from the program may result in a failing grade.
 - The Arkansas Department of Education has granted high school administration approval to identify and require the completion of two college courses to meet state content requirements for high school graduation.
 - Students will not be charged an add/drop fee for adding or dropping classes. However, students who incur other non-course related charges (e.g. library fines) will be responsible for those charges.
 - Students will receive the opportunity to utilize on-campus library and/or other academic resources.
 - Concurrently enrolled students will be provided the opportunity for academic guidance counseling via the university's Admission Office.
 - Students added to this program will automatically be added to the university's recruitment database.

AHECB Policy 5.16, a copy of which is attached, is incorporated herein in its entirety.

<u>Robin E Bower</u>	<u>7.12.16</u>	<u>Karen Coff</u>	<u>6/27/2016</u>
Name of University Official	Date	Name of High School/Co-op Official	Date

Virtual Arkansas Courses Offered Fall 2016

Course	Instructor
Experiencing Art	Ted Smith
Beginning Spanish I	Sarah Lawson
College Algebra	Becky Belvin
College Algebra	Regina Gorman
College Mathematics	Becky Belvin
Comp I	Andrea Glenn
Comp I	Monica Wheeler
Comp I	Rhonda Williams
Comp I	Tammara Mitchell
Intermediate Spanish I	Sarah Lawson
Public Speaking	Jennifer White
US History to 1877	Adrienne Sadovsky
World History to 1500	Jonathan Skaggs
<i>Public Speaking</i>	<i>Samantha Carpenter</i>

Virtual Arkansas Courses Offered Spring 2017

Course	Instructor
Experiencing Art	Ted Smith
Beginning Spanish II	Sarah Lawson
College Algebra	Becky Belvin
College Algebra	Regina Gorman
Comp II	Andrea Glenn
Comp II	Monica Wheeler
Comp II	Rhonda Williams
Comp II	Tammara Mitchell
Intermediate Spanish II	Sarah Lawson
Public Speaking	Jennifer White
US History Since 1877	Adrienne Sadovsky
World History Since 1500	Jonathan Skaggs
<i>Public Speaking</i>	<i>Samantha Carpenter</i>



Memorandum of Understanding

North Arkansas College
and
Harrison High School



Harrison High School and North Arkansas College (Northark) agree to the following Memorandum of Understanding (MOU) concerning the implementation of a graduation requirement for Harrison High School students (*excluding students with IEP's exempt from federal and state mandated exams*) beginning with the graduating class of 2016.

As part of the graduation requirements, Harrison High School will require the above mentioned graduating seniors to complete the application process for admittance to Northark. At the Harrison High School graduation or award ceremony, a Northark official will hand-deliver the Northark acceptance letter or certificate to each qualifying student. Upon acceptance, Harrison High students may choose to attend other colleges, but will be prepared for Northark should it be their college of choice. This process is intended to encourage all Harrison High School students to pursue higher education.

The complete Northark application process requires applicants to submit 4 items: the official application for admission, immunization records, placement scores, and high school transcripts. In addition to the application process, students are strongly encouraged to complete the federal eligibility forms to qualify for financial aid that may significantly reduce the cost of attending Northark.

Northark will provide on-site assistance to Harrison High School seniors and their parents to complete the admissions process and the Free Application for Federal Student Aid (FAFSA). This process should be completed prior to January 31st.

Application for Admissions

The Northark Admissions staff will assist Harrison High students in completing the online application for admission.

Immunization Records

The Harrison High School guidance counselor will provide copies of student immunization records to Northark.

Placement scores (*ACT or COMPASS tests*)

For those students who do not already have college placement scores, Northark will administer COMPASS placement tests at the High School. Northark will assume the costs of the COMPASS tests on behalf of the Harrison High students.

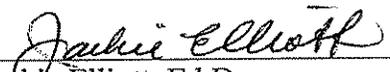
High School Transcript

The Harrison High School guidance counselor will provide official high school transcripts to Northark immediately following high school graduation.

Enrollment

Northark will make every effort to allow Harrison High School students who have completed the application process to enroll at the earliest available time for first time freshmen.

This agreement will be in effect between Northark and Harrison High School until June 15 of each year. At that time, this MOU will be reviewed by all parties and a new agreement will be prepared for the next academic year.



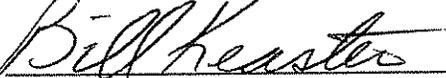
Jackie Elliott, Ed.D.
President
North Arkansas College

7-9-15
Date



Melinda Moss, Ed.D.
Superintendent
Harrison School District

7/9/15
Date



Bill Keaster
Principal
Harrison School District

7/9/15
Date



Randy Scaggs
Director of Admissions
North Arkansas College

7/9/15
Date

Harrison School Board



John Sherman

Northark Board of Trustees


David Evans

MEMORANDUM OF UNDERSTANDING
To
OFFER CONCURRENT ENROLLMENT COURSES
Academic Year 2016-17

Concurrent Enrollment • Northark Technical Center • Articulated Credit

*North Arkansas College
1515 Pioneer Drive
Harrison, AR 72601*

and

*Harrison School District
925 Goblin Drive
Harrison, AR 72601*

Under the terms of this Memorandum of Understanding (MOU), North Arkansas College and Harrison High School agree to allow high school students to enroll in college/university courses offered on the Harrison High School campus and in select courses offered on the campus of North Arkansas College.

Authority to offer Concurrent Courses

Arkansas Statute 6-18-223 authorizes Arkansas High School students to enroll in college/university courses to earn credit that will be applicable to a college degree and concurrently to a high school diploma.

The Concurrent Enrollment Policy of the Arkansas Higher Education Coordinating Board (AHECB Policy 5.16) includes guidelines for establishing and maintaining concurrent courses, but not limited to, requirements for faculty teaching concurrent courses, ownership by the College/University for the courses offered at the high school, eligibility of students, and funding of the concurrent program.

Accreditation/Approval

As a concurrent program accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), North Arkansas College Concurrent Enrollment Partnership adheres to the NACEP requirements and ADHE policies.

As a program approved by the Arkansas Department of Higher Education (ADHE), North Arkansas College Concurrent Program adheres to requirements of the Arkansas Higher Education Coordinating Board (AHECB) to offer concurrent courses.

All Arkansas colleges and universities offering concurrent courses will submit concurrent-related data and information to ADHE.

Oversight of Concurrent Courses

The college/university administration will be responsible for all aspects of the concurrent course, including hiring/designating an Institutional Concurrent Coordinator, and participating in the faculty selection, orientation, and evaluation processes.

Contact Person

The College/University Concurrent Enrollment Coordinator will be the contact for the concurrent enrollment partnership. The high school will provide a Concurrent Liaison/Coordinator to serve as the High School contact for the partnership.

College/University Concurrent Enrollment Contact Information:

Name: Nell Bonds
Title: Dean of Outreach
Phone Number: 870-391-3181
E-mail Address: nbonds@northark.edu

High School Concurrent Enrollment Contact Information:

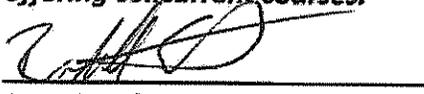
Name: Mr. Bill Keaster, Principal
Phone Number: 870-741-8223
E-mail Address: bkeaster@hps.k12.ar.us

Effective Date

This MOU is effective when signed by the College/University President/Chancellor and the High School Principal. The MOU will remain in effect for one academic year, unless terminated by either institution. Either party may terminate this agreement by serving the other with written notice one semester in advance.

Official Signatures

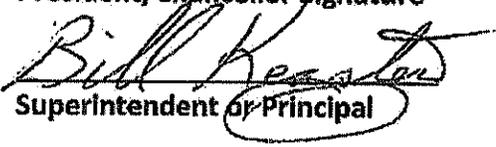
The signatures below confirm that this Memorandum of Understanding is acceptable and is agreed to by North Arkansas College and Harrison High School and that both parties understand the requirements for offering concurrent courses.



President/Chancellor Signature

7-26-16

Date


Superintendent or Principal

7/14/16

Date

Concurrent Enrollment Program

Requirements for Concurrent Instructors – General Education Courses

To ensure that concurrent courses meet the same standard as those offered on the college/university campus, high school faculty must meet the same academic qualifications required by the college/university faculty. The college/university Concurrent Coordinator and the college/university Academic Unit must review and approve the credentials of each concurrent instructor. Credentials include:

- A master's degree that includes 18 graduate hours in the teaching field.
- Current curriculum vitae/resume
- Transcripts
- Syllabi for all concurrent courses previously taught by faculty new to the institution's concurrent program.
- Other information requested by the college/university.

Requirements for Concurrent Instructors - Career and Technical Education (CTE) Courses

- Faculty members teaching in career-technical areas must hold at least an associate degree or appropriate industry-related licensure/certification.
- Current curriculum vitae/resume
- Transcripts
- Syllabi for all concurrent courses previously taught by faculty new to the institution's concurrent program.
- Other information requested by the college/university.

Concurrent Courses – General Education

- Freshman and/or sophomore-level courses listed in the course catalog, and approved for concurrent credit by the college/university approval process.
- Courses offered for concurrent credit **will** meet the same standards as courses taught on the college/university campus.
- Concurrent faculty will use the same course syllabi that is used on the college campus.
- General Education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS)
- General Education courses offered for concurrent credit must be listed in the MOU between the high school and college/university.

Concurrent Courses – CTE

- (CTE) courses offered for concurrent credit must be listed in the Memorandum of Understanding (MOU) between the high school and college/university.

Course Location/Classroom Arrangements

- Courses offered for traditional concurrent credit will be taught on the high school campus.
- For the course to be identified as a concurrent course, students must be enrolled for college credit.
- It is expected that one course will be offered in each classroom used for concurrent courses, with a concurrent-qualified teacher teaching the course.
- Concurrent courses offered online will be monitored by a concurrent-qualified instructor.
- Distance delivered concurrent courses will be monitored by a concurrent-qualified instructor.
- It is understood that a high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.

Note: If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must contact the ADHE Director in writing and follow the AHECB Policy Off-Campus Instruction Policy-Criteria for Conflict Resolution.

Student Requirements for Concurrent Courses Listed in ACTS

- Minimum ACT composite score of 19 (or equivalent placement score)
 - Minimum ACT Reading score of 19
 - Minimum ACT Math score of 21 (19 – if 5-day per week section)
 - Minimum ACT English score of 19
- Classification as a Freshman, Sophomore, Junior or Senior.

Tuition for Concurrent Courses

Concurrent students will be charged tuition, per state policy. Institutions not charging and collecting concurrent tuition will not be allowed to report concurrent enrollments for funding purposes.

Concurrent General Education courses at North Arkansas College will be offered to high school students at a rate of **\$50 per credit hour** for up to **6 credit hours per semester**. Additional college courses may be taken during the semester, however regular tuition and fees will be applied to courses taken above the 6 credit hour limit.

Concurrent CTE courses offered through the Northark Technical Center will utilize funding provided by the Arkansas Department of Career Education (ACE). The Sending School District will be billed for Student Training Fees at a rate of \$1,000 per student for a 3 hour block (.25 FTE). An amount of \$3,250.00 per FTE will be reimbursed by ACE the following school year. The School District agrees to mail the training fees to Northark Technical Center when billed. Neither the Sending High School nor students enrolled in concurrent credit classes will be billed for tuition and fees for courses taken through the Northark Technical Center.

Course list

North Arkansas College has approved the following courses to be taught by the coinciding teachers during the 2016-2017 academic year. This list will be used for registration processing and course maintenance purposes. It will be used to ensure proper processing of enrollments and management of courses. By signing this MOU, the superintendent or principal acknowledge that this list is accurate to the best of their knowledge and that the district agrees to the standards and policies outlined in this document.

High School Course	College Course/Course Number	College Credit	High School Units
Northark English Comp I - 41300A	English Composition I/ENGL 1013	3	1
Northark English Comp II – 41300B	English Composition II/ENGL 1023	3	1
Northark College Algebra – 539900	College Algebra/MAT 1223	3	1
	World Civilization I/HIST 1113	3	1
	World Civilization II/HIST 1123	3	1
	United States History I/HIST 2003	3	1
	United States History II/HIST 2013	3	1
	Psychology/PSYC 2003	3	1
	CCNA – Network Fundamentals/CIT 1103	3	1

High School Faculty/College Faculty Credentials – Concurrent Courses

Faculty Name	Degrees Earned (College name and degree)	Program of Study	Assigned Subject Area	Concurrent Courses taught in the past 5 years
Shannon Edmonson (Harrison)	M.Ed. Reading, University of Central Arkansas and B.S., Business Administration & Secondary Ed. , College of the Ozarks	Reading	English Composition	10
JoAnn Walden (Northark)	M.Ed. University of Houston, University Park B.S. University of Houston, Clear Lake City A.A., San Jacinto College	Education and Mathematics	College Algebra	4
John Gripka (Northark)	B.S.E., M.A. Missouri State University	Social Sciences	World Civilization	2
Peter Destefano (Northark)	J.D., Law, Fordham University	Law	U.S. History	2
Danny Thomas (Northark)	E.D.S. Counseling & Psychology from Arkansas State University, M.R.C Counseling and Psychology from Arkansas State University	Counseling & Psychology	Psychology	2
Craig Cates (Northark)	A.A.S. Electronics Technology, North Arkansas College B.S.E., Education, Truman State University	Computer Science	Computer Science	0
Sherry Jennings (Northark)	Master of Arts, Math Education, University of Central Arkansas	Math	Math – College Algebra	6

High School Faculty/College Faculty Credentials – Northark Technical Center Courses

Faculty Name	Degrees Earned (College name and degree)	Program of Study	Assigned Subject Area	Concurrent Courses taught in the past 5 years
Adam Stoner	Associate of Applied Science General Technology – North Arkansas College	Automotive Repair Technology Collision Repair Technology	Automotive Electronics	3
Jacob Williams	Bachelor of Science Degree – Arkansas State University	Biology Minor – Emergency Management	Pharmacology and EMT	6

Michelle Hirsch	Associate Degree Nursing, Iowa Central Community College	Nursing	Certified Nursing Assistant	20
James Reed	Bachelor of Science Degree – University of Arkansas	Agriculture	Project Lead the Way and Engineering Graphics	5
Dustin Burleson	Manufacturing Technology Technical Certificate – North Arkansas College	Manufacturing	Manufacturing	2
David Zirkle	Bachelor of Science Degree – Central Baptist College	Leadership and Ministry	Construction Technology, Blueprint Reading and Estimating, Electrical Wiring	12
Kevin Parker	Associate of Applied Science – North Arkansas College	Automotive	Automotive	20
John Levy	Bachelor of Science Electrical Engineering – University of Arkansas	Engineering	Engineering – Project Lead the Way, Electric Motors, Basic Electronics	10
Stephen Block	Associate of Applied Science – General Technology – North Arkansas College	Collision Repair Technology	Collision Repair	4
David Nicholson	Associate of Applied Science – General Technology – North Arkansas College	Construction Technology and Welding	Construction Technology, Plumbing, Industrial Safety, Electrical	15

NTC Programs 2015-16

Automotive Service Technology
Automotive Collision Repair Technology
Pre-Engineering (includes Project Lead the Way [PLTW])
Construction Technology
Welding Technology
Health Sciences Technology
Digital Media

High School Articulated Courses

Annual Articulated Course Agreements are signed each year and the complete course listing is located at www.northark.edu/admissions/high-school-students/articulated-credit/course-listings.

APPENDIX A

Concurrent Enrollment Program Procedures

Recruitment and Admissions

- A. Recruitment of qualified students into concurrent courses will be supported by high school faculty, staff, and administration.
- B. Students must meet course prerequisites established by the college and may be required to successfully complete Northark's placement testing for classes. A minimum reading score of ACT 19 (or equivalent Compass score) is required for concurrent class eligibility. Other requirements for student placement scores for specific content areas are listed in MOU above.
- C. Students who desire to enroll in concurrent courses will complete a Northark Application for Admission and will be required, as a condition of admission, to agree that student records may be shared between and available to each institution.
- D. Registration forms and tuition payment will be completed according to pre-established college deadlines. Any withdrawals from a Northark concurrent enrollment class will be the same as those posted on the official Northark academic calendar for fall and spring semesters. Concurrent course instructors are responsible for being aware of these dates and informing students appropriately.

Program Roles & Responsibilities

- A. Northark will have final authority on curriculum, textbook selection and teacher selection. Northark will approve all concurrent course instructors. Instructors teaching Liberal Arts courses must have a Master's Degree with a minimum of 18 graduate hours in the area of instruction.
- B. North Arkansas College will evaluate high school concurrent course instructors in accordance with part-time evaluation instructor practices and policies and in adherence with NACEP standards.
- C. North Arkansas College will conduct an evaluation of each concurrent course to ensure the class is college level. Students enrolled in concurrent courses will be held to the same standards of achievement as students in on-campus courses.
- D. Concurrent enrollment instructors are required to maintain course syllabi and are responsible for ensuring that content is appropriate to each course, as described in the official course syllabus and in the catalog. The course content must achieve the coverage indicated by the course description in the Northark catalog.
- E. Program compliance will be reviewed by the appropriate Northark Department Chairs and Deans each time a class is taught to ensure NACEP standards are being met.
- F. Failure by faculty to satisfactorily comply with the agreed upon roles and responsibilities will result in immediate cancellation of course for college-level credit by North Arkansas College.
- G. Concurrent students and their parents are advised of their responsibilities regarding Northark concurrent courses through the enrollment process using the Concurrent Student Enrollment Form and informational packets provided prior to the start of the semester.

Conduct & Grievance

Students, faculty, and staff of concurrent enrollment programs should consult the Northark Student Handbook, or the Northark Technical Center (NTC) Handbook for information regarding issues of conduct and/or grievance.

- A. Students participating in the concurrent enrollment program at the high school shall comply with the conduct standards of the high school. Students enrolled at the Northark Technical Center shall comply with conduct standards outlined in the NTC Handbook.
- B. Complaints regarding instruction provided by high school concurrent instructors will be handled in accordance with the School District policies and procedures in collaboration with North Arkansas College department chairs, academic deans, and the Executive Vice President of Learning, as required. Complaints regarding instruction provided by North Arkansas College faculty will be handled per Northark policies and procedures in collaboration with high school administration, as required. All other complaints and/or grievances will be addressed following procedures outlined in the Northark Student Handbook.

Program Support

- A. Students register for concurrent courses by completing a Northark application for admission and by providing documentation of required placement test scores.
- B. The Northark Admissions Office processes concurrent student application materials and the Northark Registrar's Office enrolls students in the desired concurrent credit course(s) once all required documentation is submitted. Concurrent enrollment lists are forwarded to the Northark Student Accounts Office for tracking and receipt of student payments.
- C. The Northark Outreach Office sends students a copy of their registration and informational materials such as student identification number, login information and other materials needed for students to access services such as course grades and transcript information as needed.
- D. Class rosters are available on the Northark Portal for High School Concurrent Faculty and Northark Faculty to access as needed for concurrent courses.

Concurrent Credit Costs

- A. Students who do not have minimum ACT placement scores must complete the ACCUPLACER placement test to determine student readiness for college-level work. A \$6.00 fee may be required to cover the cost of this exam.
- B. Concurrent Credit Students will be charged \$50/per credit hour for tuition and fees payable either at the time of class registration, or prior to established payment deadlines each semester. Students may enroll in up to 6 credit hours per semester at the concurrent credit rate. Additional classes may be taken above the 6 credit hour limit, however students will be charged the regular rate of tuition and fees.
- C. Harrison High School will provide textbooks and other required instructional materials for concurrent classes at no charge to the student. In lieu of receiving the contractual service agreement funding for a particular course, the high school may opt to work with Northark to purchase textbooks for students.

- D. Each concurrent course must have a minimum enrollment of 10 students to be taught at the high school. Course enrollment lower than 10 must be approved by Northark in order to be offered for concurrent credit. Northark will reimburse the high school through a contractual service agreement for each course taught by high school faculty. If the high school schedule requires additional sections of a course, Northark will reimburse the high school through a contractual service agreement at a rate of 1 course section per 25 students, not to exceed the number of sections of a course on the high school's schedule.

- E. A contractual service agreement in the amount of \$1,500 will be paid to Harrison High School for each course section taught by HHS faculty.

APPENDIX B

Northark Technical Center Program Procedures

Northark Technical Center is a secondary education center designed to provide specialized technical training while preparing students for the challenges that face them during postsecondary studies and employment in high-demand, high-wage, and high-skill fields. All of this is offered at no cost to the student, through a partnership between the students sending high school, the Arkansas Department of Career Education (ACE), and North Arkansas College.

1. Northark Technical Center faculty instruct career and technical education courses in the programs of Automotive Service Technology, Automotive Collision Repair Technology, Pre-engineering (includes Project Lead the Way [PLTW]), Construction Technology, Welding Technology, Health Science Technology, and Digital Media.
2. The Sending School District agrees to send qualified students to the Center who are in grades 10-12 and are in good standing with the District.
3. Northark Technical Center personnel will submit grades to the designated Sending School personnel at the conclusion of each marking period.
4. Student rosters (for the purpose of billing the sending school districts) will be settled at the conclusion of North Arkansas College's 8th class day each semester.
5. The Sending School District will be billed for Student Training Fees at a rate of \$1,000 per student for a 3 hour block (.25 FTE). An amount of \$3,250.00 per FTE will be reimbursed by ACE the following school year. The School District agrees to mail the training fees to Northark Technical Center when billed.
6. Neither the Sending High School nor students enrolled in concurrent credit classes will be billed for tuition and fees for courses taken through the Northark Technical Center.
7. Course supplies and materials including classroom books and student computers while on site are the responsibility of Northark Technical Center.
8. Student discipline shall be the responsibility of the Director of the Technical Center, in conjunction with the Sending High School Principal. Student conduct shall be governed by the Northark Technical Center student handbook and the North Arkansas College student handbook while on any North Arkansas College campus or during any school sponsored activity. Northark Technical Center and Participating Schools also agree that in the event that Northark Technical Center personnel determine that student discipline requires that a student be removed from the program, all remaining discipline of that student will be the responsibility of the home school of the student being disciplined.
9. Northark Technical Center will take necessary steps to make the program accessible for students with disabilities in cooperation with the respective home schools of students in need of accommodations. The home high school agrees to provide required student modifications to the Northark Technical Center Program Manager.
10. Students taking classes at Northark Technical Center will receive both secondary career and technical education credit at their home school, as well as receive college credit (where applicable) transcribed through North Arkansas College leading to a Certificate of Proficiency, Technical Certificate or Associate Degree credential.
11. Students enrolled in courses where they are eligible to receive three semester hours of college credit from North Arkansas College may receive the equivalent of one unit of high school credit in the same subject area in accordance

with Arkansas Department of Education Rules Governing Concurrent College and High School Credit (ADE 307-3, 4.04).

12. All student records are kept confidential in accordance with Family Educational Rights and Privacy Act (FERPA).

Articulated Course Program Procedures

Purpose and goals

Topics covered in introductory or foundational courses required as part of Associate of Applied Science, Technical Certificate, and Certificate of Proficiency programs at North Arkansas College (Northark) may also be thoroughly covered in high school classes or career and technical (CTE) programs of study depending upon specific high school offerings. Articulation agreements with secondary institutions allow these classes to be evaluated and documented as equivalent to specific post-secondary courses. High school students who complete articulated courses gain the following benefits:

- Elimination of duplicated coursework between high school and college
- Better preparation for college work in their chosen area of interest
- Significant savings in tuition and book costs since articulated courses are available at no cost to the student.

Northark benefits from these agreements since they provide an incentive for talented high school students to attend Northark after graduation. Additionally, students who have completed articulated courses are better prepared for college work and are able to begin their college program of study at a more advanced level. Articulated courses are an important part of Northark's effort to provide a seamless transition from secondary to post-secondary educational opportunities.

Course articulation may be established for individual courses via North Arkansas College's Articulated Credit Procedures.

Establishment of Course Articulation:

1. Articulation Agreements document requirements that must be satisfied by high school courses or course sequences in order to be considered equivalent to specific Northark courses. By mutual agreement between Northark and the participating high school, students completing these articulated courses with a grade of "A" or "B" will receive Northark college credit for these courses upon enrollment at Northark. Northark will not charge tuition or fees for course credit earned under approved Articulated Course Agreements. Articulated courses are designed to fit Northark non-transfer programs of study.
2. Participating high schools will appoint an Articulated Credit Program Coordinator (ACPC) to coordinate Articulated Course proposals, procedures, and processes for their school. The ACPC is assumed to be the high school principal if not otherwise designated. High school teachers are encouraged to propose courses or course sequences as candidates for articulation through their ACPC.
3. The Northark Academic Dean responsible for the college courses for which articulation agreements are in place or proposed will conduct in-service training for participating college and high school personnel. This training will typically be held each summer to provide an opportunity for all concerned to review existing articulation agreements, propose new agreements, and discuss improvements to be made to our Articulated Credit program. This training will be coordinated with the Ozarks Unlimited Resources (OUR) Cooperative's in-service training schedule to simplify scheduling for high school teachers.
4. In order to be accepted for articulated credit, a close correlation between the Curriculum Frameworks for the articulated high school course(s) and the learning objectives/course outcomes listed on the Official Course Syllabus for the articulated college course must exist. Thoughtful collaboration is required between high school and college instructors in order to properly document this correlation with an Articulated Course Agreement. Maintaining the academic integrity of this process is crucial in order to avoid harm to the student who takes

articulated credit courses in good faith and to avoid jeopardizing college wide and individual program accreditation standards.

5. As part of this collaboration, college instructors should review and make recommendations to high school instructors regarding examinations given during or at the end of a course with the goal of ensuring the same level of rigor in the articulated high school course as in the associated college course. However, students successfully completing an articulated course will not be required to take additional testing at Northark before being awarded credit for the course.
6. The learning objectives and outcomes on Official Course Syllabi are regularly updated based on input from program advisory boards, changes in technology, and evolution of the job market. Annual course articulation in-service training sessions will be used to update all concerned with such changes, but the key to a successful articulated credit program is frequent communication between high school and college instructors involved with the articulation agreement. Northark's Academic Deans may require additional criteria for successful completion of articulated credit courses, such as a practical component, particular grade level, or a minimum grade point average, but these requirements will be clearly specified in the articulation agreement.
7. In general, articulated courses fit into a program of study leading to an Associate of Applied Science degree or to completion of a Technical Certificate or Certificate of Proficiency program. Every effort will be made to ensure that high school students are aware of the courses in these programs and how articulated courses can expedite their progress.

Administrative Procedures for Course Articulation:

1. The school district Articulated Credit Program Coordinators (ACPCs) should formally request course articulation through the responsible Northark Academic Dean using the "North Arkansas College Course Articulation Request" form. All Articulated Credit Program documents and forms are available on Northark's website.
2. The appropriate Northark Academic Dean will designate a full time faculty member, typically the Curriculum Manager for the course under consideration, as the point of contact for the high school instructor of the articulated course. The college and high school instructors will collaborate on the requirements for articulation and mutually determine whether the articulation proposal can reasonably be achieved under the procedures described above. This collaboration should address the correlation of high school Curriculum Frameworks and college Official Syllabus Learning Objectives/Course Outcomes, establish testing policies, develop a test-item bank, and identify resources and other conditions necessary to complete the articulation agreement. Frequently this process results in improvements to the Official Course Syllabus for the college course in that objectives are more focused and measurable and accurately reflect the demands of the work place.
3. When the details of the Course Articulation Agreement have been agreed upon by the instructors involved, they will sign the agreement and forward it to the appropriate Northark Dean for review and signature. A copy of the signed agreement will then be forwarded to the high school ACPC to formalize the articulation agreement. Typically, signatures on Course Articulation Agreements are obtained during the annual Articulated Credit meeting of college and high school faculty. Once the Course Articulation Agreement is signed by all parties, it becomes effective and students should be encouraged to take advantage of the opportunity it offers.
4. Northark will maintain a matrix of articulated courses for each academic year by high school. This matrix will be posted on the Northark website. This website will serve as the reference for admissions personnel in determining whether or not high school students may be eligible for articulated credit.

Administrative Procedures for Awarding Articulated Course Credit:

1. A student may earn no more than one-third (1/3) of the credits required for an Associate of Arts, Associate of Science, Associate of Applied Science, or Technical Certificate degree and no more than one-half (1/2) the credits required for a Certificate of Proficiency through articulated credit and other nontraditional methods (CLEP, AP, challenge tests, correspondence courses, and credit by certification examination). Credits earned in excess of these amounts will still be posted to the students' transcripts; however, they will be treated as excess electives and not counted towards the credit hours needed for graduation.
2. Students who are enrolled in a high school course at the time it is approved for articulation are eligible for articulated credit at the end of that academic year.
3. Once a course is formally articulated, high school students must earn either an "A" or a "B" in the course in order to receive college credit.
4. A high school student or high school graduate desiring articulated credit must provide documentation of his/her successful completion of an Articulated Course via a signed form provided by Northark available online from that student's high school teacher or counselor that includes the high school course name, articulated college course name (ex. CIS 1103 – Intro to Information Technology), student's name and identification number, graduation year and letter grade for the course. High school courses still in progress may be listed on this form for early enrollment advising purposes. In the event that a signed form from the high school cannot be obtained, articulated credit based on evaluation of the student's high school transcript may be requested by the student.
5. Students will present the signed official form to their advisers when they enroll for classes.
6. To avoid exceeding maximum credit limits imposed by financial aid guidelines, students are encouraged to request only transcription of articulated credit applicable to their program of study.
7. Recording of Articulated Credit on the Student's Northark Transcript:
 - Credit for articulated courses will be entered on the student's Northark transcript as soon as the student has successfully completed at least one Northark course.
 - Any Articulated Credit earned will be placed at the top of the student's transcript before the listing of any courses taken through Northark and clearly identified as "Articulated Credit Earned."
 - Credit earned will be designated with a "CR" on the student's transcript. There will be no specific grade recorded on the transcript and the date will be omitted.
 - For consistency with other college programs, Articulated Course Credit must be transcribed within two years of completion of high school graduation.



Act 1131 of 2015
Regional Workforce Implementation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education														
Requesting Institution:	North Arkansas College														
Title of Project:	Advanced Manufacturing & Emerging Clinical Healthcare Workforce Initiative														
Project Partners:	<table border="0"> <tr> <td>1. ASU Mountain Home</td> <td>6. Northark Technical Center</td> </tr> <tr> <td>2. OUR Educational Services Cooperative</td> <td>7. North Arkansas Partnership for Health Education</td> </tr> <tr> <td>3. PACE Industries</td> <td>8. Tyson Foods</td> </tr> <tr> <td>4. Wabash Wood Products</td> <td>9. Claridge Products, Inc.</td> </tr> <tr> <td>5. North Arkansas Regional Medical Center (NARMC)</td> <td>10. Ducommun</td> </tr> <tr> <td></td> <td>11. Baxter Healthcare</td> </tr> <tr> <td></td> <td>12. WestRock</td> </tr> </table>	1. ASU Mountain Home	6. Northark Technical Center	2. OUR Educational Services Cooperative	7. North Arkansas Partnership for Health Education	3. PACE Industries	8. Tyson Foods	4. Wabash Wood Products	9. Claridge Products, Inc.	5. North Arkansas Regional Medical Center (NARMC)	10. Ducommun		11. Baxter Healthcare		12. WestRock
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	11. Baxter Healthcare														
	12. WestRock														
Requested Budget:	\$1,000,000.00														
Date Submitted:	5/26/2016														
Applicant Contact:	Dr. Jackie Elliott, President Nell Bonds, Dean of Outreach Melissa Bray, Regional Workforce Grant Analyst														
Applicant's Information:	1515 Pioneer Drive Harrison, AR 72601														
	870-391-3212 870-391-3181 or 870-391-3182														
	jelliott@northark.edu nbonds@northark.edu or mbray@northark.edu														

Authorized Signatures for Institution (Please see attached signature page)

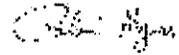
North Arkansas College

Lead Institution


Authorized Official

ASU Mountain Home

Partner


Authorized Official

OUR Educational Services Cooperative

Partner


Authorized Official

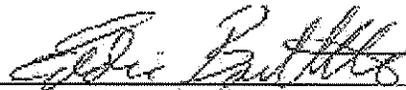
PACE Industries

Partner


Authorized Official

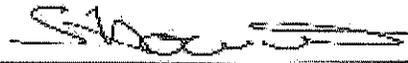
Wabash Wood Products

Partner


Authorized Official

Northark Technical Center

Partner


Authorized Official

North Arkansas Regional Medical Center (NARMC)

Partner


Authorized Official

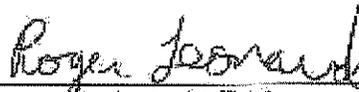
North Arkansas Partnership for Health Education (NAPHE)

Partner


Authorized Official

Claridge Products, Inc.

Partner


Authorized Official

Ducommun

Partner


Authorized Official

Tyson Foods

Partner


Authorized Official

Baxter Healthcare

Partner


Authorized Official

WestRock

Partner


Authorized Official

Act 1131 of 2015
Regional Workforce Implementation Grant Application

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **June 1, 2016**. Applications should be emailed to ADHE.Workforce.Grant@adhe.edu. Please note that only projects that were awarded a planning grant are eligible to apply for an implementation grant.*

SECTION 1 – PROGRAM NEED

20 Points

Proposals will include a thorough description of the labor needs, as determined by the Local Workforce Development Board, and specifically identify the skills gap employers face in the selected region and will continue to face in the future. Entities seeking grant funds must outline the proposed program and/or equipment needed and how creation of the program and/or acquisition of equipment will address those labor needs.

Essential Components:

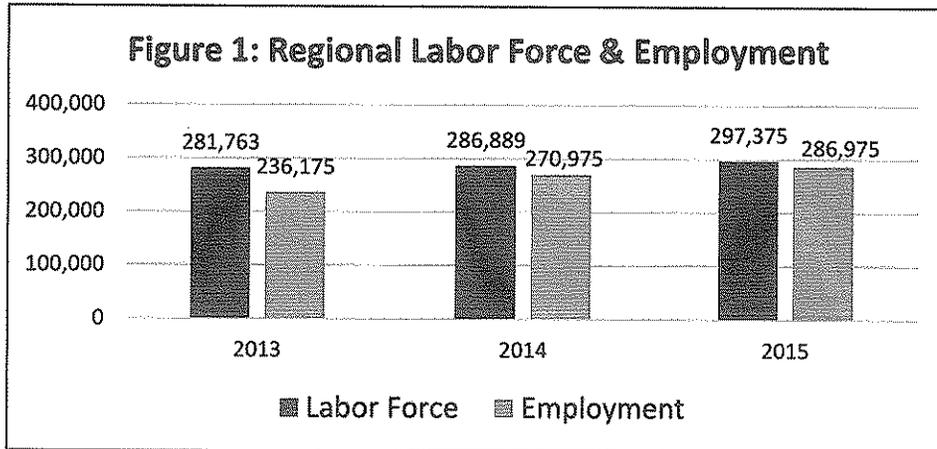
- Regional data demonstrating the need for action - provide empirical data that illustrates needs of the local workforce, with a particular emphasis on anticipated or future needs.
- Clear linkages between grant activities and local needs- clearly illustrate how the proposed grant project is directly linked to addressing the workforce needs and deficits of the region. Successful applications will provide a thorough description of the region’s high-demand and high-skill industrial occupations, and identify how the proposed activity will address job candidate deficits in those areas. **Applicants must also submit letters of support from at least two area employers for the proposal, citing need and outlining benefits for local industry.**
- Alignment with Arkansas economic and workforce goals- describe how the proposed project will increase overall higher education attainment in the region and provide clear linkages between a postsecondary credential and the needs of employers.

Keep the following rubric in mind when completing this section:

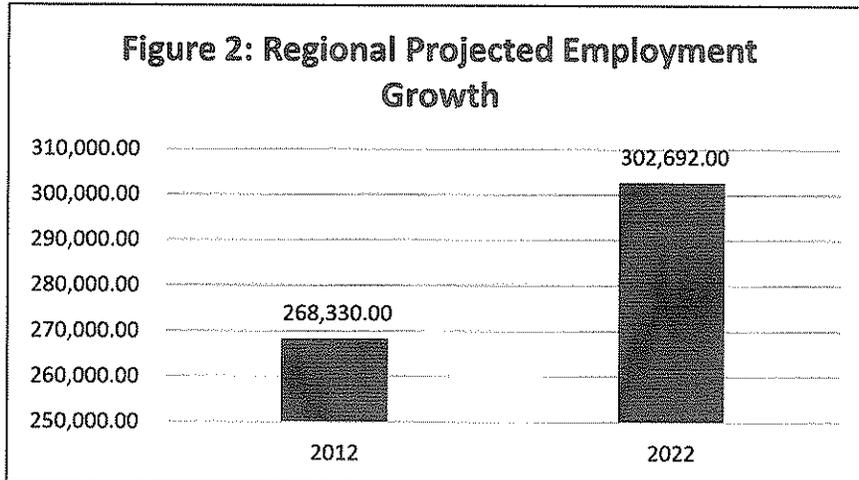
	Exemplary	Superior	Adequate	Needs Improvement
Program Need (20 Pts)	Significantly addresses a top 3 workforce need in the region. (18–20 Pts)	Addresses in a more limited way a top 3 workforce need in the region. (15–17 Pts)	Addresses in a limited way a less critical workforce need in the region. (11-14 Pts)	Identified labor need is too narrow or not in a critical area. (0–10 Pts)

Please enter your answer in the box provided below. Feel free to include any necessary charts, graphs or tables.

Northwest Arkansas Region 5 (Baxter, Benton, Boone, Carroll, Madison, Marion, Newton, Searcy, and Washington) has a current labor force of over 297,000 with just over 95% of the labor force actively employed as shown in **Figure 1** (Arkansas Department of Workforce Services, 2015).



As shown in Figure 1, the labor force and those actively employed in the Northwest Arkansas Region 5 grew from 2013 to 2015 by 2% and 3% respectively. The Region is projected to experience an overall growth of 14% from 2012 to 2022 as shown in **Figure 2** (Arkansas Department of Workforce Services, 2015).

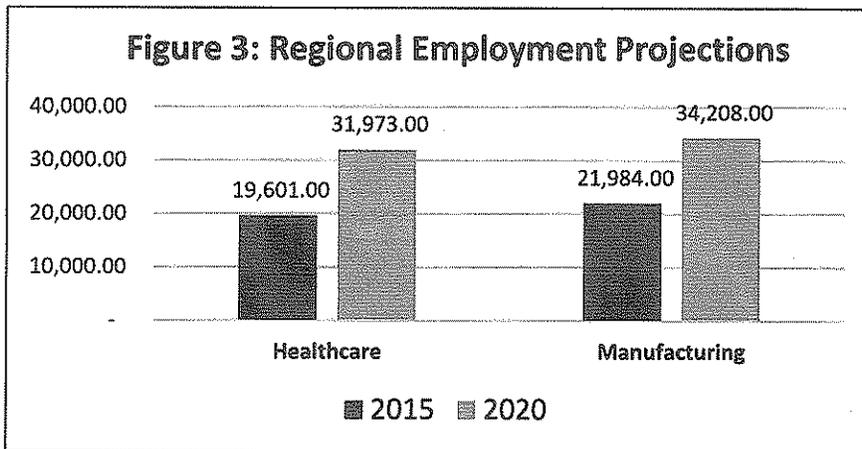


The Region relies heavily on large manufacturing industries like PACE Industries, Wabash Wood Products, Tyson Foods and Baxter Healthcare Corporation for regional employment opportunities. Three of these manufacturing industries have recently expanded or have future expansions planned in our local region. Tyson Foods Inc. reports that beginning in July, 2016 a \$136 million plant will be built across the street from another one of the company's plants in Green Forest, AR with a corridor connecting the two. Tyson officials are projecting this will bring about 85 more jobs to the region, where it already has more than 2,600 employees. PACE Industries currently has 470 employees and will be expanding at their Harrison Division and will need three additional CNC Machining Process Engineers, six additional CNC Programmer/Technicians/Setup, and 30 additional CNC

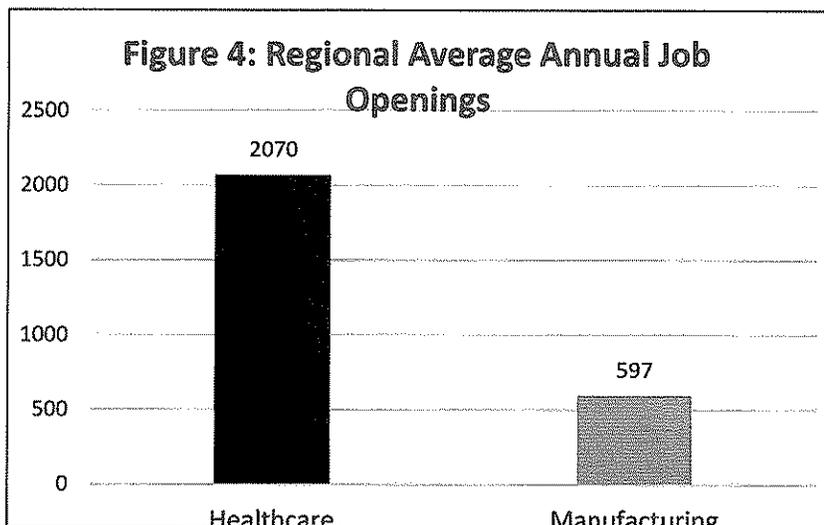
Robotic/Machining Operators over the next 4 years. Baxter Healthcare in Mountain Home, AR which is one of the largest plastics and medical device manufacturing plants recently announced adding approximately 225 full-time employees over the next five years. Baxter Healthcare currently employs approximately 1,000 people.

Three counties within the Region lack large employers which contributes to more than 21% of the Region's population commuting for employment (Arkansas Economic Development Commission). Like manufacturing, healthcare constitutes another top employer in the Region such as North Arkansas Regional Medical Center and Baxter Regional Medical Center.

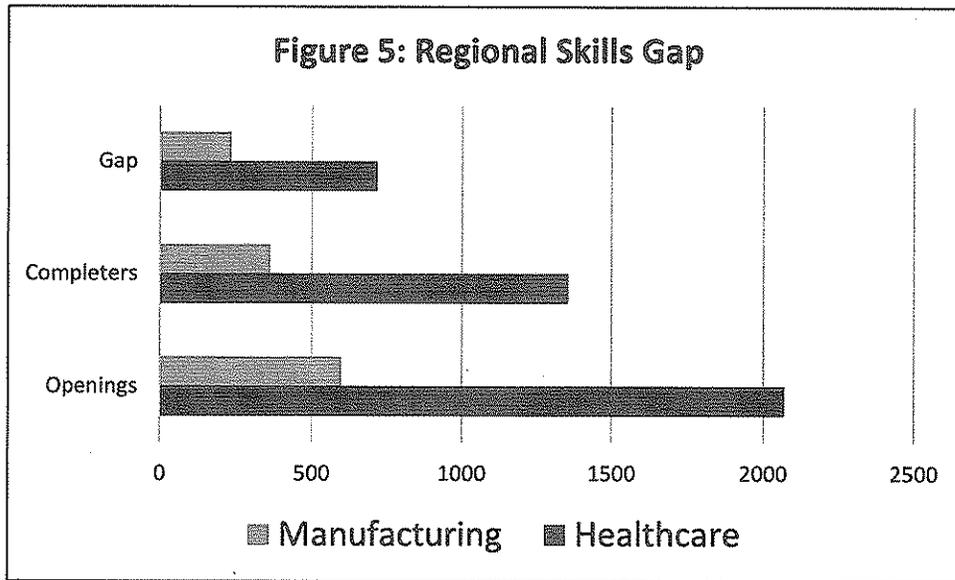
Manufacturing, as the top employment industry for the Region, constitutes 12% of all jobs. Healthcare related occupations equate to 19% of employment in the Region (Arkansas Department of Workforce Services, 2015). Occupational Projections for 2015-2022 indicate that the top projected employment growth areas for the Region include manufacturing by 7% and healthcare by 11% as shown in **Figure 3** (Arkansas Department of Workforce Services, 2015).



While employment projections for the Region are favorable, a high number of job vacancies continue to create challenges for healthcare and manufacturing with over 2,000 combined open positions as shown in **Figure 4** (Arkansas Department of Workforce Services, 2015). Given that healthcare and manufacturing are the top regional employers, this creates an enormous gap in the labor force. With a significant number of regional residents unemployed and under skilled, the need to fill vacancies with a skilled workforce is extremely critical to the vitality of the region.



While there are jobs available in the region, many go unfilled because of the lack of a regionally skilled workforce. Based on data from the Arkansas Department of Career Education, the skills gap was calculated for Northwest Arkansas Region 5 to be 716 job openings (34%) for healthcare and 234 job openings (39%) for manufacturing as shown in **Figure 5**. The skills gap indicated the number of individuals completing a certificate and/or degree in a healthcare field and a manufacturing technology field each year in the region compared to the number of job vacancies in those particular fields.



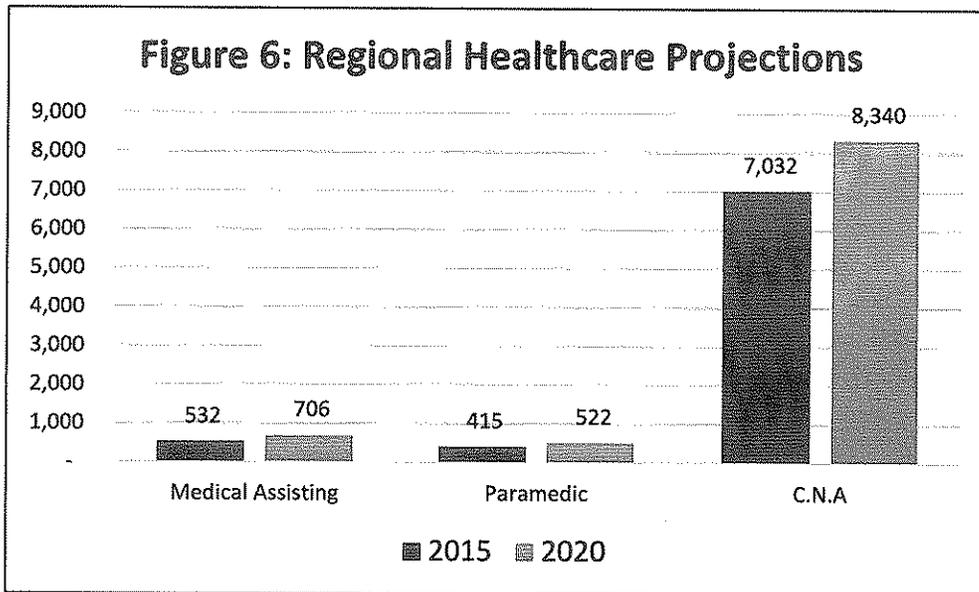
Adding to the challenge of employment vacancies and completion gap, many regional employers experience difficulty retraining a skilled workforce. The Northwest Arkansas Region 5 Local Workforce Investment Board reports a significant gap in work-ready basic skills such as work habits, conduct, communication, team work, and customer service. The lack of these basic skills contribute significantly to the 29% employee turnover rate in the Northwest Arkansas Region.

As the Region's top employment sectors, manufacturing and healthcare play a critical role in the economic structure of Northwest Arkansas. Ensuring that the region has a ready and skilled workforce is paramount to the sustainability of the predominately rural area. These engines are essential to the economy in the region and are experiencing a workforce shortage due to a lack of skilled, work-ready employees. To address this problem, planning for future employment projections and skills needs requires collaborative efforts between industry, and K-12 and post-secondary institutions.

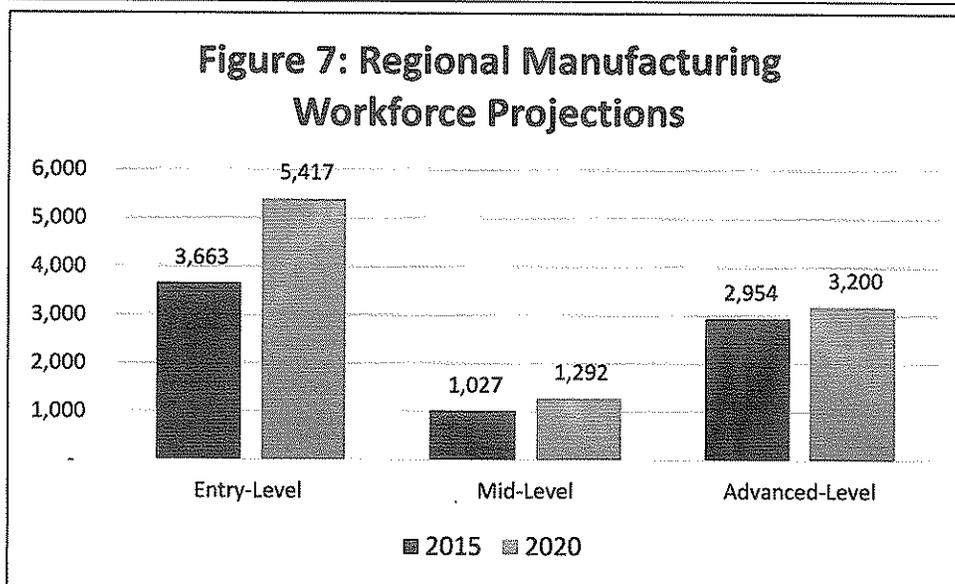
To meet the current employment gap as well as the projected future needs, North Arkansas College (Northark) has developed, during the planning grant timeline, multi-track, employer-driven, competency-based, hands-on, certification pathways for entry-, mid-, and advanced level training in healthcare and manufacturing. Northark is partnering with Arkansas State University Mountain Home (ASUMH) in the area of advanced manufacturing.

The skills gap for the Northwest Arkansas Region demonstrates the high demand for education and training to address current unmet workforce needs. The 2020 forecast, coupled with the current need, not only points to an urgency to prepare an entry-level skilled workforce for key healthcare and advanced manufacturing positions, but also points to the need to address the workforce gap in mid- and advanced-level positions as well.

Department of Labor research and employers in the Northwest Arkansas Region report a significant skills gap in the areas of entry-level healthcare positions such as medical assisting. The emergence of electronic medical records has created a skills gap for health care receptionists, information clerks, and medical clinic staff. Employers report the future need for multidisciplinary entry level health technicians skilled in medical and insurance coding, electronic medical records, and patient intake. The U.S. Bureau of Labor Statistics WIOA Region 5 reports a forecasted **12%** increase in employment growth for entry-level healthcare workers by 2020. Like the gap in entry-level healthcare positions, there is a current and forecasted need for additional mid-level healthcare positions. For example, North Arkansas Regional Medical Center (NARMC) reports a need for Certified Nursing Assistants (C.N.A.) with advanced skills to meet acute care needs. Mid-level healthcare positions are projected to increase **53%** by 2020 (Arkansas Department of Workforce Services, 2014). Coupled with the need to address the skills gap in entry- and mid-level healthcare positions is the regional need for advanced paramedic training to expand services in rural isolated portions of the region. **Figure 6** demonstrates the occupational projected need for medical assistants, a 26% increase, certified nursing assistants (C.N.A.), a 19% increase, and community paramedics, a 25% increase, in the region by 2020.



Similar to the gap in regional needs for healthcare positions, there is a sizable gap in entry-, mid-, and advanced-level advanced manufacturing technicians. The WIOA Region 5 reports a forecasted 48% increase in employment growth for entry-level production and maintenance occupations by 2020. Regional projections for entry (48%), mid- (26%) and advanced-level (8%) industrial maintenance technicians far exceed current openings as shown in **Figure 7**.



In alignment with the Arkansas Economic and Workforce goal to increase the number of workers with post-secondary training so they are prepared when they enter the workforce and equipped for new jobs in the future, Northark has developed new certification training and expanded existing training to meet the current and projected regional workforce needs. This is in alignment with the Arkansas Economic and Workforce goal to increase the number of workers with post-secondary training. This will prepare workers when they enter the workforce, well-equipped for new jobs in the future.

To address the various needs for entry-, mid-, and advanced-level workforce needs, the project plan includes two distinct training pathways of Job-Ready and Career-Ready. The **Job-Ready Pathway** includes training for entry-level healthcare and manufacturing programs designed for high school students and adults to gain a technical certificate for immediate entry into the workforce. The **Career-Ready Pathway**, includes training for mid- and advanced-level healthcare and manufacturing for high school students, currently employed adults, and adults seeking job skills enhancement and/or advancement.

In working with regional healthcare providers, four new academic programs have been developed to address the critical workforce gap.

Figure 8: New Academic Programs

Program	Type	Length	Credential/Workforce
Clinical Medical Assistant	Job-Ready	5 months	Certificate of Proficiency
Administrative Medical Assistant	Job-Ready	5 months	Certificate of Proficiency
Medical Assistant	Job & Career-Ready	10 months	Technical Certificate
Community Paramedic	Career-Ready	5 months	Workforce Training

The Clinical Medical Assistant (CMA) and Administrative Medical Assistant (AMA) programs are designed to address entry-level Regional healthcare workforce needs in the area of medical assisting. Both programs are designed to be completed in one semester leading to a certificate of proficiency, and both can serve as a career-ready gateway for individuals already working as certified nursing assistants (C.N.A.). The main distinction between the CMA and AMA is that the CMA program

prepares a graduate to work as a valuable aid to complete many of the routine tasks involved in patient care in outpatient clinics or offices, specialty clinics, or hospitals. The AMA program prepares a graduate to work as a valuable aid in the non-patient care aspects of the physician practice by completing patient-related paperwork, appointment scheduling, filing records, handling insurance, performing billing, coding and bookkeeping responsibilities. CMAs and AMAs can earn \$20,000 to \$30,000 a year. The full Medical Assistant (MA) technical certificate program is designed to allow a graduate to practice more fully in an outpatient clinical setting. The MA program is designed to be completed in two semesters leading to a technical certificate and can be a Career-Ready Pathway for certified CMAs and AMAs.

The new Medical Assisting Programs will require equipment for classroom and laboratory use. The classroom equipment includes, projector, mobile computer/tablet devices for electronic medical records (EMR), and EMR simulation software. Classroom instructional supplies will support the additional curriculum requirements above and beyond the C.N.A. curriculum. The current C.N.A. lab, which will also support the medical assisting program will be upgraded with additional beds, hydraulic and digital scales, laboratory monitoring devices, EKG and Holter monitoring devices, physical assessment equipment (e.g. otoscopes, ophthalmoscopes, and mobile vital-sign carts), out-patient surgery instruments and supplies/equipment particular to an outpatient clinic setting. The lab space will include a simulation clinic setting. This equipment will allow student to gain real world hands-on experiences under the supervision of clinic personnel and the college program director. Medical Assistants are in very high demand in the modern field of healthcare. This program will help fill that demand in our regional workforce area.

The Community Paramedic Workforce Training Program is a partnership between Northark and North Arkansas Regional Medical Center (NARMC) to expand the skills of trained and licensed emergency medical technicians and paramedics. Advanced training is provided in the areas of home assessment of compliance with medical plan of care and preventive measures to reduce ambulance transports or hospital readmissions for chronically ill patients. This program will address the projected needs for community-based paramedics in the region. This Career-Ready Pathway is a short-term workforce training comprised of 300 hours of skill development and training. Community Paramedics can earn \$46,600 to \$60,000 per year.

In addition to the new programs, Northark will expand Certified Nursing Assistant (C.N.A.) offerings as another Job-Ready Pathway for high school students and adults to address the current and projected regional workforce gap. The Northark Technical Center will add morning course offerings in healthcare programs for area high school partners in response to scheduling demands and student needs. C.N.A.'s typically earn \$15,600 to \$21,840 per year.

In working with regional manufacturing and industry, Northark and industry partners have developed one new program for entry-level and job-ready positions in Workforce Technology (WT). Added to the need for skilled technicians, employers report a significant need for work-ready skills not traditionally included in post-secondary educational training programs. As a result, the Workforce Technology Program is designed to meet those basic skill needs (which includes Technical Math, Technical Communications and Industrial Safety) as well as prepare high school students and adults with a post-secondary certificate in workforce technology. The Workforce Technology Program is one semester in length, leading to a certificate of proficiency. Students who have completed the Workforce Technology Program are prepared for entry level positions in regional industry and can earn up to \$20,800 to \$32,500 a year.

In addition to the new Workforce Technology Program, Northark has expanded or restructured two existing programs into stackable credentials to address the gaps in regional entry- and mid-level manufacturing and to provide career progression opportunities for advanced-level manufacturing needs. The expanded program includes Manufacturing Technology (MT) and Engineering Technology has now been restructured into Industrial Electronics Technician (IET). Both programs have options for one semester leading to a certificate of proficiency or two semesters leading to a technical certificate. Both program tracks for the certificate of proficiency and technical certificate are designed to prepare job- and career ready high school students and adults. The Industrial Electronics Technician program has a second year of study that culminates in an Associate of Applied Science Degree which includes an Internship and is designed as a Career-Ready Pathway. Manufacturing Maintenance Technicians can earn up to \$57,100 a year, and Industrial Electronic Technicians have the earning potential of \$70,000 a year with the Associate's Degree.

Additional equipment will be needed for the expansion of the Advanced Manufacturing programs. The addition of a CNC lathe and CNC mill with the current equipment supplied by North Arkansas College will allow for more hands on training as well as increased numbers in the program by 25%. The Fanuc robot and related equipment used in conjunction with the "in-kind" die cast machine and custom conductor will create a real world advanced manufacturing training cell which will allow specialized training in this high demand, high skill and high wage field. The advanced manufacturing training cell can then be used for Workforce training, train "fast-track" operators, and incumbent workers already employed by our industry partners. In order for North Arkansas College students to be competitive in the job industry, we must provide the education and training on up to date, real world equipment currently used by our regional industries.

The Pathways programs are designed to meet the goals and core requirements of the Regional Workforce Grant Program. By increasing the overall job-related credentials needed by current and potential employees we will decrease the skills gap in the regional workforce pool. The proposed approach will build an alliance that will provide clear linkages between secondary and postsecondary credentials and the needs of employers. Partners have repeatedly stressed their demand for employability skills and the need for this to be addressed beginning as early as middle school. In response, Northark has aligned curricular pathways with educational (K-12 and ASUMH) and industry partners to close the skills gap by helping students understand 21st-century careers. Students will use what they learn in the classroom to solve real-world problems and acquire a broad range of skills through real workplace experiences. With strong career guidance and support, students will be on the fast track to earning industry and postsecondary credentials.

North Arkansas College currently serves as a Secondary Career Center for high school students in the College's six county service area (Boone, Carroll, Madison, Marion, Newton, and Searcy) with an average enrollment of 150 students each year. Additionally, Northark provides concurrent credit for high school students in the service areas using face-to-face and online delivery options to shorten the time to completion of postsecondary credentials and industry certifications. Expansion of offerings in manufacturing and healthcare are planned to solve the scheduling barriers of partnering high schools.

The implementation grant will permit Northark to promote the pathways for manufacturing and healthcare and the opportunities for Job-Ready and Career-Ready credentials. These educational pathways, beginning as early as the fifth grade, will include basic employability skills (i.e. attendance tracking and reporting to mimic time clock accountability), aptitude testing and career inventory assessments, student career exploration and planning, employment internships, and work-based learning experiences. It is especially important for students to learn about the broad array of careers

and not only choose something that seems interesting, but choose a career that will help them maintain a living wage. An important aspect of this project is to provide regional high school teachers, staff and counselors with professional development to enhance students' academic and technical readiness for college and careers.

SECTION 2 – PROGRAM PLAN**25 Points**

Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program as well as the following Essential Components:

- Detailed project timeline and overview- provide a month-by-month overview of the critical convenings, activities, and actions that will comprise the project.
- Measurable objectives for each phase of the project- detail the metrics utilized throughout the project to track how credentialed job candidates possessing the skills needed by employers will be provided.
- Project governance and accountability plan- clearly describe the plan for governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight throughout the project period.
- Pathways articulation and support- clearly describe the educational pathway(s) and support services that will be developed, or existing pathways that will be enhanced, to meet the identified workforce needs. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest certificate or degree programs appropriate to the identified career goals and include career step-out points at the completion of each credential.
- Role of equipment request- required only for those proposals seeking equipment purchases. Outline how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value of equipment in preparing workforce, and justification for purchase.
NOTE: Equipment may not be purchased during the planning phase
- Performance assessment- clearly define measurable outcomes to be achieved through implementation of the plan and strategies to measure and report achievement of those outcomes. Priority will be given to programs which prepare candidates for high wage jobs or which create capacity to move candidates from unemployment to employment.
- Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program. At a minimum, the plan must include a detailed project timeline and overview, measurable objectives for each phase of the project, a project governance and accountability plan, pathways articulation and support, the role of any equipment requested, and a performance assessment.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Program Plan (25 Pts)	Plan addresses all goals and core requirements and properly connects all activities to measurable outcomes that address workforce needs. (22–25 Pts)	Plan addresses most goals and requirements and substantially connects activities to measurable outcomes. (18–21 Pts)	Plan addresses many goals and requirements and connects some activities to measurable outcomes. (14–17 Pts)	Plan lacks significant requirements or connections of activities to measurable outcomes are not clear. (0–13 Pts)

Please enter your answer in the box provided below. Feel free to include any necessary charts, graphs or tables.

The project will be implemented in four phases as shown in the table below. Regional Workforce Grant Committee will meet at least 1 time per month to plan and review grant activities presented in the following timeline.

Phase I: August – December, 2016			
Month	Activities	Participants	Expected Outcomes
August, 2016	Establish MOU with ASUMH	Grant Coordinator, ASUMH Grant Coordinator	MOU finalized for Manufacturing/Mechatronics
August, 2016	Customized Workforce Training: (Programmable Logic Controller training, OSHA training, Lean Manufacturing, etc.)	Claridge Products Tyson Foods PACE Industries Wabash Wood Products	20 individuals trained
August-December, 2016	Marketing campaign for PACE Scholarship & Manufacturing Programs	Grant Coordinator, ASUMH Grant Coordinator, Northark Technical Campus	25 students enrolled in Advanced Manufacturing Programs
August, 2016	Purchase equipment for Expanding Advanced Manufacturing Programs: Install In-kind equipment from Industry partners	Grant Coordinator, Academic program faculty and deans, Business Office, Industry partners	Equipment is purchased and in place prior to end of semester.
September, 2016	Implementation of Community Paramedic Program	NARMC Paramedics, NAPHE partners	Community Paramedic workforce training completed by end of semester

November, 2016	Purchase Instructional Materials/Software for Medical Assisting Program	Grant Coordinator, Academic program faculty and deans, Business Office	Instructional materials are purchased and in place prior to the end of the semester
Phase II: January – July, 2017			
Month	Activities	Participants	Expected Outcomes
January, 2017	Curriculum proposal completed for Community Paramedic to be credit bearing	Academic program Faculty and Deans, NAPHE and NARMC	Curriculum proposal approved and submitted to ADHE
January, 2017	Purchase equipment for Medical Assisting Program	Grant Coordinator, Academic program faculty and deans, Business Office	Equipment is purchased and in place prior to end of semester.
January, 2017	Implementation of Medical Assisting Program	Grant Coordinator, Academic program faculty, and deans	Administrative Medical Assisting CP program enrollment of a minimum of 15 students by start of spring semester.
January, 2017	Implement morning Healthcare Programs for high school students	Healthcare Instructor, High School Counselors	10 students enrolled
January, 2017	Purchase VEX IQ Kits for 16 area school districts	Grant Coordinator, OUR Coop, Business Office	Kits purchased and in place in 16 area school districts prior to the end of the semester
January, 2017	Purchase Time Clock/Attendance Tracking Equipment & Software	Grant Coordinator, Director Northark Technical Center, Business Office	Implement Time Clock/Attendance Tracking program for Healthcare and Manufacturing programs prior to end of semester
January-March, 2017	Marketing campaign for new programs and time offerings	Grant Coordinator	20 students enrolled in CMA TC program to begin Fall 2017.
April, 2017	Administer Aptitude/Interest Career Assessments grades 5-12	Grant Coordinator, Jr. High & High School Counselors	Aptitude/Career Assessment strategies implemented by end of academic year.
June-July, 2017	Professional Development for Regional Schools & College Personnel	Grant Coordinator, Jr. High & High School Counselors, Jr. High/High School and College Faculty	Professional Development activities completed by a minimum of 20 educational partner participants in the region.

Phase III: August – December, 2017			
Month	Activities	Participants	Expected Outcomes
August, 2017	Offer morning manufacturing courses for high schools students	High school students attending the Northark Technical Center, College Faculty	NTC students' successful completion (75%) of morning course offerings.
August, 2017	Coordinate with Regional High Schools to offer Introduction to Craft Skills Courses (NCCER Core Curriculum)	Grant Coordinator, Jr. High & High School Counselors, Jr. High/High School and College Faculty, and Deans	High school students' successful completion (75%) of Intro course.
August, 2017	Begin NCCER Core Curriculum Courses-College	Grant Coordinator, Academic program Faculty, and Deans	College students' successful completion (75%) of NCCER Core course.
August, 2017	Implementation of Medical Assisting Programs	Grant Coordinator, Academic program Faculty, and Deans	CMA Program launched with 20 students enrolled during academic year 2017-18.
August-October, 2017	Marketing campaign for new programs and time offerings	Grant Coordinator	By end of semester, 10 new high school students will complete NTC morning course offerings.
Phase IV: January – July 2018			
Month	Activities	Participants	Expected Outcomes
January-March, 2018	Marketing campaign for Advanced Manufacturing & Healthcare Career Opportunities	Grant Coordinator	By end of semester, 10 TCs awarded for Medical Assisting and a combined 18 TCs for Advanced Manufacturing programs.
April, 2018	Aptitude/Interest & Career Assessments grades 5-12	Grant Coordinator, Jr. High & High School Counselors	Aptitude/Career Assessment strategies implemented by end of academic year.
June-July, 2018	Professional Development for Regional Schools & College Personnel	Grant Coordinator, Jr. High & High School Counselors, Jr. High/High School and College Faculty	Professional Development activities completed by a minimum of 20 educational partner participants in the region.

Measureable Objectives

The overall objectives of the project are to reduce the regional skills gap in healthcare and manufacturing careers. The outcomes for each objective are listed below.

Objective 1: To reduce the regional skills gap in healthcare careers (34% to 16%).

Outcome 1.1: Increase the number of entry-, mid-, and advanced-level healthcare credentials awarded.

Outcome 1.2: Increase the number of high schools students completing a healthcare credential.

Outcome 1.3: Increase workforce training Continuing Education Units (CEU) for healthcare workers.

Objective 2: To reduce the regional skills gap in manufacturing careers (39% to 17%).

Outcome 2.1: Increase the number of entry-, mid-, and advanced-level manufacturing technology credentials awarded.

Outcome 2.2: Increase the number of high schools students completing a manufacturing technology credential.

Outcome 2.3: Increase workforce training in manufacturing technology.

Healthcare Outcomes

Outcome 1.1	Increase Total Number of Healthcare Credentials Awarded					
Program	2015-2016 Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Clinical Medical Assistant (CP)	0	0	0	23	8	31
Administrative Medical Assistant (CP)	0	0	18	0	22	40
Medical Assistant (TC)	0	0	0	5	10	15
C.N.A. (CP)	47	60	70	80	90	300
Community Paramedic	0	5	0	5	0	10

Outcome 1.2	Increase Number of High School Graduates					
Program	2015-2016 Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Clinical Medical Assistant (CP) only taught starting in Phase IV	0	0	0	0	8	8
C.N.A. (CP) 1 year program	23		30		40	70

Outcome 1.3	Increase Number CEUs for Healthcare Workers					
Program	2015-2016 Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Healthcare Workers CEUs	50	60	65	75	80	280

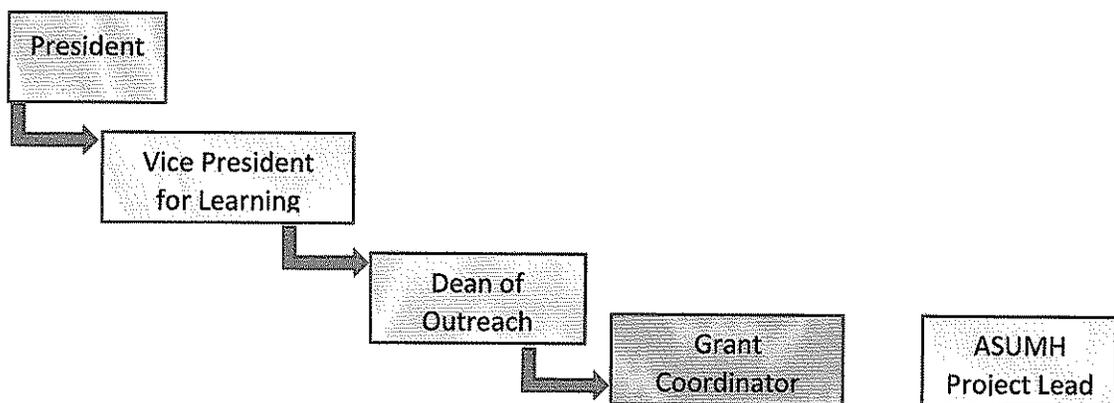
Manufacturing Outcomes						
Outcome 2.1	Increase Total Number of Manufacturing Credentials Awarded					
Program	2015-2016 Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Workforce Technology (CP)	0	10	13	10	15	48
Manufacturing Technology (CP)	10	6	11	10	15	42
Industrial Electronics Technician (TC) starting in Phase III	0	0	0	0	18	18
Industrial Electronics Technician (AAS)	5	0	8	0	18	26

Outcome 2.2	Increase Number of High School Graduates					
Program	2015-2016 Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Advanced Manufacturing programs (Workforce Technology and Manufacturing Technology) 1 year programs for High School	6	0	6	0	10	16

Outcome 2.3	Number of Manufacturing Workforce Training Hours					
Program	2015-2016 Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Manufacturing Workforce Training	60	110	120	130	140	500

Governance

The governance structure will include project oversight by the Dean of Outreach. The Dean will supervise the proposed personnel, manage the project budget, and provide direct oversight for project planning. The organizational structure of Northark, the proposed project, and the relationship with ASUMH is outlined below.



Authority for day-to-day management of the project will be the responsibility of the Grant Coordinator who will have administrative control of the project and will be primarily responsible for accomplishing all project objectives and outcomes. The Project Faculty will be responsible for delivering the courses. The Dean of Outreach and Grant Coordinator will have direct access to the Vice President of Learning and will communicate regularly with the ASUMH Project Lead. The Grant Coordinator will document all project activities and report weekly to the Dean of Outreach, monthly to the Vice President of Learning, and quarterly to the President. The Grant Coordinator will communicate via monthly meetings with the members of the project steering committee which is made up of partner representatives and Northark faculty and staff members.

Northark uses accounting procedures consistent with generally accepted accounting principles, applicable state and federal laws, and OMB circulars relating to grant-funded programs. The college has a Contracts and Grants Accounting Office, staffed by professional accountants, responsible for all accounting and billing related to grant programs. An accountant will be assigned to the project grant and will work closely with the Grant Coordinator to ensure effective fiscal management.

Educational Pathways

The Healthcare pathways are outlined in the table below.

Pathway	New	Expanded	Length	Credit Hours	Credential	Stackable
Clinical Medical Assistant	x		Semester	21	CP	CP to TC
Administrative Medical Assistant	x		Semester	21	CP	CP to TC
Medical Assistant	x		1-year	29-34	TC	TC to AAS
C.N.A.		x	Semester	7-9	CP	CP to TC
Community Paramedic	x		Semester	Workforce	-	Above AAS
CP - Certificate of Proficiency TC - Technical Certificate AAS - Associate of Applied Science						

The Clinical Medical Assistant and Administrative Medical Assistant are new programs and are designed as entry-level academic pathways leading to a certificate of proficiency. The Medical Assistant Pathway is a new program designed for mid-level healthcare employment and leads to a technical certificate. The Medical Assistant Pathway is designed to serve as a stackable credential for students completing the Clinical Medical Assistant, Administrative Medical Assistant, and C.N.A. programs. The expansion of the C.N.A. Program includes extended offerings to high school students and adults through morning and evening courses. The C.N.A. Program leads to a certificate of proficiency and entry-level healthcare employment. The Community Paramedic Pathway is a new program for individuals who possess an Associate of Applied Science Degree as a paramedic to move into an advanced-level healthcare career.

The Manufacturing pathways are outlined in the table below.

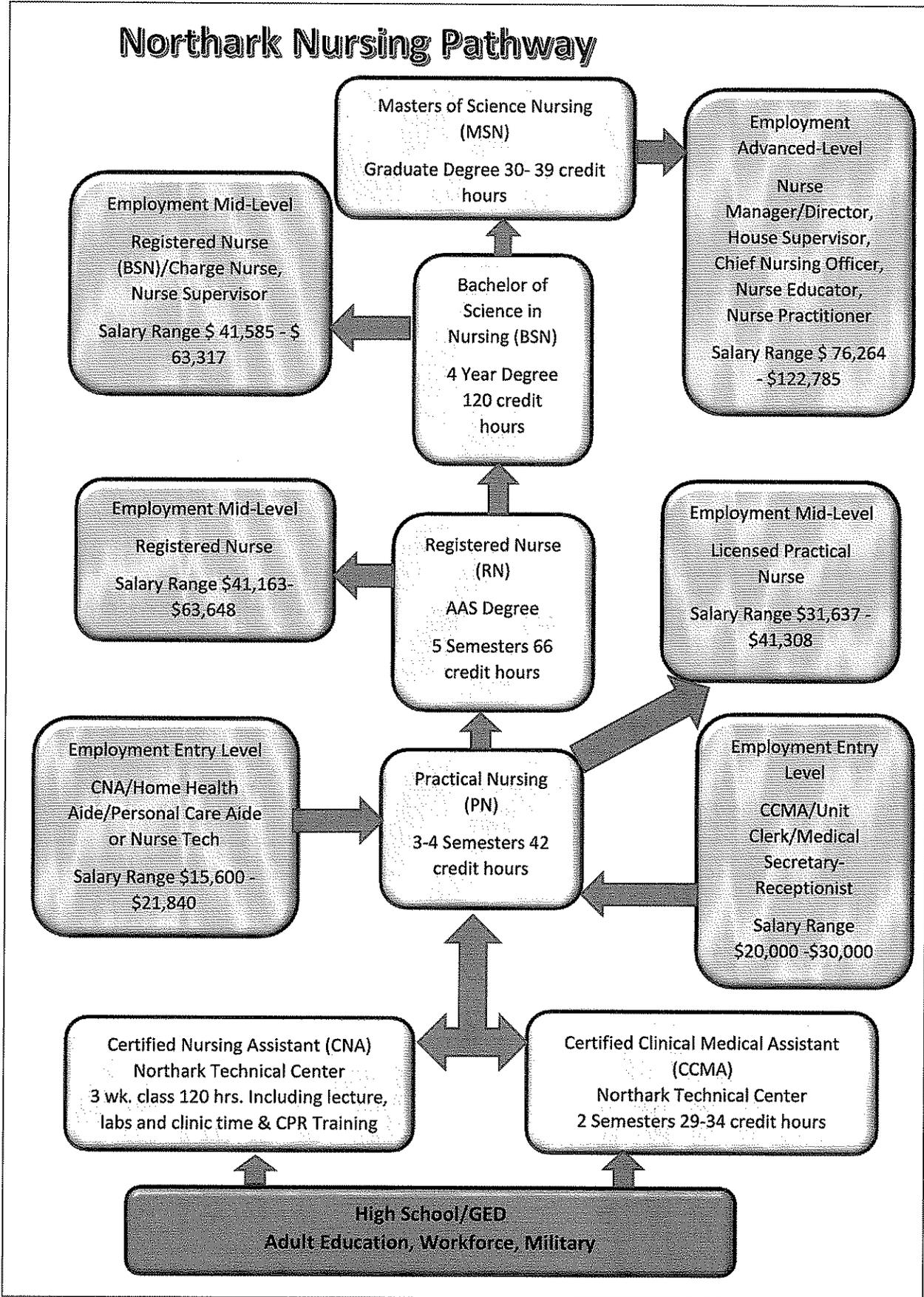
Pathway	New	Expanded	Length	Credit Hours	Credential	Stackable
Workforce Technology	x		Semester	21	CP	CP to TC
Manufacturing Technology		x	Semester	17-19	CP	CP to TC
Manufacturing Technology		x	1-year	32-35	TC	TC to AAS
Industrial Electronics Technician		x	Semester	14-16	CP	TC to AAS
Industrial Electronics Technician		x	1-year	28-30	TC	TC to AAS
Industrial Electronics Technician (includes internship)		x	2-year	62-64	AAS	to BAS

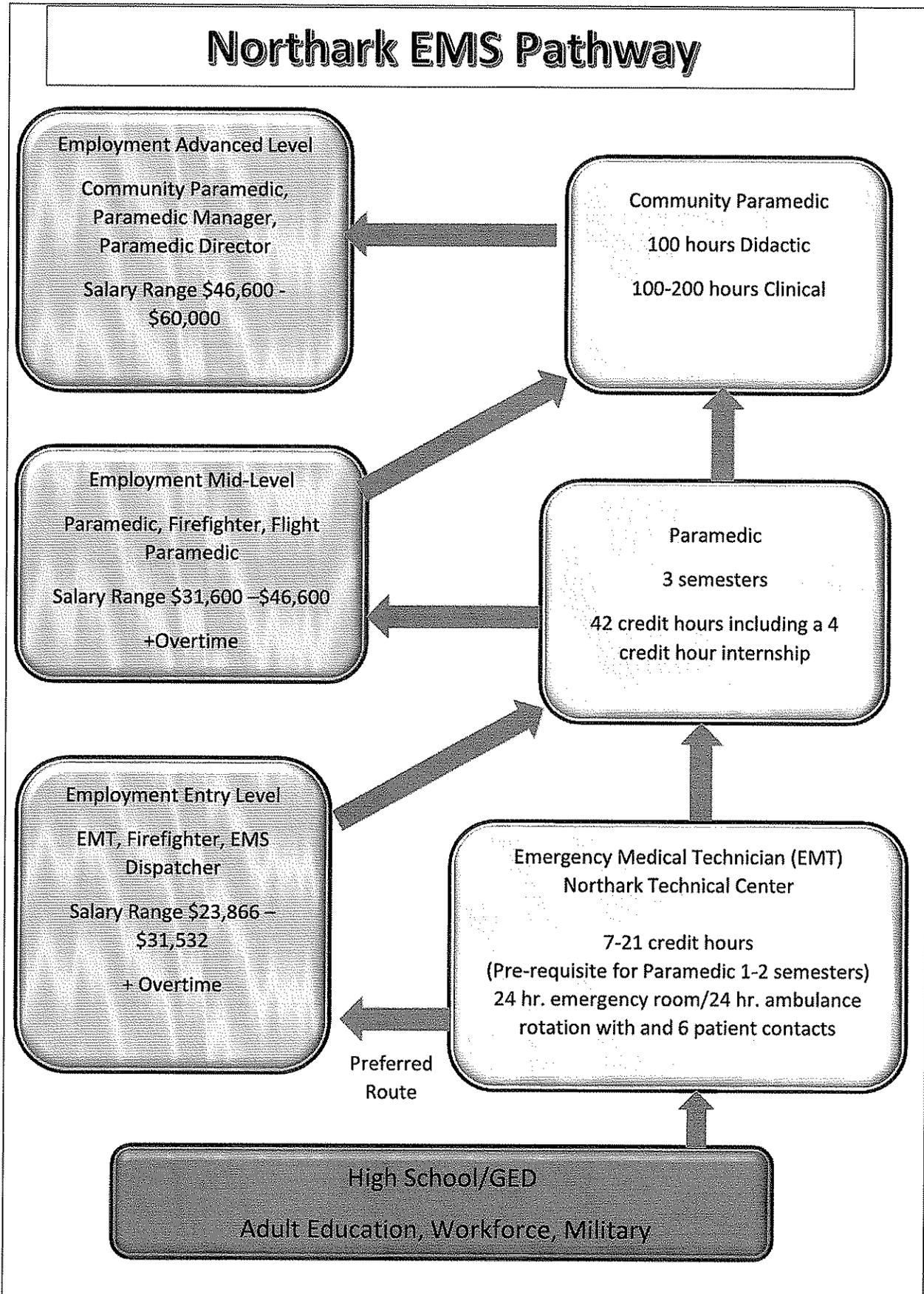
CP - Certificate of Proficiency
 TC - Technical Certificate
 AAS - Associate of Applied Science

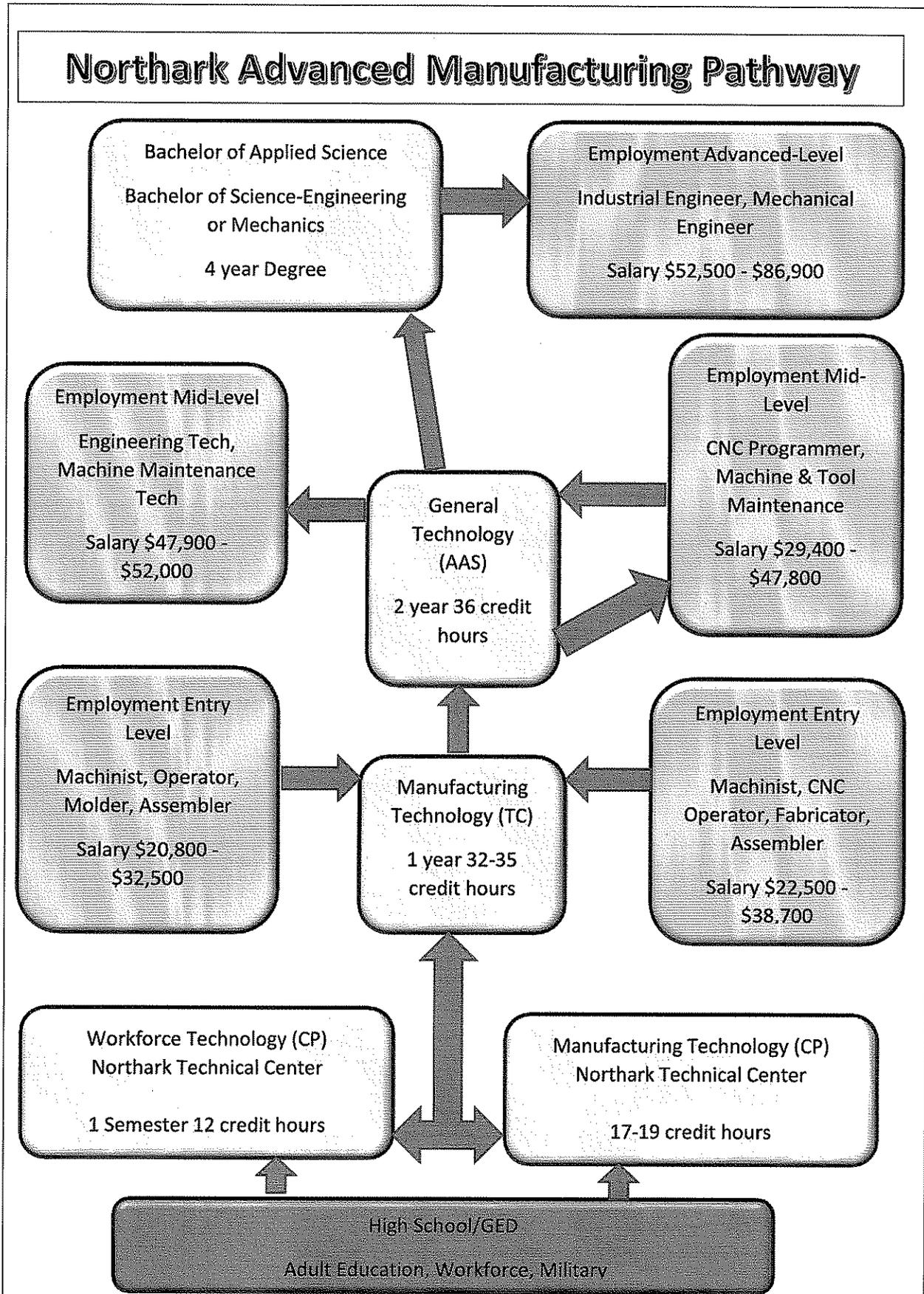
The new Workforce Technology Pathway is a new program designed for entry-level employment in manufacturing and leads to a certificate of proficiency. The Manufacturing Technology and Industrial Electronics Technician Pathways have been expanded and restructured to include morning (Northark Technical Center expanded) and evening (workforce) offerings and both are designed for entry- (certificate of proficiency) or mid-level (technical certificate) employment in manufacturing. For both pathways, the certificate of proficiency is designed to lead to the technical certificate after another semester of coursework. The Industrial Electronics Technician Pathway can lead to an Associate of Applied Science Degree for advanced-level career opportunities in manufacturing. Students in these programs will also obtain OSHA certification.

(See Northark Pathways Graphics Below)

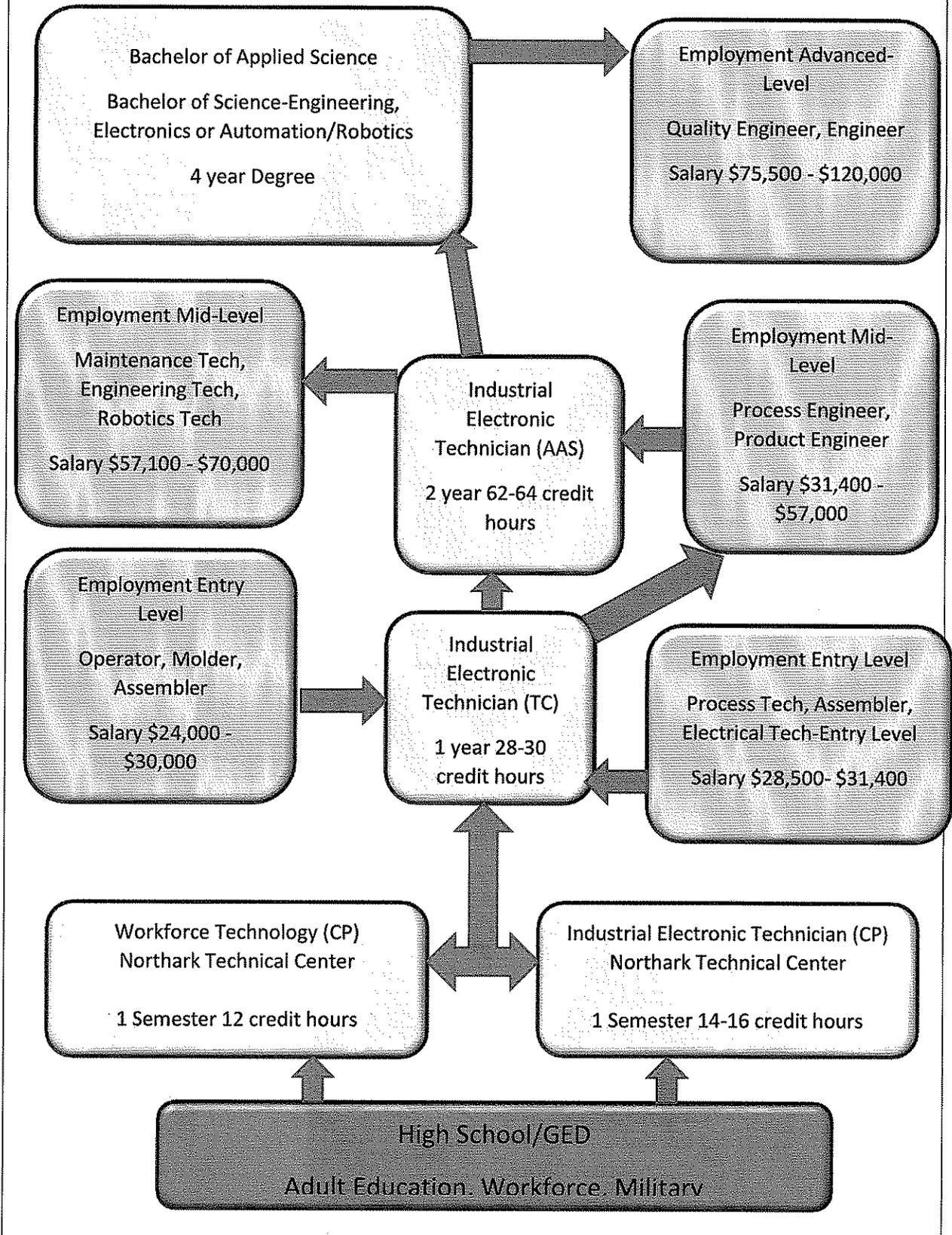
Northark Nursing Pathway







Northark Industrial Electronics Technician Pathway



Support services including advising students and marketing of the programs will be coordinated and administered by the Grant Coordinator. Students will have new opportunities to participate in robotics programs (using VEX IQ Kits), industry and college tours, interact with local employers, and complete aptitude and interest assessments beginning in the middle school grades. High school students will engage in new opportunities in manufacturing and healthcare programs through enhanced course offerings at the Northark Technical Center and introductory courses onsite at the high schools. Marketing and communication of opportunities such as the Best Robotics competition will be extended to include additional high schools in the region. College programs will expand internship opportunities for students, grow concurrent credit opportunities, incorporate employability skills, attendance tracking equipment and software (time clock system), and enhance credit bearing and workforce development programs to meet regional industry needs.

Grant strategies will also include educating parents, students, workers that are unemployed, unskilled, or under-skilled, and employers about the educational advantages and career opportunities available in the Northwest Regional Workforce area. Northark will also promote diversity in manufacturing and healthcare fields by encouraging female students to pursue manufacturing careers and male students to pursue healthcare careers. Northark offers free GED classes and testing and English as a Second Language (ESL) classes through our Adult Education program allowing us to reach a wide range of potential students. Educational outreach programs for prospective students will include multiple strategies to support awareness of these opportunities with diverse student populations. In addition, Northark's Adult Education program is launching a new Accelerating Opportunity Program the fall of 2016 that will complement these efforts. Students who have not received their GED or high school diploma or students who have a high school diploma but score below an 11th grade functioning level in reading and math, will have the opportunity to enroll in the Adult Ed program while also concurrently receiving occupational training in technical program areas. For example, through this program adult education students may enroll in the Healthcare Job-Ready Pathway at Northark through the Pre-Allied Health Certificate of Proficiency and become a Certified Nursing Assistant (CNA). This allows for completion of an industry certification concurrently with basic skills instruction and accelerates the pace for completion of credentials. These students may then continue along this career pathway toward completion of the new Medical Assisting program options as they prepare to enter the workforce. By increasing awareness of regional occupations, employment opportunities, and career progression through education and training, grant partners will collaborate to collectively address critical skills gaps in our region and build a strong pipeline of future employees.

Additional activities including professional development opportunities for high school and college faculty and staff, and parent programs are key components of marketing and awareness strategies to educate students and all stakeholders on employment opportunities and regional workforce development needs. The Grant Coordinator will lead these efforts to ensure that progress is made toward identified objectives and outcomes.

Role of Equipment

The new medical assisting programs will require equipment for classroom and laboratory use. The classroom equipment includes, projector, mobile computer/tablet devices for electronic medical records (EMR), and EMR simulation software. Classroom instructional supplies will support the additional curriculum requirements above and beyond the C.N.A. curriculum. The current C.N.A. lab, which will also support the medical assisting program will be upgraded with additional beds, hydraulic and digital scales, laboratory monitoring devices, EKG and Holter monitoring devices, physical

assessment equipment (e.g. otoscopes, ophthalmoscopes, and mobile vital-sign carts), out-patient surgery instruments and supplies/equipment particular to an outpatient clinic setting. The lab space will include a simulation clinic setting. This equipment will allow students to gain real world hands-on experiences under the supervision of clinic personnel and the college program director. Medical Assistants are in very high demand in the modern field of healthcare. This program will help fill that demand in our regional workforce area.

Medical Assistant Equipment List			
Supply/Equipment	Quantity	Price	Total
Pediatric digital scale	1	\$ 300.00	\$ 300.00
Biohazard waste containers	1	\$ 500.00	\$ 500.00
Wheelchair scale	1	\$2,700.00	\$ 2,700.00
Glucose monitors	6	\$ 50.00	\$ 300.00
Test strips – 50 count	2	\$ 125.00	\$ 250.00
Lancets	1	\$ 250.00	\$ 250.00
Exam Table	1	\$4,000	\$ 4,000.00
Exam table paper	4	\$ 150.00	\$ 600.00
Exam Light	1	\$ 235.00	\$ 235.00
Electric Bed	8	\$ 2,375.00	\$ 19,000.00
Medical mobile cart	8	\$ 300.00	\$ 2,400.00
Mobile EKG cart	1	\$ 785.00	\$ 785.00
EKG	1	\$ 3,000.00	\$ 3,000.00
Holter monitor	1	\$ 800.00	\$ 800.00
Rosie – portable vital signs	3	\$1,000	\$ 3,000.00
Classroom projector	1	\$ 700.00	\$ 700.00
Laptops or tablets	8	\$ 1,000.00	\$ 8,000.00
Wall mount charging station	1	\$ 600.00	\$ 600.00
HER training software	1	\$6,000.00	\$ 6,000.00
Electric Lifts	2	\$ 2,800.00	\$ 5,600.00
Stethoscope	8	\$ 30.00	\$ 240.00
B/P cuffs	8	\$50.75	\$ 406.00
Glass thermometers	16	\$ 12.00	\$ 192.00
Tympanic thermometer	6	\$200.00	\$ 1,200.00
Temporal thermometer	6	\$300	\$ 1,800.00
Washer & Dryer	1	\$ 2,000.00	\$ 2,000.00
Ophthalmoscope	2	\$ 200.00	\$ 400.00
Otoscope	2	\$ 200.00	\$ 400.00
Insurance	16	\$12.00	\$ 192.00
Percussion hammer	2	\$ 25.00	\$ 50.00
Tuning fork	2	\$ 25.00	\$ 50.00
Speculum	2	\$ 100.00	\$ 200.00
Penlight	2	\$ 50.00	\$ 100.00
Tape measures	16	\$ 75.00	\$ 1,200.00
Non digital Physician scale	1	\$500.00	\$ 500.00
Gauze – 2x2, 4x4's	1	\$ 100.00	\$ 100.00
Tape	1	\$ 50.00	\$ 50.00
Basins	1	\$ 100.00	\$ 100.00
Continuing Ed	1	\$6,000	\$ 6,000.00
Paper drapes	1	\$ 300.00	\$ 300.00
Paper gowns	1	\$ 300.00	\$ 300.00
Over-bed table	8	\$ 200.00	\$ 1,600.00
Rolling stool	4	\$ 150.00	\$ 600.00
Digital Physician scale	1	\$1,000	\$ 1,000.00
Hoyer Lift (Community Paramedic)	1	\$ 1,500.00	\$ 1,500.00
		Total	\$ 79,500.00

Equipment purchased will allow North Arkansas College to take in additional students/trainees into the Advanced Manufacturing Programs which is currently limited by the availability of current machines. The addition of a CNC lathe and CNC mill with the current equipment supplied by North Arkansas College will allow for more hands-on training as well as increasing numbers in the program by 25%. The Fanuc robot and related equipment used in conjunction with the "in-kind" die cast machine and custom conductor will create a real world advanced manufacturing training cell which will allow specialized training in this high demand, high skill and high wage field. The advanced manufacturing training cell can then be used for Workforce training, train "fast-track" operators, and incumbent workers already employed by our industry partners. In order for North Arkansas College students to be competitive in the job industry, we must provide the education and training on up to date, real world equipment currently used by our regional industries.

Advanced Manufacturing Equipment List			
Training Equipment Request	Amount Requested	In-Kind	Comments
National 150 Ton Die Cast Machine (DCM)		\$123,675	PACE
Custom "Conductor"		\$40,500	PACE
CNC Machine Lathe	\$70,000		
FANUC M10iA Robot & Controller	\$55,000		
FANUC iRVision & Lighting Stand	\$9,500		
Dorner Exit Conveyor	\$4,800		
Dorner In-Feed conveyor	\$4,800		
Water Cool Unit/Heat Exchanger	\$4,500		
Auto DCM Door	\$4,400		
Axelent Safety Fence: Fencing Panels, Fencing Posts, Door, Door Switch	\$3,500		
Robot Riser	\$2,200		
Robot End Of Arm Tool (EOAT): Fingers, Gripper Frame	\$2,200		
Robot Pneumatic Package	\$2,000		
Schunk PZN 100 Gripper Module	\$2,000		
Alan Bradley Light Curtain	\$1,500		
Robot Controller Stand	\$1,000		
Asis Transformer PC/Tablet for on-site training	\$6,000		
Lincoln Robotic Welder for Skills Training & Workforce Development	\$85,000		
LR Mat 200 ID4S Collaborative Cert Cart	\$60,000		
FANUC Certification	\$10,000		
TOTAL	\$328,400	\$164,175	

Other equipment to be purchased will be office equipment for the Grant Coordinator. This equipment will include a computer, monitor, printer, multimedia projector, screen, etc. This will be necessary equipment for the day to day operations, facilitation of meetings, data collection and tracking, and monitoring reports of the Grant Coordinator.

To help promote the manufacturing programs in our 16 service area school districts, we will purchase one VEX IQ Kit per district. These kits are robotic platforms designed to transform STEM learning for young students and their teachers using valuable lessons and skills needed in today’s changing world. In order to help students understand the real world feel of being a valued employee, we will install a Time Clock system for attendance tracking to be implemented in all technical programs at the Northark Technical Center and North Arkansas College. This will help students understand the importance of daily attendance, being on time for (work/school), and will allow students to have a record of their attendance for future reference when applying for jobs.

Performance Assessment

Project performance will be measured accordingly by progress toward two overall project objectives and six supporting outcomes. Overall project objective performance will be reviewed at the end of Phase II and Phase IV. Performance outcomes will be reviewed at the end of each phase. In-progress results including enrollment, retention, and employment will be collected and reported at the end of each semester.

North Arkansas College will use data from pass rates of national licensure exams for skilled trades to demonstrate students have acquired the skills that meet employer needs and job trends. The overall objectives of the project are to reduce the regional skills gap in healthcare and manufacturing careers based upon 2015 calculated gap for Northwest Arkansas Region 5 as shown below.

Overall Performance Measures

Objective 1: To reduce the regional skills gap in healthcare careers (35% to 16%).			
	Baseline	2016-2017	2017-2018
Percentage Gap	35%	27%	16%
Vacancy Gap	716	563	320

Objective 2: To reduce the regional skills gap in manufacturing careers (39% to 17%).			
	Baseline	2016-2017	2017-2018
Percentage Gap	39%	31%	17%
Vacancy Gap	234	186	100

Three outcomes for each objective have been established to measure progress toward the overall objectives.

For Objectives 1 and 2, the outcomes are noted below with established targets for performance. Progress toward outcomes will be measured and reported at the end of each Phase.

Healthcare Performance Outcome Measures						
Outcome 1.1: Increase the number of entry-, mid-, and advanced-level healthcare credentials awarded.						
	Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Entry-Level	47	60	88	103	120	371
Mid-Level	0	0	0	5	10	15
Advanced-level	0	5	0	5	0	10
TOTAL	47	65	88	113	130	396
Outcome 1.2: Increase the number of high schools students completing a healthcare credential.						
	Baseline	Phase I	Phase II	Phase III	Phase IV	Total
High School	23	0	30	0	48	78
Outcome 1.3: Increase the number of workforce training Continuing Education Units (CEU) for healthcare workers.						
	Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Healthcare CEUs	50	60	65	75	80	280
Manufacturing Performance Outcome Measures						
Objective 2.1: Increase the number of entry-, mid-, and advanced-level manufacturing credentials awarded.						
	Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Entry-Level	10	16	23	20	30	89
Mid-Level	0	0	0	0	18	18
Advanced-level	5	0	8	0	18	26
TOTAL	15	16	31	20	66	133
Outcome 2.2: Increase the number of high schools students completing a manufacturing credential.						
	Baseline	Phase I	Phase II	Phase III	Phase IV	Total
High School	6	0	6	0	10	16
Outcome 2.3: Increase the number of workforce training hours for manufacturing technology.						
	Baseline	Phase I	Phase II	Phase III	Phase IV	Total
Workforce Training Hours	60	110	120	130	140	500

SECTION 3 – STRENGTH OF PARTNERSHIP

20 Points

Proposals are required to address how the program plan incorporates each of the mandatory partners, as identified above, in a meaningful role.

Essential Components:

- Detailed description of role of each partner in implementation of the project- describe how each partner will carry out components of the grant project; provide a description of assigned tasks for each of the mandatory partners; identify specific personnel and the roles they will play throughout the project; describe the integration of each role into the overall project; and describe the process for implementing fully articulated pathways from K-12 through a baccalaureate degree, as appropriate.
- Capabilities of each partner in ensuring project success- discuss the unique strengths of each partner in executing planned proposal; describe how each partner is qualified to participate in the proposed project and how each partners strengthens the overall partnership.
- Consideration of all potential partners in the region – describe the process for identifying each selected partner, including the consideration of regional community colleges, universities, public schools, education service cooperatives, businesses and industries, career and technical education programs, multidistrict vocational centers, and private partnerships.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Strength of Partnership (20 Pts)	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)

Please enter your answer in the box provided below. Feel free to include any necessary charts, graphs or tables.

The strength of this proposal, and thus the likelihood of success for this project, rests with the commitment of the partners involved. Each partner has a vested interest in the overall success of this undertaking as institutional progress and reputations are at stake. Each partner has expressed in writing (see letters of commitment) a firm commitment and each is aware of their level of responsibility required to achieve success.

The Workforce Grant Committee has worked collaboratively during the Planning Grant Phase to create clearly defined career pathways and common training programs through curriculum alignment, course articulation, and workforce training to support economic growth in the region. This committee is made up of North Arkansas College faculty and staff, representatives from regional industry, middle school and high school personnel, and the regional educational services cooperative representing 16 area school districts. Through monthly meetings, numerous industry and educational tours/site visits, many hours of research, discussions and brainstorming sessions, this alliance has proven their invested commitment to this projects success.

As a direct result of our Workforce Grant Committee's research and educational tours, Harrison School District was approved by the Arkansas Department of Education on May 12, 2016, to pilot a new flexible personalized learning environment. HALO or Harrison AdvancEd Learning Opportunities starting in August, 2016 will be offered to 10th and 11th grade students with a cap of 100 students for the first year. The district plans to expand grades and student numbers until all students in grades 9-12 are provided with an opportunity to participate. Students will have the ability to complete required coursework in less than six hours a day through a flexible and personalized learning environment where students control key factors including the pace, place, and path toward achievement of educational goals. This flexible learning program will allow high school students the opportunity to enroll in additional North Arkansas College classes, including those in the focus areas of Healthcare and Advanced Manufacturing, participate in job shadowing, complete an internship, or secure paid employment.

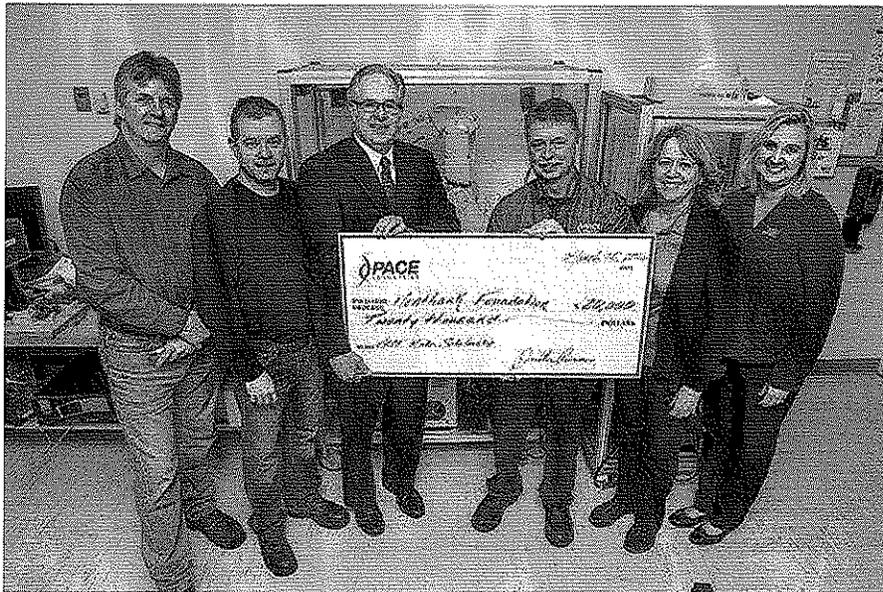
The inherent strengths of these partnerships have ensured the opportunity to achieve the desired results of the grant for improving workforce development in the region and have resulted in the expansion of the scope of the partnership and have broadened the overall impact of the project. As indicated below, each partner has defined rolls, provides critical contributions, and enhances the combination of complementary skills to be directed toward the overall success of the project.

Partnership strengths include the accumulated knowledge, experience, and skills of preparing, placing, and promoting students and employees in the workforce environment. This is demonstrated by the fact that Northark's partnerships include Ozarks Unlimited Resource Educational Service Cooperative (O.U.R Educational Cooperative), PACE Industries, Wabash Wood Products, North Arkansas Regional Medical Center, the Northark Technical Center (Secondary Career Center), North Arkansas Partnership for Health Education (NAPHE), Baxter Healthcare, Ducommun, Claridge Products, Tyson Foods, WestRock and Arkansas State University Mountain Home (ASUMH). The regional alliance with ASUMH includes strong collaboration with the Northwest Arkansas Workforce Development Board for cooperative workforce development efforts. In addition, Northark and ASUMH will continue to hold joint regional meetings with educational and industry partners in each

service area to address regional industry needs through alignment of training and education to support economic growth.

As a result of this planning grant and the expanded collaboration with industry partners regarding industry certifications, a group of representatives from local business and industry, secondary and post-secondary education, President of the Harrison Chamber of Commerce, Career and Technical Education, and Arkansas Economic Development met on May 24, 2016 with Leo Reddy & Rebekah Hutton from the Manufacturing Skills Standards Council (MSSC). Northark along with area secondary schools and local industry are reviewing steps required to incorporate the MSSC Certification and Curriculum into educational programs for manufacturing. Two representatives from Northark will be attending a meeting in Atlanta, Georgia on June 15 -16, 2016 to speak with other institutions that are using this certification and curriculum. MSSC is one of the nation's foremost industry-led training, assessment and certification organization focused on the core technical competencies needed by the nation's frontline production and material handling workers.

The important topic of workforce development is not only a concern for North Arkansas College and our industry partners. As a result of the collaborative efforts of the Regional Workforce Planning Grant and the strategies outlined in the Implementation Grant, the Harrison Chamber of Commerce hosted a *Good Morning Harrison* event on May 25, 2016 to promote discussion toward workforce concerns in our area. This meeting was led by a panel of representatives from Northark, Pace Industries, and the Northwest Arkansas Economic Development District, who answered questions regarding the concerted effort to build the regional workforce pipeline and close the skills gap for regional business and industry partners. This meeting was attended by local city and county officials, business and industry representatives, educational institutions, and concerned citizens. We are very proud of the ongoing effort to help our regional communities develop an educated and skilled workforce for employers. We recognize that these essential grant funds will provide us with the ability to have a positive impact and we are confident that with resources outlined in the Implementation Grant proposal, Northark will successfully lead the effort to reduce the regional skills gap in healthcare and manufacturing careers.



PACE Industries donates \$20K annually for Manufacturing Scholarships

Mandatory Partner Contributions				
Partner	Role	Personnel	Strengths	Qualifications
PACE Industries	<ul style="list-style-type: none"> • Serve on Advisory Committee • Serve on Workforce Grant Committee • Refer employees to Programs • Provide employment data on graduates • Provided Scholarships (\$20,000) for Advanced Manufacturing Students • Donated Die Cast Machine and Custom "Conductor" • Recruit students to North Arkansas College programs, interns and youth apprenticeship 	<ul style="list-style-type: none"> • Director of Talent Acquisition and Development • Workforce Coordinator 	<ul style="list-style-type: none"> • Assistance with curriculum and program development • Identification of appropriate industry certification requirements • Job partnerships • Facilitation of succession planning for Pace Industries 	<ul style="list-style-type: none"> • Leading manufacturer • One of the largest manufacturing employers in the region • Expanding and growing job market regionally • CNC and Die cast technology expert
Wabash Wood Products	<ul style="list-style-type: none"> • Serve on Advisory Committee • Serve on Workforce Grant Committee • Refer employees to Programs • Provide employment data on graduates • Recruit students to North Arkansas College programs, interns and youth apprenticeship 	<ul style="list-style-type: none"> • Plant Manager 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements • Identification of soft skills needed 	<ul style="list-style-type: none"> • Leading trailer floor manufacturer • Robotics technology expert
North Arkansas Regional Medical Center (NARMC)	<ul style="list-style-type: none"> • Serve on Advisory Committee • Serve on Workforce Grant Committee • Refer employees to Programs • Serve as clinical site 	<ul style="list-style-type: none"> • Director of Human Resources & Physician Recruitment 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements • Assistance with Community 	<ul style="list-style-type: none"> • Top healthcare employer in region

	<ul style="list-style-type: none"> • Provide employment data on graduates • Recruit students to North Arkansas College programs, interns and youth apprenticeship • Donation of 2 Ambulances for EMT program 		Paramedic Program	
ASUMH	<ul style="list-style-type: none"> • Educational site • Partner in instructional delivery • Consultant to Advisory Committee • Course and Program Articulation • Collaboration and coordinating with regional industry partners 	<ul style="list-style-type: none"> • Director of Workforce Development 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements 	<ul style="list-style-type: none"> • Experience with higher education • Experienced with technical and healthcare programs
Northark Technical Center (NTC)	<ul style="list-style-type: none"> • Educational site • Partner in instructional delivery • Serve on Advisory Committee • Recruit students • Outreach to Middle and Secondary Schools 	<ul style="list-style-type: none"> • Northark Technical Center Director 	<ul style="list-style-type: none"> • Curriculum development and alignment • Shorten time for student completion of college credentials and industry certifications • Concurrent credit opportunities • Provide resources to support capital equipment purchases 	<ul style="list-style-type: none"> • SREB National Recognition: Outstanding Technical Center That Works • Recognized Project Lead the Way Site • Regional Hub for BEST Robotics • SkillsUSA award winning programs • Health Occupation Student Association (HOSA) award winning programs
Ozarks Unlimited Resources (OUR) Educational Services Cooperative	<ul style="list-style-type: none"> • Serve on Advisory Committee • Serve on Workforce Grant Committee • Liaison for area schools 	<ul style="list-style-type: none"> • CTE Coordinator 	<ul style="list-style-type: none"> • Assist with collaboration of Regional Alliance partners serving 	<ul style="list-style-type: none"> • State recognized area educational service cooperative

	<p>Omaha High School Flippin High School Lead Hill High School Bruno-Pyatt High School Bergman High School Valley Springs High School Green Forest High School Western Grove High School Alpena High School St. Joe High School Harrison High School Jasper High School Yellville Summit High School Kingston High School</p> <ul style="list-style-type: none"> • Collaboration with Professional Development Opportunities • Facilitates Annual Regional Advisory Committees (OUR CTE Regional Partnership Council) 		<p>secondary schools</p> <ul style="list-style-type: none"> • Alignment of Carl D. Perkins resources to complement regional workforce initiatives 	
<p>North Arkansas Partnership for Health Education (NAPHE)</p>	<ul style="list-style-type: none"> • Deliver C.N.A. courses • Serve on Advisory Committee • Planning and Implementation of Community Paramedic Program • Planning and Implementation of Medical Assisting Programs • Continuing Education for Healthcare Professionals 	<ul style="list-style-type: none"> • Executive Director of NAPHE • Director of Workforce and Health Education 	<ul style="list-style-type: none"> • Assist with curriculum development MA programs • Assist with curriculum development for Community Paramedic 	<ul style="list-style-type: none"> • Recognized Regional Partnership for Health Education • Recognized Continuing Education Units (CEU) provider for Healthcare
<p>Baxter Healthcare</p>	<ul style="list-style-type: none"> • Serve on Advisory Committee • Refer employees to Healthcare Programs • Provide employment data on graduates 	<ul style="list-style-type: none"> • Maintenance Supervisor 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements 	<ul style="list-style-type: none"> • Leading Medical Plastics Manufacturing • Expert in plastic injection molding

Ducommun	<ul style="list-style-type: none"> • Serve on Advisory Committee • Refer employees to Programs • Provide employment data on graduates 	<ul style="list-style-type: none"> • Human Resources Business Partner 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements 	<ul style="list-style-type: none"> • Electronic and Electrical manufacturing for aerospace industry • Precision fabrication
Tyson Foods	<ul style="list-style-type: none"> • Serve on Advisory Committee • Refer employees to Programs • Provide employment data on graduates 	<ul style="list-style-type: none"> • Complex HR Manager • Maintenance Trainer 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements 	<ul style="list-style-type: none"> • Leading manufacturing and production industry
Claridge Products	<ul style="list-style-type: none"> • Serve on Advisory Committee • Refer employees to Programs • Provide employment data on graduates 	<ul style="list-style-type: none"> • General Manager • HR Manager 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements 	<ul style="list-style-type: none"> • Leading manufacturing of visual display products
WestRock	<ul style="list-style-type: none"> • Serve on Advisory Committee • Refer employees to Programs • Provide employment data on graduates 	<ul style="list-style-type: none"> • Plant Manager 	<ul style="list-style-type: none"> • Assistance with curriculum development • Identification of appropriate industry certification requirements 	<ul style="list-style-type: none"> • Leading paper and corrugated packaging company



NARMC donates two ambulances to Northark

SECTION 4 – BUDGET PLAN

15 Points

Proposals will include a detailed financial plan that maximizes efficient use of existing resources and a completed budget template.

Essential Components:

- Clear alignment between funding request and grant activities- detailed discussion of how each component of the grant budget supports the goals and stated outcomes of the program.
- Institutions may request up to \$1 million over two years that will provide resources to implement approved Phase 1 projects.
- Local match of at least 10% of the total request, with a maximum cap of \$50,000- all proposals will include a plan for local funding to match 10% of the total grant proposal. For example, a grant requesting \$400,000 in funding would be required to provide \$40,000 in matching funds. However, the local match is capped at \$50,000, meaning grants in excess of \$500,000 will have the same match as a \$500,000 project.

Note: With a submitted written commitment and payment guarantee from an industry partner, internship wages paid during the initial twenty-four (24) months of this program may be used to offset the local match amount on a dollar-to-dollar basis. Additionally, wages paid to incumbent workers of the employer while enrolled in academic training may be deducted from the match as well. Any entity wishing to utilize this method of funding the match must include the appropriate documentation with their proposal and, if selected for funding, will be monitored to ensure compliance.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Budget Plan (15 Pts)	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13-15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10-12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7-9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0-6 Pts)

Section 4.1 – Budget Plan Detail

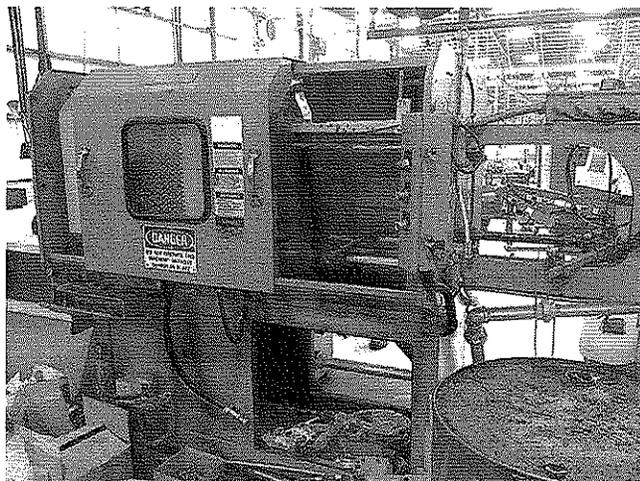
Please provide your detailed financial plan in the box below.

<p>To meet the grant objectives of reducing the regional skills gap in healthcare and manufacturing related occupations, the project budget is designed to support enrollment growth in that identified academic pathways. The budget plan detail is outlined below.</p>					
Budget Item	Grant Activities Supported				
<p>1. Personnel/Stipend</p>	<p>The comprehensive nature of this implementation grant requires coordination of the efforts and inputs of participants in education, industry, and healthcare. The complexity, compressed timeframe of this grant cycle, and the disparity between workforce entities will require a significant amount of personnel time. Therefore, overall coordination of tasks involved will require a grant coordinator who is familiar with industry and healthcare needs, community workforce needs, and educational needs. The role of coordination, planning, facilitation, overall success of grant accomplishments and reporting results will be held by the grant coordinator. Total Grant Coordinator amount \$58,100 per year which includes benefits.</p> <p>With the addition of the Medical Assisting programs there will be the need for a Program Director. The MA Program Director will oversee program marketing, administration, facility set-up, curriculum development, career counseling, referrals and job placements, and follow-up, along with data collections/submissions to Grant Coordinator. This program will also require one part-time assistant/faculty. Total MA Program Director and part-time personnel \$63,750 per year which includes benefits.</p> <p>Other personnel (part-time faculty/instructors) will be required to provide instruction for new and expanded curriculum. Total other personnel amount \$81,350 per year which includes benefits.</p> <p>All salaries are based upon Northark’s salary schedules in accordance with Arkansas Office of Personnel Management. Benefits are calculated at a fixed rate that equates 22% of salary.</p> <table border="1" data-bbox="527 1539 1416 1570"> <tr> <td>Year 1: \$203,200</td> <td>Year 2: \$203,200</td> <td>Total: \$406,400</td> </tr> </table>		Year 1: \$203,200	Year 2: \$203,200	Total: \$406,400
Year 1: \$203,200	Year 2: \$203,200	Total: \$406,400			
<p>2. Travel</p>	<p>Grant Coordinator will need the opportunity to attend conferences and workshops and visit successful workforce development agencies in state and possibly out of state to get perspective and knowledge concerning best practices. Additionally, coordinator will need to meet industry and educational partners within the region to review progress toward goal accomplishments.</p> <p>Periodically, travel and related expenses will also be required to bring all project participants together for information sharing and planning purposes. When possible, webinar technology will be used to</p>				

	<p>accommodate participants' schedules to allow them to attend meetings remotely. This approach will allow a sufficient number of required meetings to be held and reduce overall travel costs. Implementation team meetings and grant coordinator will require \$15,000 of estimated travel expenses for out-of-state and in-region trips which could include some regional partners.</p> <p>Other personnel that may require travel and related expenses would include faculty and instructors for workforce development training, conferences, and workshops to keep abreast of the latest trends and best practices in their instructional areas this is estimated at \$8,000. Travel is budgeted at the AR rate of \$0.42/mile and includes carrier, food, and lodging costs. Total Travel request: \$23,000.00</p>			
<p>3. Equipment</p>	<p>Office equipment for the Grant Coordinator will be needed in order to conduct daily operations and facilitate monthly committee meetings, data collections for reporting, mobile meetings (i.e. office computer and monitor, printer, multimedia projector and screen, etc.) \$8,500.00</p> <p>Manufacturing equipment purchased will allow North Arkansas College to take in additional students/trainees into the Advanced Manufacturing Programs which is currently limited by the availability of current machines. The addition of a CNC lathe and CNC mill with the current equipment supplied by North Arkansas College will allow for more hands on training as well as increased numbers in the program by 25%. Total Request \$328,400.00</p> <p>The new Medical Assisting Programs will require equipment for classroom and laboratory use. The classroom equipment includes, projector, mobile computer/tablet devices for electronic medical records (EMR), and EMR simulation software. Classroom instructional supplies will support the additional curriculum requirements above and beyond the C.N.A. curriculum. The current C.N.A. lab, which will also support the Medical Assisting Program will be upgraded with additional beds, hydraulic and digital scales, laboratory monitoring devices, EKG and Holter monitoring devices, physical assessment equipment (e.g. otoscopes, ophthalmoscopes, and mobile vital sign carts), out-patient surgery instruments and supplies/equipment particular to an outpatient clinic setting. The lab space will include a simulation clinic setting. Total Request \$79,500.00</p> <p>Other equipment to be purchased: VEX IQ Kits \$250.00 * 16 school districts = \$4,000. Time Clock/Attendance Tracking \$10,000</p> <p>(See Role of Equipment above for complete list of all equipment to be purchased)</p> <table border="1" data-bbox="526 1780 1414 1818"> <tr> <td>Year 1: \$425,400</td> <td>Year 2: \$5,000</td> <td>Total: \$430,400</td> </tr> </table>	Year 1: \$425,400	Year 2: \$5,000	Total: \$430,400
Year 1: \$425,400	Year 2: \$5,000	Total: \$430,400		
<p>4. Materials & Supplies</p>	<p>Costs associated with this category include purchasing of curriculum related documents and texts along with costs associated with the acquisition of miscellaneous reports, survey instruments, tests, industry</p>			

	certification licensure fees, and survey results. Also included in this amount is the costs for miscellaneous items such as postage, and consumable office supplies and materials expenses, including media for document storage		
		Year 1: \$19,900	Year 2: \$36,800
		Total: \$56,700	
5. Publication Costs Documentation or Dissemination	These costs include amounts associated with document publication and expenses related to dissemination of information to participants, students, industry, and community, and fulfilling end of project reporting requirements.		
		Year 1: \$17,000	Year 2: \$12,500
		Total: \$29,500	
6. Consultant Services	Training and Professional Development for College and Regional High School Personnel will be conducted by outside professionals		
		Year 1: \$15,000	Year 2: \$23,000
		Total: \$38,000	
7. Other	Industry Tours, Guest Speakers, Parent Programs, etc.		
		Year 1: \$9,500	Year 2: \$6,500
		Total: \$16,000	

Local Match/In-Kind- Support has been given to North Arkansas College as part of our partner’s commitment to this project. PACE Industries has committed **\$184,175** as “in-kind” support for this effort which includes \$20,000 in Annual Scholarships for students going into Advanced Manufacturing Careers at North Arkansas College, a Die Cast Machine for Advanced Manufacturing Training Cell \$124,000 and a Custom “Conductor” \$40,500.



Die Cast Machine for Advanced Manufacturing Training Cell Donated by PACE Industries

North Arkansas Regional Medical Center has donated 2 ambulances for EMT Training **\$17,000** and also provides services of Clinical Preceptors **\$3,000** for the CNA, CMA and Community Paramedic Programs.

Construction has begun on Northark’s new health education simulation center that will provide nursing students with realistic training. The center will look like three hospital rooms and a home setting and will be located in the Allied Health wing at Northark’s South Campus. North Arkansas College will provide access to the Health Education Simulation Center **\$100,000**.

Total In-Kind giving for this project \$304,175

Section 4.2 – Budget Plan Template

Please complete the budget template below. Totals will calculate automatically based on your input. Institutions may request up to \$1 million in grant funding for Phase 2 Projects.

Requesting Institution:	North Arkansas College
Title of Project:	Advanced Manufacturing & Emerging Clinical Healthcare Workforce Initiative

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	<u>\$406,400.00</u>
2. Travel	<u>\$23,000.00</u>
3. Other (Explain Below)	<u>\$16,000.00</u>
Industry Tours, Guest Speakers, Parent Programs, etc	
TOTAL PARTNER PARTICIPANT COSTS	<u><u>\$445,400.00</u></u>

B. OTHER DIRECT COSTS

1. Equipment	<u>\$430,400.00</u>
2. Materials and Supplies	<u>\$56,700.00</u>
3. Publication Costs/Documentation/Dissemination	<u>\$29,500.00</u>
4. Consultant Services	<u>\$38,000.00</u>
5. Other (Explain Below)	<u>\$0.00</u>
Briefly Explain Other Costs	
TOTAL OTHER DIRECT COSTS	<u><u>\$554,600.00</u></u>

C. TOTAL DIRECT COSTS (A & B)	<u><u>\$1,000,000.00</u></u>
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D. COST SHARING (Minimum 10% of C; up to \$50,000)	<u><u>\$304,175.00</u></u>
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Total Implementation Grant Budget	<u><u>\$1,304,175.00</u></u>
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Other Notes

See above "Role of Equipment" for complete list of equipment for Healthcare and Advanced Manufacturing Programs

SECTION 5 - SUSTAINABILITY

20 Points

Proposals will include a commitment and detailed plan for sustaining grant activities beyond the twenty-four (24) month implementation period. Equipment requests will clearly specify how purchased equipment will continue to be linked to addressing labor and workforce needs beyond the grant period.

Essential Components:

- Detailed plan for sustaining the program beyond the twenty-four (24) month implementation grant funding period- describe how the work supported by this grant will continue beyond the grant period; outline the roles and funding sources of each partner after the grant period.
- Detailed plan for maintaining communication and sharing resources among all the program partners beyond the twenty-four (24) month funding period;
- Identify availability of long-term resources to maintain and/or repair any equipment requested.
- Describe plan for redistribution of equipment to meet additional workforce needs once the employer needs addressed by the proposal have been satisfied.

	Exemplary	Superior	Adequate	Needs Improvement
Sustainability (20 Pts)	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period. (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period. (15-17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period. (11-14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0-10 Pts)

Please enter your answer in the box provided below. Feel free to include any necessary charts, graphs or tables.

Partner	Role	Funding Source
North Arkansas College	Education Institution providing facilities, currently employed full-time faculty and staff	Capital and Operating Budgets, College Foundation's Endowed Chair Program (that support small equipment purchases/replacements), Perkins Funding, State and Federal grant opportunities
PACE Industries	Manufacturing Industry Partner	\$20,000 Annual Scholarships Workforce Training Income from Workforce Training
Northark Technical Center	Educational Partner providing services to area high school students	Department of Career Education and local school districts
OUR Educational Cooperative	Educational Services Partner providing services to area high school districts	Department of Career Education and Carl D. Perkins funding
North Arkansas Regional Medical Center (NARMC)	Medical Industry Partner	Providing clinical education site facilities
North Arkansas Partnership for Health Education (NAPHE)	Medical Educational Partner	Providing medical educational services and trainings
Wabash Wood Products	Manufacturing Industry Partner	Income from Workforce Training
Claridge Products	Manufacturing Industry Partner	Income from Workforce Training
Ducommun	Manufacturing Industry Partner	Income from Workforce Training
Tyson Foods	Manufacturing Industry Partner	Income from Workforce Training
WestRock	Packaging Industry Partner	Income from Workforce Training

The continuation and sustainability of the new and expanded programs after the grant period ends is extremely important to North Arkansas College and has not been overlooked. Ongoing expenses for personnel and equipment maintenance will be a main focus. The personnel added during this grant will have gained valuable experiences and training which can be used to continue providing the same level of services offered and continue activities of this grant. Throughout the planning grant and continued into the implementation grant, numerous industry, educational support contacts and partnerships have been formed by the Grant Coordinator. Having one person as a main point of reference for these industry and educational contacts will be key to the continuous flow of information and organization of future workforce training, educational activities and promotion of

the Advanced Manufacturing and Healthcare Career opportunities available at North Arkansas College.

North Arkansas College will continue to use the services of the Northark Technical Center (NTC) which serves area high schools in Baxter, Boone, Carroll, Marion, Madison, Newton and Searcy counties. Services are provided at no cost to students. Books, tuition and fees are provided through NTC and funded by a training fee paid by local school districts and funds provided through the Arkansas Department of Career Education.

The North Arkansas College Health education simulation center along with equipment purchased will allow for the continuation of the new healthcare programs implemented during this grant. In partnership with North Arkansas Partnership for Health Education (NAPHE) we can provide for the continued instruction of those new healthcare programs.

Continued support from regional industry employers will be crucial to the continuation of these new and expanded programs. With continued collaboration from regional industry employers, we will review industry needs and future trends to assist with informing North Arkansas College about changes needed in academic programs and workforce training offerings. North Arkansas College will continue to provide regional industry with workforce training for new and current employees.

Ken Stuckey, Director of Talent Acquisition and Development at Pace Industries contacted the Northark Foundation with the desire for Pace Industries to give back to the local community by training workers for jobs here in Harrison. Specifically, he indicated a strong need to encourage students to pursue careers in engineering and manufacturing technology.

Pace Industries has become one of the largest and most diversified die casting companies in the world. The company has expanded from the original Harrison location which opened in the mid-1960's to 12 Divisions and 21 locations in the United States and Mexico. With that expansion comes the need to hire highly skilled workers.

"Engineering and technology graduates are vitally important to the future success of Pace Industries in Harrison," said Stuckey. "Our Mission statement requires us to "provide uncommon, creative solutions which contribute to the success of our customers. This scholarship program is an innovative example of that Mission Statement, and the partnership with Northark shows our deep commitment to the Harrison educational community and the surrounding area high schools. We are excited about training people for the technical positions we need now and for the future at Pace Industries in Harrison."

Pace will donate \$20,000 annually to fund \$1,000 (\$500/semester) scholarships for freshman students enrolled in engineering or manufacturing technology courses at Northark. Up to four sophomore students can earn \$1,500 (\$750/semester) in the second year at Northark if they have completed a summer internship at Pace Industries, Harrison Division. Scholarship applications will be taken from students at the high schools in the counties of Boone, Marion, Madison, Newton, Carroll and Searcy counties who enroll in Northark's Industrial Electronics Technology or Manufacturing Processes course and intend to pursue a career in these career fields. Each application must contain a recommendation letter from the high school Career and Technical Education teacher. Students must have and maintain a 2.5 GPA. Preference will be given to students who have participated in

BEST Robotics or SkillsUSA competition, attend the Northark Technical Center or have completed a class through Northark's concurrent credit offerings.

North Arkansas College will use currently employed full-time instructors in manufacturing and healthcare to continue new and expanded programs. Some part-time personnel may be needed to continue some services implemented during the grant process. The expenses required to continue new and expanded programs (including personnel, travel, materials, supplies, etc.) are estimated at \$175,000 per year. With the expansion of the manufacturing programs and the addition of the CMA and Community Paramedic Programs North Arkansas College will increase the number of students in the programs each semester. Increases in enrollment for these programs is estimated at 5% per program each year. The growth in the programs constitutes an additional estimated \$200,000 per year in tuition and fees revenue. This revenue will help support the additional instructors as well as the maintenance, repair or replacement of equipment. Northark is committed to supporting continued growth in these programs through annual budget resource allocation for sustainability.

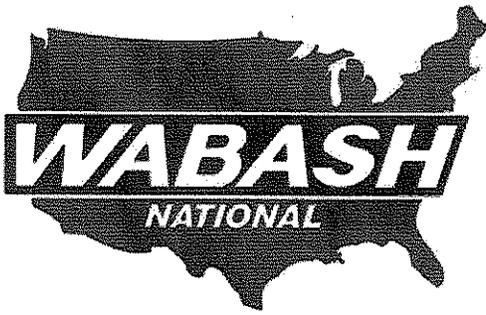
Sustainability for new and expanded programs will be achieved by drawing students to North Arkansas College and potential employees to our industry partners through well-equipped, quality programs that support industry leading educational and training experiences. Expenses to maintain and repair equipment purchased during the grant are estimated at \$25,000 per year. The lifetime expectancy for the equipment ranges from six to fifteen years. The College will provide all maintenance and repairs necessary for equipment maintenance, replacement, and repair through capital outlay planning, the College Foundation's Endowed Chair Program (that support small equipment purchases/replacements), Perkins Funding, Federal grant opportunities, and through ongoing contributions from regional industry and partners to support sustainability and future growth of the Advanced Manufacturing and Healthcare Programs. All equipment and instructional materials purchased will continued to be used to support and sustain workforce needs in the Northwest Arkansas Region.

In cooperation with OUR Educational Cooperative and SREB we will continue professional development for college and area middle and high school administration, faculty and staff using Carl D. Perkins and Department of Career Education funding.

In order to capitalize on the coordination and cooperation achieved with partners, the Workforce Grant Committee will continue to meet monthly to discuss grant activities, achievements, goals and share resources. Communication of this committee is key to the ongoing success of the grant activities and programs. The committee will continue to evaluate expenses throughout the grant period, looking for ways to reallocate resources to support grant operations. We will also continue to pursue additional funding revenues to sustain and/or expand services started with this grant. Using the media to advance public relations by highlighting the need for the programs and publish its successes we can keep our community informed about the educational and career opportunities available at North Arkansas College. Advisory Committees will meet twice each year to discuss current and future workforce needs for our region.

The support demonstrated by our partners and our regional communities through the Planning Grant process has been phenomenal and the expectation for continuation of these efforts is extremely high. During the Planning Grant process the Grant Committee or sub-committees have met 21 times, been on four industry and educational tours, and expanded our partnerships to include five new industry partners and one new non-profit partner. The Regional Workforce Planning Grant Team has gone above and beyond in this work to maximize the intent and goals for the

Workforce Initiative Act. The collaboration of secondary and post-secondary education partners toward alignment of strategies with workforce needs as expressed by our industry partners has resulted in clearly defined career pathway plans and coordinated efforts to address the challenges of job candidate skills gaps in our region. The strong relationships that have been established between our educational and industry partners provides an ongoing solid foundation for long-term sustainability.



Wood Products

May 16, 2016

Dear Dr. Elliott,

Wabash Wood Products would like to partner with North Arkansas College in the effort to improve the labor force in northern Arkansas. As manufacturers, we continue to face labor challenges in our ongoing operations. Some operations are experiencing a labor shortage; however, Wabash is experiencing instability driven by turnover. We believe this instability is driven by a lack of job skills and the employee's lack in understanding their role in a job function. We believe we could close these gaps and improve the workforce in our area with proper education and targeted training.

Wabash is a growing international company currently expanding its manufacturing footprint. Historically, the Harrison, Arkansas labor pool has helped Wabash Wood Products produce some of the highest performing work teams in the Wabash family. Wabash's current struggles in this market create barriers for expansion and job creation in Boone County as well as the entire state of Arkansas. Wabash National has a voracious appetite for continuous improvement in all of its manufacturing operations.

These initiatives include new products, improved processes, strategic automation for variation reduction, and being an industry leader in everything we do. This approach requires an educated and dedicated workforce at all levels. Opportunities currently exist in all employment levels with Wabash National. The Harrison, Arkansas facility has expanded our employee base 50% over the last 36 months and routinely has over 25 positions open at any given time. As a current director with the Harrison Regional Chamber of Commerce and a member of the Economic Development Subcommittee, I am aware that Wabash Wood Products is not the only employer experiencing challenges with northern Arkansas labor shortages.

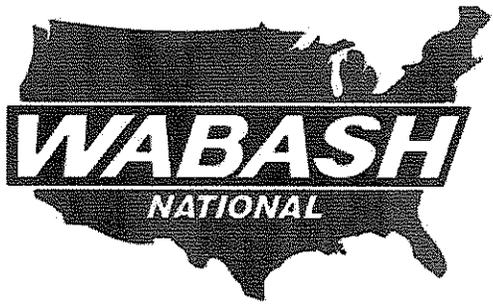
We believe the Regional Work Force Alliance, formed through this project, creates a great opportunity for Wabash Wood Products to provide detailed elements for local workforce improvements as well as opportunities to vet improvement strategies.

Wabash is prepared to openly share current business analytics related to labor impacts. Examples of these metrics include turnover, training costs, productivity impacts, etc. Wabash is also prepared to support the initiative by supplying members on committees, conducting seminars/training, or other areas that would enhance the program for the improvement of the local employee base.

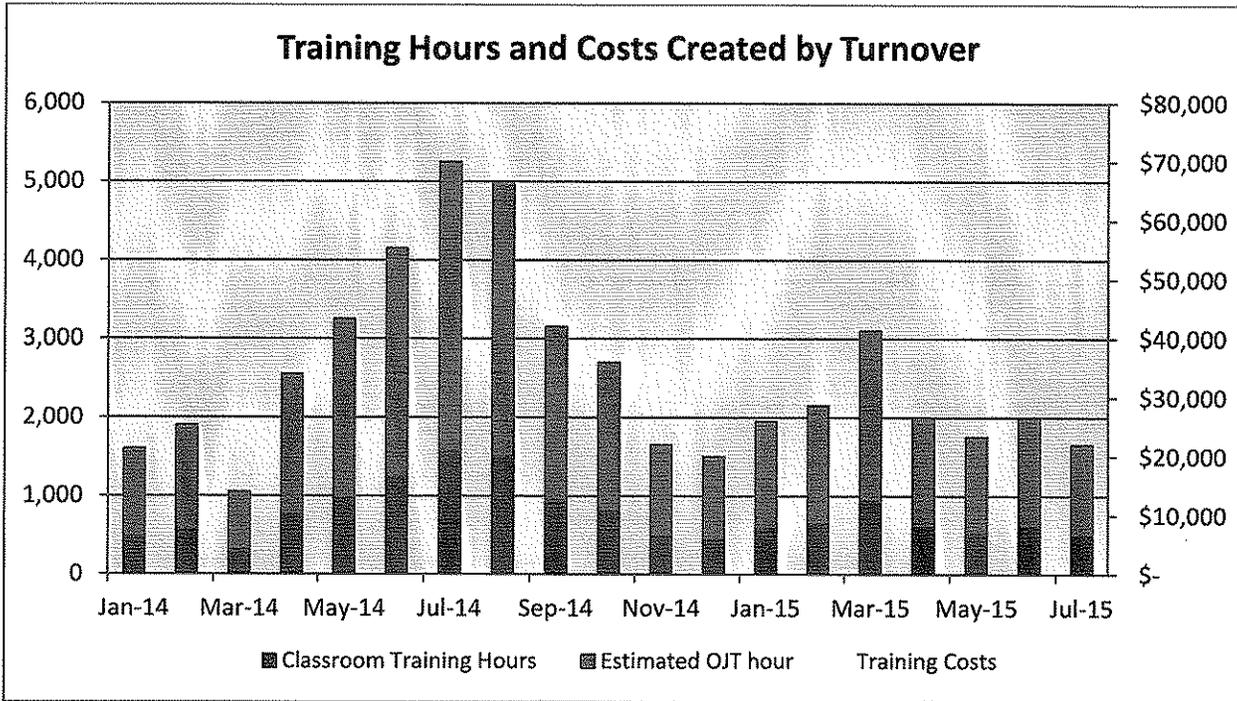
As an attachment, I have provided monthly turnover, estimated training hours, and estimated training costs. Based upon these metrics, it is imperative to seek a long term solution to our issues.

Sincerely,

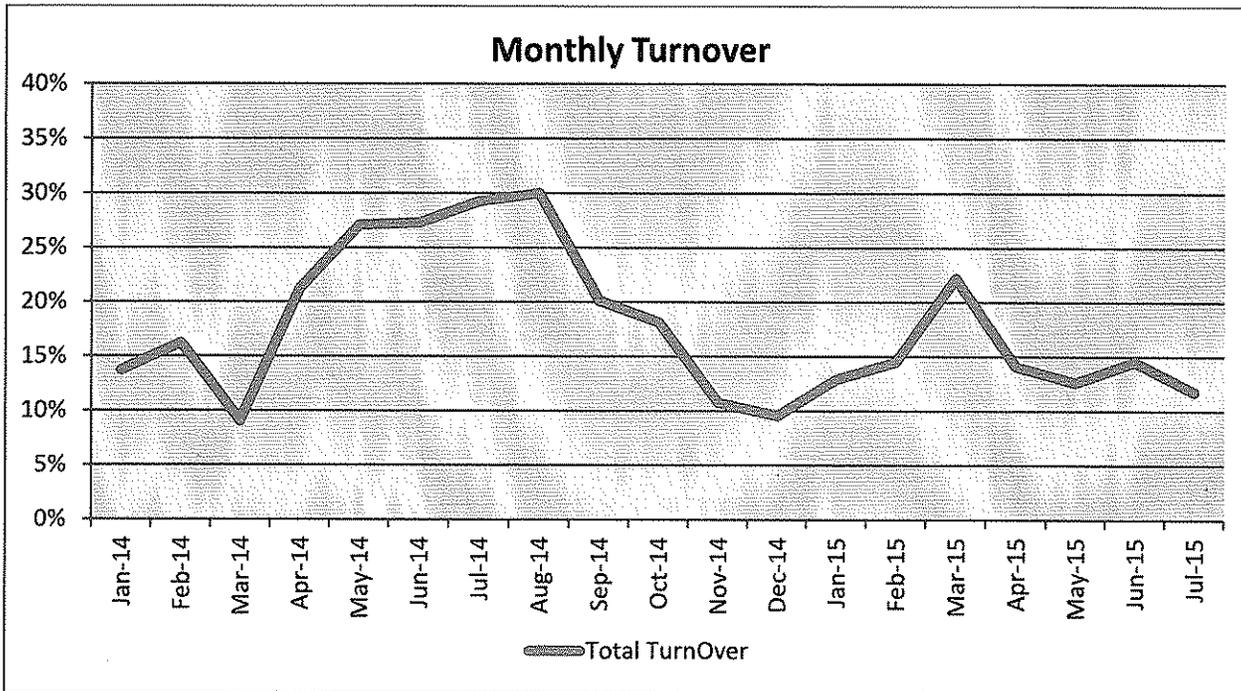
Eddie Bartlett
Plant Manager, Wabash Wood Products



Wood Products



Estimated 48,000 hours of training at a cost of \$662,000





Office: 479.443.1456
Fax: 479.442.7058
P.O. Box 309
Fayetteville, AR 72702

February 29, 2016

Ethan Robinson
Workforce Coordinator
Pace Industries

To whom it may concern,

It is my absolute pleasure to write in support of the application drafted by Melissa Bray and her colleagues at North Arkansas College. North Arkansas College was awarded the Regional Workforce Grant, which will provide much needed training to the area and its residents in order to bring a revitalized labor pool to employers.

Pace Industries is one of the largest employers in Harrison, Arkansas. Our need for skilled workers far outnumbers the total sum of quality candidates in the job market. With more and more of our current workforce nearing retirement, our need for a skilled workforce is only going to become more critical. The Regional Workforce Grant will provide a clear pathway for high school students to receive a high quality education in advanced manufacturing that leads to gainful employment.

Pace hiring needs are in technical areas; namely automation, CNC programming/operation, and technical maintenance. The Regional Workforce Grant would provide North Arkansas College new technologies that will further align their student's skills with our hiring needs.

In conclusion, I fully support North Arkansas College in their objective to create new opportunities for their students through the Regional Workforce Grant. I look forward to the day when our industry will greet these new candidates with an excellent career.

Sincerely,

A handwritten signature in black ink, appearing to read "Ethan Robinson", written over a horizontal line.

Ethan Robinson
Workforce Coordinator



May 16, 2016

Dear Arkansas Workforce Development Board:

Northark Technical Center (NTC) is committed to working with North Arkansas College and its other education and industry partners to address labor market shortages and job candidate skills gaps in our region. This partnership will allow Northark to be more responsive to our regional industry needs, particularly in the Advanced Manufacturing and Emerging Clinical Healthcare job sectors.

NTC is a shared-time secondary technical center providing high school students the opportunity to obtain concurrent credit in six programs of study leading to industry certifications and college certificates prior to graduation. This unique opportunity allows students to significantly reduce the time from high school graduation to successful employment or degree completion.

In order to serve more high school student at NTC, we are adjusting class schedules to allow for morning and afternoon courses for area high school students. In addition to our six current programs, we are adding three new Certificates of Proficiency; Workforce Technology, Clinical Medical Assistant, and Administrative Medical Assistant, each of which are designed for students to complete by the time they graduate high school.

NTC services high schools in our six county service area which includes Boone, Carroll, Madison, Marion, Newton, and Searcy counties. These schools include:

- * Omaha High School
- * Lead Hill High School
- * Bergman High School
- * Green Forest High School
- * Alpena High School
- * Harrison High School
- * Yellville Summit High School
- * Flippin High School
- * Bruno-Pyatt High School
- * Valley Springs High School
- * Western Grove High School
- * St. Joe High School
- * Jasper High School
- * Kingston High School

The Regional Workforce Alliance created through this project will allow Northark and its students to receive invaluable employer input in the areas of skill development, emerging technology needs, soft skills, and labor market trends. NTC is excited to enter into this partnership to improve student outcomes and fill labor market gaps in our region.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Howie", written over a horizontal line.

Scott Howie, Director
Northark Technical Center

A Comprehensive Community College

May 17, 2016

Subject: Letter of Support for Regional Workforce Grant

Regional Workforce Grant Selection Board:

North Arkansas Regional Medical Center supports this initiative to enhance workforce development with our regional partners in manufacturing and education. Working together, as we have done in applying for this grant, enhances the likelihood of success. With this process, we have strengthened ties between all school levels and industry in rethinking how we rebuild and refurbish our efforts.

This second stage "Regional Workforce Grant Proposal" features development and sustenance efforts in early through adult career pathways in healthcare and manufacturing. We believe early identification of career interests in these high demand areas will allow more creativity in early education and mentorship. We are appreciative that classes, such as Medical Terminology / Anatomy and Physiology, will now be available to lower grades and more adults, and at flexible times. And we are pleased with the grant enhancing efforts to work together for the good of all.

One of our organizational values challenges North Arkansas Regional Medical Center employees to stay engaged in the betterment of our community. For this particular proposal, we have worked diligently with top regional educational and employment innovators equally committed to long-term project success. Collaborative steps are already either under way or ready to be initiated as this project continues its forward momentum. Our regional workforce development efforts will be considerably enhanced by continuing grant approval.

Very truly yours,



Vincent Leist
President and Chief Executive Officer



OZARKS UNLIMITED RESOURCES COOPERATIVE

5823 Resource Drive, Harrison, AR 72601
P.O. Box 610, Valley Springs, AR 72682
PHONE: 870.429.9100 FAX: 870.429.9099
www.oursc.k12.ar.us

Harrison, Arkansas 72601

Rick Nance, Director

May 16, 2016

MEMBERSHIP

BAXTER COUNTY
Cotter S.D.

Nell Bonds, Dean of Outreach
North Arkansas College
1515 Pioneer Drive
Harrison, AR 72601

BOONE COUNTY
Alpena S.D.
Bergman S.D.
Harrison S.D.
Lead Hill S.D.
Omaha S.D.
Valley Springs S.D.

Dear Mrs. Bonds:

We are excited to partner with Northark on the Regional Workforce Implementation Grant.

CARROLL COUNTY
Berryville S.D.
Eureka Springs S.D.
Green Forest S.D.

A part of the O.U.R. Cooperative operational mission is to, "Foster public and private sector educational partnerships" to respond to the diversity of needs and opportunities in our constituency. The implementation grant will allow the opportunity to work closer with manufacturers and health employers to identify employability skills required of secondary students to prepare teachers to provide necessary instruction for students to be career ready in manufacturing and health fields.

MADISON COUNTY
Jasper S.D.
Kingston Campus

The Career and Technical Department Coordinator will be available to assist with the grant targets and with communication between the secondary schools comprised of sixteen school districts (Alpena, Bergman, Berryville, Cotter, Deer/Mt. Judea, Eureka Springs, Flippin, Green Forest, Harrison, Jasper, Lead Hill, Omaha, Ozark Mountain, Searcy County, Valley Springs and Yellville-Summit). The grant provides the opportunity to align Carl D. Perkins resources to complement workforce initiatives. The O.U.R. CTE Department will support the grant through serving on the advisory committee, serving on workforce grant committee, serve as a liaison for the area public schools (16 school districts), collaborate on professional development opportunities, and continue facilitation of the annual OUR CTE Regional Partnership Council held in October.

MARION COUNTY
Flippin S.D.
Ozark Mountain S.D.
Bruno-Pyatt Campus
Yellville-Summit S.D.

O.U.R. Cooperative is committed to the work of the grant and continuing the support past the end of the grant through the O.U.R. CTE Department. As this opportunity is a positive for our constituents and provides workforce opportunities for public school students, O.U.R. Cooperative supports the grant. We look forward to hearing the Regional Workforce Alliance's success in approval.

NEWTON COUNTY
Deer / Mt. Judea S.D.
Jasper S.D.
Jasper Campus
Ozark Mountain S.D.
Western Grove Campus

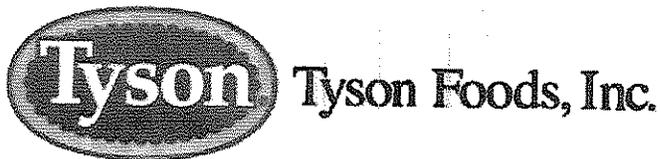
Sincerely,

Richard Nance, Director

SEARCY COUNTY
Ozark Mountain S.D.
St. Joe Campus
Searcy County S.D.
Leslie Campus
Marshall Campus

NORTH ARKANSAS COLLEGE

c Dr. Kim Fowler, Teacher Center Coordinator
Mrs. Billie Reed, CTE Coordinator



May 17, 2016

Melissa Bray
Regional Workforce Grant Analyst
North Arkansas College
1515 Pioneer Drive
Harrison, AR 72601

To Whom It May Concern:

As part of the statewide effort in Arkansas to enhance our workforce system and contribute to strong regional economies through active community and workforce development, we are submitting this letter in support of North Arkansas College's Implementation Grant Application for the Regional Workforce Grant.

Participating as a partner in this effort offers our region the opportunity to transform our regional economy and gain a competitive advantage by developing the local workforce to better meet employer needs. This important collaboration will address the needs of businesses and develop skilled workers who will contribute to business solutions that support increased economic growth.

The Implementation Grant focus areas of Advanced Manufacturing and Emerging Clinical Healthcare will allow us to address critical needs of regional employers through a process that aligns education, workforce development, and economic development strategies within our regional communities.

We look forward to actively participating in the workforce development strategies outlined in the implementation grant proposal, and will support efforts to address these critical needs in our region. Our partnership with North Arkansas College and other regional partners to implement career pathway strategies that create linkages between secondary and postsecondary education providers and employers will create a pipeline of skilled employees to meet employer needs. Using a common vision and a unified regional effort that integrates education, professional training, and support, will allow us to align services within our regional economies and target sector strategies that are tailored to meet the needs of regional employers. We look forward to continued collaboration and the important work ahead.

Respectfully,

A handwritten signature in black ink, appearing to read "Michael Armstrong", is written over a horizontal line.

Michael Armstrong
GF/BV Complex Human Resources Manager

May 20, 2016



To Whom It May Concern:

As part of the statewide effort in Arkansas to enhance our workforce system and contribute to strong regional economies through active community and workforce development, we are submitting this letter in support of North Arkansas College's Implementation Grant Application for the Regional Workforce Grant.

Participating as a partner in this effort offers our region the opportunity to transform our regional economy and gain a competitive advantage by developing the local workforce to better meet employer needs. This important collaboration will address the needs of businesses and develop skilled workers who will contribute to business solutions that support increased economic growth.

The Implementation Grant focus areas of Advanced Manufacturing and Emerging Clinical Healthcare will allow us to address critical needs of regional employers through a process that aligns education, workforce development, and economic development strategies within our regional communities.

We look forward to actively participating in the workforce development strategies outlined in the implementation grant proposal, and will support efforts to address these critical needs in our region. Our partnership with North Arkansas College and other regional partners to implement career pathway strategies that create linkages between secondary and postsecondary education providers and employers will create a pipeline of skilled employees to meet employer needs.

Using a common vision and a unified regional effort that integrates education, professional training, and support, will allow us to align services within our regional economies and target sector strategies that are tailored to meet the needs of regional employers. We look forward to continued collaboration and the important work ahead.

A handwritten signature in black ink, appearing to read "Andrew Gratton".

Andrew Gratton

Plant Manager

329 W Industrial Park Road | Harrison, Arkansas 72601

T 870.741.9401 | M 870.754.7963

Andrew.Gratton@westrock.com | www.westrock.com



May 1, 2016

Dear Arkansas Workforce Development Board:

Please accept this letter as commitment of partnership between North Arkansas College (Northark) and Arkansas State University-Mountain Home (ASUMH) to form a regional workforce alliance. Such a partnership will support development and expansion of regionally aligned employer driven career pathways. This collaborative approach will allow Northark and ASUMH to collectively identify and address job candidate skills gaps in our region, particularly in the Advanced Manufacturing and Emerging Clinical Healthcare job sectors.

Northark and ASUMH are committed to engaging with our regional service area in the following ways:

- ❖ Align curriculum to ensure that completers of technical certificate programs at each institution can enter seamlessly into Associate Degree completion programs either direction.
- ❖ Work jointly with secondary education providers to develop improved communication and marketing campaigns targeting parents to educate and build understanding regarding regional career opportunities with the Manufacturing job sector.
- ❖ Engage regional partners (secondary education, postsecondary education, and employers) through workforce alliance efforts to create clearly defined career pathways.

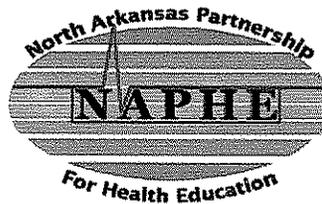
As we work in partnership to develop a strong regional workforce alliance, we are focused on creating a skilled and employment-ready workforce through alignment of educational programs and joint efforts to address regional workforce needs. We look forward to the opportunity to work together with regional employers and other partners to develop an educational pipeline to support economic growth in our region.

Sincerely,

A handwritten signature in black ink, appearing to read "Robin Myers".

Robin Myers, Ed.D.
Chancellor

RM/mc



May 2, 2016

To Whom It May Concern:

Please let this letter serve as a mechanism to document our support for North Arkansas College to submit and implement a Regional Workforce Grant that will enhance efforts in Arkansas to contribute to the development of a stronger regional economy and provide increased opportunities for local employment.

NAPHE is very pleased to have been a partner with North Arkansas College in past efforts to improve workforce collaborations in support of economic growth and expansion. As in the past, we look forward to our continued work together and will actively participate in the workforce development strategies outlined in this new proposal. Specifically we feel that the plans which focus on areas of Advanced Manufacturing and Emerging Clinical Healthcare will put us on the cutting edge in addressing critical needs of regional employers. By aligning education, professional training, and economic strategies, the end result will be a career pipeline that links area students with regional employers who need highly skilled workers.

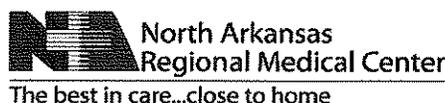
Building on what we have accomplished in the past and customizing strategies for the future has always been a strong suit for North Arkansas College. This new regional workforce proposal continues a proud tradition that unifies regional partners working collectively to serve a vision for the common good. It is great to be a part of this team and we look forward to the important work ahead!

Sincerely,

Sheri Hinrichs

Sheri Hinrichs, Executive Director
North Arkansas Partnership for Health Education
Harrison, Arkansas

Sustaining Partners:



Committed to Excellence in Community Health Education



**NORTHWEST ARKANSAS
ECONOMIC DEVELOPMENT DISTRICT, INC.**

**NWAEDD PLAZA
818 Highway 62-65-412 North • P.O. Box 190
Harrison, Arkansas 72602-0190
(870) 741-5404**

May 9, 2016

Dear Dr. Elliott,

As part of the statewide effort in Arkansas to enhance our workforce system and contribute to strong regional economies through active community and workforce development, we are submitting this letter in support of North Arkansas College's Implementation Grant Application for the Regional Workforce Grant.

This effort offers our region the opportunity to transform our regional economy and gain a competitive advantage by developing the local workforce to better meet employer needs. This important collaboration will address the needs of businesses and develop skilled workers who will contribute to business solutions that support increased economic growth.

The Implementation Grant focus areas of Advanced Manufacturing and Emerging Clinical Healthcare will allow us to address critical needs of regional employers through a process that aligns education, workforce development, and economic development strategies within our regional communities.

We look forward to actively participating in the workforce development strategies outlined in the implementation grant proposal, and will support efforts to address these critical needs in our region. Our partnership with North Arkansas College and other regional partners to implement career pathway strategies that create linkages between secondary and postsecondary education providers and employers will create a pipeline of skilled employees to meet employer needs.

Using a common vision and a unified regional effort that integrates education, professional training, and support, will allow us to align services within our regional economies and target sector strategies that are tailored to meet the needs of regional employers. We look forward to continued collaboration and the important work ahead.

Sincerely,

Joe Willis, Executive Director
Northwest Arkansas Workforce Development Board

HARRISON SCHOOL DISTRICT

110 South Cherry Street, Harrison, AR 72601

MELINDA MOSS, Ed. D.
Superintendent of Schools

Telephone 870/741-7600
Fax 870/741-4520
E-mail: mmoss@hps.k12.ar.us

Dear Regional Workforce Grant Committee:

This year's Workforce Planning Grant has created extremely strong collaboration between North Arkansas College, Harrison School District, North Arkansas Regional Medical Center, Wabash and Pace Industries. Thus has developed a solid plan of action to take into the next level of the Workforce Implementation Grant. I have no doubt that if funded, each grant partner will see that the current synergy between each institution will more than magnify the dollars entrusted.

More specifically, Harrison School District has positioned itself to implement both technical and soft skills development through actions outlined in the grant application. We look forward to expansion of Project Lead the Way, aptitude and career assessments, internship opportunities, industry-specific courses such as Craft Skills, Introduction to Engineering Design, Medical Terminology and other possibilities. We are willing to find academic space, right here on our campuses, for these programs.

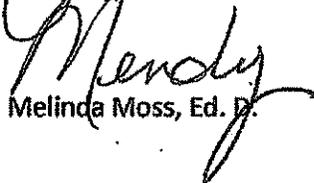
The District is also excited to expand professional development of its teachers through tours of the technical center, regional industry guests and speakers and other ways to give not only our students a better vision of the world of work in our community but also our educators. Teachers can then apply the skills and competencies they are teaching to their application in the workplace.

We can't keep doing what we have been doing, the same way, and expect to get different results. Our local businesses and industries are begging for skilled workers with the soft skills needed to fill crucial positions.

The success of the schools and the community are deeply intertwined. The funding of the Regional Workforce Implementation Grant will be a huge step toward furthering our partnerships and our ability to meet our workforce shortages.

Harrison School District supports this grant application.

Sincerely,



Melinda Moss, Ed. D.

Monday, April 25, 2016

To Whom It May Concern:

As part of the statewide effort in Arkansas to enhance our workforce system and contribute to strong regional economies through active community and workforce development, we are submitting this letter in support of North Arkansas College's Implementation Grant Application for the Regional Workforce Grant.

Participating as a partner in this effort offers our region the opportunity to transform our regional economy and gain a competitive advantage by developing the local workforce to better meet employer needs. This important collaboration will address the needs of businesses and develop skilled workers who will contribute to business solutions that support increased economic growth.

The Implementation Grant focus areas of Advanced Manufacturing and Emerging Clinical Healthcare will allow us to address critical needs of regional employers through a process that aligns education, workforce development, and economic development strategies within our regional communities.

We look forward to actively participating in the workforce development strategies outlined in the implementation grant proposal, and will support efforts to address these critical needs in our region. Our partnership with North Arkansas College and other regional partners to implement career pathway strategies that create linkages between secondary and postsecondary education providers and employers will create a pipeline of skilled employees to meet employer needs.

Using a common vision and a unified regional effort that integrates education, professional training, and support, will allow us to align services within our regional economies and target sector strategies that are tailored to meet the needs of regional employers. We look forward to continued collaboration and the important work ahead.

A handwritten signature in black ink, appearing to read 'Chonta Salts'.

Chonta Salts
Human Resources Business Partner
Interconnect Solutions
Ducommun, Inc.



PRODUCTS AND EQUIPMENT, INCORPORATED
P. O. BOX 910
HARRISON, ARKANSAS 72602-0910
E-MAIL: claridge@claridgeproducts.com



PHONE: 870-743-2200
TOLL FREE: 800-434-4610
FAX: 870-743-1908

May 5, 2016

To Whom It May Concern:

As part of the statewide effort in Arkansas to enhance our workforce system and contribute to strong regional economies through active community and workforce development, we are submitting this letter in support of North Arkansas College's Implementation Grant Application for the Regional Workforce Grant.

Participating as a partner in this effort offers our region the opportunity to transform our regional economy and gain a competitive advantage by developing the local workforce to better meet employer needs. This important collaboration will address the needs of businesses and develop skilled workers who will contribute to business solutions that support increased economic growth.

The Implementation Grant focus areas of Advanced Manufacturing and Emerging Clinical Healthcare will allow us to address critical needs of regional employers through a process that aligns education, workforce development, and economic development strategies within our regional communities.

Claridge Products is proud to have been a partner with North Arkansas College in providing 2 separate trainings to help educate and promote our workforce. We participated in training for a 30 hour OSHA course for approximately 30 employees and in a 40 hour PLC Programming course for 6 of our industrial maintenance personnel.

We look forward to actively participating in the workforce development strategies outlined in the implementation grant proposal, and will support efforts to address these critical needs in our region. Our partnership with North Arkansas College and other regional partners to implement career pathway strategies that create linkages between secondary and post-secondary education providers and employers will create a pipeline of skilled employees to meet employer needs. We look forward to continued collaboration with North Arkansas College.

Claridge Products and Equipment, Inc.

Roger Leonard
General Manager



April 28, 2016

To Whom It May Concern:

As part of the statewide effort in Arkansas to enhance our workforce system and contribute to strong regional economies through active community and workforce development, we are submitting this letter in support of North Arkansas College's Implementation Grant Application for the Regional Workforce Grant.

Participating as a partner in this effort offers our region the opportunity to transform our regional economy and gain a competitive advantage by developing the local workforce to better meet employer needs. This important collaboration will address the needs of businesses and develop skilled workers who will contribute to business solutions that support increased economic growth.

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Using a common vision and a unified regional effort that integrates education, professional training, and support, will allow us to align services within our regional economies and target sector strategies that are tailored to meet the needs of regional employers. We look forward to continued collaboration and the important work ahead.

Sincerely,

A handwritten signature in black ink, appearing to read "Lacey Johnson", is written over the typed name.

Lacey Johnson
HR Director
870-424-5310

SUBMIT BY JUNE 1, 2016Email to ADHE.Workforce.Grant@adhe.edu*Applications will only be accepted for projects that were awarded a planning grant.***IMPLEMENTATION GRANT SCORING RUBRIC**

Critical Elements	Exemplary	Superior	Adequate	Needs Improvement	Value
Program Need	Significantly addresses a top 3 workforce need in the region. (18–20 Pts)	Addresses in a more limited way a top 3 workforce need in the region. (15–17 Pts)	Addresses in a limited way a less critical workforce need in the region. (11-14 Pts)	Identified labor need is too narrow or not in a critical area. (0–10 Pts)	20 Pts
Program Plan	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (22-25 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (18-21 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (14-17 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–13 Pts)	25 Pts
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)	20 Pts
Budget Plan	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13-15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10-12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7-9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–6 Pts)	15 Pts
Sustainability	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period (15-17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period (11-14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0-10 Pts)	20 Pts
Total Points Possible					100 Pts

2015 ESEA DISTRICT REPORT

District: HARRISON SCHOOL DISTRICT
LEA: 503000
Enrollment: 2699

Superintendent: MELINDA MOSS
Attendance 94.79
Poverty Rate: 50.57

Address: 110 S Cherry
Address: HARRISON, AR 72601
Phone: (870) 741-7600

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1611	1615	99.75	1654	1660	99.64
Targeted Achievement Gap Group	840	842	99.76	888	892	99.55
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	58	58	100.00	59	59	100.00
White	1495	1498	99.80	1537	1542	99.68
Economically Disadvantaged	806	806	100.00	855	856	99.88
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	123	125	98.40	119	122	97.54

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	708	1518	46.64	22.73
Targeted Achievement Gap Group	270	776	34.79	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	21	52	40.38	18.35
White	662	1409	46.98	26.04
Economically Disadvantaged	263	744	35.35	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	14	116	12.07	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	494	1559	31.69	13.95
Targeted Achievement Gap Group	188	822	22.87	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	14	54	25.93	12.10
White	462	1448	31.91	17.14
Economically Disadvantaged	183	791	23.14	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	16	112	14.29	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	175	195	89.74	84.39	94.00
Targeted Achievement Gap Group	63	77	81.82	72.11	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	526	611	86.09	84.39	94.00
Targeted Achievement Gap Group	224	285	78.60	72.11	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00	
White	171	191	89.53	84.21	
Economically Disadvantaged	60	72	83.33	71.74	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	14	19	73.68	70.83	

2015 ESEA DISTRICT REPORT

District: HARRISON SCHOOL DISTRICT
LEA: 503000
Enrollment: 2699

Superintendent: MELINDA MOSS
Attendance 94.79
Poverty Rate: 50.57

Address: 110 S Cherry
Address: HARRISON, AR 72601
Phone: (870) 741-7600

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

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

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

Number of enrolled students with completed PBA only:	15
Number of enrolled students with completed EOY only:	13

Percent Tested: Source and Use of Enrollment

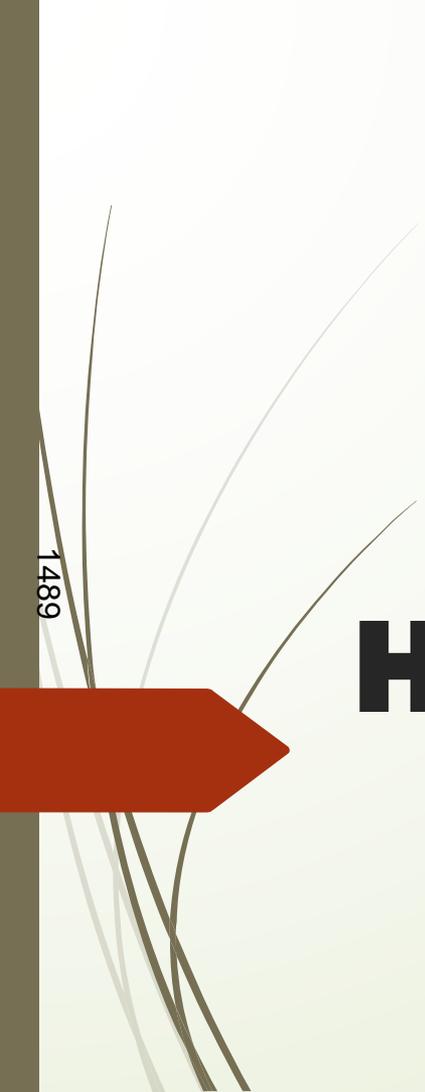
For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016



1489

Harrison High School

Proposed Conversion Charter



HHS Charter Mission Statement

**Maximize the learning of EVERY scholar
within a personalized learning environment
that equips each student with
career and college readiness.**



Time is Constant; Learning is Variable

What if?

Learning is Constant; Time is the Variable

Soft Skills - Executive Functions

#1 Reason for dropouts in college?
6-Year Grad rate = 59%
2-year College Completion = 29%



PURPOSE - AUTONOMY - MASTERY

Our Charter Journey



Partnerships

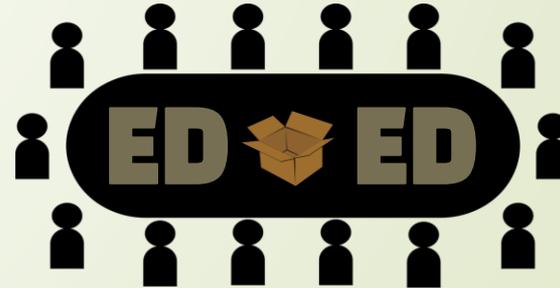
2015

Our Charter Journey

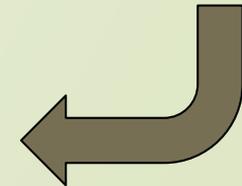
Chamber of Commerce
Strategic Planning
Committee



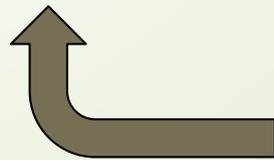
Innovation
Summits



Regional Workforce
Planning



CTE Regional
Partnership
Council Summit



2

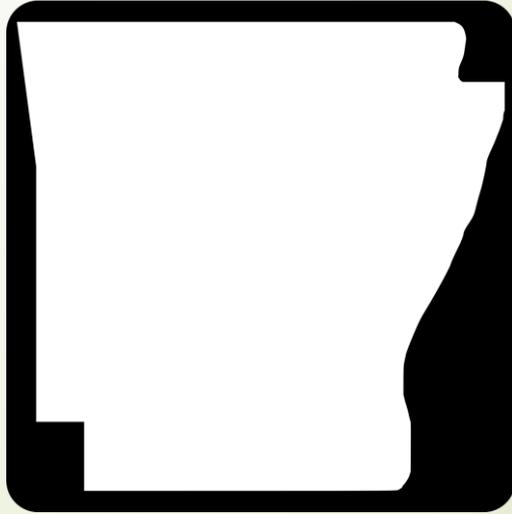
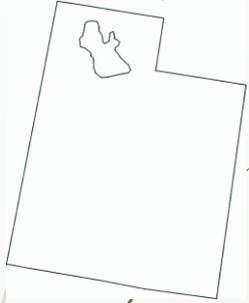
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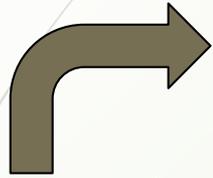
Our Charter Journey

1495

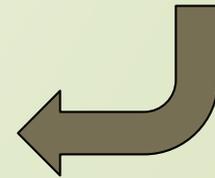
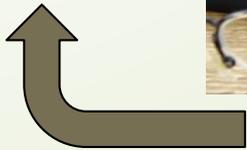
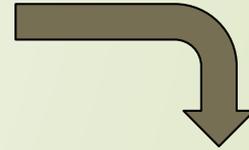


2015

Our Charter Journey



APSRC



2016



Our Charter Journey



**State Board
APPROVED
ACT 1240
Waivers**

**2
0
1
6**

Our Charter Journey

MSSSC Training
with community partners



HALO

CTE
Teachers

CTE Advisory Council

2

0

1

6



Our Charter Journey

Public Meetings

HALO

Charter

2

0

1

6

Our Charter Journey



Partnerships

1500

2015

2016

Why Change?

**'one size fits all' fits
no-one**



**Flexibility
for
Personalization**

**For
Student
Voice
and
Choice**

Why Change?

Offer more pathways!

- 2 year college
- 4 year college
- Industry Certifications
- Workforce Readiness
- Internships



Why Change?

Open Doors of Opportunity!

- Degrees
- Careers
- Certificates
- High Wage Jobs





HALO: “Harrison AdvancEd Learning Opportunities”

- Personalized Blended Learning made possible through ACT 1240 waivers.
- Students have control over their time, pace, place, and path.
- Available to any student that signs up for the program.
- 67 students for the pilot year, sophomores and juniors



Relationships / Mentoring

- 78 hours of mentoring students within the first 6 weeks
- Traditional to date: One Parent/Teacher conference
- Students need relationships and choices!
- Expandable to whole school

Soft Skills

- Check In/Check Out
- Immediate Feedback to Parents
- Expandable to whole school

Harrison High School

Brylie Parker



2016-17 HALO
STUDENT ID

Powered by TimeStation—Card# 00029



Grading



Traditional	HALO
100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F	No Failing Grades Incompletes are given 70% minimum passing grade
6 week progress reports:	
Traditional: 30% F's	Halo: 7% F's

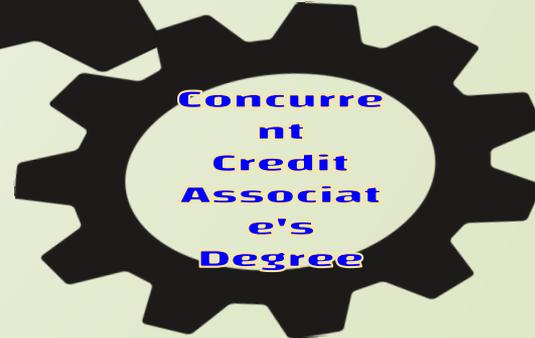


Feedback

“Thank you for this update and for your unwavering commitment to this program while you balance your other administrative duties. I believe in this program and its "real life" benefits and am glad Emma is a part of it! She has really enjoyed the HALO experience and HHS as a whole. I will say that I did have some "due date/target" mutterings that I've been hearing, for you but from your email it looks like you're on top of it; and I agree that the skill will be learned in time. I'd also like to thank the teachers for their commitment. I know Emma's experience wouldn't be nearly as positive without their dedication and enthusiasm!”

“I just wanted to thank you for being a strong leader on the high school campus for all students. I'm personally grateful to you and the teachers who make a daily investment in our children. How each person handles academic and athletic achievement and failure is more than a grade or a score. To me it's about the character displayed individually, collectively, and even as a community. I am thankful Ben has a strong group of Christian men and women on the HHS campus to support, guide, and encourage him as he figures out his path in life. It's not easy parenting in a culture where so much of what we hear and watch seems to place an emphasis on things that are outside of God's plan. I'm truly grateful to you and others who dedicate your time and efforts to making a positive difference in our children's lives. Hope you have a great week!”

Personalization



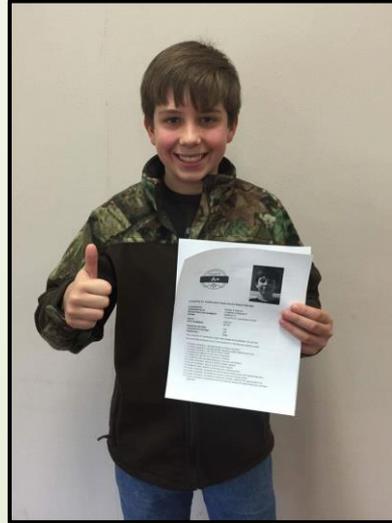


The Whole School - ALL Students

Equitable Services for ALL

- G/T
- 504
- Special Education
- Traditional
- HALO
- Internships
- Industry Certifications
- Concurrent Credit
- Transportation

Flexibility for Personalized Education





Requested Waivers

Flexible Schedule

- 6-16-102 School Day
- 6-18-210 Definition of Planned Instructional Time
- 6-18-211 Mandatory Attendance

Standards for Accreditation:

- 10.01.4 Planned Instructional Time
- 14.03

ADE Rules:

- **Mandatory Attendance Requirements for Students
Grades 9-12**



Requested Waivers

Teacher Licensure

NonCore Instructors for Industry Certification Related Courses (for example, MSSC, A+ CompTia, CNA)

- 6-17-401 Teacher Licensure Requirement
- 6-17-309 Certification to Teach Grade or Subject Matter
- 6-15-1004 Qualified Teachers in Every Public School Classroom
- 6-17-919 Warrants Voice with Valid Certificate and Contract
- 15.03 Standards for Accreditation
- ADE Rules Governing Educator Licensure



Requested Waivers

Grading Scale within the Personalized Learning Program

- 6-15-902(a)
- Standards for Accreditation - 12.02 Grading
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools



Requested Waivers

Digital Learning Days

- 6-18-213 Attendance Records and Reports Generally



Requested Waivers

Competency-Based Learning

- 14.03



Finances

- Whole High School Plan
- Same Teachers, Same Students, Same Facilities
- Consistent Fund Balances
- Transfers to Building Fund
- Technology and Infrastructure In Place
- Budget Sustainability



**Maximize the learning of EVERY scholar
within a personalized learning
environment
that equips each student with
career and college readiness.**





**The flexibility allowed
through these waivers allows
for a personalized education
and
Future Ready Students!**



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Dr. Stephanie Nehus
Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913

State Board
of Education

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
Hot Springs Junior Academy District Conversion
Charter School Application**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Dr. Nehus:

Joe Black
Newport

On October 21, 2016, the Charter Authorizing Panel met and approved the application for Hot Springs Junior Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

*An Equal
Opportunity
Employer*

CC: Superintendent Hernandez, Hot Springs School District

Hot Springs Junior Academy District Conversion Charter School Application

Motion

To approve the application with waiver changes

Barnes	Liwo	Saunders-M
Gotcher-2	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			This is an excellent model towards student focused education with a strong community partnership. I am encouraged by the high level of organization and accountability demonstrated.
Lester	X			This application has a great plan for reaching the students at the middle school level. The model provides high teacher involvement with the advisory/mentoring time and flexibility for personalized learning. I have no concerns.
Liwo	X			The model provides a great way to involve teachers. Teachers will be well supported. The programming will motivate students to get an early start on taking control of their own education and future, whether that involves college or moving straight into the workforce. Middle school students can earn high school credits. Students will be matched to teacher mentors based on the teacher's expertise and similarities in interest. The plan includes collaboration with Henderson State University to provide a college readiness coach that will

				guide students. Career-relevant instruction, project based learning, and self-paced learning will help ensure that students are ready for any path chosen upon graduation. Seminars and job shadowing opportunities will be offered to students. District transportation will be offered. The model will enable an easier transition from middle school to high school. Students will likely enter high school more focused and ready to maximize their respective high school experience. This model will help tackle the current rate of students who graduate from HSHS but do not enroll in college.
Pfeffer	X			This charter builds upon the solid foundation already in place in the district and will be good for all kids. The district leadership is committed, focused and visionary in their efforts to provide a great model for educational innovations.
Rogers	X			I have no concerns. Collaboration with local business and colleges will allow Hot Springs Junior Academy to help increase achievement for all students.
Saunders	X			This new approach provides the flexibility to address the needs of students.
Smith	X			I have no concerns with the request for converting the Hot Springs Middle School to the Hot Springs Junior Academy. School leadership was able to provide key information regarding requested waivers and school plan.
Coffman				Chair

Submitted by: Alexandra Boyd
Date: October 21, 2016

Hot Springs Junior Academy

School District: Hot Springs

Grade Levels: 7-8

Grade Levels and Maximum Enrollment by Year:

School Year	Grade Levels to be Served	Maximum Enrollment
2017-2018	7-8	560
2018-2019	7-8	570
2019-2020	7-8	580
2020-2021	7-8	590
2021-2022	7-8	600

Address of Proposed School: 701 Main Street, Hot Springs, AR 71913

Mission Statement:

At Hot Springs Junior Academy, we take pride in educating every student **ACADEMICALLY, EMOTIONALLY, PHYSICALLY, CULTURALLY and SOCIALLY** to become a contributing citizen in a global society.

Information on the School District in Which the Charter Would be Located:

Hot Springs School District

78.67% free and reduced-priced lunch (2015-2016)

Needs Improvement District (ESEA 2015) - Literacy, Math, and Graduation Rate

Documentation Provided in Support of the Charter:

Letters of Support Included with Application

Madeline Bull	Parent
Jim Fram	Greater Hot Springs Chamber of Commerce
Minnie Lenox	City of Hot Springs
Cheryll Long	Parent
Debbie Ugbade	Hot Springs School Board

Issues that Remain Unresolved as Determined by Legal Staff

2. LICENSURE

- Applicant should confirm it is rescinding its request for a waiver of Ark. Code Ann. § 6-17-302 and Section 15.02 of the Standards for Accreditation.

Arkansas Department of Education
District Conversion Charter School
2016 Application
SCORING RUBRIC

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Clarify whether all students will be required to participate in International Baccalaureate.
- Provide acronym definitions.

Applicant Response: Hot Springs Junior Academy is an International Baccalaureate (IB) whole school providing the Middle Years Programme (MYP) to all students in grades 7 and 8. All courses taught are centered on MYP units of study incorporating the IB requirements.

MYP – International Baccalaureate Middle Years Programme which encompasses grades 5-10.
CCSS – Common Core State Standards which are incorporated in our newly developed Arkansas Curriculum Frameworks for English Language Arts and Mathematics. The Next Generation Science Standards (NGSS) were utilized in developing the soon to be implemented Arkansas Science Curriculum Frameworks.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Provide any formal written agreements with business entities.

Applicant Response: We are still working to gather written agreements from Henderson State University for the MOU for the Career Coach, along with Hot Springs World Class High School for the MOU’s with the business partners for our district. We hope to submit several by the October 6 deadline for additional items.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Given that middle school science standards will be fully implemented during the 2017-18 school year, provide a goal tied to science for that year and the following years.

Applicant Response:

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Increase Science Scores	ACT Aspire Science	Meet or exceed the state average in Science	Annual review beginning in June 2018, with attainment by 2020

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions

- Explain why IB MYP units are not listed in the required courses given that they are an integral part of the curriculum describe in Prompt 6.
- Confirm that physical education, health, music, art, Arkansas history, keyboarding, and career education course are required courses.
- Confirm that the charter, if approved, will work with the ADE and ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.

Applicant Response: IB MYP units are the curriculum basis for all the required courses. IB MYP is incorporated in all courses, as are the Arkansas Curriculum Frameworks along with additional IB requirements.

Hot Springs Junior Academy confirms that physical education, music, art, Arkansas history, and keyboarding are required courses. It is our intent to incorporate health and career education courses across subjects through a waiver, as requested, or through the embedded course process.

Hot Springs Junior Academy confirms that we will work with ADE and ACE to receive course approvals required.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

Concerns and Additional Questions:

- Explain how IB MYP curriculum is appropriate for all HSMS students.

Applicant Response: The Middle Years Programme (MYP) operates across both the 7th and 8th grade classes and will continue to do so under the charter conversion. As a project-based and inquiry learning curriculum, the MYP requires that all students take English (mother tongue), a foreign language, mathematics, science, social studies, technology, fine arts, and physical education for both years. The technology requirement of the MYP is a natural forerunner to the various career paths. Finally, the MYP emphasizes collaborative work, which is a critical component in all endeavors. Hot Springs Junior Academy feels this curriculum is appropriate for all students in preparing them to transition to the high school and the years beyond. Teachers work hard to ensure that students receive any and all differentiation, intervention, and enrichment to meet the individual needs of all students. Students who complete an IB curriculum at the middle grades with specific emphasis on personalization increases the students' chances for success and completion of high school and attending post-secondary education.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

Fully Responsive

C8: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions:

- Confirm that compliance with all state and federal special education law will occur, including appropriate accommodations on state assessments for students with disabilities.
- Confirm that gifted and talented (GT) students will have a choice to enroll in Pre Advanced Placement (AP) courses and explain how their academic needs will be met, if they choose not to enroll in those courses.
- Confirm that all students will have the opportunity to earn Algebra 1 and Spanish, not just students identified as GT.
- Explain how the social and emotional needs of the GT students will be met.

Applicant Response:

*As always, Hot Springs Junior Academy will comply with all state and federal special education laws and guidelines, including implementing accommodations.

*Hot Springs Junior Academy confirms that GT students will continue to have a choice to

enroll in Pre-AP courses. If they choose not to enroll in Pre-AP courses, the nature of the IB MYP curriculum will provide the rigor necessary to stretch them academically.

*Any student who meets the prerequisites established for success in taking Algebra I and Spanish I for credit is allowed to do so. Students not meeting prerequisites, but interested in completing the courses, will be evaluated on an individual basis for admittance with possible additional supports.

*All students, including identified gifted and talented students, have access to all services offered at Hot Springs Middle School. These services include health services (school nurse) and school-based mental health services (two contracted agencies service HSMS currently) to meet social and emotional needs of all students.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Verify that the report will be presented at a regularly scheduled public school board meeting in addition to the town hall meeting described.
- Confirm that the Annual Progress Report will be printed in the local newspaper separate from the district's report.

Applicant Response:

*An annual report will be presented at a regularly scheduled public school board meeting.

*Hot Springs Junior Academy will submit the Annual Progress Report to the local newspaper for print annually, listed separately from the school district's combined report.

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

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

Fully Responsive

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant’s plan to ensure continued success of the charter school over time.

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

Hot Springs Junior Academy

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

Hot Springs Junior Academy Waivers Requested in Original Application 2016 District Conversion Charter Application

1. Career and Technical Education

Section 9.03.3.9 of the Standards for Accreditation

Hot Springs Middle School is required to teach Career and Technical Education curriculum requirements as separate classes, such as Keyboarding and Career Orientation/Development. HSMS is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be included within other courses to be provided by the conversion charter school. HSMS ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through inclusion in the curriculum within the students' required coursework.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: *Hot Springs Junior Academy would request this course be waived versus embedding. It is our intent to incorporate all the standards throughout the required courses. It would be difficult to seek a course approval and tie the standards to one individual course. We would be happy to embed and follow the process, if allowed to embed across multiple courses.*

Remaining Issues: None

2. Licensure

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-902

Ark. Code Ann. § 6-17-919

Sections 15.02 and 15.03 of the Standards for Accreditation

ADE Rules Governing Educator Licensure

Hot Springs Junior Academy

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel
Information provided by Applicant is in italics.

HSMS is requesting a waiver from the above-listed statutes and rules to the extent that it is necessary for certified staff to teach outside of their area(s) of certification. As noted in the application, HSMS intends to leverage increased flexibility in its schedule to create more time for career exploration. To create such flexibility, HSMS plans to integrate its Health and Safety course as well as its Career and Technical Education (CTE) curriculum (i.e., Keyboarding and Career Orientation) into other courses. In such a scenario, we will need the flexibility to potentially use staff certified in other areas to teach CTE content as opposed to a licensed CTE teacher. HSMS will integrate the CTE curriculum and its Health and Safety course by following the regular course approval process in accordance with Section 9.04 of the Arkansas Standards for Accreditation, if necessary.

Legal Comments: Ark. Code Ann. § 6-17-302 and Section 15.02 only apply to principals and are not necessary unless Applicant intends to waive the requirements for principals.

Applicant Response: *It is not the intent of Hot Springs Junior Academy to waive the requirements for principals.*

Remaining Issues: Applicant should confirm it is rescinding its request for a waiver of Ark. Code Ann. § 6-17-302 and Section 15.02 of the Standards for Accreditation.

3. Class Size and Teaching Load

Sections 10.02.4 and 10.02.5 of the Standards for Accreditation

HSMS requests a waiver of the Class Size and Teaching Load requirements. We believe that the addition of an exploration period that will be utilized in the charter school is an example of the exceptional case worthy of a waiver under Section 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 185 students, with a maximum of no more than 35 students per class. With the implementation of the charter's new enrichment/activity period, it is anticipated that some student interest selections may lend themselves to having more students in one particular section. With the new opportunity to be implemented by the charter school, some teachers may need to have a class load of 185 students. This waiver would be used on an as needed basis only.

Legal Comments: Applicant should acknowledge that special education class sizes cannot be waived. Additionally, if the district will not be compensating an educator for teaching more than 150 students a day, then a waiver of Ark. Code Ann. § 6-17-812 is necessary.

Applicant Response: **Hot Springs Junior Academy acknowledges that special education class sizes will not be impacted by this requested waiver. *Due to the addition of the exploration period, we request a waiver for Ark. Code Ann. § 6-17-812.*

Hot Springs Junior Academy

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel
Information provided by Applicant is in italics.

Remaining Issues: None

4. Health and Safety

Section 9.03.3.7 of the Standards for Accreditation

HSMS is required to provide a Health and Safety Education course to meet the requirements of this Standard. We are asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all other applicable rubrics may be included within other courses to be provided by the conversion charter school. HSMS ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through inclusion in the curriculum within the students' required coursework. Specifically, we desire to include the course content from the Health and Safety class within our Science coursework offerings. The exception to this waiver would be offering this course for high school credit at the charter school with approval by ADE.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: *Hot Springs Junior Academy would request this course be waived versus embedding. It is our intent to incorporate all the standards throughout the required courses. It would be difficult to seek a course approval and tie the standards to one individual course. We would be happy to embed and follow the process, if allowed to embed across multiple courses.*

Remaining Issues: None

5. Seat Time/Planned Instructional Day

Sections 10.01.4 and 14.03 of the Standards for Accreditation

HSMS is seeking to increase scheduling flexibility and offer more opportunities during the day for career exploration which could necessitate that the planned instructional time be less than six (6) hours per day or thirty (30) hours per week. All required content will be provided with the exception of the courses requested for waivers above, but the time may need to be flexible.

Legal Comments: Applicant should provide additional rationale for how this waiver will help them achieve their goals and whether students will remain at school for a full day and only receive less than 6 hours of instructional time, or will students be dismissed early from school. Additionally, in order to effectuate this waiver, a waiver of Ark. Code Ann. § 6-16-102 is also needed.

Applicant Response: *It is the intent of Hot Springs Junior Academy to provide students*

Hot Springs Junior Academy

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Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

*multiple opportunities for real-world experiences and explorations that will prepare them to be critical thinkers when they enter high school and the workforce. The addition of an exploration period will require that planned instructional time designated to meet state requirements be lessened periodically to allow for the time to explore careers. Students will attend school for a full day and will not be dismissed early from school. *Due to the addition of the exploration period, we request a waiver for Ark. Code Ann. § 6-16-102.*

Remaining Issues: None

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 3, 2016

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Six public school districts submitted applications for district conversion charter schools:

- Harrisburg School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 600 students;
- Harrison School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district;
- Hot Springs School District, proposing a charter school to provide instruction in grades seven (7) through eight (8) with an enrollment cap of 600 students;
- North Little Rock School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 3,000 students;
- Prairie Grove School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district; and
- Van Buren School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 325 students;

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer 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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. The applicants' responses are as follows:

Harrisburg School District, Harrisburg College and Career Preparatory School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Harrison School District, Harrison High School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrison School District has carefully reviewed the impact that the granting of a conversion charter to Harrison High School would have upon the efforts of the Harrison School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrison" High School will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrison School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrison High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Hot Springs School District, Hot Springs Junior Academy: "The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses."

North Little Rock School District, North Little Rock Center of Excellence: "The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant

district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.”

Prairie Grove School District, Prairie Grove High School: “PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.”

Van Buren School District, Arkansas River Valley Virtual Academy: “Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.”

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs Junior Academy, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Hot Springs Junior Academy

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Hot Springs Junior Academy

Grade Level(s) for the School: 7-8 Student Enrollment Cap: 600

Name of School District: Hot Springs School District

Name of Contact Person: Dr. Stephanie Nehus

Address: 400 Linwood Avenue City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372 FAX: (501) 620-7829

Email: nehuss@hssd.net

Charter Site Address: 701 Main Street

City: Hot Springs

ZIP: 71913 Date of Proposed Opening: August 2017

Name of Superintendent: Dr. Mike Hernandez

Address: 400 Linwood Avenue City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

At Hot Springs Junior Academy, we take pride in educating every student **ACADEMICALLY**, **EMOTIONALLY**, **PHYSICALLY**, **CULTURALLY** and **SOCIALLY** to become a contributing citizen in a global society.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Hot Springs Junior Academy will seek to meet the needs of each student

--**ACADEMICALLY** through

- MYP units of instruction using CCSS with interventions before, during, and after school for targeted student intervention

- providing intervention block classes for students below grade level

- flexible scheduling options to provide more elective opportunities for students on grade level, in addition

- teacher-led data team meetings to analyze individualized needs of students

- before and after school individualized interventions by certified staff

- 10 minutes of scheduled "quiet time" to refocus thoughts on instruction and goals

--**EMOTIONALLY** through school based mental health services in addition to peer mediation services through the school counselor

--**PHYSICALLY** through PBIS scheduled competitions and intramural competitions throughout the year

--**CULTURALLY** through an introduction of student-led career and college clubs before, during, and after school

--**SOCIALLY** through a school wide study of Covey's "The Leader in Me"

Hot Springs Junior Academy will focus on career exploration integrated in all core classes. It is the intent to provide all students with an opportunity to learn the various options they have for careers beyond their school age years. It is imperative to move to this focus to ensure the students will be prepared to be contributing citizens in the community and the global society as the mission statement desires.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The public hearing was held on Thursday, July 21, 2016, in the Auditorium at Hot Springs Middle School beginning at 6:00 pm. There were 19 recorded attendees, including 3 Steering Committee Members and 2 School Board Members .

Mrs. Lenox, HSMS Principal, and Dr. Nehus, Associate Superintendent of Learning Services, presented a Google Presentation to the audience stating background information and the proposed innovations and waivers requested through the application. The fact that our high school will begin in August 2016 as Hot Springs World Class High School, a district-conversion charter school, with career academy's was shared. The desire to be aligned in the district is a key component of this application process.

She ensured those attending that HSMS would still be a public school, this process simply allows some creativity in meeting the requirements set forth by legislation and the Arkansas Department of Education.

Questions were taken from the audience concerning areas such as curriculum, past district-conversion charter successes, continuation of IB, and reading, which were answered by Dr. Nehus and Dr. Hernandez, HSSD Superintendent. [A written transcript of the Public Hearing is included in Appendix A.] The Public Hearing was concluded by giving contact information for anyone who may have further questions that arise. Stakeholders can contact Mrs. Lenox or Dr. Nehus by email or phone.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting.**

2. Give the mission statement for the proposed charter school.

Applicant Response:

At Hot Springs Junior Academy, we take pride in educating every student **ACADEMICALLY, EMOTIONALLY, PHYSICALLY, CULTURALLY** and **SOCIALLY** to become a contributing citizen in a global society.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Hot Springs School District		
District Status	2014 NEEDS IMPROVEMENT		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	31.54%	20.36%	59.7%
Targeted Achievement Gap Group	26.32%	16.79%	63.3%
African American	18.29%	10.10%	59.1%
Hispanic	26.39%	17.96%	71.4%
White/Caucasian	45.77%	31.73%	53.9%
Economically Disadvantaged	26.58%	16.86%	61.0%
English Language Learners/ Limited English Proficient	17.33%	13.84%	80.0%
Students with Disabilities	8.99%	9.45%	81.6%

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs Middle School		
Grade Levels	7-8		
Campus Status	2015 NEEDS IMPROVEMENT FOCUS - MET 1 YR		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	31.57%	12.47%	N/A
Targeted Achievement Gap Group	26.49%	9.88%	N/A
African American	20.51%	5.64%	N/A
Hispanic	23.81%	7.14%	N/A
White/Caucasian	44.91%	20.83%	N/A
Economically Disadvantaged	26.70%	9.80%	N/A
English Language Learners/ Limited English Proficient	9.26%	1.85%	N/A
Students with Disabilities	5.17%	3.39%	N/A

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Lakeside School District		
Campus Name	Lakeside High School		
Grade Levels	8-12		
Campus Status	2014 NEEDS IMPROVEMENT		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	48.58%	23.44%	86.1%
Targeted Achievement Gap Group	26.39%	13.31%	77.5%
African American	24.59%	10.00%	77.4%
Hispanic	37.18%	9.86%	100.0%
White/Caucasian	53.85%	26.19%	86.0%
Economically Disadvantaged	28.46%	13.33%	76.4%
English Language Learners/ Limited English Proficient	0.00%	4.35%	0.0%
Students with Disabilities	5.45%	11.11%	89.5%

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs Intermediate School		
Grade Levels	5-6		
Campus Status	2014 NEEDS IMPROVEMENT		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	31.25%	23.23%	N/A
Targeted Achievement Gap Group	26.24%	19.26%	N/A
African American	17.58%	10.30%	N/A
Hispanic	28.95%	23.38%	N/A
White/Caucasian	43.37%	35.20%	N/A
Economically Disadvantaged	26.45%	19.60%	N/A
English Language Learners/ Limited English Proficient	18.37%	20.00%	N/A
Students with Disabilities	9.38%	7.81%	N/A

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

As noted in the data above, Hot Springs Middle School is not meeting the level of academic performance needed for all students to be achieving at the proficiency level. In fact, compared to the feeder school, Hot Springs Intermediate School, HSMS performed 10.76% below HSIS in mathematics. The proposed charter will allow HSMS to focus on providing real world opportunities for students to reinforce mathematics and literacy skills through career explorations and project-based learning.

According to deficiencies noted in individual student data, additional mentors and interventions will be provided before, during, and after the school day. Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment (Baker et al., 2008; O'Connor et al., 2011; Silver et al., 2005). As this research shows, relationships must be built and continued to provide the most lasting influence for our student population. Mentors will be available virtually (digitally) outside of the school day, in addition to face-to-face contacts during the school day.

Henderson State University has just been notified of receipt of a grant to provide a College Readiness Coach. HSMS will partner with them as this will be a perfect fit for our future endeavors. Dr. Hernandez has been working with them and ADHE to establish this opportunity and to create a time line and schedule for how this College Readiness Coach will be implemented. It is intended for 7th and 8th graders to learn the importance of post-secondary education and the profile of a successful college student through varied activities from this partnership.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Garland County is unique in that it houses seven school districts. The opportunities provided our students and families is wonderful, while there are challenges including the school choice limitations in our county due to a standing desegregation order. Comparing the ADE Report Card data shows clearly that HSMS falls short of the majority of the other six districts in all areas including academic performance. Our outstanding faculty and staff give their all to provide the best education possible for our students and families. Now is the time to be more innovative to meet the individual needs of our diverse student population.

According to a survey conducted by the Hot Springs Chamber of Commerce and the Hot Springs Metro Partnership, Garland County has the following types of industry: Manufacturing (32%), Business/Professional Services (26%), Retail (15%), Communications (9%), and Other (15%). The survey showed the greatest general skills needed by these industries to be computer skills (82%), mathematics, reading, and customer service (73%) followed by quality processes and safety (44%). The technical skills needed were assemblers and fabricators, manufacturing, and blueprint reading (34%) followed by drafting, hydraulics, and maintenance (25%).

According to Megan Greeson, Chamber of Commerce liaison with HSSD, 65% of the businesses were willing to meet with the school district to determine how to partner together to assist the district in preparing students for careers in local industry. Of those willing to work with the school district, 68% were willing to provide guest speakers for classes, 57% would provide facility tours, 42% were willing to serve on an advisory board, 39% would allow job shadowing, and 32% were willing to serve as mentors to students and faculty in order to help prepare HSMS students to enter the local workforce with the needed competencies.

A school wide study of Stephen Covey's "The Leader in Me" will incorporate employability and social skills for students to begin gaining needed soft skills for future successes at the next level of schooling and beyond the school doors.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

There are many innovations that will distinguish Hot Springs Junior Academy from other traditional schools. First, providing career explorations that are founded on the career clusters will be beneficial in meeting the needs of all individual students and will prepare students for entering Hot Springs World Class High School. Second, providing an exploration period for all students to participate in an enrichment activity will allow students to further an interest area and remain engaged in the learning environment. Third, all teachers will implement personalized learning for students through student accountability utilizing a standards-based matrix, project-based and/or blended learning opportunities, and standards-based, mastery grading.

CAREER EXPLORATION: Hot Springs Junior Academy will partner with area businesses and colleges to incorporate seminars, guest speakers, and job shadowing opportunities for all students throughout the school year. Collaboration with Hot Springs World Class High School will happen regularly to ensure the students are prepared to select a career academy and pathway when they enter HSWCHS. HSSD currently hosts an annual college and career fair each spring. This innovation will expand that to allow students exposure throughout the entire school year to go deeper into their interest areas. HSMS will join HSWCHS and the Hot Springs Metro Partnership to expand the business partner relationships that have been established. A College Readiness Coach provided by Henderson State University will assist in development and guidance, as well.

EXPLORATION PERIOD: While an exploration period may not seem to be an innovation, all teachers will be required to sponsor an activity to meet various student needs. Intramural sports, Robotics, Quiz Bowl, Cooking, Gardening, Spanish Club, etc. are just a few examples. An annual student survey will be conducted to determine the yearly exploration offerings built around student interests. Students will be allowed to select explorations each quarter to expand their exposure to various careers, activities, and interests, as well as motivate them in their academic learning. Each exploration will be centered around academic deficiencies noted from student achievement data, specifically in mathematics and reading. Exploration teachers will be an additional mentor for students.

PERSONALIZED LEARNING: Students will receive an overview of skills to be mastered in all classes. It will be their responsibility to track their mastery on their individual matrix. Teachers will also highlight as they move through the skills and monitor student progress to provide any needed additional supports. Students will move at their own pace with guidance from their teachers and mentors. Teachers will incorporate project-based learning, along with blended learning opportunities for all students. Opportunities to earn high school credits will be provided through Health, Algebra I, Spanish, Geometry, and Computer Business Applications. Students will have a digital portfolio that will house their mastery matrices, career explorations, and enrichment activities, along with their six year plan that will be created in conjunction with Hot Springs World Class High School to support their charter. Standards-based report cards will be explored. HSSD currently utilizes standards-based report cards in grades kindergarten and first and will look at expanding these all the way to the middle school level progressively to provide parents an opportunity to be informed of the processes.

4. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Increase Math Scores	ACT Aspire	Meet or exceed the state average in Math	Annual review beginning in June 2018, with attainment by 2020
Increase Literacy Scores	ACT Aspire Reading, English, and Writing	Meet or exceed the state average in Literacy	Annual review beginning in June 2018, with attainment by 2020

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Provide exposure to career opportunities	School Calendar of Activities Quarterly Focus Exploration Period	Monthly documented career explorations through varied activities - at least 9	May 2018
Standards-Based Report Card	Standards-Based Report Card	Incorporating a Standards-Based Report Card aligned with MYP grading.	2019-2020 school year
Monitor Student Progress	NWEA ACT Aspire Periodic Assessments Personalized Learning Student Portfolios	50% of students show growth on individual assessments, with a 5 % increase annually (75% in 5 years)	May 2018 and annually thereafter

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

When all goals have been attained, student achievement will have increased. As a result of increased achievement, attendance will be improved and discipline will be minimized. The mission of the school to impact students academically, emotionally, physically, culturally, and socially will be fulfilled when the students have improved performance and been exposed to future career opportunities.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

MIDDLE SCHOOL COURSES

GRADE(S): 7 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- PreAP Social Studies (358711), Social Studies (377710)
- PreAP Math (377315), Math (358330)
- PreAP Language Arts (377115), Language Arts (358110)
- PreAP Science (377215), Science (377210)

ELECTIVE COURSES

- Athletics (999821-Boys, 999820-Girls)
- PE (377810)
- Health (358850)
- JAG (399290)
- Dance (358570)
- Art (358530)
- Music Appreciation (388560)
- Choir (377530)
- Drama (399213)
- Chinese (358410)
- French (970900)
- Spanish (440001), PreAP Spanish (358411)
- Keyboarding (399050)
- Family and Consumer Science (399080)
- EAST (399190)
- Orchestra (358541)
- Band (358545)

GRADE(S): 8 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- PreAP American History (388715), American History (388710)
- PreAP Math (388310), Algebra I (430000), Math (358331)
- PreAP Science (388215), Science (388210)
- PreAP Language Arts (388115), Language Arts (358111)

ELECTIVE COURSES

- Athletics (999823-Boys, 999822-Girls)
- PE (388810)
- Health (358850)
- JAG (399290)
- Dance (358571)
- Art (358530)
- Music Appreciation (388560)
- Choir (388531)
- Drama (399213)
- French (970900)
- Spanish (358414), Spanish I (440001)
- Chinese (358410)
- Careers (399100)
- Family and Consumer Science (399070)
- EAST (399190)
- Orchestra (358541)
- Band (358545)

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The HSMS curriculum will continue to follow the IB MYP course/curriculum requirements. The curriculum for these classes is based upon unit planners, which incorporate key and related concepts, global context, statements of inquiry, inquiry questions, summative assessments, the IB approaches to learning, correlation to CCSS and MYP standards, learning processes, resources, and reflections. All students participate in the MYP curriculum as it is encompassed in all classes.

Career exploration opportunities will be available through seminars, site visits, and job shadowing in specific

career skill areas that will coordinate with the high school career academies that have been developed based on student interest and current high demand/high wage job needs. These explorations will be embedded in all units of instruction across the school.

Programs that support core classes are listed below:

** the EAST Initiative which applies career needs through project-based learning - EAST meets the IB MYP design requirement with approximately 8% of students participating by choice

** small group mentoring that helps to build character and soft skills needed both in the classroom and career/industry sites - through the Exploration Period

** exploration period to engage students in interest areas

** co-taught English and math courses to provide differentiation and extra supports for all students - funded through special education

** JAG and careers classes

Various instructional methods will be utilized to meet the needs of every individual student with an emphasis on real-world applications. Some instructional methods will include, but not be limited to, technical writing, oral presentations, cooperative learning, project-based learning, cross-curricular projects, community service, lecture, interactive technology opportunities, higher-order questioning, providing purpose, and authentic assessments. All teachers will receive systematic training to improve instructional current strategies and to introduce new methods of teaching. Teachers will, also, receive local professional development on integrating individual student matrices to document mastery of skills for personalized learning and standards-based grading. All staff received IB MYP training, as well, to incorporate best practices and planning. The Buck Institute for Education will be utilized to provide professional development on project based learning, along with Dawson Education Cooperative.

The district has supported these initiatives in the past and will continue to utilize the same financial resources in the future. HSSD underwent a Reduction in Force in 2015-2016 to allow for efficient use of resources so that academic resources would be continued. The school board is committed to providing the best educational experience for every Trojan. The district will continue to pursue grants to provide additional resources and opportunities (i.e., 21st CCLC for before and after school career and educational opportunities).

7. Describe the educational program to be offered by the charter school

Applicant Response:

All classes will have career explorations embedded leading to high demand/high wage jobs as determined by Hot Springs World Class High School through their career academies and pathways. Students will begin six year plans with an adult mentor who will support them throughout middle school and connect with their mentor as they move to the high school to encourage them to reach their goals. The mentors will work with students through the school wide book study on Stephen Covey's "The Leader in Me".

All students will continue to take the MYP required curriculum which incorporates English, math, science, social studies, foreign language, technology, fine arts, and physical education courses. Students will be exposed to classroom seminars provided through business partners and will have the opportunity to take field trips to companies.

The goal of Hot Springs School District is to provide all graduates with a value-added diploma. This may take the form of industry certifications, concurrent college credit, an associate degree, and/or documented work experience based on student's level of motivation and interest. Providing our middle school students with an opportunity to explore various careers and gain some high school credits will prepare them for entering high school and set them up for additional successes. The middle school charter will be the stepping stone to success at Hot Springs World Class High School. Business partners in place will be utilized for beginning this process of exploration. As a goal of the middle school charter, a school calendar will be established with at least 9 career explorations documented annually. Building administration will designate JAG and career teachers to oversee the implementation.

Specific Item/Program/Service	Estimated Cost	
Professional Development	<u>\$5,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
Professional Development funds (Title IIA & state) will be utilized		<u>\$5,000.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
No variance.		

Explanation

The Buck Institute for Education will be contacted to provide PD on PBL.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Now is the time to be innovative to meet the needs of individual students. A traditional school is bound by regulations that provide a cookie cutter approach to educating all students in the same way. This charter school will allow us flexibility to allow students to prepare for their career pathway as they enter high school. Students will leave the high school with a value-added diploma through an associate degree or industry certification and having the opportunity to leave middle school with some high school credits will allow for this end goal.

In order to allow the time for students to participate in career exploration, it will be imperative to incorporate courses into the core courses to provide additional time in each student's schedule. With the current traditional school day and IB MYP requirements, students do not have enough time to effectively pursue career interests. Hot Springs Middle School looks forward to the accountability mechanisms expected through a District Conversion Charter School. We feel this process allows us a fresh perspective on educating our students and meeting the needs of our local community and industries.

HSMS as a charter school would bridge the gap and connect students through the transition period from middle school to high school due to foundational learning, career exploration, personalized learning working at their own pace, and standards-based grading. The middle school will be the foundation for career exploration leading to a greater depth of knowledge for their high school years. Students will begin their electronic portfolio accounting for and taking ownership of their learning improving their individual student achievement in math and literacy.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:

- A) Employing personnel;
- B) Developing and controlling the charter school budget;
- C) Managing day-to-day charter school operations;
- D) Developing and controlling the school calendar; and
- E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

The Hot Springs Conversion Charter will have more autonomy than traditional schools through increased

flexibility to meet the needs of the students. Current personnel will remain and future personnel will be hired based on experiences and expertise. Professional development will be provided for project based learning, standards-based grading, and embedding career exploration in all courses.

The Hot Springs School District follows an on-site budgeting policy so the administrative members of Hot Springs Middle School are already adept at being able to make budgetary decisions in tandem with the district office. This collaboration will be a valuable asset in working with a charter school budget by purchasing and distributing resources where they are most needed.

The Hot Springs Conversion Charter has an established administration to manage the day-to-day school operations. The principal will oversee the financial and personnel resources available to the school in addition to the physical facilities. This office will also oversee evaluating the faculty. The assistant principal will oversee the operation of the career explorations and will be responsible for maintaining a safe culture and environment by overseeing school discipline. We will also have a counselor that will aid in the community connections to careers and oversee the students in their 6 year plans.

One area in which the Hot Springs Conversion Charter might not exhibit as much autonomy would be in the area of the school calendar. Because Hot Springs Junior Academy would rely upon district transportation resources, the need to follow the same academic calendar would be crucial. However, one area of autonomy and flexibility could be within the school day itself. We will investigate the possibility of running a daily schedule that contains a Zero Hour (7:00 am class) or an Extended Hour (ending at 4:30 pm). These modifications would not exist in the beginning year of the charter but might evolve over time.

Another area in which a charter school format would allow our school to exercise more autonomy would be in the area of course offerings for our students. Based upon research from student interest data, community business input, and labor market statistical data we could vary the course offerings that our school offers from year-to-year or over time. This flexibility would be unique to a charter school which could use career instructional volunteers to provide seminars for the students.

10. Describe the school improvement plan by addressing the following:
 - A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Under the direction of the Conversion Charter Steering Committee, which includes community partners, parents, students, and staff, the Hot Springs Middle School ACSIP Committees will meet once a quarter during the 2016-2017 year to plan and prepare for the transition to a career exploration school. These committees consist of parents, students, and staff and will work to develop an implementation plan, performance criteria, and an evaluation process for the effectiveness of the improvement plan. The ACSIP committees will determine the performance goals and criteria that will indicate the effectiveness of the school improvement plan. Performance data will be drawn from the ACT Aspire scores, which will include a career interest inventory, NWEA scores, student grades, student attendance, student discipline records, and student retention data.

B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Hot Springs Middle School has been a Needs Improvement Focus School for several years, so the school community is attuned to planning for improving student achievement. Through a career exploration program middle school students will be better prepared entering high school. The nearly 70% of HSHS students who do not go directly to college upon high school graduation will have more options to gain marketable skills in specific career paths. Adding partnerships with business and industry and local colleges will create opportunities for students to begin to determine their interest for future career plans. These expanded options are designed to increase the HSHS graduation rate. Throughout this process, supports such as mentoring, exploration enrichment classes, additional counselors, and instructional facilitators will be offered.

HSMS data shows 15% of students failing math the previous year and 13% failing English. Attendance data shows 10% of students missed 10 or more days in the fourth quarter of this past year. HSSD strongly believes the re-branding that comes with becoming a charter will positively impact student achievement, attendance, and discipline data.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Hot Springs Junior Academy will use the Arkansas Curriculum Frameworks and the Common Core State Standards to fulfill all curriculum requirements. As an International Baccalaureate school, the curriculum review and revision process is very regular. Annually all teachers must reflect on their written curriculum documents from the school year and make revisions as necessary. As frameworks are revised at the state level, teachers are provided ongoing professional development to support full implementation.

Our students will take mandated state assessments and those results will help us to evaluate the effectiveness of our curriculum as we plan teaching to ensure student achievement across all curricular areas. The process of integrating career exploration will allow teachers to provide real world learning experiences for students focused on their interests and provide opportunities for problem solving in the business community.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Hot Springs Middle School has one full-time and one part-time counselor. In addition, teachers will receive focused training to aid students in developing six-year educational plans through small group settings.

B) Health services;

Applicant Response:

Hot Springs Middle School will provide one full-time nurse, school-based mental health services through two community agencies, and an active Response to Intervention Committee, which meets at least twice a month to review academic, social, and health needs of students.

C) Media center;

Applicant Response:

Hot Springs Middle School will work to expand the media center to provide opportunities for students, community members, and graduates to investigate careers, job opportunities, and post-secondary options as well as perform the traditional services of a media center.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

Students identified with a disability and having an IEP will be served according to their programming needs. The middle school will offer specialized instruction, co-teaching in math and literacy, as well as indirect monitoring. Supportive services such as speech, occupational therapy, physical therapy, and specialized transportation will be offered.

E) Transportation;

Applicant Response:

Hot Springs Middle School will provide transportation to local companies in the community for career exploration. After school transportation is provided to allow students to attend additional tutoring and extra-curricular activities.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Students in grades 7-8 have the ability to be placed in the alternative learning environment located in the middle school building. This setting provides smaller classes and individualized programs for students at risk.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Hot Springs Middle School will comply with all federal, state, and local regulations pertaining to English Language Learners (ELL). Students that are identified as ELL will be given opportunities for equitable academic and language growth. Hot Springs Middle School will designate an endorsed ESL teacher to work collaboratively with parents and classroom teachers to provide intervention services to the students and teachers both in and out of the classroom. ELLs that require more intensive intervention will participate in enrichment classes to advance their vocabulary and language acquisition. In these enrichment classes ELLs will work in small group settings or one-on-one with the ESL teacher to adequately meet their specific individual need.

H) Gifted and Talented Program.

Applicant Response:

The needs of GT students at HSMS have always been met through our role as an authorized International Baccalaureate school. We plan to continue this policy as outlined below.

Students in grades 7-8 who qualify for GT services may be placed in pre-AP classrooms at their/their parents' request. Students in GT have the opportunity to earn Algebra I and Spanish I credits in grade 8.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

In accordance with Arkansas Code Annotated §6-23-202, Hot Springs Conversion Charter will plan to provide an annual report to the parents, community, business partners, and the state governing board to discuss the progress made by the charter school. We will advertise and promote an open Town Hall meeting by sending invitations to parents, community members, business partners, the school board, and representatives of the state education board. We will also provide a written report that will be posted on the district website, sent to business partners and also the state education board.

This report will include the school's progress in meeting academic objectives such as performance on state mandated evaluations such as ACT Aspire. These measurements will help determine our progress in meeting our goals and objectives. We will also use the measurements to make adjustments where needed to make improvements to policies, instruction, and personnel placement. The Hot Springs Conversion Charter will also allow time for questions, feedback, and suggestions during the Town Hall meeting. We will also report local success stories and celebrate individual student achievement and accomplishments.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

The Hot Springs Junior Academy will be a District Conversion Charter School, which is a public school. All students who are eligible to enroll in the Hot Springs School District and are in the middle school grade levels will be welcome to enroll and attend. There will be no enrollment criteria for admission. All students are invited. Garland County residency and school choice guidelines will be followed.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

There are no district personnel who have any prior involvement in the operation of other charter schools.

Hot Springs World Class High School, a District-Conversion Charter School, has been approved and will begin operations in August 2016.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Principal

Reports to: Associate Superintendent of Learning Services

Salary Range: \$93,522.74

Minimum Qualifications Required

Education Required:

Master's Degree in Educational Leadership

Experience Required:

3 years of experience

Certification Required:

Building Administration Licensure

Job Duties: List up to 5 key duties this individual will perform.

- Instructional Leader
- Evaluate Staff
- Manage Finances
- Execute Policies of School and District

Administrator Position: Assistant Principal

Reports to: Principal

Salary Range: \$76,494.49

Minimum Qualifications Required

Education Required:

Master's Degree in Educational Leadership

Experience Required:

At least 3 years of teaching experience

Certification Required:

Building Administration Licensure

Job Duties: List up to 5 key duties this individual will perform.

- Monitor Attendance

Job Duties: List up to 5 key duties this individual will perform.

- Administer General Student Discipline
 - Facilitate Rtl Process/Team Meetings
-

TEACHERS

Teacher Position: Instructional Facilitator

Reports to: Principal & District Instructional Specialist

Salary Range: \$42,000-\$61,000

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
At least 3 years of teaching experience

Certification Required:
Teaching License

Job Duties: List up to 5 key duties this individual will perform.

- Align Curriculum
 - Provide Professional Development
 - Observe and Coach Teachers, including modeling best practices
 - Analyze Data
 - Organize and Provide Resources
-

Teacher Position: SPED Designee

Reports to: Principal & Special Education Supervisor

Salary Range: \$42,000-\$61,000

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
At least 3 years of experience

Certification Required:
Teaching License (Special Education)

Job Duties: List up to 5 key duties this individual will perform.

- Maintain SPED Records
 - Develop SPED Student Schedules
 - Disseminate SPED Information
 - Assign Duties to SPED Paraprofessionals
-

Teacher Position: Counselor

Reports to: Principal

Salary Range: \$42,000-\$61,000

Minimum Qualifications Required

Education Required:

Master's Degree

Experience Required:

Preferred teaching experience

Certification Required:

Teaching Licensure (Counseling)

Job Duties: List up to 5 key duties this individual will perform.

- Teach Guidance Curriculum
 - Provide Academic, Social, & Career Counseling to Students
 - Maintain Accurate Records
 - Schedule Students
-

Teacher Position: Classroom Teacher

Reports to: Principal

Salary Range: \$38,749-\$56,441

Minimum Qualifications Required

Education Required:

Bachelor's Degree

Experience Required:

Preferred classroom experience

Certification Required:

Teaching Licensure

Job Duties: List up to 5 key duties this individual will perform.

- Deliver Effective Instruction
 - Provide Safe and Productive Environment
 - Monitor Student Achievement
 - Participate in the Rtl Process
-

SUPPORT STAFF

Support Staff Position: Secretary

Reports to: Principal

Salary Range: \$12.54/hr - \$18.92/hr

Minimum Qualifications Required

Education Required:
Minimum of high school diploma

Experience Required:
One year successful related experience

Certification Required:
Any related to required job duties

Job Duties: List up to 5 key duties this individual will perform.

- Be responsible for managing school office by greeting and assisting all visitors
 - Maintain use of telephone and intercom system
 - Maintain school records and files
 - To assist building administrators with any clerical duties
-

Support Staff Position: Nurse

Reports to: Principal

Salary Range: \$38,749 - \$51,139

Minimum Qualifications Required

Education Required:
Bachelor or Associate Degree

Experience Required:
One year related experience, preferably with children

Certification Required:
LPN or RN

Job Duties: List up to 5 key duties this individual will perform.

- Identify health needs of pupils and school personnel
 - Maintain updated health records and immunizations of all students
 - Screen students for vision, hearing, scoliosis, and BMI and refer to proper specialists
 - Administer medications in accordance with policy
 - Communicate with parents regarding student health needs
-

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The current facilities at Hot Springs Middle School will continue to be the facilities used for Hot Springs Junior Academy.

Hot Springs Middle School was constructed in 1959. It is approximately 144,522 square feet and the annual utility cost averages area as follows; Municipal Utilities: \$16,828, Electricity Cost: \$89,629, and Gas Cost: \$30,328.

Hot Springs Middle School has 45 classrooms, 4 computer labs, 1 science labs, 1 family and consumer science kitchen lab, 1 main gymnasium, 1 physical education/practice gymnasium, 2 band/music rooms, 1 nurses station.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

Not applicable.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Hot Springs Junior Academy Conversion Charter will continue to participate in the National School Lunch program just as it has under the title of Hot Springs Middle School. The current facility contains a Commons area and we have two lunch periods. These meals will be under the oversight of the Food Service Coordinator employed by the Hot Springs School District and managed by our Food Service Management Company. Currently this is Chartwell's to ensure that the Hot Springs Junior Academy Conversion Charter follow all state and federal regulations.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

An active Parent-Teacher Organization provides monthly faculty treats as well as support through finances and volunteers for the PBIS (Positive Behavior Intervention and Supports) program, which trains, encourages, and rewards positive student behaviors. A "Three for Me" initiative encourages parents to volunteer at the school at

least 3 hours per year, and the "Read 20 Minutes a Day" program encourages parents to be sure that students are reading at least 20 minutes each day. An Athletic Booster Club and a Band Booster Club actively provide supports to these extra-curricular programs. Each year parents are surveyed to determine ways to improve education for their students, and two Parent-Teacher Conferences plus an August Open House are held for parents to meet with faculty and staff at the school. To aid in a smooth transition for students entering the 7th grade, a transition day is offered for students to tour the school and learn school expectations and procedures. Communication with parents and the community is maintained through a Facebook, Twitter, and Instagram account as well as a website, accessible through the district website.

Community members will be invited to share their expertise through seminars. Community partners will be sought for field trip and job shadowing opportunities. An open door policy will be in place at the school to encourage anyone to come and visit our school. Hot Springs Middle School will work in conjunction with Hot Springs World Class High School in developing community partners and MOU's with community organizations.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The Hot Springs Administrative Team and School Board has been planning to change the way students are educated for the past two years. The District desires to prepare every student for success after high school which can be measured by the graduation rate and college going rate. In order to accomplish that goal the district saw the need to begin this change at the high school focusing on career pathways that are easily understood by both parents and students. These plans will be based on market needs and student interest. The market needs will be determined through business partnerships with the regional business and industry as well as the local chamber of commerce. We are now shifting our sites on the middle school in order to build the student understanding of various careers prior to entering high school. The School Board is committed to provide the resources for this change. The district understands the need to make this change as our students are finishing high school without the skills and experience needed for success in the world of work. We as a district understand that this change process is a long-term commitment that will be directed by the needs of our students and the workforce.

Hot Springs Junior Academy will be the foundation for career exploration, project-based learning, and standards-based (mastery) grading. The door will be open to earn high school credits before stepping foot into the high school building, which will in turn allow students more options for their value-added diploma. HSJA will pride itself in improving student achievement so that students are on grade level when they leave to begin their high school career. The research shows that "a whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long term student success" (<http://www.ascd.org/whole-child.aspx>, 2016).

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the

requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Career Courses

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.9 (“Career and Technical Education ”)

Rationale for Waiver

Hot Springs Middle School is required to teach Career and Technical Education curriculum requirements as separate classes, such as Keyboarding and Career Orientation/Development. HSMS is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be included within other courses to be provided by the conversion charter school. HSMS ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through inclusion in the curriculum within the students' required coursework.

Waiver Topic: Teacher Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004
- 6-17-302

- 6-17-309
- 6-17-401
- 6-17-902
- 6-17-919

Standards for Accreditation

- Section 15.02
- Section 15.03

ADE Rules

- Governing Educator Licensure

Rationale for Waiver

HSMS is requesting a waiver from the above-listed statutes and rules to the extent that it is necessary for certified staff to teach outside of their area(s) of certification. As noted in the application, HSMS intends to leverage increased flexibility in its schedule to create more time for career exploration. To create such flexibility, HSMS plans to integrate its Health and Safety course as well as its Career and Technical Education (CTE) curriculum (i.e., Keyboarding and Career Orientation) into other courses. In such a scenario, we will need the flexibility to potentially use staff certified in other areas to teach CTE content as opposed to a licensed CTE teacher. HSMS will integrate the CTE curriculum and its Health and Safety course by following the regular course approval process in accordance with Section 9.04 of the Arkansas Standards for Accreditation, if necessary.

Waiver Topic: Class Size

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.02.4
- Section 10.02.5

Rationale for Waiver

HSMS requests a waiver of the Class Size and Teaching Load requirements. We believe that the addition of an exploration period that will be utilized in the charter school is an example of the exceptional case worthy of a waiver under Section 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 185 students, with a maximum of no more than 35 students per class. With the implementation of the charter's new enrichment/activity period, it is anticipated that some student interest selections may lend themselves to having more students in one particular section. With the new opportunity to be implemented by the charter school, some teachers may need to have a class load of 185 students. This waiver would be used on an as needed basis only.

Waiver Topic: Health and Safety Courses

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.7

Rationale for Waiver

HSMS is required to provide a Health and Safety Education course to meet the requirements of this Standard. We are asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all other applicable rubrics may be included within other courses to be provided by the conversion charter school. HSMS ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through inclusion in the curriculum within the students' required coursework. Specifically, we desire to include the course content from the Health and Safety class within our Science coursework offerings. The exception to this waiver would be offering this course for high school credit at the charter school with approval by ADE.

Waiver Topic: Seat Time and Planned Instructional Day

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.01.4
- Section 14.03

Rationale for Waiver

HSMS is seeking to increase scheduling flexibility and offer more opportunities during the day for career exploration which could necessitate that the planned instructional time be less than six (6) hours per day or thirty (30) hours per week. All required content will be provided with the exception of the courses requested for waivers above, but the time may need to be flexible.

**Hot Springs Middle School
District Conversion Charter School**

APPENDICES

Appendix A – Public Hearing Documentation

Appendix B – Parental and Community Support Letters

Appendix C – Proposed 2017-2018 School Calendar and Daily Bell Schedule

Appendix D – Statement of Assurances

APPENDIX A

I, Debe Johnson

Manager, of The Sentinel-Record a newspaper of general circulation published, and having bonifide circulation in Hot Springs, Garland County, Arkansas, hereby certify that the legal notice hereto attached was published in said newspaper for

1 consecutive insertions and that the

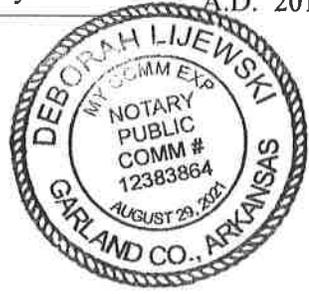
First Insertion was on the	<u>29th</u>	Day of	<u>June</u>	<u>2016</u>
Second Insertion was	_____	Day of	_____	<u>2016</u>
Third Insertion was	_____	Day of	_____	<u>2016</u>
Fourth Insertion was	_____	Day of	_____	<u>2016</u>
Fifth Insertion was	_____	Day of	_____	<u>2016</u>
and the last insertion was	<u>29th</u>	Day of	<u>June</u>	<u>2016</u>

HOT SPRINGS SCHOOL DISTRICT
 NOTICE OF PUBLIC HEARING
 Hot Springs School District will host a public hearing regarding the Arkansas Department of Education's District Conversion Charter School process and the application for Hot Springs Middle School for approval as such. The hearing is scheduled for July 21, 2016 in the Hot Springs Middle School's auditorium at 6:00 pm. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Associate Superintendent of Learning Services (624-3372), or Natasha Lenox, Hot Springs Middle School Principal (624-5228).

Debe Johnson
 Manager

Sworn before me this 5th Day of July A.D. 2016

Deborah Ljowski
 Notary Public





Stephanie Nehus <nehuss@hssd.net>

HSMS DCCS Public Hearing Notice

Doug Upshaw <upshawd@hssd.net>

Wed, Jun 22, 2016 at 8:34 PM

To: couusers@hssd.net, hsteachers@hssd.net, msteachers@hssd.net, imteachers@hssd.net, gmteachers@hssd.net, omteachers@hssd.net, lmteachers@hssd.net, pmteachers@hssd.net

Please see attachment concerning a public hearing regarding the proposed public conversion charter plan for Hot Springs Middle School.

 **Notice of Public Hearing 6-22-16.docx**
12K

**HOT SPRINGS SCHOOL DISTRICT
NOTICE OF PUBLIC HEARING**

Legal Notice

Subject: HOT SPRING SCHOOL DISTRICT WILL HOST A PUBLIC HEARING REGARDING THE ARKANSAS DEPARTMENT OF EDUCATION'S DISTRICT CONVERSION CHARTER SCHOOL PROCESS AND THE APPLICATION FOR HOT SPRINGS MIDDLE SCHOOL FOR APPROVAL AS SUCH.

THE HEARING IS SCHEDULED FOR JULY 21, 2016 IN THE HOT SPRINGS MIDDLE SCHOOL'S AUDITORIUM AT 6:00 PM. ALL INTERESTED PERSONS ARE INVITED TO ATTEND. FOR ADDITIONAL INFORMATION, PLEASE CONTACT DR. STEPHANIE NEHUS, ASSOCIATE SUPERINTENDENT OF LEARNING SERVICES (624-3372), OR NATASHA LENOX, HOT SPRINGS MIDDLE SCHOOL PRINCIPAL (624-5228).



Hot Springs School District shared a link.

June 27 · 🌐

Hot Springs School District

Invites you to a

PUBLIC MEETING

To Discuss the Application For Hot Springs Middle School's Conversion Charter Application



THE HEARING IS SCHEDULED FOR JULY 21, 2016 IN THE HOT SPRINGS MIDDLE SCHOOL'S AUDITORIUM AT 6:00 PM. ALL INTERESTED PERSONS ARE INVITED TO ATTEND. FOR ADDITIONAL INFORMATION, PLEASE CONTACT DR. STEPHANIE NEHUS, ASSOCIATE SUPERINTENDENT OF LEARNING SERVICES (624-3372), OR NATASHA LENOX, HOT SPRINGS MIDDLE SCHOOL PRINCIPAL (624-5228).

HSMS Conversion Charter Public Meeting

HOT SPRINGS SCHOOL DISTRICT NOTICE OF PUBLIC HEARING Legal Notice
Subject: HOT SPRING SCHOOL DISTRICT WILL HOST A PUBLIC HEARING REGARDING THE ARKANSAS DEPARTMENT OF EDUCATION'S DISTRICT CONVERSION CHARTER SCHOOL PROCESS AND THE APPLICATION FOR...



Like



Comment



Share



You, Amy Bramlett, Melissa Brake Burris and 6 others

Hot Springs School District Facebook post reminding the community and school stakeholders of the Public Hearing.

HSMS District Conversion Charter Public Hearing

July 21, 2016

Nancy Nelson HSMS	Kathleen Dewey GALE
Eric Leno HSMS	Gerry Riphon
Dr. Stephanie Nehus HSSD	Debbie Upade
Anny Idair	Chip Munnell
Joy J. HSMS	Wendy Lamm
Chenyu Long OUPA/HSMS parent	Mary Wittebert
Kristina Johnson HSMS	
Katelyn Walker	
Karen Etter	
Cheryl L. Batts Phoebe	
Woodie La Durs PH.D. B.E.	
Mike Hernandez	
Verly Dewey HSMS	

7-21-16 DCCS Public Hearing - transcript of audience questions

6:00 p.m.

19 in attendance

1. In november if we are denied what is the next step?

The state is realizing that education needs to be different. Asking for waivers without conversion charter is an option. Possible reapply.

2. Separate from curriculum standards in order to do this?

We will still abide by the arkansas state curriculum frameworks standards. The only deviation is from the waiver request

3. Are we still teaching reading, writing, etc?

Students will still have the traditional english, math science ss, but it may be through projects based

4. Are you having any trouble with core teachers teaching the sciences (health, careers)?

I do not want to answer for the teachers but we are going to provide you the supports through professional development. Across the board...

5. How do we reach out into the community to help provide support at home?

Our district is amazing...Dr. hernandez is heading the charge in Garland County beginning at the pre-k level with the announcement of the county wide prek. We know it is important to begin there. We also focused on literacy academy by making sure all elementary student are on grade level by third grade. We are laying the foundation. It is a focus of the district this year for increased parental involvement. Accountability district wide for making connections with parents. We know it is a hard task and we look for volunteers and we want our kids to see that there are people that care about me. The community cares about kids.

6. You spoke about the conversion around the state, but you did not mention results of the conversion schools.

The point about results is that each application is different and results will vary. Results will be based on measurement that have been placed in the application. Our goal is in middle school they don't have parents that expose them to various experiences so a measure for our charter is to increase exposure to various careers in 7th & 8th grades by bringing in speakers and providing opportunities for shadowing.

7. Is reading a key to that success?

What we have done kids should be reading then reading for learning. We have provided summer school and various other activities that have not been successful so we offered a literacy academy focused on k-4 district wide. We provide an 8 period day that is not flexible, so with the conversion, we have flexibility to offer and provide what students need. Individualized instruction. Other things that we are doing at the middle school for the intervention students we utilize read 180 and math 180. Read 180 was implemented with fidelity and 64% of students grew a year. Still below grade level, but made growth. Math was not as exciting but various factors contributed with the results.

8. How does this work in the IB? Are foreign language offered?

Yes, spanish, mandarin chinese, and french offered. This will not change any of the MYP units of instruction. All of these pieces are in conjunction

9. Since we had great results with intervention 180 is there any way that this could go done to elementary?

Yes. we are looking at down and looking at up.

10. Success shared from charter visit at Pea Ridge--two things that stand out. Culture of the high school, no fight in 5 years. One student earned CNA and completed classes early and was able to go to school half day and work half day to earn money.

HSMS District Conversion Charter School Public Hearing

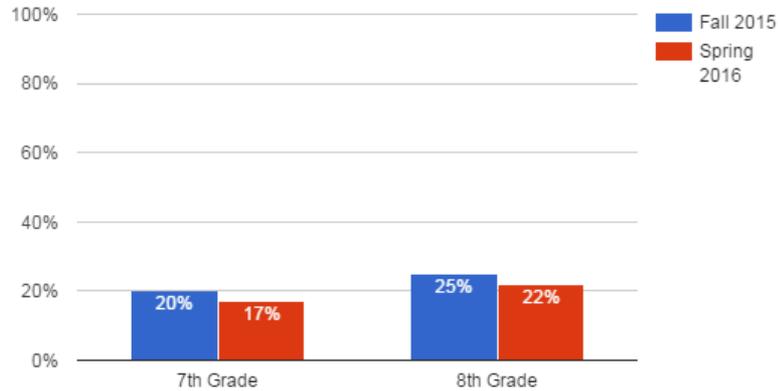
Thursday, July 21, 2016

Student and Community Needs

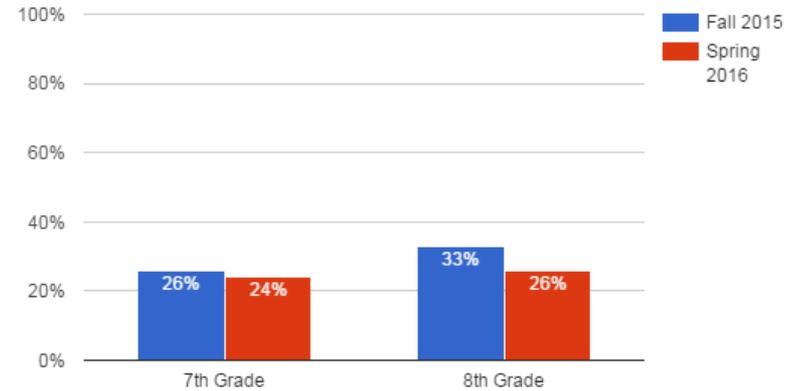
- ❖ 67% of our students do not leave HSHS and immediately enroll in college classes.
- ❖ The Hot Springs business community needs our students prepared to enter the workforce upon graduation.

Purpose

NWEA % of students 3 or more years below grade placement in Math



NWEA % of students 3 or more years below grade placement in ELA



Association for Supervision Curriculum Development Report

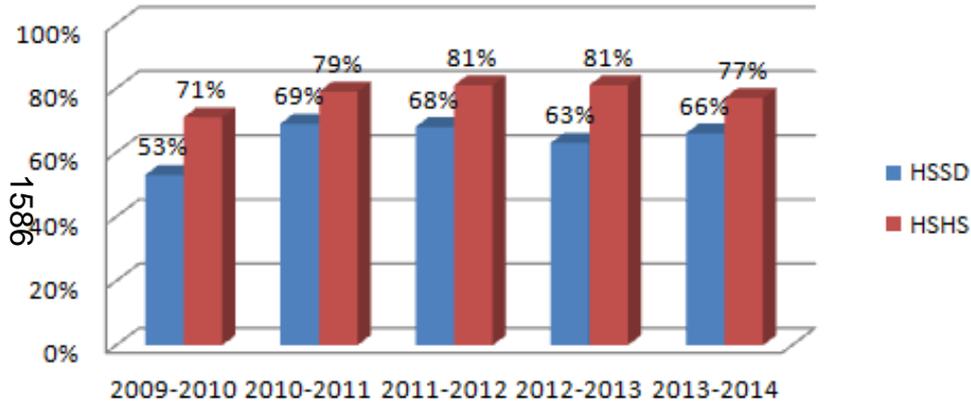
"A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long term student success" (<http://www.ascd.org/whole-child.aspx>, 2016)

Boosting Graduation Rates

According to a survey of high school dropouts, "Eighty-one percent of survey respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students' chances of graduating from high school." (The Silent Epidemic, Gates Foundation; 2006)

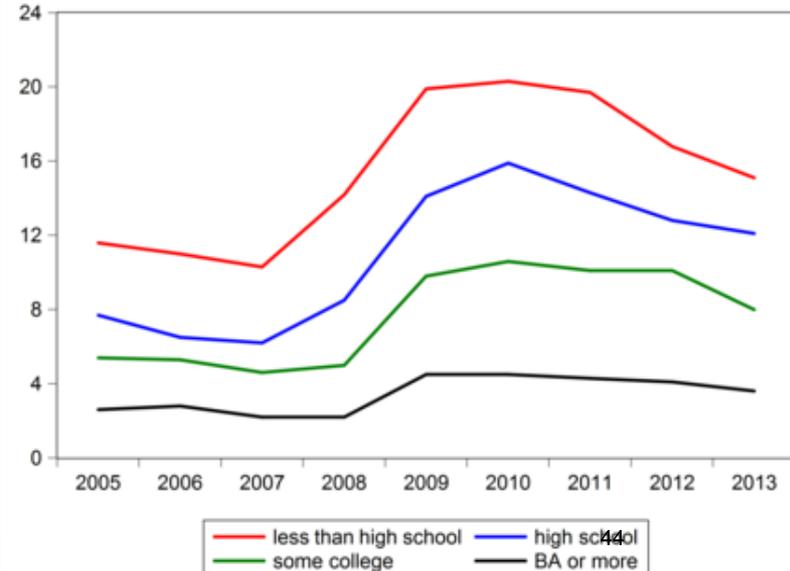
100% CAREER READINESS

Graduation Rate 5 Year Trend



College Going Rate
32.9%

Unemployment rates by education level



Conversion Charter Process

Potential applicants submit letters of intent to apply for charters to staff at the **Arkansas Department of Education** (ADE)

ADE staff conducts a technical assistance conference

Applicants submit their applications

Applications are reviewed and evaluated, based on a rubric published as part of the application packet, by staff from various divisions at the ADE

Applicants receive evaluations with comments from ADE staff

Applicants respond to the comments and submit the responses

ADE staff who reviewed and evaluated the original applications review responses and reevaluate

The Charter Authorizing Panel interviews applicants and takes action on the applications in a

Steering Committee Members

Dr. Mike Hernandez, HSSD Superintendent

Dr. Stephanie Nehus, HSSD Associate Superintendent of Learning Services

Natasha Lenox, HSMS Principal

Utana Newborn, HSMS Assistant Principal

Erika Cross, HSSD McKinney-Vento Liaison/Parent

Jason Hudnell, Higher Education

Minnie Lenox, Community

Nancy Scott, HSSD MYP Coordinator

Lara Veazey, HSMS Science Teacher

Kim Walker, HSMS Spanish Teacher

HSMS' Timeline of Events

Date	Activity
September 16, 2015	Initial Steering Committee Meeting
October 2015 - July 2016	Monthly Steering Committee Meetings
March 1, 2016	Charter Letter of Intent Due to ADE
March 3, 2016	ADE Charter Conference Call
June 29, 2016	Latest Date for Announcement of Public Hearing in the Newspaper
July 21, 2016	Public Hearing
July 29, 2016	HSMS Deadline to submit application
August 4, 2016	Charter Application Due to ADE
October 19-20, 2016	Charter Panel holds hearings
November 2016	State Board of Education decides on Charter approvals

Current District Conversion Charter Schools in Arkansas

**Academies of West Memphis 10-12 (Open 2014)

Badger Academy - Beebe 7-12 (Open 2007)

Bauxite Miner Academy 6-12 (Open 2013)

Blytheville High School - A New Tech School 9-12 (Open 2013)

Brunson New Vision Charter - Warren 4-5 (Open 2013)

Cabot Academic Center of Excellence 7-12 (Open 2004)

Cross County Elementary Technology Academy K-6 (Open 2012)

Cross County High School - A New Tech School 7-12 (Open 2011)

Eastside New Vision Charter - Warren K-3 (Open 2012)

**Farmington Career Academies 10-12 (Open 2015)

**Fountain Lake Charter High School 9-12 (Open 2015)

Fountain Lake Middle School Cobra Digital Prep Academy 5-8 (Open 2014)

Current District Conversion Charter Schools in Arkansas

Lincoln High School New Tech 8-12 (Open 2012)

**Mountain Home High School Career Academy 9-12 (Open 2003)

Osceola STEM Academy 5-8 (Open 2012)

**Pea Ridge Manufacturing and Business Academy 11-12 (Open 2014)

Rogers New Technology High School 9-11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Southside Charter High School 9-12 (Open 2015)

**The Academies at Jonesboro High School 10-12 (Open 2013)

Warren High School 9-12 (Open 2015)

****Warren Middle School 6-8 (Open 2014)

Washington Academy - Texarkana 9-12 (Open 2013)

District Conversion Charter Schools in Arkansas Approved to Open in Fall 2016

Cave City High School Career and Collegiate Preparatory School 9-12

Fayetteville Virtual Academy K-12

Gentry High School Conversion Charter 9-12

****Hot Springs World Class High School 9-12**

Springdale School of Innovation K-12

Innovations

Career Exploration - founded on the career clusters

Exploration Period - quarterly choice based on student interest

Personalized Learning

Stephen Covey's "The Leader in Me"

Project-based Learning (PBL) PD and implementation

Hot Springs Junior Academy Requested Waivers

- Class Size
- Teacher Certification
- Career Courses
- Health & Safety Courses
- Seat Time

HOT SPRINGS
MIDDLE SCHOOL
HOME OF THE TROJANS

APPENDIX B

The Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B

To Whom it may Concern,

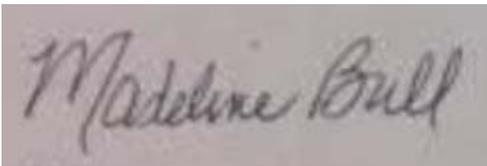
As a parent of a current fourth generation student at Hot Springs School District, I wish to offer my full support to the Hot Spring's School District's effort to implement a Conversion Charter School at the Hot Springs Middle School. I am confident that this effort will better prepare my son and his fellow students for lifelong learning, academic attainment and professional success.

Hot Springs School District has been cutting edge in education. Always thinking ahead to what is best for it's students future success in the world after graduation . I truly believe that allowing HSMS to become a Conversion Charter school will open up new possibilities for student achievement by providing a more hands-on, skills based curriculum for today's student. This we ensure their students are more prepared and qualified for tomorrow's educational and workforce possibilities.

I am excited for my son to experience the limitless possibilities that a public charter school has to offer. To have a rock solid foundation provided by this opportunity.

Thank you for your consideration.

Sincerely,

A rectangular area containing a handwritten signature in cursive script that reads "Madeline Bull".

Madeline Bull
Proud Trojan Parent
Hot Springs School District



CHAMBER
Greater Hot Springs Chamber of Commerce
Growing Hot Springs

To Whom It Concerns,

The Greater Hot Springs Chamber Of Commerce and the Hot Springs Metro Partnership fully support the implementation of a District Conversion Charter School at Hot Springs Middle School. The Hot Springs School District is a vital component of our thriving economy and has continued to be involved in community initiatives. We believe that work readiness is highly important and we stand behind any efforts to provide improved curriculum for students in Garland County.

Whenever possible, we will help facilitate opportunities for job shadowing, internships, field trips, and apprenticeships with local industry. By providing a more hands-on, skills-based curriculum for today's students, we ensure a more qualified workforce for tomorrow's economy.

Sincerely,

Jim Fram
President/CEO
Greater Hot Springs Chamber of Commerce

TO: Whom It May Concern
FROM: Minnie Lenox, Human Resources Director
DATE: August 2, 2016
RE: Charter School for Hot Springs School District

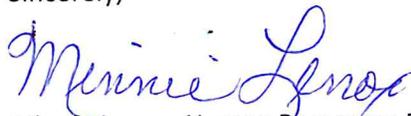
I deem it an honor and a privilege to write a letter in support of the Charter School for the Hot Springs School District. I attend schools in the Hot Springs School District and graduated here. I have raised a family of four children that all attended the Hot Springs School District and have had grandchildren to attend and graduate from the Hot Springs School District. So as you can see, I have a vested interest in the Hot Springs School District.

I am proud to have been a part of the changes that have taken place over the years and I am excited that Hot Springs is moving in the direction of taking the education of our youth to the next to the next level by undertaking this initiative with a balanced approach.

Our academies will be grounded in a deep understanding of child development and works to recognize and value each child as an individual with unique talents and needs. A balanced approach to education nurtures all dimensions of the human being so that thinking, feeling, and doing are integrated and capable of functioning to help the unfolding child meet his or her full potential. Social and emotional intelligence will be developed along with a growing cognitive ability to best prepare them for the challenges and opportunities of life. Rigorous traditional academics will be infused with artistic and practical activities.

This Charter School will be an educational choice for families in our community.

Sincerely,



Minnie Lenox, Human Resources Director
City of Hot Springs
An Alumni, Parent, Grandparent

August 2, 2016

To Whom It May Concern,

I recently attended the public meeting to discuss the application for the Hot Springs Middle School's Conversion Charter application. My daughter will be attending HSMS this school year and has attended Hot Springs School District since kindergarten. I also have a son that recently graduated and attended HSSD schools K-12.

I have always been pleased with the educational opportunities that have been provided to my children at HSSD. However, the opportunities this charter conversion would offer our students is remarkable. Our world is quickly changing, and we have to prepare our children for what is ahead of them. With the charter conversion, HSMS would have the ability to restructure the school day to give students opportunities for job shadowing, internships, apprenticeships, and access to professionals in our community to learn from. This is a real world experience that could change a student's life forever. As a parent, I want to see my child set high goals for him/herself. I also want them to be given the tools needed to accomplish those goals. I strongly believe the charter conversion will allow students access to those tools.

As a proud parent, I support the implementation of a District Conversion Charter School at Hot Springs Middle School. I appreciate and support the effort Hot Springs School District is making to provide its students with the tools needed in their future successes.

Thank you for your consideration,

Cheryll Long

Debbie Ugbade
101 Tirelli Street
Hot Springs, AR 71901
dugbade@np.edu

August 1, 2016

To Whom It May Concern:

Please accept this letter of support for the Hot Springs School District's proposal to establish an innovative conversion charter (Junior Academy) for Hot Springs Middle School. The district was approved for a conversion charter at the high school level earlier this year and the Hot Springs World Class High School will begin with the upcoming school year.

The conversion charter for Hot Springs Middle School will help to engage and motivate our students at a young age to continue their education and to begin making preparations for their future careers. It will lay the foundations of career exploration that will help our students as they progress into grades 9-12. The mission of the Hot Springs School District is to assure that all students have the essential skills to compete in a global society, value and respect diversity and possess the ethical standards of integrity. I believe this conversion charter for Hot Springs Middle School will help ensure that we achieve our mission.

Our board, staff, and community are committed to providing our students with quality academic programs that will prepare them for the future. This is a unique opportunity that will bring the business community together with the school to work hand-in-hand to begin developing a workforce capable of meeting their demands for quality employees.

I strongly support this project and believe the program will provide our students the knowledge and skills that are necessary to successfully compete in today's job market.

Thank you for your consideration.



Debbie Ugbade
Hot Springs School Board

APPENDIX C

Hot Springs School District
 SCHOOL CALENDAR
 2017-2018

Summer	3 Flex Days of Professional Development	
August 7, 8, 9	Professional Development	
August 14	Student's First Day of School	
	1 st Qtr Begins	
September 4	Labor Day – School & Offices CLOSED	
September 19	Parent Teacher Conference 3:30 pm – 6:30 pm - <i>Interim Reports</i>	
September 21	Parent Teacher Conference 3:30 pm – 6:30 pm - <i>Interim Reports</i>	
September 22	<i>Professional Development – NO SCHOOL</i>	
October 13	End of 1 st Qtr.	43 Days
October 16	2 nd Qtr Begins	
October 27	<i>Report Cards to Parents</i>	
November 17	<i>Interim Reports to Parents</i>	
November 20-24	Thanksgiving Holiday – School & Offices CLOSED	
December 20	Last Day of School for Christmas Break	
	End of 2 nd Qtr.	43 Days
	End of 1 st Semester	86 Days
December 21 - Jan. 3	Winter Break	
January 4	Teachers/Students Return	
	3 rd Qtr./2 nd Semester Begins	
January 12	<i>Report Cards to Parents</i>	
January 15	MLK Holiday – School & Offices CLOSED	
February 9	<i>Interim Reports to Parents</i>	
February 19	President's Day – School & Offices CLOSED	
February 20	Parent Teacher Conference 3:30 pm – 6:30 pm	
February 22	Parent Teacher Conference 3:30 pm – 6:30 pm	
February 23	<i>Professional Development - NO SCHOOL (optional makeup day)</i>	
March 13	End of 3 rd Qtr.	46 Days
March 14	4 th Qtr. Begins	
March 16	<i>Professional Development – NO SCHOOL (optional makeup day)</i>	
March 19-23	Spring Break - NO SCHOOL	
March 27	<i>Report Cards to Parents</i>	
March 30	Good Friday - School/Offices Closed	
April 24	<i>Interim Reports to Parents</i>	
May 25	Students Last day of School/ <i>Report Cards to Parents</i>	
	End of 4 th Qtr.	46 Days
	Ends 2 nd Semester	92 Days
	End of Year	178 Days
May 28	Memorial Day Holiday – Offices Closed	
May 29	<i>Professional Development- Teachers Last Day</i>	190 Days
Make Up Days	May 29, 30, 31, June 1, 4	

HOT SPRINGS JUNIOR ACADEMY BELL SCHEDULE

7th Grade

8:00 - 8:49 (49) 1A
8:49 - 9:38 (49) 1B
9:42-10:31 (49) 2A
10:31-11:20 (49) 2B
11:24-12:13 (49) 3A
12:13-12:45 (32) Lunch
12:49-1:38 (49) 3B
1:42-2:31 (49) 4A
2:31-3:20 (49) 4B

8th Grade

8:00-8:49 (49) 1A
8:49-9:38 (49) 1B
9:42-10:31(49) 2A
10:31-11:20 (49) 2B
11:20-11:56 (36) Lunch
12:00-12:49 (49) 3A
12:49-1:38 (49) 3B
1:42-2:31 (49) 4A
2:31-3:20 (49) 4B

APPENDIX D

**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

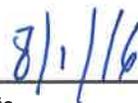
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District



Date

Dr. Mike Hernandez

Printed Name

Henderson State University College and Career Readiness Pilot Program in collaboration with the **Arkansas Department of Higher Education**

Program Proposal

Growing from the efforts of the Arkansas Department of Higher Education (ADHE) College Readiness workgroup, part of the larger state-wide higher education planning effort resulting in **Closing the Gap 2020**, Henderson State University (HSU) proposes to develop a college readiness pilot program focused on close coordination between the secondary and postsecondary partners. As the ADHE College Readiness workgroup noted in their report, despite a wide range of successful college readiness efforts across Arkansas, the lack of coordination and collaboration across postsecondary and secondary sectors, as well as across business and industry has hampered the development of comprehensive programs that demonstrate both consistency and scalability and which best prepare Arkansans to meet projected workforce needs at all levels. Effective coordination and collaboration should make students aware of both current and future employment and career opportunities in the region and give them a concrete understanding of the secondary and postsecondary educational pathways that will best prepare them to take advantage of those opportunities.

Building on a foundation of already-successful college readiness programs and related efforts, as well as a longstanding K-20 consortial partnership including public school districts, community colleges, education service cooperatives, and Education Renewal Zones, HSU will develop and implement this pilot program structured around college readiness coaches in collaboration with our program partners. The College Readiness Coaches will coordinate existing programs and services, work to develop new services, and serve as high school-based resource staff focused on ensuring that students have a concrete understanding of what college is, who college is for, and how to prepare for college.

Program Partners

Located in Arkadelphia, the seat of Clark County, HSU partners with multiple school districts throughout our primary service areas in south and central Arkansas. The specific program partners for this College Readiness pilot include **Arkadelphia School District** (Arkadelphia High School), **Hot Springs School District** (Hot Springs High School), **Malvern School District** (Malvern High School), and **Gurdon School District** (Gurdon High School).

The table below illustrates the 2015-16 enrollments in grades 7-12 for each school district, to offer a sense of scale of HSU's pilot project.

HSU College Readiness Partner School Enrollments

School District	7 th	8 th	9 th	10 th	11 th	12 th	Total
Arkadelphia	146	130	146	140	140	141	843
Hot Springs	261	252	268	262	214	211	1468
Malvern	138	136	134	141	151	130	830
Gurdon	49	47	68	51	66	59	340
Total	594	565	616	594	571	541	3481

Source: Arkansas Department of Education Data Center, July 2016

Additional data from our partner schools illustrate both the number of graduates from each high school for 2015-16, as well as the district’s percentage of overall enrollments receiving free/reduced lunches.

2015-2016 Graduates & 2015-16 District Enrollments Receiving Free/Reduced Lunches

School District	2015-16 Graduates	District % rcving free/reduced lunches
Arkadelphia	107	56.4
Hot Springs	179	78.67
Malvern	129	75.41
Gurdon	54	75.74

Source: Arkansas Department of Education Data Center, July 2016

Program Description

The HSU pilot program stems from the highly successful Arkansas Department of Career Education (ACE) College and Career Coach Program, which is designed to motivate and support Arkansas students and adults achieve their goals as related to college and career planning. The ACE program provides assistance and information for resources in academic advising, career counseling, mentoring, financial guidance, and other supports necessary for postsecondary education/training access, retention, and success.

HSU’s proposed pilot program focuses on College and Career Coaches, who will serve the students in each of the four partner school districts. Stationed in the high school in each district, the College and Career Coaches will serve as key resource staff to 1) coordinate the integration and offering of existing programs and resources at both Henderson and in the district, 2) serve in a train-the-trainer capacity for existing high school and middle school counseling staff and faculty, and 3) engage students and parents in direct educational/academic advising and college-going coaching and related activities.

These college and career coaching efforts will begin as early as the 7th grade in each district and extend through the summer prior to students entrance to postsecondary enrollment or workforce entrance. The coaches will coordinate existing efforts as well as the development and implementation of new efforts, all aimed at helping the districts’ students broaden their understanding of career

options and the educational pathways available to achieve their goals. These efforts will include the following:

- The importance of post-secondary education in the workforce.
- The profile of a successful college student.
- A career inventory or career options available to students.
- Opportunities available to explore those careers.
- Opportunities to get prepared if they have fallen behind.
- Early college opportunities for those who are academically prepared before graduation.
- Who they can turn to for encouragement or assistance.
- How to transition successfully from high school to college or career.
- How to pay for college wisely.

Program Timeline

Late Summer/Fall 2016:

- Hire College and Career Coaches.
- Complete curriculum development.
- Articulate integration and operational strategies for each district/HSU.

Late Fall 2016/Spring 2017:

- Launch the program in each district, operational for beginning of Spring term 2017.

Spring 2017/Summer 2018:

- Continue program through pilot phase, through Summer 2018.
- Collate pilot program data and report out to ADHE, Fall 2018.

Program Budget

The pilot program’s annual budget for the two-year pilot is illustrated in the table below:

Position	Salary	Services & Supplies	Travel	Total
<i>Coaches x 4</i>	\$182,000.00	\$8,000.00	\$10,000.00	\$200,000.00
(salary)	(\$35,000, ea)	(\$2,000, ea)	(\$2,500, ea)	
(fringe)	(\$10,500, ea)			
<i>HSU Supervisor</i>	\$5,000.00	\$13,000.00	\$7,000.00	\$25,000.00
(Admissions Office)				
Total	\$187,000.00	\$21,000.00	\$17,000.00	\$225,000.00/yr

P r o g r a m m e m o r a n d u m d e r s t a n d i n g

H e n d e s s a m e U n i v e r s i t y o f I d a h o I n s t i t u t e o f E d u c a t i o n
p r o g r a m m e s c h i e f o f f i c e , o r t h e I n s t i t u t e o f E d u c a t i o n .
A r k a n s a s p a r t o f t h e e d u c a t i o n a l a n d l a b o r a t o r y o f t h e
t h e o r e t i c a l a n d a p p l i e d s c i e n c e s , o f t h e I n s t i t u t e o f E d u c a t i o n .
y e a r .

H S W i d d o l l e c t p a s s a g e t o t h e I n s t i t u t e o f E d u c a t i o n
p r o v a i d e n u a n c e f o r t h e I n s t i t u t e o f E d u c a t i o n .

A r k a n s a s p a r t o f t h e e d u c a t i o n :



D e p u t y D i r e c t o r

D a t e : 7 / 2 6 / 1 6 _____

H e n d e s s a m e u n i v e r s i t y :



D e p u t y P r e s i d e n t

D a t e : 7/26/16



Hot Springs School District Technology

September 29, 2016

To Whom It May Concern:

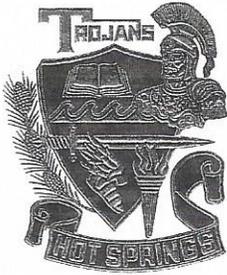
I am writing this letter today to applaud the efforts of the Hot Springs World Class High School in building strong pathways to career success for our students. The HSSD Technology Department is very excited to partner with HSWCHS in helping to develop and grow their Technology/Computer Engineering program.

Hot Springs School District is fortunate to employ a highly trained and skilled group of network technicians and we look forward to passing on some of our knowledge to students through Internships that we will develop and build with HSWCHS. I am convinced that we can provide invaluable assistance in this area and we are committed in doing so.

I would also like to commend the administrative team at HSWCHS for their unrelenting efforts in furthering the goals of our district and their obvious commitment to our student's best interests.

Sincerely,

Bryce Walker
Director of Technology
Hot Springs School District #6



Hot Springs World Class High School

To Whom It May Concern:

I am writing this letter as a show of support for Hot Springs World Class High School and its efforts to grow the entrepreneurship. HSWCHS has entered into a partnership with my law firm , and we believe that any expansion of career and technical related programs helps to prepare students to become college and career ready.

It is our belief that we can help HSWCHS build its Career Academy pathways to help students become better prepared for postsecondary education and/or with workforce ready skills to help meet regional, state, and global needs in these areas.

Sincerely,

A handwritten signature in black ink, appearing to be 'A. B. Smith', written in a cursive style.

Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913

**MEMORANDUM OF UNDERSTANDING
FOR BUSINESS PARTNERSHIP WITH
HOT SPRINGS WORLD CLASS HIGH SCHOOL**

This memorandum of understanding is between Hot Springs School District and Q. Byron Huest to form a partnership to provide exposure to students of available career opportunities in our community.

The business partner agrees to:
(check only the items that will apply for your business)

- Serve on an Academy Advisory Committee related to the business field
- Provide an opportunity for HSWCHS students to come for a Site Visit
- Provide an opportunity for HSWCHS students to complete an Internship experience
- Fall Spring
- Serve as a Guest Speaker at Hot Springs World Class High School
- Serve as an Academy Mentor for students interested in your business field

This MOU can be cancelled at any time by notifying Hot Springs School District.

Q. Byron Huest
Business Representative

9-30-16
Date

School Official

Date



Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913

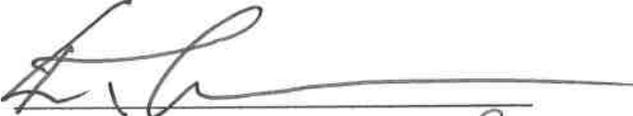
**MEMORANDUM OF UNDERSTANDING
FOR BUSINESS PARTNERSHIP WITH
HOT SPRINGS WORLD CLASS HIGH SCHOOL**

This memorandum of understanding is between Hot Springs School District and KT Media to form a partnership to provide exposure to students of available career opportunities in our community.

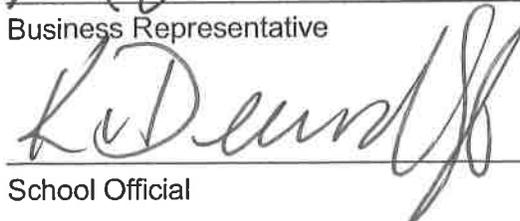
The business partner agrees to:
(check only the items that will apply for your business)

- Serve on an Academy Advisory Committee related to the business field
- Provide an opportunity for HSWCHS students to come for a Site Visit
- Provide an opportunity for HSWCHS students to complete an Internship experience
 - Fall
 - Spring
- Serve as a Guest Speaker at Hot Springs World Class High School
- Serve as an Academy Mentor for students interested in your business field

This MOU can be cancelled at any time by notifying Hot Springs School District.


Business Representative

9-13-16
Date


School Official

9/30/16
Date



Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913

**MEMORANDUM OF UNDERSTANDING
FOR BUSINESS PARTNERSHIP WITH
HOT SPRINGS WORLD CLASS HIGH SCHOOL**

This memorandum of understanding is between Hot Springs School District and Daniell Heerts Air to form a partnership to provide exposure to students of available career opportunities in our community.

The business partner agrees to:
(check only the items that will apply for your business)

Serve on an Academy Advisory Committee related to the business field

Provide an opportunity for HSWCHS students to come for a Site Visit

Provide an opportunity for HSWCHS students to complete an Internship experience

Fall

Spring

Serve as a Guest Speaker at Hot Springs World Class High School

Serve as an Academy Mentor for students interested in your business field

This MOU can be cancelled at any time by notifying Hot Springs School District.

[Signature]
Business Representative

9-15-16
Date

[Signature]
School Official

9/30/16
Date



Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913

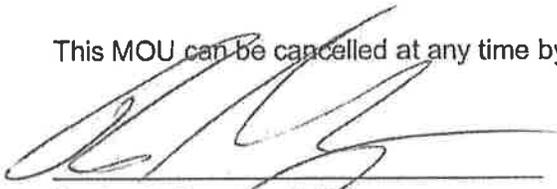
**MEMORANDUM OF UNDERSTANDING
FOR BUSINESS PARTNERSHIP WITH
HOT SPRINGS WORLD CLASS HIGH SCHOOL**

This memorandum of understanding is between Hot Springs School District and Oaklawn Bakery Club to form a partnership to provide exposure to students of available career opportunities in our community.

The business partner agrees to:
(check only the items that will apply for your business)

- Serve on an Academy Advisory Committee related to the business field
- Provide an opportunity for HSWCHS students to come for a Site Visit
- Provide an opportunity for HSWCHS students to complete an Internship experience
 - Fall
 - Spring
- Serve as a Guest Speaker at Hot Springs World Class High School
- Serve as an Academy Mentor for students interested in your business field

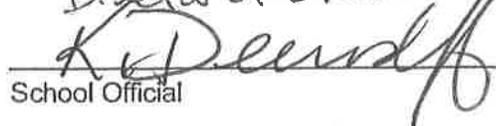
This MOU can be cancelled at any time by notifying Hot Springs School District.



Business Representative

Ben Van Vleet
Director of Information Technology

9-16-16
Date



School Official

9/30/16
Date



Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913

**MEMORANDUM OF UNDERSTANDING
FOR BUSINESS PARTNERSHIP WITH
HOT SPRINGS WORLD CLASS HIGH SCHOOL**

This memorandum of understanding is between Hot Springs School District and Kerry Lockwood Owen to form a partnership to provide exposure to students of available career opportunities in our community.

The business partner agrees to:
(check only the items that will apply for your business)

- Serve on an Academy Advisory Committee related to the business field
- Provide an opportunity for HSWCHS students to come for a Site Visit
- Provide an opportunity for HSWCHS students to complete an Internship experience
- Fall Spring
- Serve as a Guest Speaker at Hot Springs World Class High School
- Serve as an Academy Mentor for students interested in your business field

This MOU can be cancelled at any time by notifying Hot Springs School District.

[Signature]

Business Representative

9-12-16

Date

[Signature]

School Official

9/30/16

Date



2015 ESEA DISTRICT REPORT

District: HOT SPRINGS SCHOOL DISTRICT
LEA: 2603000
Enrollment: 3689

Superintendent: JOYCE CRAFT
Attendance 94.56
Poverty Rate: 81.16

Address: 400 Linwood Avenue
Address: HOT SPRINGS, AR 71913
Phone: (501) 624-3372

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	2157	2172	99.31	2084	2101	99.19	
Targeted Achievement Gap Group	1870	1883	99.31	1823	1837	99.24	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	848	854	99.30	828	835	99.16	
Hispanic	367	368	99.73	362	364	99.45	
White	819	825	99.27	778	784	99.23	
Economically Disadvantaged	1825	1836	99.40	1779	1790	99.39	
English Language Learners	233	233	100.00	233	234	99.57	
Students with Disabilities	307	310	99.03	279	283	98.59	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	617	1956	31.54	22.73
Targeted Achievement Gap Group	444	1687	26.32	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	139	760	18.29	10.77
Hispanic	90	341	26.39	18.35
White	341	745	45.77	26.04
Economically Disadvantaged	437	1644	26.58	17.63
English Language Learners	39	225	17.33	7.64
Students with Disabilities	25	278	8.99	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	382	1876	20.36	13.95
Targeted Achievement Gap Group	274	1632	16.79	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	74	733	10.10	5.87
Hispanic	60	334	17.96	12.10
White	224	706	31.73	17.14
Economically Disadvantaged	268	1590	16.86	11.02
English Language Learners	31	224	13.84	6.23
Students with Disabilities	24	254	9.45	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	154	232	66.38	68.55	94.00
Targeted Achievement Gap Group	100	150	66.67	71.65	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	477	725	65.79	68.55	94.00
Targeted Achievement Gap Group	295	450	65.56	71.65	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	85	128	66.41	72.35	
Hispanic	15	20	75.00	69.70	
White	48	78	61.54	64.50	
Economically Disadvantaged	91	137	66.42	72.33	
English Language Learners	n < 10	n < 10	n < 10	85.19	
Students with Disabilities	22	31	70.97	76.29	

2015 ESEA DISTRICT REPORT

District: HOT SPRINGS SCHOOL DISTRICT
LEA: 2603000
Enrollment: 3689

Superintendent: JOYCE CRAFT
Attendance 94.56
Poverty Rate: 81.16

Address: 400 Linwood Avenue
Address: HOT SPRINGS, AR 71913
Phone: (501) 624-3372

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

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

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

Number of enrolled students with completed PBA only:	33
Number of enrolled students with completed EOY only:	45

Percent Tested: Source and Use of Enrollment

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

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

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

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

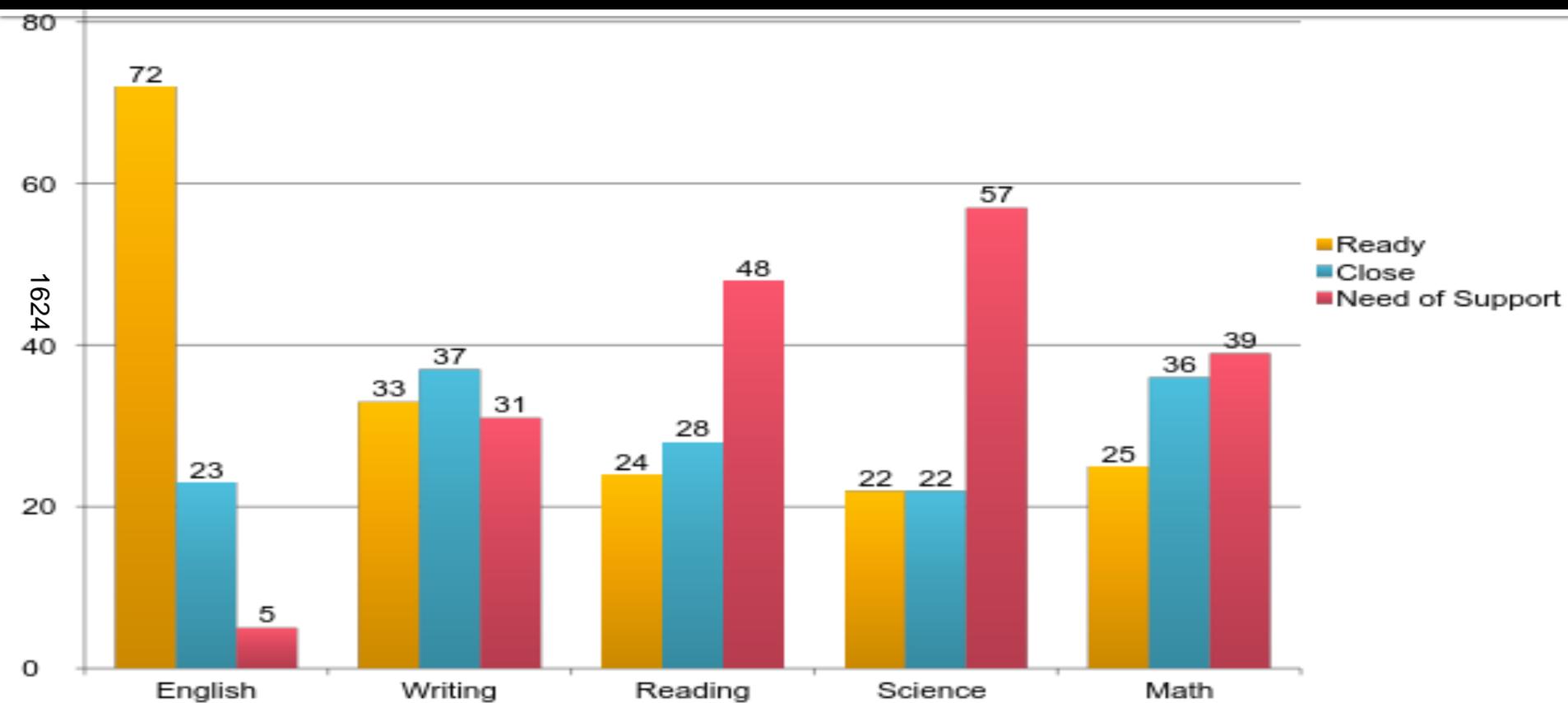
Report created on: 01/07/2016

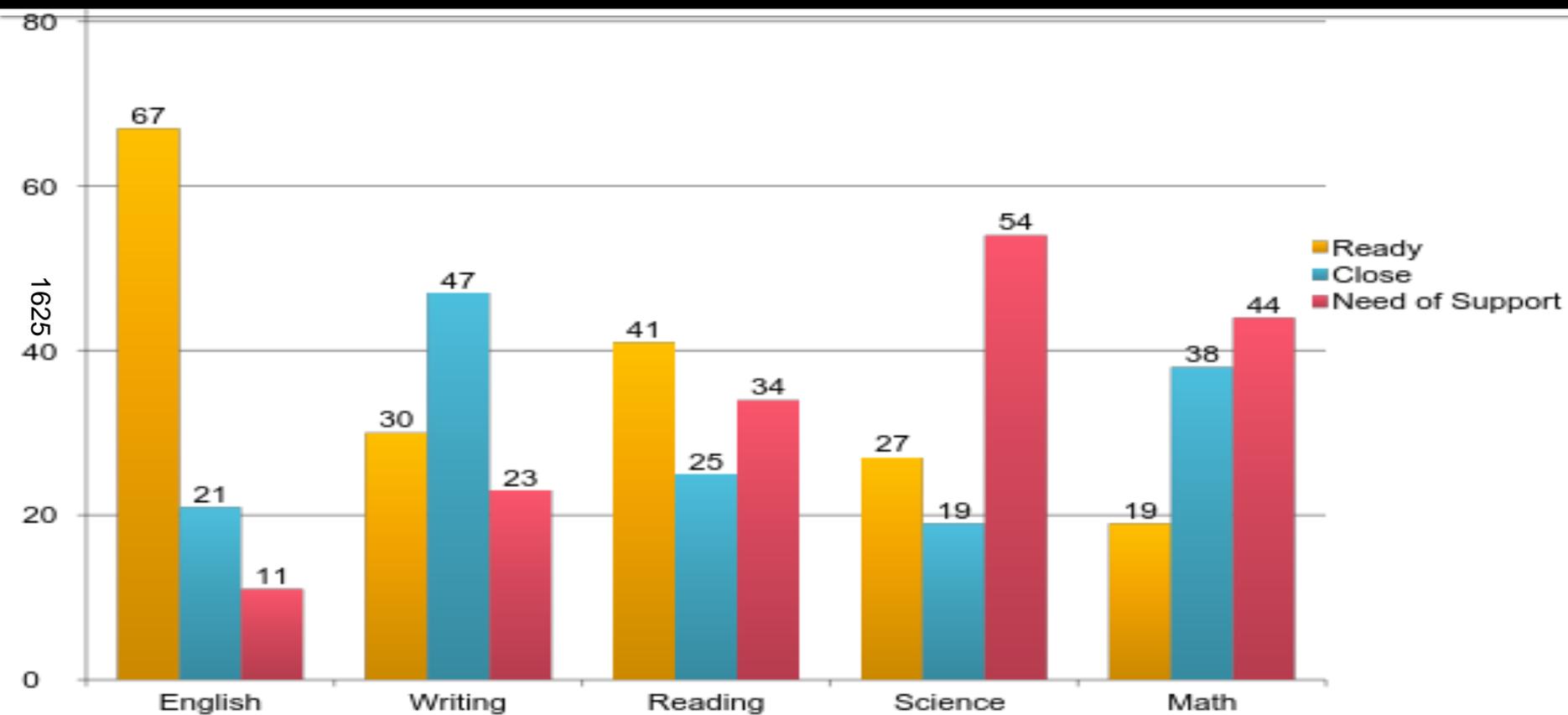
HSMS District Conversion Charter Authorizing Panel Presentation

Friday, October 21, 2016

Student and Community Needs

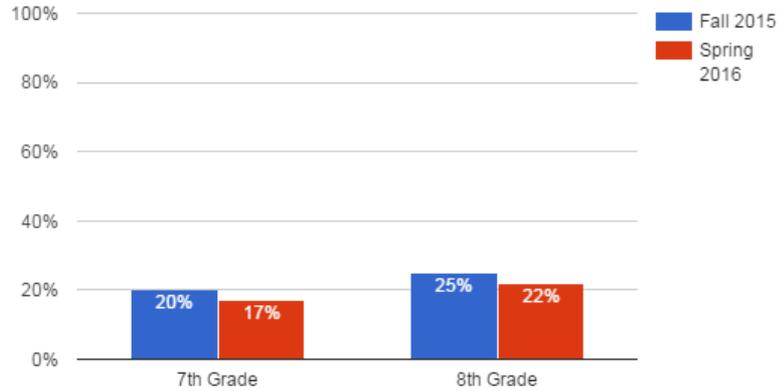
- ❖ The Hot Springs business community needs our students prepared to enter the workforce upon graduation.
- ❖ 67% of our students do not leave HSHS and immediately enroll in college classes.



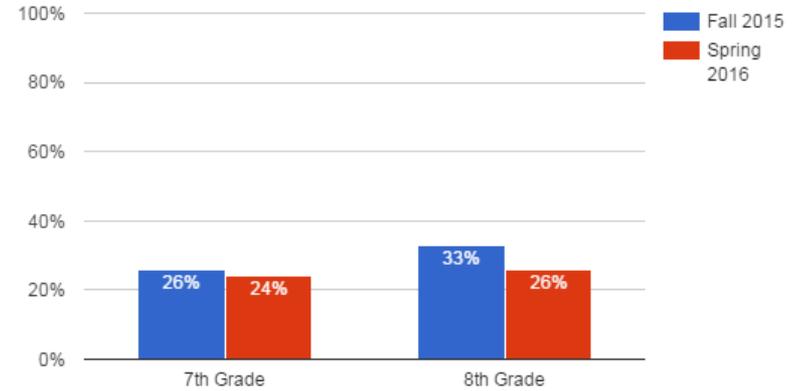


Purpose

NWEA % of students 3 or more years below grade placement in Math



NWEA % of students 3 or more years below grade placement in ELA



Research

Association for Supervision Curriculum Development Report

"A whole child approach...sets the standard for and provides for long term student success" (<http://www.ascd.org/whole-child.aspx>, 2016)

Boosting Graduation Rates

"Eighty-one percent of respondents said that if schools provided opportunities for real-world learning...it would have improved the students' chances of graduating" (The Silent Epidemic, Gates Foundation; 2006)

Personalized Learning

"...provide building blocks of knowledge and skills they will need as adults" (<https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-research-brief.pdf>)

100% CAREER READINESS

Kuder Career Interests Assessment Results

National clusters		Count	Percent
	Human Services	99	11%
	Education and Training	98	11%
	Arts, Audio-Video Technology, and Communications	78	9%
	Health Science	74	8%

Hot Springs World Class High School Career Academies

Liberal Studies
Education & Healthcare
Business & Technology
Industrial Technologies

Steering Committee Members

Dr. Mike Hernandez, HSSD Superintendent

Dr. Stephanie Nehus, HSSD Associate Superintendent of Learning Services

Natasha Lenox, HSMS Principal

Utana Newborn, HSMS Assistant Principal

Erika Cross, HSSD McKinney-Vento Liaison/Parent

Jason Hudnell, Higher Education/National Park College

Minnie Lenox, Community/City of Hot Springs

Nancy Scott, HSSD MYP Coordinator

Lara Veazey, HSMS Science Teacher

Kim Walker, HSMS Spanish Teacher

Megan Greeson, Community/Chamber of Commerce - Hot Springs Metro Partnership

HSMS' Timeline of Events

Date	Activity
September 16, 2015	Initial Steering Committee Meeting
October 2015 - July 2016	Monthly Steering Committee Meetings
March 1, 2016	Charter Letter of Intent Due to ADE
March 3, 2016	ADE Charter Conference Call
June 29, 2016	Latest Date for Announcement of Public Hearing in the Newspaper
July 21, 2016	Public Hearing
July 29, 2016	HSMS Deadline to submit application
August 4, 2016	Charter Application Due to ADE
October 21, 2016	Charter Panel hearing
November 2016	State Board of Education decides on Charter approvals

Innovations

Integrated Career Exploration

Exploration Period

Personalized Learning

Advisory/Mentoring with Stephen Covey's "The Leader in Me"

Project Based Learning (PBL) PD and implementation

Integrated Career Exploration

- Founded on career clusters
- Engage students through career-relevant instruction in the core curriculum to link content they are learning and their environment
- Incorporate career competencies and content frameworks into core curriculum classes
- Career certified teacher push into core classes to ensure standards incorporated

Exploration Period

- Quarterly choice based on student interest - 4 explorations in a year
- Meet twice weekly for 45 minutes
- Examples: coding, robotics, photography, publishing, cooking, conditioning
- Highly motivated students can experience independent study/learning time or complete prerequisites for high school courses
- Careers tied to each exploration (i.e., Chartwell's chef for cooking)

Summit Personalized Learning

- Pilot through APSRC
- Differentiation
- Self-paced learning to show mastery
- Fits in with MYP units of instruction and assessments
- Base curriculum with option to upload other
 - Will upload MYP units of study
- Students track own progress

Advisory/Mentoring

- School wide book study of Stephen Covey's "The Leader in Me"
- Begin each day with students and mentors
- Assignments based on career pathway chosen by student, Kuder, and independent student interest surveys
- Electronic portfolio to follow student through grades 7-12 with a 6 year plan included
- Ability to change as interests change

Project Based Learning

- Buck Institute professional development for teachers
- Incorporate with summative assessments for each MYP unit
- Provide students with an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge
- Connect students with the community and the real world
- Add relevance

Sample Student Schedule

Jane Doe

Grade 8

Hot Springs Middle School

Period 0	Advisory/Mentorship	1, 2, 3, 4	MTWThF
Block 1A	Pre-AP English	1, 2, 3, 4	MWF
Block 1B	History	1, 2, 3, 4	TTh
Block 2A	Algebra I	1, 2, 3, 4	MWF
Block 2B	Pre-AP Science	1, 2, 3, 4	TTh
Block 3A	Spanish I	1, 2, 3, 4	MWF
Block 3B	Exploration/Enrichment	1, 2, 3, 4	TTh
Block 4A	Choir	1, 2, 3, 4	MTWTF
Block 4B	Athletics	1, 2, 3, 4	MTWTF

Sample Teacher Schedule

Sample Math Teacher Schedule Grade 7

Period 0	Advisory/Mentorship		
Block 1A	Math class 1	1, 2, 3, 4	MWF
Block 1B	Math class 2	1, 2, 3, 4	TTh
Block 2A	Math class 3	1, 2, 3, 4	MWF
Block 2B	Math class 4	1, 2, 3, 4,	TTh
Block 3A	Conference	1, 2, 3, 4	MTWThF
Block 3B	Meeting Time	1, 2, 3, 4	MWF
Block 3B	Exploration/Enrichment	1, 2, 3, 4	TTh
Block 4A	Math class 5	1, 2, 3, 4	MWF
Block 4B	Math class 6	1, 2, 3, 4	TTh

Hot Springs Junior Academy Requested Waivers

- Class Size
- Teacher Certification
- Career Courses
- Health & Safety Courses
- Seat Time

HOT SPRINGS
MIDDLE SCHOOL
HOME OF THE TROJANS



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Dr. Beth Stewart
North Little Rock School District
2700 North Poplar Street
North Little Rock, AR 72114

State Board
of Education

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
North Little Rock Center of Excellence
District Conversion Charter School Application**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Dr. Stewart:

Joe Black
Newport

On October 21, 2016, the Charter Authorizing Panel met and approved the application for North Little Rock Center of Excellence, with the exception of the waivers requested for professional development. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

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

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

*An Equal
Opportunity
Employer*

CC: Superintendent Rodgers, North Little Rock School District

North Little Rock Center of Excellence District Conversion Charter School Application

Motion

To approve the application with waiver changes

Barnes	Liwo	Saunders
Gotcher	Pfeffer-M	Smith-2
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			I believe we are seeing the future in this application. I also believe we are seeing crisis turn into opportunity. I have no concerns with this model of student focused learning opportunities.
Lester	X			This is a great plan that allows the student to be highly involved in their pace and path of learning. I am encouraged by the layers of student support in the model. The district has made strong partnerships with schools, businesses and industry. I have no concerns with the knowledge that there will be continued dialogue about amendment requests.
Liwo	X			Students will choose how they want to learn-traditional, blended, or digital. Student voice is central and highly utilized. Students will be more involved in shaping their own educational needs and success. Adequate support will be provided to students through the POP team. If a student is not excelling in the selected mode of learning, the support team, which includes the student, will re-evaluate the best option for

				<p>the student. Students who select digital learning will still have opportunities to socialize with other students. Digital learners will be able to attend classes on campus or, if not on campus, the student will be provided with technology. Internships/apprenticeships, industry mentorship, industry certifications, and concurrent credit possibilities exist. Students will be aided with cost of earning concurrent credit. The model looks at every student as unique individuals and provides great opportunities and will further help meet the college/career needs of students and employment needs of industry.</p>
Pfeffer	X			<p>This application represents great partnerships between the school and the communities and entities in the surrounding area. The application represents new ways of teacher development, and we are excited to assist the district to work through the messiness of any challenges to make this work.</p>
Rogers	X			<p>The plan presents an innovated concept for students and teachers.</p>
Saunders	X			<p>This model provides unique opportunities for students to excel in their individual areas.</p>
Smith	X			<p>I have no concerns regarding the NLR school district-converting part of their school to the Center of Excellence. I want to encourage the large district to continue to push for personalized learning for students and teachers. Community and business support is evident.</p>
Coffman				<p>Chair</p>

Submitted by: Alexandra Boyd
Date: October 21, 2016

North Little Rock Center of Excellence

School District: North Little Rock

Grade Levels: 9-12

Grade Levels and Maximum Enrollment by Year:

School Year	Grade Levels to be Served	Maximum Enrollment
2017-2018	9-12	3,000
2018-2019	9-12	3,000
2019-2020	9-12	3,000
2020-2021	9-12	3,000
2021-2022	9-12	3,000

Address of Proposed School: 22 W. Main Street, North Little Rock, AR 72114

Mission Statement:

It is the mission of the North Little Rock Center of Excellence (COE) to enable all students to find their passion, fulfill their potential as empowered individuals to become constructive members of their community and productive participants in the economy.

Information on the School District in Which the Charter Would be Located:

North Little Rock School District

70.56% free and reduced-priced lunch (2015-2016)

Needs Improvement District (ESEA 2015) - Literacy and Math

Achieving (ESEA 2015) - Graduation Rate

Documentation Provided in Support of the Charter:

Letters of Support Included with Application

Jay Chesshir

Little Rock Regional Chamber

John Owens

The North Little Rock Chamber of Commerce

Margaret A. Ellibee

Pulaski Technical College

Patrick Schueck

Lexicon, Inc.

Additional Letters of Support on File in Charter Office

Douglas House

State Representative, District 40

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C4: ACADEMIC ACHIEVEMENT GOALS

- The applicant has a reluctance to set a goal tied to industry certification even though industry certification is an integral part of the charter programming.

C12: STUDENT SERVICES

- A written agreement between the Laman Library and North Little Rock School District was not provided.
- There seems to be a discrepancy in regards to when/how/if transportation will be provided. In a response to a request on Prompt 7, the applicant stated, “The Center of Excellence will follow North Little Rock School District Transportation policies as stated in the North Little Rock School District Handbook. For events including but not limited to school sanctioned and scheduled field trips, job shadowing events, internship experiences, and scheduled industry tours, school transportation will be provided for students.” In response to a request on Prompt 12, the applicant stated, “No transportation will be provided by the district. Students attending lab will be required to provide their own transportation. In the event that transportation becomes a hardship for the student and prevents them from attending lab days, virtual labs or accommodations may be provided for the student to ensure participation and success.”

Issues that Remain Unresolved as Determined by Legal Staff:

6. Professional Development

- **NOTE FROM ADE LEGAL:** Waivers from Ark. Code Ann. § 6-17-701 et seq. and the ADE Rules Governing Professional Development have not been granted to any other schools.

**Arkansas Department of
Education**

**District Conversion Charter School
2016 Application**

SCORING RUBRIC

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Define all acronyms used in this section.

Applicant Response:

- COE-Center of Excellence
- NLRSD-North Little Rock School District
- IEP-Individualized Education Plan
- LPAC-Language Proficiency Assessment Committee
- POP-Personalized Opportunity Plan
- CNC-Computer Numerical Control
- APEX-This is the name of a digital curriculum provider and not an acronym.
- ACT-American College Test

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions:

- Explain why no goals are tied to students passing industry certification exams when that is a major component of the program.
- Given that high school science standards will be fully implemented during the 2018-19 school year, provide a goal tied to science for that year and the following years.

Applicant Response:

1. The application prompt states, “On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year...”. This is one of the reasons that goals for certification exams were not stated in the application itself. Another reason is that industry needs change rapidly and tying a goal to a specific certification exam could prove to be problematic if industry no longer recognizes or needs a particular certification listed in a goal. Our goal is to have a program that is flexible enough to change as industry needs evolve and change.

2.

Goal	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
*10% increase in 9-12 grade level cohort Science scores for all COE students within the first five years	ACT Aspire-9 th -10 th Grades ACT-11 th -12 th Grades	9 th Grade-28% 10 th Grade-30% 11 th Grade-26% 12 th Grade-26%	2019

*An additional 10% increase is the goal set for subsequent years in a five year period. The goal for total increase in achievement is 20% by 2022.

Remaining concerns: The applicant has a reluctance to set a goal tied to industry certification, even though industry certification is an integral part of the charter programming.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions:

- Explain how the missing fine arts credit and social studies credit will be fulfilled.
- Confirm that courses for journalism and health credit requirements will be offered.
- Confirm that the charter, if approved, will work with the ADE and ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.

- Confirm that one semester of drama will be offered, given that only one semester of oral communications is being offered.
- Provide AP and Pre AP information for all four core areas.

Applicant Response:

1. Fine Arts and Social Studies credits will be offered to students in a variety of ways with the student determining what method of instruction works best for them. Students electing to receive instruction in a digital setting will be provided with a state approved computer program, students electing to learn in a blended environment will be provided with a traditional teacher and state approved computer program. Those students electing to receive instruction in a traditional manner will receive direct instruction from a teacher.
2. Courses for credit in journalism and health will be offered.
3. The leaders of the COE Charter School and the North Little Rock School District will work with the Arkansas Department of Education and Arkansas Career Education to receive course approval for any unapproved courses or replace those courses with approved courses in order to and to meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality instruction.
4. One semester of drama credit will be offered as required by the Arkansas Department of Education.
5. AP and Pre-AP courses will be offered to students. Those electing to receive traditional instruction will be provided the instruction by a trained AP/Pre-AP teacher. All COE faculty will be PreAP trained in order to provide PreAP coursework, additionally digital coursework approved by the ADE offers PreAP coursework which will be available to students. ADE approved AP digital courses offered shall include but are not limited to; AP Calculus AB, AP Statistics, AP Spanish Language, AP Biology, AP Chemistry, AP Psychology, AP Environmental Science, AP English Language and Composition, AP English Literature and Composition, AP U.S. History, AP U.S. Government and Politics, AP Macroeconomics.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

Concerns and Additional Questions:

- Confirm that APEX is the only external provider for the charter or provide details for other additional vendors.

- Confirm that teachers will receive APEX training to assist students with content and skills.

Applicant Response:

1. Only digital coursework approved by the ADE is planned for the charter. APEX is one of the ADE approved vendors and will be utilized initially. Based on individual student achievement and goals, it may become necessary for multiple ADE approved digital platforms to be utilized. In the event that APEX or other digital providers are unable to meet the needs of COE students and/or requirements set forth by the state for approval as a digital provider, another state approved digital provider will be chosen.
2. Teachers will receive training in all digital coursework platforms utilized in the COE to assist students with content and skills. The training will be provided by qualified digital platform trainers. For those who have not mastered the use of the platform, additional job embedded training will be provided.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

Fully Responsive

Concerns and Additional Questions:

- Explain the criteria and process for selecting industry ambassadors.
- Provide the transportation protocol for transporting students to off-site locations.
- Explain how students will receive dual enrollment credit and if any out-of-pocket expense will be passed on to the students.
- Explain why AP courses are not addressed in the college credit dual enrollment program.
- Explain who will monitor the off-site learning of the students attending virtually.
- Describe the cost associated with Get Ahead Diesel School to the school and to the student.

- Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.
 - Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date that the charter leaders will notify the parents and staff at the Arkansas Department of Education that the school will not open as anticipated.
 - Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Applicant Response:

1. Industry ambassadors are carefully selected by industry partners as representatives of their company who will serve as education liaisons within the school and submitted to the school district for vetting. Before an Ambassador can interact on a school campus, expectations for the role of Ambassador are reviewed and background check paperwork is prepared. Ambassadors are subjected to the same background checks as district teachers and administrators. At the time in which the background check is completed and passed, a school identification badge will be created and presented to the Ambassador who will be expected to adhere to district volunteer policies.
2. The Center of Excellence will follow North Little Rock School District Transportation policies as stated in the North Little Rock School District Handbook. For events including but not limited to school sanctioned and scheduled field trips, job shadowing events, internship experiences, and scheduled industry tours, school transportation will be provided for students.
3. Students will receive dual enrollment credit for classes in which an agreement (MOU) with an institution of Higher Education exists. Out of pocket expenses for the student may include any tuition fees imposed by the college as outlined in the MOU if the student desires to receive college credit for the class. Financial assistance may be provided for students who are unable to pay required fees so that all who wish to participate in dual credit courses can do so.
4. COE students can obtain college credit by taking AP courses and achieving a score of 4 or 5 on the appropriate AP Exam.
5. Teachers will be assigned students who are enrolled virtually according to their career pathway of interest. They will be required to attend a lab day at least monthly depending on the program of study they enroll in. They will be assigned to a Personalized Opportunity Plan team. Together, the POP team and the teacher assigned to the virtual student will monitor the achievement to determine deficits and adequacy of digital activity. In the event that a student has been inactive for more than three days, direct contact will be made with the student/or parent in order to determine whether support through the Retraining Program is necessary.

6. There is no cost associated with the Get Ahead Diesel School for the school or the student. This program is provided free of charge in partnership with Daimler Trucks International and Arkansas Truck Centers.
- A. At current levels of state foundation funding, the minimum number of students who will need to attend the Center of Excellence is 177. Brian Brown, North Little Rock School District Director of Purchasing, calculated this total by dividing the total estimated cost to be incurred by the conversion charter by the 2016-17 school year state foundation funding amount as demonstrated below.

Administrator Salary and Benefits (1.0 FTE)	\$95,000.00
Teacher Salaries and Benefits (15 FTE)	\$975,000.00
Career Counselor Salary and Benefits (.5 FTE)	\$45,000.00
Instructional Aid Salary and Benefits (1.0 FTE)	\$35,000.00
APEX Digital Learning Program (unlimited seats)	\$17,000.00
*Materials and Supplies	<u>\$7500.00</u>
Total Expenses	\$1,174,500.00
16-17 Foundation Funding	\$6,646.00

$\$1,174,500.00 / \$6646.00 = 176.72$ or 177 students

*\$7,500.00 was added as an expense that was not included in the original application. This amount will come from the North Little Rock School District operating budget.

Brian Brown is the Director of Purchasing for North Little Rock School District. He is a Certified Business Official in the state of Arkansas.

- B. In the event that the Center of Excellence does not meet the minimum enrollment numbers needed for viability, the following steps will be taken:
- Estimated operating costs will be reviewed and reduced.
 - Additional sources of revenue will be sought to cover the costs of the charter including but not limited to grant money and partnership funding. These calculations are based solely on foundation funding.
 - If additional funding cannot be obtained to cover expenses, access core subject teachers will be transferred to other schools within North Little Rock School District as needed to fill open teaching positions. North Little Rock School District hires teachers year round.
 - In the event that all teaching positions are filled in other district schools, staff numbers will be reduced according to district reduction in force policy.
 - If costs cannot be reduced to meet the enrollment achieved by July 15, parents, students, the community, and Arkansas Department of Education will be notified that the Center of Excellence will not open as planned.
- C. If students enroll and do not attend, the following steps will be taken:
- Days 1-10 of non-attendance-Parent/guardian contacted and action taken accordingly

- i. Illness-counted absence but continued enrollment,
 - ii. Transfer to another district-withdrawal procedures implemented
 - iii. No contact/no show-dropped from enrollment after 10 days of non-attendance
- b. The steps outlined in part B of this response will be taken in the event that not enough students attend the Center of Excellence to be counted to receive enough funding for viability of the school.

C8: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Explain the training faculty will receive to assist students with extraordinary school and work commitments, including social and emotional needs.
- Describe how many students you anticipate to follow each of the sample schedules provided.

Applicant Response:

- Faculty training will be vital to the concept and design of the COE. Faculty will be trained on personalized learning by district staff, ADE approved digital coursework platform(s) provided by applicable vendor, Pre-AP strategies provided by College Board trainers, and all ADE required professional development provided by district staff.
- The estimated enrollment per grade level is 9th grade- 44, 10th grade- 38, 11th grade- 100, 12th grade- 200.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions:

- Confirm that the access to the guidance program includes access to a licensed guidance counselor.
- Explain the meaning of “students who physically attend the COE” in regards to nursing staff.
- Provide a written agreement with the Layman Public Library.
- Explain how students and teachers will be trained to fully utilize the digital library in the absence of the library media specialist.
- Confirm that students with disabilities will receive appropriate accommodations on state assessments.
- Explain how the students attending the school virtually will be transported to school to participate in labs.
- Confirm that a licensed Gifted and Talented teacher will be in the classroom to address social and emotional needs.

Applicant Response:

- Students will have access to a licensed guidance counselor.
- “Physically attending the COE” means students who elect to receive instruction on campus either via traditional, blended, or digitally while on campus using COE equipment. Nursing staff will be available to meet the needs for students who are present on campus. Since some students may elect to attend virtually, a staff nurse would be unable to physically examine those students.
- NLRSD has an agreement with Laman Library in which library cards are provided to NLRHS students.
- Teachers will be provided training before school begins in how to fully utilize the digital library at Layman. Students will be trained during the first two weeks of school in their orientation class.
- Students with disabilities will receive appropriate accommodations on state mandated assessments.
- No transportation will be provided by the district. Students attending lab will be required to provide their own transportation. In the event that transportation becomes a hardship for the student and prevents them from attending lab days, virtual labs or accommodations may be provided for the student to ensure participation and success.
- The ADE approved Gifted and Talented plan for North Little Rock School District will be followed. The plan addresses GT services through pre-AP and AP coursework.
- All staff will be trained in Pre-AP strategies in order to meet the needs of gifted students. Additionally, the POP team will be the student's advocate and mentor in order to address social and emotional needs. This will include but is not limited to knowing the students’ goals and job aspirations and/or addressing social and emotional deficits.

Remaining Concerns:

- The agreement between the Laman Library and North Little Rock School District was not provided.
- There seems to be a discrepancy in regards to when/how/if transportation will be provided. In a response to a request on Prompt 7, the applicant stated, “The Center of

Excellence will follow North Little Rock School District Transportation policies as stated in the North Little Rock School District Handbook. For events including but not limited to school sanctioned and scheduled field trips, job shadowing events, internship experiences, and scheduled industry tours, school transportation will be provided for students.” In response to a request on Prompt 12, the applicant stated, “No transportation will be provided by the district. Students attending lab will be required to provide their own transportation. In the event that transportation becomes a hardship for the student and prevents them from attending lab days, virtual labs or accommodations may be provided for the student to ensure participation and success.”

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Confirm that the annual report published in the newspaper will be separate from the district report published in the newspaper.

Applicant Response:

The annual report published in the newspaper will include the COE as every other school in the district is listed. Each individual school with separate LEA numbers are reported separately within one advertisement.

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions:

- Confirm that the commitment letter is not a requirement.
- Explain if enrollment will be based on first-come-first-serve or if a lottery will be held once the school becomes oversubscribed.

Applicant Response:

- The Letter of Commitment is not a requirement for admission, but rather a document that ensures the student and parent have been given information that will assist their student is successful in the COE.
- Enrollment will be on a first-come-first serve basis until capacity is met and then students will be put on a waiting list. Applications that are received on-site on the same day will be time stamped in the order they are received. Applications received in the mail will be placed in an anonymous lottery drawing to determine student order.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Provide a projected teacher to pupil ratio for each type of instructor listed.

Applicant Response:

The projected teacher to pupil ratio is as follows:

- Manufacturing-1:25
- Medical Professions-1:25
- Transportation, Distribution, Logistics-1:20
- Math-1:25
- English-1:25
- Science-1:25
- Social Studies/History-1:25

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Explain if students attending virtually will receive meals.

Applicant Response:

- Students who attend the COE virtually and would like to participate in the school meal program should report to the COE between 11:30 am-12:00 pm to receive a meal.

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Explain how and when parents will receive training to assist students with online work and with maximizing "the personalized program".

Applicant Response:

Parents will attend orientation where they will learn student options and how to best assist their student. Because of the nature of virtual learning, more frequent parent/student contact is needed in order to determine adequate student progress. Due to the newness of Personalized Learning, student and parent feedback in the form of surveys and conversations will inform the content and frequency of additional meetings and/or training. Additionally, parents are also a vital part of their student's POP team which met quarterly to determine student progress and establish goals. Further POP meetings may be needed and can be called by the team in order to further assist the student.

C21: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant’s plan to ensure continued success of the charter school over time.

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions:

See legal comments.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions:

See legal comments.

North Little Rock Center of Excellence

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

North Little Rock Center of Excellence
Waivers Requested in Original Application
2016 District Conversion Charter Application

1. School Year Dates

Ark. Code Ann. § 6-10-106

NLRHS is requesting a waiver of the uniform school calendar. This change will allow us to adjust our schedule as necessary to align with participating colleges as well as any career opportunities that may arise. This is not an attempt to shorten a student's school year. Each student will still be required to attend the number of days required by state law. It will allow us to start the school year earlier or end later, if necessary.

Legal Comments: None

Remaining Issues: None

2. Licensure

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-919

Section 15.03 of the Standards for Accreditation

NLRHS requests a waiver from the above-listed statutes and rules to the extent that it is necessary to give NLRHS the flexibility to hire business and industry professionals or individuals employed by higher education who possess outstanding credentials and work history but who do not have an interest in holding or obtaining a valid Arkansas Teaching License. All individuals who utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks. In addition, this waiver will be used in limited circumstances in which no other adequate choice is available.

Legal Comments: Ark. Code Ann. § 6-17-302 only applies to principals and is not necessary unless Applicant intends to waive the requirements for principals. In order to effectuate this waiver, waivers of Ark. Code Ann. § 6-17-902 and the ADE Rules Governing Educator Licensure are also necessary.

North Little Rock Center of Excellence

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel
Information provided by Applicant is in italics.

Applicant Response: *The applicant requests waiver of Ark. Code Ann. 6-17-902 and the ADE Rules Governing Educator Licensure in addition to those previously requested.*

Remaining Issues: None

3. Library Media Specialist/School Nurses

Ark. Code Ann. § 6-25-103

Ark. Code Ann. § 6-25-104

Ark. Code Ann. § 6-18-706

Sections 16.01, 16.02.3, and 16.03 of the Standards for Accreditation

Section 3.01.6 of the ADE Rules Governing Public School Student Services

The COE will offer students access to an e-library that will provide students 24 hour access. This will support a learning environment conducive to successful digital and blended learning. Learners work at their own pace and time. Because of the structure of this program, a library media specialist will not be necessary.

Legal Comments: Applicant should provide rationale for its request and use of a waiver from the requirements for school nurses and detail how it will help Applicant achieve its goals. Additionally, Section 16.01 of the Standards applies to guidance counseling services which Applicant has not requested. Applicant should confirm whether this was a mistake and they wish to rescind that section or if they intended to request a waiver of guidance counseling services. If they intended to request a waiver of guidance counseling services, a waiver of Ark. Code Ann. § 6-18-1001 et seq. and Section 3.01.1 of the ADE Rules Governing Public School Student Services is also needed.

Applicant Response:

A waiver from nurse/student ratio is requested. NLRSD can still provide quality nursing services for the COE with existing nursing staff. Any accrued savings as a result of a waiver from the nurse/student ratio requirement in this statute can be put toward educational uses.

The applicant wishes to rescind the previous request for a waiver of Section 16.01 of the Standards applying to guidance counseling.

Remaining Issues: None

North Little Rock Center of Excellence

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Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel
Information provided by Applicant is in italics.

4. Class Size and Teaching Load

Section 10.02.5 of the Standards for Accreditation

NLRHS requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. NLRHS believes that in certain circumstances in order to implement its unique charter curriculum, some elective courses and the teachers of those courses may need more than the maximum allowance of students. NLRSD ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students. NLRSD will use this waiver on an as-needed basis only.

Legal Comments: Applicant should acknowledge that special education class sizes cannot be waived. Additionally, if the district will not be compensating an educator for teaching more than 150 students a day, then a waiver of Ark. Code Ann. § 6-17-812 is necessary.

Applicant Response:

Although a waiver for class size and teaching load is being requested, the applicant acknowledges federal requirements for special education class sizes and will continue to adhere to those requirements if the waiver is granted.

A waiver of Ark. Code Ann. 6-17-812 is also requested.

Remaining Issues: None

5. Gifted and Talented

Ark. Code Ann. § 6-20-2208(c)(6)

Ark. Code Ann. § 6-42-109

Section 18.0 of the Standards for Accreditation

ADE Rules Governing Gifted and Talented Program Approval Standards

Students in the COE will have access to appropriate pre and advanced courses as well as concurrent credit opportunities. The responsibilities and roles for this position will be addressed by the POP team, classroom instructors, and the North Little Rock School District Coordinator of GT, AP, and 18.

Legal Comments: None

Remaining Issues: None

North Little Rock Center of Excellence

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

6. Professional Development

Ark. Code Ann. § 6-17-701

Section 15.04 of the Standards for Accreditation

ADE Emergency Rules Governing Professional Development

To the extent that it is necessary, NLRHS requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The waiver will apply to Technical areas only and will apply to no core areas. NLRHS will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities, and expectations. This waiver will help NLRHS meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

Legal Comments: This waiver is not necessary for non-licensed educators as they do not have to follow the professional development requirements, but the waiver would apply for teachers and administrators.

Applicant Response:

The COE requests to amend the original request and apply the waiver to all educators including certified staff. This will allow the COE to provide personalized professional development that is flexible enough to directly address the learning needs of faculty.

Remaining Issues: None

NOTE FROM ADE LEGAL: Waivers from Ark. Code Ann. § 6-17-701 et seq. and the ADE Rules Governing Professional Development have not been granted to any other schools.

7. Career and Technical Education

Section 9.03.3.9 of the Standards for Accreditation

NLRHS requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences, and Survey of Agriculture) as separate classes. NLRHS will ensure compliance with ADE Standards Rules, Arkansas Frameworks, and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such flexibility is necessary to increase time for students to participate in career pathway opportunities at the high school level.

North Little Rock Center of Excellence

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

Legal Comments: The section requested is for grades 5-8, and the Applicant refers to grade 8 in its rationale. However, the Applicant will serve grades 9-12. Applicant should provide clarification on what section it is requesting and rationale for why. Additionally, waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response:

The applicant requests to rescind the waiver request as it references the Standards Section for Grades 5-8 and requests to substitute a waiver request for Section 9.03.4.11 of the Standards Rules for CTE Requirements for Grades 9-12.

Additionally, the Center of Excellence plans to work with the Arkansas Department of Career Education and Arkansas Department of Education to obtain course approvals as required for planned embedded courses.

Remaining Issues: None

8. Planned Instructional Day/Seat Time

Ark. Code Ann. § 6-18-211

Sections 10.01.4 and 14.03 of the Standards for Accreditation

ADE Rules Governing Mandatory Attendance for Students in Grades 9-12

NLRHS requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week, as well as the requirement that a unit of credit must meet a minimum of 120 clock hours. Such waivers are needed in order to increase scheduling flexibility and offer more exploratory and developmental time in specific college and career pathways. By leveraging increased flexibility, by embedding coursework, and by creating an environment wherein students can learn at their own pace, students will have more time to serve in internships and apprenticeships, and to gain concurrent credit. These opportunities will position our students to be more successful in their college and career experiences.

Legal Comments: Applicant should provide additional rationale on how it will ensure students are receiving enough instruction time to sufficiently master the content. In order to effectuate this waiver, a waiver of Ark. Code Ann. § 6-16-102 is also needed.

Applicant Response:

Students who choose a blended or digital learning program are required to log at least thirty hours of instructional work time per week. This is recorded through the digital provider and/or the time clock system that will be in place onsite. Students will be required to demonstrate

North Little Rock Center of Excellence

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Teal=Note from ADE Legal to Charter Authorizing Panel

Information provided by Applicant is in italics.

mastery of content through assessment before they will be allowed to move on to other content. If mastery is not demonstrated, the student will be required to spend additional time and access instructional resources available to them in the Center of Excellence in order to achieve mastery. The teachers and Personalized Opportunity Plan team will monitor student learning and achievement to help ensure mastery of content is achieved.

Off-site educational activities that COE students will participate in (such as apprenticeships/internships and concurrent credit opportunities) pursuant to their Personalized Opportunity Plan may also be capable of being completed in less than the 120 hours and/or the average hours of instructional time per day or week, but all courses/educational content requirements will be completed.

A waiver of Ark. Code Ann. 6-16-102 is also requested by the applicant.

Remaining Issues: None

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 3, 2016

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Six public school districts submitted applications for district conversion charter schools:

- Harrisburg School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 600 students;
- Harrison School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district;
- Hot Springs School District, proposing a charter school to provide instruction in grades seven (7) through eight (8) with an enrollment cap of 600 students;
- North Little Rock School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 3,000 students;
- Prairie Grove School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district; and
- Van Buren School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 325 students;

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer 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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. The applicants' responses are as follows:

Harrisburg School District, Harrisburg College and Career Preparatory School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Harrison School District, Harrison High School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrison School District has carefully reviewed the impact that the granting of a conversion charter to Harrison High School would have upon the efforts of the Harrison School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrison" High School will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrison School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrison High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Hot Springs School District, Hot Springs Junior Academy: "The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses."

North Little Rock School District, North Little Rock Center of Excellence: "The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant

district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.”

Prairie Grove School District, Prairie Grove High School: “PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.”

Van Buren School District, Arkansas River Valley Virtual Academy: “Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.”

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs Junior Academy, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

North Little Rock Center of Excellence

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: North Little Rock Center of Excellence

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 3000

Name of School District: North Little Rock School District

Name of Contact Person: Dr. Beth Stewart

Address: 2700 N. Poplar Street City: North Little Rock

ZIP: 72114 Daytime Phone Number: (501) 771-8010 FAX: (501) 771-8069

Email: stewartb@nlrsd.org

Charter Site Address: 22 W. Main St.

City: North Little Rock

ZIP: 72114 Date of Proposed Opening: August, 2017

Name of Superintendent: Kelly Rodgers

Address: 2700 N. Poplar Street City: North Little Rock

ZIP: 72114 Daytime Phone Number: (501) 771-8000

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

It is the mission of the North Little Rock Center of Excellence (COE) to enable all students to find their passion, fulfill their potential as empowered individuals to become constructive members of their community and productive participants in the economy.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The North Little Rock COE **will be a stand alone LEA** whose mission will be accomplished through key programmatic features that focus on personalized learning, career preparation, and technical skill attainment. These key features will allow students to explore and determine the career field they are passionate about, prepare for their future career using whatever approach that works best for the learning of the student, and obtain specific skills and certifications that will support their next step whether that be college or going straight into the workforce.

The COE will prepare students through a multi-faceted learning environment alongside industry partners who will enable students to have relevant experience and relationships formed upon graduation. Students will have a choice in how content is delivered to them based on the student’s needs. Students could choose to learn digitally, in a blended environment, in a traditional setting, or in a combination of those listed above. The COE believes this type of learning provides equity for all students through personalization.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The North Little Rock School District held three public hearings on April 5, 7, and 25, 2016. The district also held two additional community meetings on March 29 and 31, 2016. The purpose of the community meetings/hearings was to inform and obtain input from parents and community members on the charter school application. Deputy Superintendent, Dr. Beth Stewart, and Director of College and Career Readiness, Christie Toland, presented information to parents and community members about the proposed district conversion charter school application and process. The rationale and proposed changes were shared in a Power Point presentation to stakeholders (see appendix). Parents inquired further about the proposed changes and the impact on instruction, college options, location, job opportunities, impact on staffing, and the overall impact on the North Little Rock High School student body and their opportunities. The parents also questioned how the charter school would impact their own children. Overall, parents and community members expressed support and stated that they could see the benefits and increased opportunities for their children and the surrounding economy. Appendix A provides evidence to document the meetings.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting.**

2. Give the mission statement for the proposed charter school.

Applicant Response:

It is the mission of the North Little Rock Center of Excellence (COE) to enable all students to find their passion, fulfill their potential as empowered individuals to become constructive members of their community and productive participants in the economy.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	North Little Rock School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	23.5	12.95	83.76
Targeted Achievement Gap Group	13.28	6.76	80.20
African American	11.68	5.38	77.81
Hispanic	19.33	7.67	83.72
White/Caucasian	44.55	27.78	91.94
Economically Disadvantaged	13.32	6.57	80.53
English Language Learners/ Limited English Proficient	11.33	7.17	83.33
Students with Disabilities	7.63	8.19	76.47

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	North Little Rock School District		
Campus Name	North Little Rock High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	25.5	7.78	85.39
Targeted Achievement Gap Group	15.78	4.01	82.13
African American	13.28	2.54	79.83
Hispanic	25.00	7.23	85.71
White/Caucasian	47.61	21.79	92.59
Economically Disadvantaged	15.91	3.43	82.63
English Language Learners/ Limited English Proficient	5.56	13.64	83.33
Students with Disabilities	7.00	3.17	77.55

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Pulaski County Special School District		
Campus Name	Sylvan Hills High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	36.63	13.16	67.58
Targeted Achievement Gap Group	19.76	5.60	60.71
African American	20.89	2.53	57.02
Hispanic	23.53	6.25	100.00
White/Caucasian	51.03	21.86	73.87
Economically Disadvantaged	20.35	6.13	61.16
English Language Learners/ Limited English Proficient	N/A	N/A	N/A
Students with Disabilities	5.56	0.00	43.75

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	North Little Rock School District		
Campus Name	Lakewood Middle School		
Grade Levels	6-8		
Campus Status	Focus		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	29.77	17.86	N/A
Targeted Achievement Gap Group	12.52	5.71	N/A
African American	11.65	4.45	N/A
Hispanic	17.14	11.11	N/A
White/Caucasian	51.61	33.55	N/A
Economically Disadvantaged	12.73	5.79	N/A
English Language Learners/ Limited English Proficient	21.43	6.67	N/A
Students with Disabilities	4.30	3.26	N/A

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

As noted in the data above, North Little Rock High School is not meeting the level of academic performance needed for all students to achieve at the appropriate proficiency levels. The feeder schools listed, Lakewood Middle School, was consolidated with Ridge Road Middle School in 2015-16 to form North Little Rock Middle School which will be the only feeder school for the COE. The achievement indicated by the data for Lakewood Middle School indicates poor levels of academic attainment are present.

The focus in recent years has been to prepare students for college, with little to no emphasis on careers, which destines some students for failure when on the job training or other avenues would allow them to be successful and engaged. All paths after high school are career paths whether they include college, technical training, or on the job training. The COE will focus on students' passions that will lead to a job that will allow them to be productive members of their community and break the bondage of poverty no matter what career field their future may hold.

The effects of the cycle of poverty can be seen throughout the city of North Little Rock. According to census information, over 21% of residents live in poverty and have a per capita income level of \$23,196. As a district, 70.1% of our students qualify for Free or Reduced Lunch, and 4% are considered homeless. Census information also indicates that 89.2% of North Little Rock citizens have a high school diploma while 25.9% have a bachelor's degree or higher.

The Fordham Institute published an article based on Arkansas data entitled, "Career and Technical Education in High School Does It Improve Student Outcomes", where researchers stated that students who are completers, complete a minimum of three courses in one career pathway, are 21 percentage points more likely to graduate. They also have better attendance rates in the ninth grade and slightly higher eighth-grade literacy test scores.

Four-year graduation rate among completers average 93% compared to 51% for non-completers, and 28% of completers enroll in college compared to 20% of non-completers. The article also concludes that completers will be \$28 per quarter better compensated in the years after high school earning \$1,015.90 versus their non-completer peers who earn \$791.93. This is yet another reason it is imperative for this charter school to be approved. Currently, NLRSD falls short of these indicators.

Ultimately, in an ever changing world it has become necessary for schools to change. Many students do well in a traditional school setting while others get lost. High dropout rates and low graduation rates show the urgency of this problem. The needs of four-year college bound students seem to be better met than those that will immediately join the workforce or even attend a two-year college. Equity for non-college bound students has become an increasing concern. In order to address these concerns and bring equity for all students a personalized approach will be utilized.

The North Little Rock Center of Excellence was initially conceptualized in response to overwhelming need expressed by the manufacturing industry in Central Arkansas. During the 2014-15 school year, a number of meetings were held between educators in Pulaski County, the Little Rock Regional Chamber of Commerce, and numerous representatives from local manufacturing companies. The purpose of the meetings was to establish dialogue between educators and industry to better align course content with employment needs. Discussions initially centered around the number of job openings that industry is struggling to fill and the lack of skilled workers to fill those positions. The specific employment needs of industry were examined, and it was determined that what North Little Rock School District has been producing is "unemployable" in the manufacturing industry. Clear gaps in the curriculum and an antiquated model of delivery are preventing students from learning skills such as teamwork, personal accountability, strong communication, and interpersonal relations which has resulted in an unskilled workforce in Central Arkansas.

As work began to close the gaps in course content and embed soft skills instruction into existing classes, more industries became engaged in the process. The transportation, distribution, and logistics industry, skilled and construction trades, and health care industry representatives became partners and began the same process with their respective industries as the focus. Soon it was evident that the "skills gap" is not a problem to be solved for only the manufacturing industry but for the overall workforce in Central Arkansas and beyond. This prompted an immediate examination of the entire Career and Technical Education (CTE) program at North Little Rock High School, the courses taught within the program, and the changes that must be made in order to meet the overwhelming needs of industry partners. It was quickly determined that this could not be accomplished in a traditional high school setting.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

While there are indicators in other surrounding districts that could demonstrate the need for this charter, it is the intent of the COE to provide for NLRSD students initially.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

The North Little Rock COE will consist of many innovative programs that distinguish it from other schools. While North Little Rock High School offers numerous Career and Technical courses, the COE will take career and technical education to new heights. Below is a small sample of innovative programs and approaches that the COE will include:

1. The student and family preparation and support process is one innovation that sets the COE apart. This process includes the following:
 - a. A two-week Career Readiness Orientation class will be required for all students entering the COE. This class is designed to assist students in finding their passions in the career field of their choice as well as expose them to a more in-depth look at what their potential is within that particular field. The class will also serve as an orientation to the multifaceted approach to instruction that students and parents will be offered. Choice will be a central component where students can choose one or a combination of digital, blended or traditional modes of instructional delivery. This will allow all students to have their needs met depending on their future job pathways.
 - b. Pre-assessments will be given to incoming charter students to assess grade and mastery levels. Any student not at mastery will be enrolled in an Intensive Recovery Program for math and reading, where students will be brought up to grade level before being able to take career coursework within the Center. **English** Language Learners and students with disabilities will be served and supported according to their IEP and LPAC plans.
 - c. The student's POP Team will be formed and a POP will be developed in preparation for the start of the school year.
2. Course delivery will be personalized. Students will be required to log 30 hours of learning work per week.
 - a. Students will have the option of blended, traditional, and digital courses while focusing on the best pace, place, path, and time for their needs. Students will move at their own pace in the setting that they feel most comfortable. Students will be able to work at any given time during the day, night or on weekends through digital learning until the desired skill is mastered. This type of learning will enable students to get a more realist view of the "real world" and what it means to be a productive citizen.

Additionally, teachers will receive professional development through professional learning communities using the same flexible model and structure. Teachers can take pre-assessments in order to demonstrate mastery of skill. Once the demonstration of mastery is achieved either through a pre-assessment or a professional development class they will receive a digital badge that enables them to bypass mastered professional development topics as long as mastery is consistently demonstrated or until updates are available. In both cases, when mastery of content is achieved, the learner will move on to the next skill and will be able to advance their professional knowledge beyond basic topics.

- b. All content will be delivered with a focus on the career path of the student in order for students to see relevance and achieve the rigor necessary to excel in their given profession. Flexibility in delivery is needed in order to quickly respond to the job market trends. Currently, partners are in need of employees that are skilled as CNC operators, electricians, plumbers, fabricators, machinist, and general skilled laborers. The COE is fully aware that as these employees are produced the need of industry will change which will necessitate the need to revise and change course offerings and/or pathways..

c. Due to the flexible nature of the program and the multifaceted approach to course delivery, students will be able to attend the COE virtually. APEX online courses will be used for core course delivery. Remote instruction combined with required scheduled on-site lab classes will be delivered to virtual students for career focused classes.

3. Industry Partners and their participation as interim instructors, mentors, and contributors to programming and projects are essential to our model. Examples of their partnership are below.

a. Students will have the opportunity to complete industry level certifications in their career pathway of choice prior to graduation. Internships and apprenticeships will also be available for students.

b. The COE Transportation, Distribution, and Logistics program will be the second high school in the nation to offer the Get Ahead Diesel School and ten certifications through Daimler Trucks International . Get Ahead Diesel School contains virtual curriculum modules that provide instruction on the operation, maintenance, and repair of specific parts and tasks performed by diesel mechanics. This program is self-paced. Success is determined through mastery of learning not seat time.

c. Students will receive explicit soft skills instruction that will be embedded in all courses and the culture of the school. Strong expectations for professional behavior will be enforced.

d. Students will have the opportunity to apply content knowledge and demonstrate personal accountability through career specific cross-curricular team projects. Students will be empowered to obtain the jobs they desire through the instruction and support they receive from industry mentors while completing these projects.

d. Students will be required to clock-in and out as they move from class to class just as if they were on the job allowing them to understand and build personal accountability. The system will chart students' absenteeism and tardies for students to present as an exit interview artifact.

4. Students will have the opportunity to complete a value added high school diploma program. In partnership with our post-secondary institution partners, students will have the opportunity to complete college credit through dual and concurrent enrollment as well as articulated credit and technical certificates.

5. Students will receive strong support as they proceed to the next step of their lives after high school. At the end of the senior year students at the COE will complete an exit interview and defend a business portfolio as a capstone activity. The exit interview and portfolio will allow students to draw relevance to their entire public school career and/or their time at the COE. Within their portfolio defense students will explain how the courses they have taken have prepared them for the job they seek. Students will produce an attendance record, resume, and artifacts from previous coursework while at the COE as evidence to support their discussion. This model could be used by industry as a screening interview leading to future employment, as well as being used by the student upon graduation to have the necessary items and skills to be job-ready.

4. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
40% increase in 9-12 grade level cohort Math scores for all COE students within the first five years	ACT Aspire-9-10th Grades ACT-11th-12th Grades	9th Grade-59% 10th Grade-54% 11th,12th Grade -55% of students achieving an 22 or higher	2022
20% increase in 9-12 grade level cohort English scores for all COE students within the first five years	ACT Aspire-9-10th Grades ACT-11th-12th Grades	9th Grade-69% 10th Grade-63% 11th,12th Grade -58% of students achieving an 18 or higher	2022
40% increase in 9-12 grade level cohort Reading scores for all COE students within the first five years	ACT Aspire-9-10th Grades ACT-11th-12th Grades	9th Grade-67% 10th Grade-63% 11th,12th Grade -63% of students achieving an 22 or higher	2022

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Career preparation is the ultimate goal of the COE. In order for any student to be able to be successful in any career that they are passionate about, strong math, reading, and English skills are non-negotiable. The achievement levels demonstrated by our feeder school, North Little Rock Middle School, and the converting school, North Little Rock High School, must be improved upon in the COE. The goals above were developed using the 2015-16 March ACT and ACT Aspire administration data. By increasing our student achievement in all three areas within the first five years by 20% in English and 40% in Math and Reading, we will be on a realistic pathway to graduating 100% of our students career ready within ten years. Mastery of foundational skills will remove barriers which lack of these skills can cause for our students such as passing certification tests, work place reading and writing, critical thinking and problem solving, and performing workplace required math. While students will have many opportunities to obtain specific job skills and certifications, the strengthening and advancement of the foundational skills taught in math, English, and reading will continue to be a focus in the COE.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
 For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

HIGH SCHOOL COURSES

GRADE(S): 9-12 YEAR OFFERED: 2017-18

REQUIRED COURSES

- English 9, 10, 11, and 12
- Physical Science, Biology, Environmental Science, Physics, Chemistry
- Civics (1/2 unit), Economics (1/2 unit), World History, US History
- Algebra I, Algebra II, , Algebra III, Geometry, Algebra A and B, Trigonometry, Pre-Calculus, Advanced Placement and International Baccalaureate courses
- Embedded Physical Education (1/2 Unit), Embedded Oral Communications (1/2 Unit)
- Fine Arts (1/2 Unit)
- Career Focus (6 Units)

ELECTIVE COURSES

- Introduction to Transportation, Distribution, and Logistics
- Introduction to Manufacturing
- Introductory Craft Skills
- Get Ahead Diesel School
- Spreadsheets and Database
- Introduction to Business (Emphasis in Career Pathway)
- Introduction to Medical Professions
- Principles of Biomedical Science
- Computer Science Principles
- Introduction to Engineering Design

GRADE(S): 10-12 YEAR OFFERED: 2017-18

REQUIRED COURSES

- _____

ELECTIVE COURSES

- Principles of Engineering _____
 - Human Body Systems _____
 - Advanced Design for Manufacturing Technology _____
 - Business Management _____
-

GRADE(S): 11-12 YEAR OFFERED: 2017-18

REQUIRED COURSES

- _____

ELECTIVE COURSES

- Career Readiness _____
 - Internship _____
 - CDL/Forklift Certification _____
 - Medical Procedures _____
 - Human Anatomy and Physiology _____
 - Pharmacy Technology Fundamentals _____
 - PLTW Medical Interventions _____
 - PLTW Computer Science A _____
 - PLTW Engineering Design and Development _____
-

GRADE(S): 12 YEAR OFFERED: 18-19

REQUIRED COURSES

- Career Readiness (Emphasis in Pathway) _____

ELECTIVE COURSES

- Computer Programming (Emphasis in Pathway)
 - Internship
 - CDL/Forklift Certification
 - Medical Procedures
 - Human Anatomy and Physiology
 - Pharmacy Technology Fundamentals
 - PLTW Biomedical Innovations
 - PLTW Cyber Security
 - PLTW Computer Integrated Manufacturing
-

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

An essential part of the content delivery for the COE will be obtained through a digital software platform called APEX. Courses will be provided through a Personalized Learning approach, where students move through the content at their own pace once mastery is achieved. Students will also be grouped with teacher advisors to set goals and monitor progress toward course completion. Content teachers will provide support and teach skills not yet mastered that prove difficult for the student. The district will pay for the cost of curriculum through a variety of funds which will include but is not limited to District Funds, Title I, NSLA, and grant money. This software allows students access to learning anytime and anywhere which models for students how they are life long learners.

7. Describe the educational program to be offered by the charter school

Applicant Response:

The educational program for the COE will revolve around the innovations discussed earlier and tailored to meet the varied needs of all learners. The program proposed is a multifaceted and global approach to 9-12th grade education in the 21st Century. The components are designed to allow students to be self-directed, develop intrinsic motivation to succeed, and acquire the skill set needed to be successful in a global economy. The key components are provided below:

Personalized Opportunity Plan (POP)

The COE will provide students and parents with the opportunity to tailor their learning to match their specific career interests and unique learning needs. Every student in the COE will have a POP that is supported by the POP Team: student, parent(s), industry ambassador, and COE faculty member. The COE teachers will support student learning and progress through mentoring sessions at least weekly. Ambassadors will meet with students monthly to discuss their progress and specific projects within their career focus classes. The POP Team will evaluate and adjust the student plan at least annually and more frequently if necessary. Parents will participate in parental involvement training where support opportunities and responsibilities will be outlined. A mutually agreed upon compact of understanding will be signed by the POP team members.

The choices afforded to parents and students within the COE include traditional, blended, and virtual learning approaches. Students have varied academic abilities and career interests/goals. By providing a multifaceted approach for general coursework, students will have the flexibility to advance in their general coursework at a pace that fits their individual needs while providing them time to hold a job, participate in extracurricular activities, an apprenticeship or internship opportunity, or take college courses on a college campus if desired.

Industry Mentorship Program

Industry Mentors are industry professionals who are designated supporters of student learning and advancement in a specific career field. They represent their industry, serve as career and education mentors and presenters, and establish positive relationships among youth, parents, teachers, community members, and the industry they represent.

The Industry Mentorship Program begins in 9th grade with the introduction of a career field to students who have expressed interest in Kuder interest inventory or during a mentoring session. When interest is expressed, a Mentor is assigned to the POP team and planning begins for exploration of that career field through field trips, research, shadowing, introductory courses, guest speakers, virtual tours/meetings, and additional innovative methods of exploration. If the students' interests change, the appropriateness of the Mentor will be evaluated and changed to a Mentor from the new field of study of interest if necessary. In the 9th grade, the primary role of the Mentor is to share information in a variety of ways with students who are interested in his/her career field and serve as an advisory member of the POP team.

During the 10th grade year, the Mentor's role shifts from just exploratory to a guided exploration role. The Mentor will be assigned students with specific interest in his/her field that has advanced beyond simple exploration. The Mentor will assist the students with planning, participating in, and reflecting on specific field experiences within their career field of interest for the purpose of helping the student learn more about the specific job opportunities within that career field and begin narrowing their interest into a possible specialization. The student will spend time exploring potential skill specialization opportunities within the career field they are interested in through field trips, shadowing, and on-site guest speakers or virtual meetings/tours. The Mentor will also play a key role in supporting the career readiness instruction that the students will receive. The Mentor will begin receiving attendance reports that can be used to reinforce the importance of strong soft skills in the workplace.

The Mentor's role becomes more sharply focused during the 11th grade year. The primary focus of the Mentor will be guidance and preparation of students with specific interests in his/her field for work. Specialization courses, soft skills, interview skills, and project consultation are examples of the support that an Mentor will provide during a student's junior year. Internship and workforce support may also be provided.

During the 12th grade year, final preparations for the students' next steps after high school are the focus of the Mentor. At this point, a single Mentor may have a very small group of students who are interested in employment in the Mentor's company or another company within a specialized program. Guidance and support on specific career related projects, soft skills and workplace readiness, specialization classes, and internship/workforce are critical elements of the role of the Mentor in the senior year.

Industry Mentor Program Components:

9th Grade: Guided Exploration in Career Field Shadowing, Guest Speakers, Virtual Tours, POP Support

10th Grade: Exploration in Specialization Areas of Field POP Support, Shadowing, Guest Speakers

11th Grade: Focused Exploration/Career Preparation or Specialization Field Experiences, POP Support, Shadowing, Guest speakers-Jr/Sr Topics, Specialization guidance, support and project consultation, career readiness support, internship/workforce (depending on age of student)

12th Grade: Final Career Field Preparation/Potential Career Pathway Recruitment POP Support, Guest Speakers-Senior topics, Specialization guidance, support and project consultation, Interviews, Internship/Workforce

Field Experience Program

Field experiences will be available for students who are at least 16 years of age, depending on the industry policy. Field experiences are opportunities for students to observe specific jobs within their career field of interest for the following purposes:

- Learn more about the role and function of a specific job of interest
- Explore and gauge interest in specific jobs within a career field
- Increase awareness of performance expectations within a career field
- Inform students of the skills required for specific jobs of interest

Numerous industry and business partnerships throughout Central Arkansas allow the North Little Rock COE the opportunity to provide students with a multitude of diverse field experience options. Students will allot time within their learning schedule for field experiences for a maximum of four times per month. This will be scheduled and approved by the POP team, COE administration, business/industry partner and Mentor prior to scheduling the field experience.

Specialization Program

Students who have identified their career field of interest and desire to prepare for a specific job within that career field will have the opportunity to participate in specialization courses. Specialization courses will focus on providing specific skills, knowledge and/or certifications that will support their success in the workplace. For example, a student with Transportation, Distribution, and Logistics interest may desire to work as a technician. The specialization courses available for this specific job can be found in the Get Ahead Diesel School. The student will have the opportunity and support to graduate with industry level certifications which will enable them to be job ready.

Student Employment Dashboard

Students who participate in the Specialization Program will create an electronic portfolio to display their special skill sets. With the student/parent's permission, the portfolios will be placed in an employment warehouse database in which potential employers can request specific skills sets for entry level positions. Students with these specific skills will be notified of the company's interest through the COE mentor or Ambassador. No personal information about the student will be made available to companies without the consent of the student and/or parent(s) if the student is under the age of 18. Employers will have a one stop shop for employment needs for entry level work. It is also possible through the Ambassador program that employers can recommend specialization courses for specific students who show promise in their field. Employers will have the unique opportunity to influence the skill set of their future employees rather than retraining them to develop basic or even advanced skills needed for entry level work.

Team Project Program

A critical element of the COE program centers around the Team Project that will be completed each semester.

Each COE student will be assigned to a team that will be responsible for completing work based projects that come directly from their career field of interest. The team will consist of students from three experience levels depending on their field of interest. For example, students who have interest in Health Care will be placed in experience levels of CNA, LPN, and RN while students with interest in skilled trades will be placed in experience levels of Apprentice, Journeyman, and Master. Experience level will be determined by the number of projects successfully completed. The purpose of designating an experience level is to assist students with the understanding of the hierarchy within companies, the type of work that entry level positions may entail, and to observe and participate in the process of working and earning their way to promotions within that hierarchy. The goal is also for students to understand that with a higher ranking position comes more responsibility.

The projects will be completed within the time frame given or it will be considered unsuccessful. The team will have full responsibility and autonomy on the projects. They are responsible for scheduling meeting and work times, dividing work duties, consulting with appropriate industry partners, and presenting the project. If assistance is needed, it is the responsibility of the students to determine who or what is the best source for help and how and when to obtain help. The main goal of team projects is to build teamwork and leadership skills, personal accountability, and overall interpersonal communication skills while demonstrating knowledge of content.

Internship/Apprenticeship Program

All students enrolled in the COE will complete an internship experience prior to graduation. The internship or apprenticeship differs from the field experience in that the internship experience requires actual performance of job duties whereas the field experience consists of a series of observations of job duties. The internship program begins in the 11th or 12th grade and allows students to spend time performing actual job duties in a local business or industry free of charge. The student will gain job experience and be given the opportunity to demonstrate and refine their skills under the supervision of industry experts which could lead to eventual employment opportunities for the student.

An apprenticeship is actual preparation for work within the company of sponsorship with the expectation of employment if the program is completed satisfactorily. An apprenticeship could be a paid position depending on the requirements set forth by the employer. Although not required, apprenticeships can be substituted for the required internship experience. The goal for students is to receive job experience. The COE's goal for students would be to move from internship to apprenticeships, in order to hold a paid position, but movement between apprenticeships to internships is allowed.

Retraining/Elimination Program

In the event that a student is not being academically successful, additional supports will be provided in the form of seminars, extra help, additional mentoring and appropriate specialized services. In the event that a student continues to be unsuccessful the POP team will determine the appropriate measure to ensure the student is successful.

In the event that a student is not demonstrating appropriate behaviors the student's POP team will reconvene to determine the specific areas of deficiency, possible causes, and develop prescriptive supports. POP teams will closely monitor the prescriptive plan in order to determine successfulness. The student will have two opportunities to exhibit appropriate workplace behaviors. If the student is unsuccessful in this process the student will be placed in a structured setting within the COE and will begin retraining until appropriate behaviors are met on a consistent basis. Once consistency is reached and the POP team is satisfied that the student is ready to transition his way back into the general population, a personalized gradual release schedule will be determined by the POP team.

Graduation Options

COE students will have the following post-secondary options:

1. High school diploma

Students will graduate with the traditional high school diploma as per Smart Core requirements for high school completion in Arkansas.

2. High school diploma plus

Certificate of Proficiency

The certificate of proficiency will be awarded to students who demonstrate mastery of course required skills in specified performance standards in the areas or disciplines that issue certifications. The program of study may be stand-alone or part of a technical certificate curriculum.

Technical Certificate

The Technical Certificate is a collegiate level program that recognizes the completion of specified level of competency in an occupational field. This program of study may be a stand-alone program.

Both types of certificates are granted once the appropriate courses and/or training has been completed and required assessments have been passed. Technical certificates generally require more training than certificates of proficiency.

College Credit-Dual enrollment or Enrollment on College Campus

In order to obtain certain entry level positions or advance from entry level positions, additional knowledge and skills are often needed. Additionally, students who plan to obtain Bachelor's Degrees or graduate degrees can enter college with the advantage of having taken college courses while in high school. Dual enrollment concurrent credit courses offer students the opportunity to enter the workforce at a skilled level or college with credit hours already completed toward a degree. Earning college credits while in high school will not only help offset the cost associated with earning a college degree or technical certificate but also give students exposure to the experience and discipline required for obtaining certifications and/or degrees.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities are expected to meet requirements for graduation as set forth by the North Little Rock School District. The Individualized Education Plan (IEP) committee shall establish a program of study that is compatible with each student's ability to perform. The committee may waive or substitute specific courses and may require specific courses when it is determined to be in the best interest of the student.

Students have the option of obtaining Honor Graduate status by following the North Little Rock School District requirements.

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018	9-12	3,000
2018-2019	9-12	3,000
2019-2020	9-12	3,000
2020-2021	9-12	3,000
2021-2022	9-12	3,000

Complete the chart to explain how the key features of the program will be afforded.

EXPENSES TO BE INCURRED BY NEW CHARTER

Specific Item/Program/Service	Estimated Cost	
Administrator Salary (1.0 FTE)	<u>\$95,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Assistant Principal (1.0 FTE)		<u>\$95,000.00</u>
	No variance.	

Explanation

The administration assigned to the COE are already employed in the North Little Rock School District. This is not a new expense.

Specific Item/Program/Service	Estimated Cost	
Teacher Salaries and Benefits (15 FTE)	<u>\$975,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Teacher Salaries and Benefits (15 FTE)		<u>\$975,000.00</u>
	No variance.	

Explanation

These are not new expenses. The teachers assigned to the COE are already employed by North Little Rock School District. As the COE grows, it can foreseen that additional staff may need to be added.

Specific Item/Program/Service	Estimated Cost	
Career Counselor Salary and Benefits (.5 FTE)	<u>\$45,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Counselor (.5 FTE)		<u>\$45,000.00</u>

No variance.

Explanation

These are not new expenses. The counselor assigned to the COE are already employed by North Little Rock School District. As the COE grows, it can foreseen that additional staff may need to be added.

Specific Item/Program/Service	Estimated Cost	
Instructional Aid Salary and Benefits (1 FTE)	<u>\$35,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
State Foundation Funding		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS Instructional Aid (1 FTE)		<u>\$35,000.00</u>

No variance.

Explanation

These are not new expenses. The instructional aid assigned to the COE are already employed by North Little Rock School District. As the COE grows, it can foreseen that additional staff may need to be added.

Specific Item/Program/Service	Estimated Cost	
APEX Digital Learning Program (unlimited seats)	<u>\$17,000.00</u>	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
NSLA Funds		<u>\$0.00</u>
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
NLRHS APEX Digital Learning Program		<u>\$17,000.00</u>

No variance.

Explanation

Seats purchased for NLRHS for APEX Digital Learning will be reduced to reflect the number of student seats required for the COE. There will be no additional cost.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

College-prep programs have been the focus of traditional high schools for a long time, and they generally do a good job of providing for those students who are interested in pursuing a four-year degree. Unfortunately, a significant portion of our student body remain without the means to attend college or even a post-graduate certificate program. Issues such as transportation, lack of support, tuition funding, and time restraints keep these students from breaking the cycle of poverty. The COE will permit students to participate in a multifaceted approach to their education in order to empower students and give them ownership of their learning. Students can receive instruction from a variety of different avenues which will include traditional instruction, blended learning, digital coursework or a combination thereof.

No matter the approach, personalized work and project-based educational programs focused on mastery of skills rather than seat time are achieved in a business-like setting which serves as the foundation of the COE model. By providing flexibility to students and a multifaceted approach, students will be able to advance in their general coursework at a pace that fits their individual needs. Students will be able to hold a job in order to support their family, participate in an apprenticeship or internship to further their career opportunities, or take post-secondary courses on a college campus in order to fast track their college experience. This currently is not available in a traditional setting. The flexibility required to fully support the programs in the COE can only be achieved in a charter school setting.

Furthermore, in order for teachers to model personalized learning they in turn must be engaged and receive instruction through the same mode. Teachers at the COE will experience personalized learning through professional development. Teachers will be able to move at their own pace, place, and time until mastery is achieved. Teachers will be able to bypass topics in which mastery is consistently demonstrated so that more advanced professional knowledge can be obtained. This can only be achieved in a charter school setting.

While traditional schools have partnerships, the partnerships of the COE will look and feel very different. Industry in the Central Arkansas Region will be a true partner assisting in the design and implementation of how the COE operates. An Industry Review Board (IRB) will be set up in each career area meeting at least quarterly for the purpose of gathering input on curriculum and their employment needs. This may mean that courses and even entire pathways would need to be adjusted as industry needs change. Industry partners may serve as mentors, project advisors, speakers, interim instructors, or a number of other roles within the COE. The flexibility required for this to become reality can only occur in a charter school setting.

Embedded courses will be offered for like skills which will make content relevant and the redundancy of skills eliminated. Students who choose a blended or digital approach will move through content with a self-paced approach. This will allow students to remain engaged and work on one subject or multiple subject/projects as they see fit. Adults will serve as mentors, assist with goal setting, and monitor progress to ensure students will remain on track and be able to graduate on time if not early. Since a business model will be used students will become proficient in necessary soft skills by taking care of personal business during their 15 minute morning and afternoon break, utilize a time-clock, demonstrate excellent attendance and punctuality, exhibit business etiquette and communication, collaborate and problem-solve with an Industry partner in their chosen field. This can only be achieved in the flexibility of a charter school setting.

Flexibility in scheduling is key to allow students time to participate in internships and apprenticeships. In addition, it may also become necessary for professionals to be able to teach specific career courses without obtaining an ADE teacher's license. This flexibility is requested due to the need for these courses to be taught by industry experts who will provide career specific expertise. In addition to the above stated items, the COE can foresee the need for flexibility in class size as virtual enrollment grows in order to accommodate a larger number of students in a specific pathway. Virtual students could cause the need for more students enrolled in a class than is traditionally allowed.

It is evident that the COE is designed to meet the needs of students and teachers that a traditional school

cannot. The stakes are high for students as well as the industries we serve. Without this type of innovation, which is only possible in a charter school setting, an adequate skilled workforce will be lost and with it many industries could be forced to move out of Central Arkansas.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Increased flexibility and innovation will provide NLR COE to have more autonomy than a traditional school. This will allow the COE to meet the needs of all students both college bound and those immediately entering the workforce.

Personnel:

More autonomy will be achieved within this charter with the requested waivers. Content knowledge without concern to instructors licensure area will enable NLR COE to hire the best and most knowledgeable teachers. Experienced industry partners or local college faculty can donate time or adjunct instructors will be able to teach necessary skills that will contribute to the overall skill level of the student. In addition, as stated previously these particular personnel along with other experts in the field will be able to develop relevant curriculum that is needed within a particular industry.

Digital, online or blended classes could be taught by instructors employed by the the COE. This will allow the COE to have access to a variety of instructors who might hold the most content knowledge and be the best fit to instruct students, but may not have the availability to travel to North Little Rock, Arkansas on a daily basis. Courses within the specialization programs would have the ability to employ industry experts on a full-time or partial full-time basis to further advance students skill levels and provide for real-world experiences. Partial full-time equivalent instructors allow industry expert to remain employed in their field, which will assist in keeping the career pathways current, relevant and meet the most current employment needs of industry.

Budget:

North Little Rock School District will provide facility maintenance, nursing, and other related services staffing support.

The North Little Rock School District leadership team along with building level administration will establish a budget that is fiscally sound, follows the Education Department General Administrative Regulations (EDGAR) procedures, and provides for equitable resources to sustain growth opportunities for students.

Industry partners and an increase in student enrollment will be imperative in developing future goals, as well as planning innovative opportunities for students.

Industry partnerships and additional grant funding will be ongoing in order to support the growth and additional efforts of the COE.

Day-to-day Operations:

NLR COE administration will manage the day-to-day school operations. Industry partners, as mentioned above, will have the ability to mentor and establish relationships with students in order to have skilled workers at an earliest possible time.

The leadership of North Little Rock School District through the COE will strive to seek new and innovative ways to provide for continuous personalized education for all students. The sample schedules below demonstrate the flexibility that can be afforded the COE in a charter setting.

12th grader who is accelerated with Pre-Med interest

1. General Studies-concurrent credit through AP or IB English, AP or IB math course, AP or IB science course, and AP or IB History course
2. Electives-Medical Interventions or Biomedical Innovation
3. Daily Learning schedule:

8:00-10:00 general coursework and elective classes (Team project work at 9:00)
10:30-3:30 internship experience in field of study or college enrollment

4. Advisory with COE staff and/or Industry Ambassador will occur weekly.

11th grader with an interest in diesel mechanics who has a night job

1. General Studies-industry focused English, Math, Science and Social Studies (Team project Skype consultation at 10:30)
2. Electives-Get Ahead Diesel School modules, Career Readiness for TDL, and Computer Programming for TDL
3. Learning Schedule-7:00-1:00
4. Work Schedule-2:00-10:00 pm
5. Field Experience Schedule-2-4 times per month at industry partner facility
6. Advisory with Industry Ambassadors and COE staff will occur monthly.

10th grade student who struggles academically and is at risk for graduation with an interest in Manufacturing

1. General Studies-industry focused English, Math, Science, and Social Studies with daily focused remediation/credit recovery period or special education services as written in the IEP, Team project
2. Electives-Advanced Technology for Design Production, Physical Fitness for Industry, Career Readiness for Manufacturing, Lean Manufacturing Principles
3. Learning Schedule-8:00-3:30 with blended core coursework, digital credit recovery, and face-to-face remediation
4. Field Experience Schedule-1-2 times per month with industry ambassador
5. Advisory with COE staff will occur at least weekly.

1st Semester 9th grade student who is undecided about their career path of focus (strong interest inventory results in STEM)

1. General Studies-Pre-AP or regular English, Math, Science and Social Studies classes (face-to-face in first semester but determined that blended would be appropriate for second semester), Team project, Freshman Readiness Training
2. Electives-Introduction to Computer Science, Introduction to Engineering Design, Introductory Craft Skills
3. Mentor and mentor pairing from STEM field
4. Job shadowing, field trip, and guest speaker experiences in STEM field

The success of the COE will hinge on providing the highest level of education to students, and teachers that will allow them to collaborate across the curriculum in order to remove redundant standards, align necessary skills for future employment, and create a true real-world project based lessons tied to each student's pathway.

School Calendar:

While some autonomy will be present the school calendar may have the least autonomy of all the areas. Since the COE would rely upon district transportation resources, it will be necessary to follow the same basic academic calendar. However, there can be some autonomy even with some restrictions within transporting students.

Currently North Little Rock School District holds a limited number of classes during a zero hour period, as well as provides after-hours tutoring for extra help and remediation purposes. Transportation is provided to students that stay for after-hours tutoring which will allow the COE to be open early and close late in order for students to be provided with more flexible hours.

Through personalization and the unique platform of blended and/or digital learning the COE allows for student learning on demand which would allow for the completion of coursework during the summer, on vacation, or at night. The COE will set the tone for continuous, relevant learning. In order to meet the demands of busy families, a waiver for year round schools is being requested. This will allow for a more personalized and customized learning environment. Additionally, to achieve a flexible approach for students this schedule, if taken advantage of by students, will reduce summer regression. Since students having a choice internship and apprenticeships could be completed during the school year or if preferred in the summer depending on the needs of the student.

In order to do what is best for students and meeting their needs while still remaining within the constraints of the

school district transportation limitations a customized approach is necessary.

Other:

Due to the nature of the business model which is driven by industry needs the COE would also require autonomy in the area of course offerings, pathways, and approvals. As stated previously, to meet the demands of industry partners it is imperative that the COE react quickly to the employment needs of those we serve.

10. Describe the school improvement plan by addressing the following:
 - A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

The North Little Rock COE will establish a School Improvement Team that will consist of administrators, teachers, students, parents, industry and business partners, and community members. This team will be responsible for developing and reviewing the School Improvement Plan at least annually. Data will be reviewed and used to drive decision making regarding the continuous improvement of the North Little Rock Center of Excellence. The team will monitor progress towards performance targets established by the state and other certifying agencies for core and elective courses and technical certifications. An annual report to the public will be provided at a Fall NLRSD Board of Education meeting. Meeting notes will be placed in Indistar to document progress.

While the responsibility of plan implementation rests with administration, teachers, district employees, and other instructors, it is crucial to the success of the COE that all stakeholders have an active role in the development and implementation of the school improvement plan. Industry Review Boards will serve as advisory councils to the School Improvement Team.

In addition to student achievement data, career interest inventories will be analyzed from feeder schools to ensure that programs of study not only remain relevant to local industry needs but also remain consistent with student interests. All data will be used to inform and shape future programming and curriculum choices and professional development for teachers and staff.

The School Improvement Team will establish indicators of success, baseline data, student performance criteria. As discussed previously, achievement goals will be monitored and adjusted as needed by this team. Current research will be provided to support and justify the goals and targets that the School Improvement Team establishes.

The effectiveness of the School Improvement Plan will be determined after the review of multiple data sets by the School Improvement Team. Analysis of student achievement data will be performed and guide team in its assessment of progress toward current goals and any decision making on the modification of goals. They will also use data to make recommendations for improvement to the COE administration including but not limited to instruction and professional development for teachers and staff to support increased student achievement.

Personalized learning is not only the main focus of the COE but also the battle cry of the current generation of students the COE will serve. The COE aims to transform and improve learning by implementing a program that will tailor the educational experience for students to their individual needs through choice in approach for core classes, rigorous and relevant core and elective course selections, and a unique career focused learning environment that provides future employers the ability to influence the skill set of their employees before they are hired.

It is a priority that students set goals and, with the support of their Personalized Opportunity Plan (POP) team, are given choices that best meet their needs for accomplishing those goals. Students and parents will have the choice to participate in a customized self-paced learning program or obtain their core credits through a more

traditional approach. In order to be able to accomplish this, specific waivers are being requested to allow the COE the opportunity to empower students and parents with these choices in their education.

Designation as a charter school will allow the COE to utilize the expertise of industry level professionals to provide high quality work based experiences and content instruction to students. A continued seat-time waiver will provide students the option to choose a self-paced approach and move at their own pace which may result in the acceleration of their learning. This will provide students more opportunities to participate in the Field Experience or Internship programs and/or complete college coursework while they are enrolled. As a charter school, more students in our community will be reached by providing these choices for a comprehensive 9-12 curriculum. This will help students who have needs that a traditional brick and mortar school cannot support. For example, many students need to work to help support their families. The flexibility that the COE affords will allow students to be able to do just that while earning an education. The student could complete his/her coursework with a combination of traditional and digital approaches and leave campus early to go to their job. Other examples include students who are homebound, families who travel extensively, and parents looking for a strong curriculum but elect to keep their child at home during regular school hours. Flexible scheduling designed by the POP team to meet the students' needs along with multiple choices for the approach of core coursework provides students the opportunity to participate in public school. By offering choice in multifaceted models of instruction, North Little Rock School District can best serve all students in North Little Rock living up to its vision of World Class.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

The School Improvement Team will complete an Arkansas Comprehensive School Improvement Plan (ACSIP) for the Center of Excellence in Indistar. The goals outlined in the plan and student progress will be regularly monitored through analysis of state and local data. The School Improvement Team will make recommendations to improve learning outcomes. Furthermore, the COE will establish Professional Learning Communities (PLC) that will meet weekly to review data, discuss student needs and strategies for support, and monitor student progress. Formative assessment data will drive these conversations and lead to point-in-time responses for each student. Additionally, the use of mentoring time and POP team support will be a central component to help students take ownership of their learning.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

The North Little Rock COE will follow standards as directed by the Arkansas Department of Education for all core courses and will incorporate required frameworks into career and technical education courses as mandated

by the Arkansas Department of Career Education. Competencies for all core and elective classes will be developed and any curriculum requirements adopted by the State Board of Education will be followed. Students will be assessed for mastery in a variety of ways including state mandated assessments. Teachers will collaborate with each other, appropriate field experts, district specialists, post-secondary advisors, and COE administration to ensure alignment of core and elective courses.

The Industry Review Board (IRB), comprised of representatives from North Little Rock COE, NLRSD Administration, and local business and industry, will have the opportunity to provide input on elective course standards in their related program of study. The IRB will review course content for relevancy at least annually, and the COE will collaborate with the IRB to ensure that elective courses remain relevant and the training and certifications provided will meet employment needs. The Deputy Superintendent will be the final level of approval prior to implementation of curriculum in the COE to ensure the highest level of quality of instruction.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

All students enrolled in the COE will have access to a guidance program. Through the POP, COE staff will provide appropriate personalized guidance for every student weekly or more often as needed. The POP Team will provide scheduling and post-secondary support for each individual student the team serves. A waiver will be sought for this flexibility. Additionally, in emergency situations, students in the COE will have access to district guidance staff and the comprehensive guidance counseling program currently in place will continue to provide required and needed services to students at COE.

B) Health services;

Applicant Response:

The COE wellness program and nursing services will be provided through the NLRSD nursing staff for students who physically attend school. Nurses employed by the district will be responsible for coordinating records, health notifications, and monitoring of immunizations and required health screenings. This will apply to students who physically attend the COE.

C) Media center;

Applicant Response:

The COE will utilize a digital library and strive to maintain a partnership with the NLRHS Library and Layman Public Library in North Little Rock. The digital library will provide teachers and students with the ability to incorporate multi-media skills naturally as a part of their daily work routine. Students who attend the COE physically and virtually will have access to the digital library. This promotes collaboration and consultation between students and teachers and will alleviate the need for a library media specialist to direct a formal media program. A waiver will be requested for this.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

The North Little Rock Center of Excellence will comply with all rules and regulations regarding students with

special needs. Services will be provided according to the student's individualized education plan (IEP) in accordance with the Individuals with Disabilities Education Act. Student IEP teams will consist of the POP Team at a minimum and any additional service providers as deemed appropriate and necessary to meet the students' needs. Because of the nature of the programming at the COE, students with special needs will have additional opportunities to achieve career readiness than what is provided in a traditional high school setting. The NLRSD Special Services Office will work with COE staff as needed to ensure compliance with state and federal law and to ensure appropriate placement and implementation of services.

E) Transportation;

Applicant Response:

North Little Rock School District will provide transportation to all students who physically attend the COE who reside within the NLRSD boundaries. Designated bus routes and drop off/pick up locations in accordance with current policy and procedure will be observed. Students with disabilities will be provided with transportation in accordance with their IEP or 504 Plans. Students who qualify under the McKinney Vento Act will be provided with transportation in accordance with the law. Information regarding transportation will be made available to parents. Students who do not attend COE physically or who reside outside of the NLRSD boundaries will be responsible for their own transportation to and from school and to participate in events related to the COE including but not exclusive to field and internship experiences.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Due to the nature of the programming of the COE, students will be afforded the flexibility similar to that of an alternative learning environment, and success is anticipated for students who struggle with the constraints of a traditional high school setting. However, students who physically attend the COE and are in need of the support provided through an alternative learning environment will have access to that environment. Alternative education is provided in the NLRSD through the North Little Rock Academy. Students who physically attend the COE and meet state requirements for this type of service will have access to these services.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Students who qualify will receive services in accordance with their LPAC plans. Accommodations determined to be appropriate for student success will be implemented as stated in the plan. The personalized nature of the program at the COE will support the implementation of these plans. Students will not be denied access to the COE due to their designation as an English Language Learner.

H) Gifted and Talented Program.

Applicant Response:

It is a priority of the COE to meet the needs of all students including those who need access to a higher level of curriculum and instruction. The COE will provide high level learning experiences for all students including those who are identified and qualify for the NLRSD Gifted and Talented program. Due to the personalized nature of the COE program, an on-site designated gifted and talented teacher will not be present. Students in the Gifted and Talented program in the COE will have access to Advanced Placement courses and the International Baccalaureate program which is part of the comprehensive district Gifted and Talented program. Students will be monitored by the POP team which will include a representative from the appropriate advanced course(s) and will be under the oversight of the district GT Coordinator.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Arkansas Code Annotated 6-23-202 (4) requires that approved conversion public charter schools "provide a yearly report to parents, the community, the local school district board of directors, and the state board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year." NLRSD will provide this report in conjunction with the established tradition of providing separate campus reports after the Annual Report to the Public in the Fall of each school year. Public input and response will be allowed in an effort to continually improve the COE. The information will be disseminated through publication in the local newspaper and publication on the district website.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Students who wish to enroll in the North Little Rock Center of Excellence will be required to submit an application for enrollment. Students within the NLRSD allowed to apply under school choice as defined by Arkansas State Statute. Enrollment in the COE will be offered as a choice for students entering ninth grade who aspire to enter one of the career pathways offered.

Students from outside of NLRSD will be able to apply and must complete the Public School Choice Application for entry into the North Little Rock School District. Students will not be denied entry as long as they meet the requirements under school choice law and process and meet required deadlines.

Students and parents will have multiple opportunities to learn about COE enrollment and programming through recruitment materials and information distributed at the district's secondary schools, social media and other electronic communications, and meetings held for the purpose of informing and recruitment. Information distributed will include programming and enrollment and selection processes and time lines.

Applications will be accepted beginning at the latest on January 1, 2017 through August 1, 2017. As long as space is available, students can enroll or transfer. After applications are received, the COE Leadership Team will meet with students and parents on an individual and/or group basis. Orientation sessions will be held for prospective families for the purpose of communicating expectations for both the family and school and the level of commitment required to achieve success in the COE. Parents and students will be asked to sign letters of commitment as part of their application after the orientation meetings.

In the event that more applications are received than space permits for enrollment, applications will be reviewed and accepted based on date and time the application was submitted. Applications for the COE will be date and time stamped upon receipt. A waiting list will be developed based on the order in which applications were received. If a student leaves the COE, the next name on the waiting list will be called for enrollment. If multiple applications are accepted on the same date and time, a random, anonymous lottery will be used to determine

enrollees.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Currently no one is employed with NLRSD who has had prior involvement within the operations of a charter school.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Director of College and Career Readiness

Reports to: Deputy Superintendent

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

Master's Degree, Specialist preferred

Experience Required:

Minimum of three years CTE administrative experience

Certification Required:

District Level Administrator

Job Duties: List up to 5 key duties this individual will perform.

- Communicate and ensure implementation of the vision of NLRCOE while collaborating with industry partners to ensure relevance of the program
- Collaboratively develop school plans and organizational procedures for the parents, students, and staff of the school
- Supervise and evaluate assigned staff members
- Prepares and administers the school budget and supervises school finances
- Assume responsibility for maintaining excellence in student growth and achievement and ensuring career readiness for all students enrolled

Administrator Position: Building Administrator

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

Master's Degree

Experience Required:

3 years administrative experience, CTE experience preferred

Certification Required:

Building Level Administrator

Job Duties: List up to 5 key duties this individual will perform.

- Communicate and ensure implementation of the vision of NLRCOE
- Perform administrative duties as assigned by the Director of NLRCOE including but not limited to issues regarding maintenance and operations, student discipline, and parental involvement liason

TEACHERS

Teacher Position: Manufacturing Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:
5 years relevant experience, supervisor experience preferred

Certification Required:
Technical permit

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Medical Professions Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
5 years of experience preferred

Certification Required:
Registered Nurse

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Transportation, Distribution, and Logistics Teacher

Reports to: Director of NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:
5 years of relevant experience, supervision experience preferred

Certification Required:
Technical permit

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
- Create and maintain a positive environment with high expectations for student achievement and career readiness
- Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
- Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
- Develop and maintain positive relationships with parents, community, and industry partners

Teacher Position: Math Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
- Create and maintain a positive environment with high expectations for student achievement and career readiness
- Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
- Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director

Job Duties: List up to 5 key duties this individual will perform.

- Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: English Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years experience preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Science Teacher

Reports to: Director of College and Career Readiness

Salary Range: North Little School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years experience preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE

Job Duties: List up to 5 key duties this individual will perform.

- Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

Teacher Position: Social Sciences/History Teacher

Reports to: Director NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years experience preferred

Certification Required:
Arkansas Teaching License or approved work experience in the field

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
 - Create and maintain a positive environment with high expectations for student achievement and career readiness
 - Direct and evaluate the curricular and extracurricular goals, learning experiences, and personalized opportunity plans of students in accordance with district policy
 - Instructing students in one or more subjects at the high school level designated according to state licensure / certification and subject matter as assigned by the COE Director
 - Develop and maintain positive relationships with parents, community, and industry partners
-

SUPPORT STAFF

Support Staff Position: Secretary/Registrar

Reports to: Director of NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:

3 years experience as an administrative assistant, public relations, and/or APSCN and eSchool preferred

Certification Required:

None

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
- Establish a positive environment for parents, students, community, and industry partners as the "Director of First Impressions"
- Perform required duties in APSCN and eSchool, accurate data entry related to cycle reporting, and collaborate with district SIS coordinator to ensure accuracy and completion of reports

Support Staff Position: Instructional Paraprofessional

Reports to: Director NLRCOE

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

High School Diploma, 2 years of college preferred

Experience Required:

3 years experience with working with children and technology/educational software preferred

Certification Required:

Pass required background check

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
- Assist with scheduling remediation and conferences
- Assist with instructional materials preparation and other duties as assigned
- Assist teachers with monitoring and reporting student progress

Support Staff Position: Counselor

Reports to: Director of College and Career Readiness

Salary Range: North Little Rock School District Salary Scale

Minimum Qualifications Required

Education Required:

Master's Degree

Experience Required:

Three years experience preferred

Certification Required:
Arkansas Teaching License

Job Duties: List up to 5 key duties this individual will perform.

- Communicate, implement, and support the vision of the NLRCOE
- Provide guidance for students, serve as a member of POP team(s)
- Serve as a liason between coordinators of GT, ESOL, Special Education and 504 plans to ensure compliance
- Provide information and schedule necessary interaction between students and institutions of Higher Education to ensure a well informed student body
- Assist with any and all duties as assigned relating to the efficient operation and career preparation of students at the COE

-
17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

- Yes
 No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The current physical location of the North Little Rock Center of Excellence is Tower C of North Little Rock High School at 22 W. Main St., North Little Rock, AR 72114. This structure was newly constructed and opened in January, 2016. It is currently a part of the North Little Rock High School and being used as instructional space. Offices for the Director and support staff will be housed within the North Little Rock High School campus and Central Office.

With the construction of the new facility, a high tech infrastructure was put in place to support a digital learning environment. Provisions were put into place for expansion as technological demand and capabilities increase.

The space that was constructed directly lends itself to cross curricular collaboration for project and work based learning. The space contains a learning stairs and commons area that will amply serve guest speakers, project collaboration, demonstrations, and other activities that support the COE programming.

North Little Rock School District will continue to provide maintenance and repairs to the COE as needed. Preventative maintenance and routine upkeep will be assigned by the district Director of Facilities.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility meets all requirements under IDEA and ADA. The facility has met all building codes and zoning requirements for a public school building. All building plans were made and approved in partnership with the Arkansas Department of Education Facilities Division.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

North Little Rock School District already participates in the National School Lunch program, and this will continue with the COE, utilizing the same facilities as NLRHS for meals. Breakfast and lunch will continue to be served in accordance with USDA Food and Nutrition Guidelines under the district Director of Student Services and Food Service Coordinator.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents/guardians, community members, and industry partners are the foundation of support for North Little Rock School District and the strength of their support distinguishes us from other districts. We plan to continue to build the strength of their involvement through the Personalized Opportunity Plan team and the programming within the COE. The Building Administrator assigned to the COE will also serve as the parent liaison.

The nature of the personalized program that will be developed demands strong involvement and support from parents. Students will be allowed to choose from a menu of options for their instructional setting including full digital learning. This could mean that much of the work completed may be done on-line at home. Guidance and support from parents/guardians will key in the success of students who choose this method of instructional delivery.

Successful project and work based learning is dependent on strong involvement and support from all stakeholders. Parents/guardians with specific expertise in related fields will be enlisted as guest speakers and/or project consultants. Field experiences, internship and apprenticeship opportunities will be developed in partnership with all stakeholders.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

North Little Rock School District will take appropriate measures to ensure the long term sustainability of the North Little Rock Center of Excellence. The COE has the full support of the North Little Rock School District Board of Education and district leadership as was demonstrated on February 25, 2016, by a unanimous vote of support in a special called board meeting. Additionally, an update on progress were provided to the Board on July 21, 2016, and voted to approve the full application on August 2, 2016. Industry Review Boards have been established in all pathways of focus and have had input on the programming and development of the charter school. All partners will continue to be utilized to obtain programming and curriculum guidance and support as strive to remain current and relevant in our programming.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Uniform Dates for Beginning and End of School Year

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-10-106 Uniform dates for beginning and end of school year

Standards for Accreditation

-

Rationale for Waiver

NLRHS is requesting a waiver of the uniform school calendar. This change will allow us to adjust our schedule as necessary to align with participating colleges

as well as any career opportunities that may arise. This is not an attempt to shorten a student's school year. Each student will still be required to attend the number of days required by state law. It will allow us to start the school year earlier or end later, if necessary.

Waiver Topic: Educator Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-15-1004
- Ark. Code Ann. 6-17-302
- Ark. Code Ann. 6-17-309
- Ark. Code Ann. 6-17-401
- Ark. Code Ann. 6-17-919

Standards for Accreditation

- Sections 15.03

ADE Rules

-

Rationale for Waiver

NLRHS requests a waiver from the above-listed statutes and rules to the extent that it is necessary to give NLRHS the flexibility hire business and industry professionals or individuals employed by higher education who possess outstanding credentials and work history but who do not have an interest in holding or obtaining a valid Arkansas Teaching License. All individuals who utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks. In addition, this waiver will be used in limited circumstances in which no other adequate choice is available.

Waiver Topic: Library Media Specialist and School Nurse

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-25-103
- Ark. Code Ann. 6-25-104
- Ark. Code Ann. 6-18-706

Standards for Accreditation

- 16.01
- 16.02.3
- 16.03

ADE Rules

- Public School Student Services 3.01.6

Rationale for Waiver

The COE will offer students access to an e-library that will provide students 24 hour access. This will support a learning environment conducive to successful digital and blended learning. Learners work at their own pace and time. Because of the structure of this program, a library media specialist will not be necessary.

Waiver Topic: Class Size and Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

-

ADE Rules

- Section 10.02.5 of ADE Rules Governing Standards for Accreditation

Rationale for Waiver

NLRHS requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. NLRHS believes that—in certain circumstances—in order to implement its unique charter curriculum, some elective courses and the teachers of those course may need more than the maximum allowance of students. NLRHS ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students. NLRHS will use this waiver on an as-needed basis only.

Waiver Topic: Gifted and Talented

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-20-2208(c)(6)
- Ark. Code Ann. 6-42-109

Standards for Accreditation

- 18.0

ADE Rules

- Rules governing Gifted and Talented Program Approval Standards (concerning G/T students)

Rationale for Waiver

Students in the COE will have access to appropriate pre and advanced courses as well as concurrent credit opportunities. The responsibilities and roles for this position will be addressed by the POP team, classroom instructors, and the North Little Rock School District Coordinator of GT, AP, and IB.

Waiver Topic: Professional Development

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. 6-17-701

ADE Rules

- Section 15.04 of ADE Rules Governing Standards for Accreditation
- ADE Emergency Rules Governing Professional Development

Rationale for Waiver

To the extent that it is necessary, NLRHS requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The waiver will apply to Technical areas only and will apply to no core areas. NLRHS will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities, and expectations. This waiver will help NLRHS meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

Waiver Topic: Career and Technical Education

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

NLRHS requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences, and Survey of Agriculture) as separate classes. NLRHS will ensure compliance with ADE Standards Rules, Arkansas Frameworks, and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such flexibility is necessary to increase time for students to participate in career pathway opportunities at the high school level.

Waiver Topic: Planned Instructional Day, Seat Time:

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-18-211

ADE Rules

- Section 10.01.4 of ADE Rules Governing Standards for Accreditation
- Section 14.03 of ADE Rules Governing Standards for Accreditation
- ADE Rules-Mandatory Attendance Requirement for Students in Grade 9-12

Rationale for Waiver

NLRHS requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week, as well as the requirement that a unit of credit must meet a

minimum of 120 clock hours. Such waivers are needed in order to increase scheduling flexibility and offer more exploratory and developmental time in specific college and career pathways. By leveraging increased flexibility, by embedding coursework, and by creating an environment wherein students can learn at their own pace, students will have more time to serve in internships and apprenticeships, and to gain concurrent credit. These opportunities will position our students to be more successful in their college and career experiences.

APPENDIX

Documentation requirements pertaining to Public Hearings



CAUTION: FOCUSING INFORMATION TECHNOLOGY

Fwd: ad

1 message

Beth Stewart <stewartb@nlrsd.org>
To: Christie Toland <tolandc@nlrsd.org>

Thu, Mar 10, 2016 at 1:12 PM

For our notes

----- Forwarded message -----

From: **Brian Brown** <brownb@nlrsd.org>
Date: Thu, Mar 10, 2016 at 12:12 PM
Subject: Fwd: ad
To: Beth Stewart <stewartb@nlrsd.org>, Sherri Pettit <pettits@nlrsd.org>

Done,
See response below.
BBrown

----- Forwarded message -----

From: **Legal Ads** <legalads@arkansasonline.com>
Date: Thu, Mar 10, 2016 at 12:04 PM
Subject: Re: ad
To: Brian Brown <brownb@nlrsd.org>

Received and processed
thanks
pam

From: Brian Brown
Sent: Thursday, March 10, 2016 12:01 PM
To: Legal Ads
Subject: ad

Please run this ad on Monday, March 14th and Tuesday, March 15th.
Thanks,
Brian Brown

=====

North Little Rock School District
Conversion Charter
Public Meeting

Public meetings to introduce the North Little Rock High School Center of Excellence are set for 5:30-7:00 pm on Tuesday, April 5th at Glenview Elementary School (4901 E. 19th Street) and Thursday, April 7th, 2016 at Boone Park Elementary School (1401 Crutcher St.). The Center of Excellence will equip students with the skills necessary to secure entry-level positions in the Advanced Manufacturing, Transportation, Distribution and Logistics, and Health Care industries. These public meetings are a mandatory application requirement for the state charter.

=====

Brian K. Brown, Director of Purchasing & Finance
North Little Rock School District
2700 Poplar Street
North Little Rock, Arkansas 72115
501 771-8051 brownb@nlrsd.org

Dr. Beth Stewart, Ed.D.
Deputy Superintendent, North Little Rock School District
Phone: (501) 771-8010
Fax: (501) 771-8069

PURCHASE ORDER

NORTH LITTLE ROCK SCHOOLS
2700 N POPLAR STREET
NORTH LITTLE ROCK AR 72114

PURCHASE ORDER NUMBER: 16005937
DATE: 03/18/16
PAGE: 1

TERMS: NET 30 DAYS
F.O.B.: DESTINATION
DESC.: CONVERSION CHARTER AD
DELIVERY:

VENDOR:
01101
ARKANSAS DEMOCRAT GAZETTE
P O BOX 2221
LITTLE ROCK AR 72203

FAX:

SHIP TO:

NORTH LITTLE ROCK SCHOOL DISTRICT
CENTRAL OFFICE
2700 N POPLAR STREET
NORTH LITTLE ROCK AR 72114
ATTN: DR. BETH STEWART

ITEM #	ITEM NUMBER DESCRIPTION	QUANTITY	U.O.M.	UNIT PRICE	EXTENSION
1	AD FOR CONVERSION CHARTER INVOICE 3103479 3/14-3/15/16	1	EACH	\$75.6000	\$75.60

APPROVED BY: _____
PURCHASING AGENT

PAGE TOTAL: \$75.60
TOTAL: \$75.60

ITEM	ACCOUNT	AMOUNT	PROJECT
1	2000232300000005-65400	\$75.60	

RECEIVED BY: _____

DATE: _____

Arkansas Democrat Gazette

STATEMENT OF LEGAL ADVERTISING

NLR SCHOOL DISTRICT/LEGAL
P O BOX 687
N LITTLE ROCK AR 72115

REMIT TO:
ARKANSAS DEMOCRAT-GAZETTE, INC.
P.O. BOX 2221
LITTLE ROCK, AR 72203

ATTN: Brian Brown

DATE : 03/15/16 INVOICE #: 3103479
ACCT #: L5319827 P.O. #:

BILLING QUESTIONS CALL 378-3547

STATE OF ARKANSAS,)
COUNTY OF PULASKI,) ss.

I, Yvette Hines, do solemnly swear that I am the Legal Billing Clerk of the Arkansas Democrat - Gazette, a daily newspaper printed and published in said County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the matter of:

meeting

pending in the Court, in said County, and at the dates of the several publications of said advertisement stated below, and that during said periods and at said dates, said newspaper was printed and had a bona fide circulation in said County; that said newspaper had been regularly printed and published in said County, and had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisement; and that said advertisement was published in the regular daily issues of said newspaper as stated below.

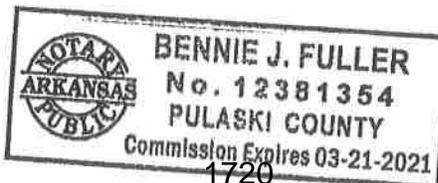
DATE	DAY	LINAGE	RATE	DATE	DAY	LINAGE	RATE
03/14	Mon	28	1.35				
03/15	Tue	28	1.35				

TOTAL COST ----- 75.60
Billing Ad #: 73612065

AD COPY

North Little Rock School District
Conversion Charter
Public Meeting
Public meetings to introduce
the North Little Rock High School
Center of Excellence are set for
6:30-7:00 pm on Tuesday, April
5th at Glenview Elementary
School (4901 E. 19th Street) and
Thursday, April 7th, 2016 at
Boone Park Elementary School
(1401 Crutcher St.). The Center
of Excellence will equip students
with the skills necessary to se-
cure entry level positions in the
Advanced Manufacturing, Trans-
portation, Distribution and Logis-
tics, and Health Care industries.
These public meetings are a
mandatory application require-
ment for the state charter.
73612065

Subscribed and sworn to me this
day of March, 2016



CLASSIFIEDS

ALCOHOLICS ANONYMOUS

meet at the Church on 8th Hill, 400 Hwy 72 SE, Davie, Thursday, 8:30 p.m. For info, call 479-787-6566 or 479-291-4099

ALCOHOLICS ANONYMOUS

loam Springs Boulevard Group - 419 S. Washington. Meetings Mon. through Sat. at 12 noon; Mon., Wed., Fri., Sat. 8:30 p.m. Sunday at 10 am & 7:30 pm. Phone 479-618-2730 or 479-569-4092

Alzheimer's Support Group

Thursday Monday each month @ 10:30 am. Call Susan Dault Ridge Living Center, Susan Strickland, for more info to call 918-425-2138. www.dlc.org

Colcord Narcotics Anonymous meets 1st Friday @ 7 p.m. at Colcord 1st Baptist Church. For info call 479-228-6807

COLCORD TUESDAY NIGHT

Colcord Narcotics Anonymous open meetings group held open meetings every Tuesday evening @ 7pm. Please use the east door of the Colcord First Baptist Church, 538 E. Main St. F 07. 1st Friday 11:00 a.m. call 918-326-4272 or 479-627-6340

Is Gambling causing problems.

Ready to stop but don't know how? Try the Colcord First Night Gamblers Anonymous meeting every Friday at 7pm. at the Colcord 1st Baptist Church. For info call 918-866-4465 or 918-326-4271

Narcotics Anonymous meet-

ings. Tuesdays at 8pm & 7pm Wednesdays at 7pm & 6pm 2000 Dawn Hill Rd. Slalom Springs 479-228-4737

Remodeling

* Screened Porches
www.remodelking.com
479-903-6157

HOLLAND REMODELING

Free Estimates!
No job too small-we top on all
479-298-3639
479-600-6231
Member-888

SEWING DONE here

Alterations, hemming, dresses, skirts, curtains, etc. 2017 S. Mt. Olive
Dulaine Brandon 479-524-5407

Draw House Plans

www.design-draw-estimates.com
support.com
479-903-6157

BRUSH ROBBING

Also mowing and jet cleaning
479-524-6551

The Service 1402

STUMP'S TREE SERVICE
Slump Grubbing
Insurance, Free Estimates
Glen T. Slump
479-756-2841 479-903-2719



AUTOS
PRINT OPERATOR for a fast-growing print company. In Bentonville. In nice computerized card-based cutting machines. M-F 8:00-5:00 \$12.00 an hour. 479-771-2918

Earn \$800-\$1200 per month by

delivering the Arkansas Daily to car. Expires 8/31/14. In the SILVAM SPRINGS, BEAUMONTLE, ROGERS, BEEA, ANITA & GENTILE areas. This is an excellent part time opportunity for people who enjoy working for themselves and controlling how much they earn. We are looking for professionals that are able to deliver every morning hours, have reliable transportation, possess a good driving record, valid social security card, and valid vehicle insurance in their name. Roles only take a few hours to deliver. For more information, please call (866) 927-3201 or go online at www.meridian.com/careers, and fill out the questionnaire.

FULL TIME Assistant manager

position available at Dixie Fitness in West Siloam. Qualified applicant will have a strong customer service background, dress professionally daily and strong work ethic/attendance record. Apply in person at 2455 W. Hwy 472. No Phone Calls Please.

NOW HIRING: Customer Service

& Support positions available. Good MS office skills required. Apply in person-1st Office Support 775 S. Mt. Olive, Siloam Springs.

BUY TV/VIDEO

by good terms.

FORTABLE Buildings

860
BUILT ON-SITE since 1935. 6412
corn 51500. Special 10x12 22140
corn 10x16 33055. 479-896-1019
best-thereasons.com

RENTALS

229 EAST GARLAND 3BR, 1BA
home with wood floors. C/H/A
5625/mo. \$500/dep. No pets.
Call Terry @ 479-228-5628 or
479-738-8201

House/Siloam Springs

831 S. LINCOLN, A01 A,
3br/2ba \$550/mo. \$200 dep.
479-618-1118 or 479-925-8946
479-850-1838 or 479-925-8946

Delmar

1 BR Apartments
w/ Washer & Dryer
Hwy 412
Siloam Springs
524-9207

RENTAL ESTATE

AVAILABLE AUGUST 1, 3/1,
1000 sq ft. incl. central air, no
pets, NO SMOKING. \$600/mo.
incl. tax & dep. 650.003 7064

House/Outside

KANSAS, 0K-2/8, 20A col-
lage located in private gated
community. 300 sq ft. with
\$3000 cleaning deposit.
918-591-8582

Mobile Homes

SILVAM SPRINGS, 2 BR or
3 BR. Heat & water incl. Special
rate. A nice place to live. Call
479-256-7360. No pets.

Meeting/Trainings

August 10, 2014
Siloam Springs School District
Conversion Charter
Public Meeting
to introduce the
Career Academy of Siloam
Springs (CASS) are set for 4:30
p.m. and 6:00 p.m. Tuesday,
September 2, in the Seminar
Room at Siloam Springs High
School. CASS will equip stu-
dents with the skills necessary to
secure entry-level industrial
maintenance positions in busi-
ness and industry. These public
meetings are a mandatory appli-
cation requirement for the state
charter.

MARK IT

Ad 872/7293
August 10, 11, & 24, 2014

WITH THE CLASSIFIEDS

General Employment 501
General Employment 501

LAUNDRY PRESSER

General Employment 501

CHECK OUT THE

MARK IT

RENTAL ESTATE

AVAILABLE AUGUST 1, 3/1,
1000 sq ft. incl. central air, no
pets, NO SMOKING. \$600/mo.
incl. tax & dep. 650.003 7064

Delmar

1 BR Apartments
w/ Washer & Dryer
Hwy 412
Siloam Springs
524-9207

RENTALS

229 EAST GARLAND 3BR, 1BA
home with wood floors. C/H/A
5625/mo. \$500/dep. No pets.
Call Terry @ 479-228-5628 or
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House/Siloam Springs

831 S. LINCOLN, A01 A,
3br/2ba \$550/mo. \$200 dep.
479-618-1118 or 479-925-8946
479-850-1838 or 479-925-8946

Delmar

1 BR Apartments
w/ Washer & Dryer
Hwy 412
Siloam Springs
524-9207

RENTAL ESTATE

AVAILABLE AUGUST 1, 3/1,
1000 sq ft. incl. central air, no
pets, NO SMOKING. \$600/mo.
incl. tax & dep. 650.003 7064



APA



Christie Toland <tolandc@nlrsd.org>

[NLRSD Employees] NLRSD Community Meetings - Agenda

1 message

Rhonda Colquitt <colquitr@nlrsd.org>
To: NLRSD Employees <nlrsd-employees@nlrsd.org>

Tue, Mar 22, 2016 at 12:02 PM

North Little Rock School District
Community Meetings
5:30-7:00 pm

Tuesday, March 29, 2016 – Indian Hills Elementary School (Cafeteria)

Thursday, March 31, 2016 – North Little Rock Middle School (Mini Auditorium)

Tuesday, April 5, 2016 – Glenview Elementary School (Cafeteria)

Thursday, April 7, 2016 – Boone Park Elementary School (Cafeteria)

AGENDA

Purpose – To update our community on the North Little Rock School District, solicit feedback for the Conversion Charter and allow questions or input on the future of our district.

1. Superintendent’s District Update, Mr. Rodgers
2. Conversion Charter, Dr. Beth Stewart
3. Breakout Sessions – 6:00 pm
 - Academics
 - College and Career Readiness
 - Facilities
 - Safety



Christie Toland <tolandc@nlrsd.org>

[NLRSD Employees] Fwd: Public Hearing on the North Little Rock High School Center of Excellence Conversion Charter School

1 message

Rhonda Colquitt <colquitr@nlrsd.org>

Tue, Mar 22, 2016 at 9:59 AM

To: NLRSD Employees <nlrsd-employees@nlrsd.org>

From: **Beth Stewart** <stewartb@nlrsd.org>

Date: Tue, Mar 22, 2016 at 9:57 AM

Subject: Public Hearing on the North Little Rock High School Center of Excellence Conversion Charter School

To: Rhonda Colquitt <colquitr@nlrsd.org>

We invite all faculty, staff, students, and parents to attend a Public Hearing on the North Little Rock High School Center of Excellence Conversion Charter School Application process. This Public Hearing will be held at the following locations throughout the city. We encourage you to attend and share any feedback you have concerning this process and the innovative future of NLRHS.

Indian Hills Elementary School, 6800 Indian Hills Drive

Tuesday, March 29, 2016, 5:30-7 pm

North Little Rock Middle School, 2400 Lakeview Rd.

Thursday, March 31, 2016, 5:30-7 pm

Glenview Elementary School, 4901 East 19th Street

-Tuesday, April 5, 2016, 5:30-7 pm

Boone Park Elementary School, 1401 Crutcher St.

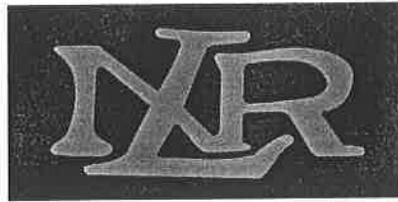
Thursday, April 7, 2016, 5:30-7 pm

--
Dr. Beth Stewart, Ed.D.

Deputy Superintendent, North Little Rock School District

Phone: (501) 771-8010

Fax: (501) 771-8069



PLEASE JOIN US!
NORTH LITTLE ROCK SCHOOL DISTRICT
COMMUNITY MEETINGS
Parents, Teachers, Students, Community
WORKING TOGETHER!

Tuesday, March 29, 2016 • 5:30-7 pm
Indian Hills Elementary School • 6800 Indian Hill Drive
North Little Rock, AR 72116

Thursday, March 31, 2016 • 5:30-7 pm
North Little Rock Middle School • 2400 Lakeview Rd.
North Little Rock, AR 72116

Tuesday, April 5, 2016 • 5:30-7 pm
Glenview Elementary School • 4901 East 19th Street
North Little Rock, AR 72117

Thursday, April 7, 2016 • 5:30-7 pm
Boone Park Elementary School • 1401 Crutcher St.
North Little Rock, AR 72114

Think
World Class
North Little Rock School District

2700 North Poplar St • North Little Rock • AR • 72114
501-771-8000 • www.nlrsd.org



Beth Stewart <stewartb@nlrsd.org>

Robo Call

2 messages

Beth Stewart <stewartb@nlrsd.org>

Tue, Mar 22, 2016 at 10:29 AM

To: Randy Rutherford <rutherfordr@nlrsd.org>

Would you have someone do a robo call to all High School Students announcing the following?

North Little Rock High School Center of Excellence for Engineering, Computer Science, Advanced Manufacturing, Healthcare, Transportation, Distribution, and Logistics. Invites all faculty, staff, students, parents, and community members to attend a Public Meeting on the NLRHS Center of Excellence Conversion Charter School Application process. We encourage you to attend and share any feedback you have concerning this process and the innovative future of NLRHS. Meeting dates and times are as follows:

- Indian Hills Elementary School, 6800 Indian Hills Drive
Tuesday, March 29, 2016, 5:30-7 pm
- North Little Rock Middle School, 2400 Lakeview Rd.
Thursday, March 31, 2016, 5:30-7 pm
- Glenview Elementary School, 4901 East 19th Street
Tuesday, April 5, 2016, 5:30-7pm
- Boone Park Elementary School, 1401 Crutcher St.
Thursday, April 7, 2016, 5:30-7 pm

--
Dr. Beth Stewart, Ed.D.
Deputy Superintendent, North Little Rock School District
Phone: (501) 771-8010
Fax: (501) 771-8069

Randy Rutherford <rutherfordr@nlrsd.org>

Tue, Mar 22, 2016 at 10:44 AM

To: Beth Stewart <stewartb@nlrsd.org>

Will do.

RR

[Quoted text hidden]

North Little Rock School District
Community Meetings
5:30-7:00 pm

Tuesday, March 29, 2016 – Indian Hills Elementary School (Cafeteria)
Thursday, March 31, 2016 – North Little Rock Middle School (Mini Auditorium)
Tuesday, April 5, 2016 – Glenview Elementary School (Cafeteria)
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AGENDA

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2. Conversion Charter, Dr. Beth Stewart
3. Breakout Sessions – 6:00 pm
 - Academics
 - College and Career Readiness
 - Facilities
 - Safety

Distrito Escolar de North Little Rock
RRE Reunión de la Comunidad para hispanohablantes
Lunes, 25 de abril 2016
5:30 pm en el centro de Media de la Primaria Ridge Road
AGENDA

Reunión informativa para los clientes de habla hispana del distrito escolar de North Little Rock
Participante en esta sesión tendrán la oportunidad de hacer preguntas, dar su opinión, presentar sus preocupaciones actuales, y desarrollar planes de implementación de soluciones.

1. Propuesto de la Carta Conversión en la Secundaria de North Little Rock
2. Información sobre instalaciones/construcción
3. Seguridad
4. Temas Académicos
5. Evaluación y requisitos del estado de Arkansas
6. Programas para estudiantes de inglés como segundo idioma
7. Academia de ESL de la escuela media de North Little Rock
8. La secundaria (NLRHS) y los estudiantes de inglés como segundo idioma

Habilidades que necesitan los estudiantes y por qué se necesitan para el futuro:?

1. Hacer Sentido
2. Inteligencia Social
3. Pensamiento Novel y Adaptativo
4. Competencias Trans-Culturales
5. Pensamiento Computacional
6. New Media Literacy
7. Transdisciplinaridad
8. Mentalidad de Diseño (también conocido como "mentalidad de crecimiento)
9. Cognitiva de gestión de carga
10. Colaboración Virtual

Los cambios y Seis pilotos de Habilidad

1. extrema longevidad
2. subida de Máquinas inteligentes y Sistemas
3. Computacional Mundial
4. Ecología de media nueva
5. Organizaciones Súper organizadas
6. Mundo Conectado a nivel mundial

Preparando a estudiantes para la cuarta Revolución Industrial
empleo:¿Qué necesitan los empleadores

- habilidades blandas
- pasar una prueba de droga
- Conocimientos fuertes de los básicos académicos
- capacitación de soldadura
- Habilidades de Medición
- Habilidades básicas de fabricación
- Cambios en los programas para satisfacer las necesidades

"Las mayores necesidades indicadas por las proyecciones de empleo son certificados técnicos, seguidos por los grados de asociado, y luego una licenciatura."

CTE certificados

2013- el 15,4%; 2020 a 22,0%

Cerrando la Brecha de 2020: Un Plan Maestro para la Educación Superior en Arkansas

¿Por qué unde conversión Carta

- Modelos tradicionales no siempre responden a las necesidades de todos los estudiantes
- Permite flexibilidad para los estudiantes y el personal para encontrar sus pasiones

Información general de la Carta de conversión:

- Potencial solicitantes presenten cartas de intención de aplicar para las cartas al personal del Departamento de Educación de Arkansas (ADE)
- personal ADE lleva a cabo una conferencia de asistencia técnica
- los solicitantes presenten su aplicación
- solicitudes son revisados y evaluados, en base a una matriz de valoración publicada como parte del paquete de solicitud, por personal de diferentes divisiones en ADE
- los solicitantes reciben las evaluaciones con los comentarios del personal ADE
- los solicitantes responden a los comentarios y envían las respuestas
- personal de ADE que revisó y evaluó las respuestas originales, revisa la revisión de solicitudes y reevaluar
- El Panel de Autorizar entrevista los solicitantes y toma acción sobre la aplicación en una reunión pública

por qué?

para que todos los estudiantes encuentren su pasión, puedan desarrollar su potencial como individuos habilitados, se convierten en miembros constructivos de su comunidad y pueden ser participantes productivos en la economía

"Centro de Excelencia de la Escuela Superior de North Little Rock"

Trabajo de Comité

- Dirección
- Calendario / programación
- de inscripción (aplicaciones trabajo, proceso, línea de tiempo, criterios)
- Manual de
- Participación de Padres/Comunidad
- Evaluación de programas (rendimiento, expectativas, evaluaciones)
- Programación Curricular (Carrera enfoque Listo, Innovación)
- Servicios especiales (ESL, AP / IB, Educación Especial)
-

Escuelas Charter actual de conversión de Distrito en Arkansas

Academias de West Memphis 10-12 (Open 2014)

Badger Academy- Beebe 7-12 (Open 2007)

bauxita Miner Academia 6-12 (Open 2013)

Blytheville Escuela Secundaria-A New Tech School 9-12 (Open 2013)

Brunson Carta-Nueva Visión Warren 4-5 (Open 2013)

Centro Académico de Excelencia Cabot 7-12 (Open 2004)

Cross County Primaria Academia de Tecnología de K-6 (Open 2012)de

CondadoCross High School- Una nueva Escuela técnica 7012 (Open 2011)

Eastside Carta Nueva Visión - Warren K-3 (Open 2012)

Farmington Carrera Academias 10-12 (Open 2015)

Fuente Lago Charter High School 9-12 (Open 2015)

Escuela Media Fuente Lago Cobra digital Academia de preparación 5-8 (Open 2014)

Lincoln High School Nueva Tech 8-12 (Open 2012)

Mountain Home Academy High School carrera 9-12 (Open 2003)

Osceola Academia STEM 5-8 (Open 2012)

Pea Ridge Fabricación y Business Academy 11-12 (Open 2014)

Rogers New Technology High School 9 -11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Las Academias de la Escuela Secundaria Jonesboro (Open 2013)

Warren High School 9-12 (Open 2015)

Warren Escuela Media 6-8 (Open 2014)

Washington Academy - Texarkana 9-12 (Open 2013)

Valoramos su opinión a medida que avanzamos a través de este proceso. Por favor tome un momento para decirnos sus opiniones y comentarios. Usted puede llenar los formularios habilitados o por correo electrónico sus comentarios a:
nlrhscenterofexcellence@nlrsd.org

North Little Rock Center of Excellence

**Engineering, Computer Science,
Advanced Manufacturing, Healthcare,
Transportation, Distribution, and
Logistics**

What do students need and why do they need it?

Skills for the Future:

1. Sensemaking
2. Social Intelligence
3. Novel and Adaptive Thinking
4. Cross Cultural Competencies
5. Computational Thinking
6. New Media Literacy
7. Transdisciplinarity
8. Design Mindset (aka “growth mindset)
9. Cognitive Load Management
10. Virtual Collaboration

Six Drivers of Skill and Employment

Changes:

1. Extreme Longevity
2. Rise of Smart Machines and Systems
3. Computational World
4. New Media Ecology
5. Super-structured Organizations
6. Globally Connected World

Preparing Students for the Fourth Industrial Revolution

Navigating the next industrial revolution

Revolution Year Information

	1	1784	Steam, water, mechanical production equipment
	2	1870	Division of labour, electricity, mass production
	3	1969	Electronics, IT, automated production
	4	?	Cyber-physical systems

What do Employers need?

- Soft Skills
- Pass a Drug Test
- Stronger Basic Academic Skills
- Welding Training
- Measurement Skills
- Basic Manufacturing Skills
- Curriculum Changes to Match Needs

What does Arkansas Need?

“The greatest needs indicated by employment projections are technical certificates, followed by associate’s degrees, then bachelor degrees.”

CTE Certificates

2013- 15.4%; 2020-22.0%

Why a Conversion Charter

- Traditional models do not always meet the needs of all students
- Allows flexibility for students and staff to find their passions

Overview of the Conversion Charter Process

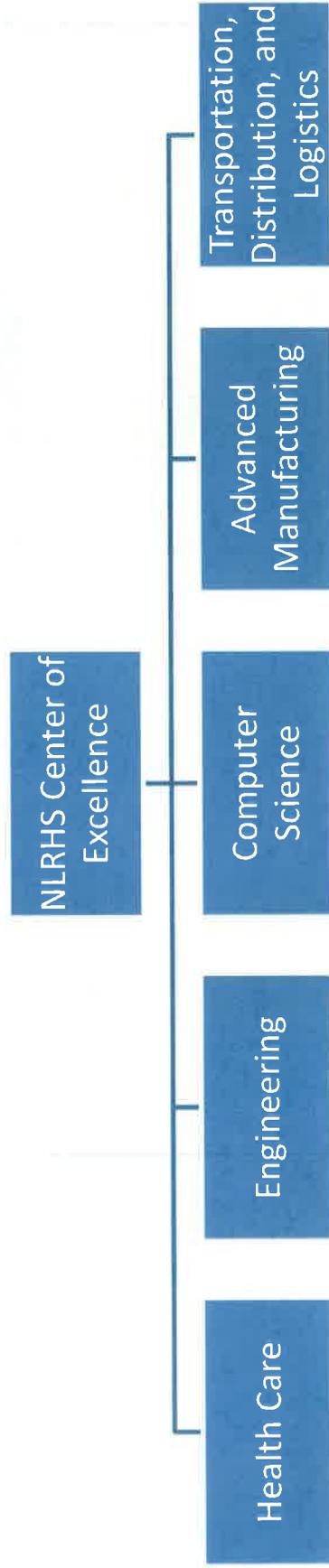
- Potential applicants submit letters of intent to apply for charters to staff at the Arkansas Department of Education (ADE)
- ADE Staff conducts a technical assistance conference
- Applicants submit their application
- Applications are reviewed and evaluated, based on a rubric published as part of the application packet, by staff from various divisions at ADE

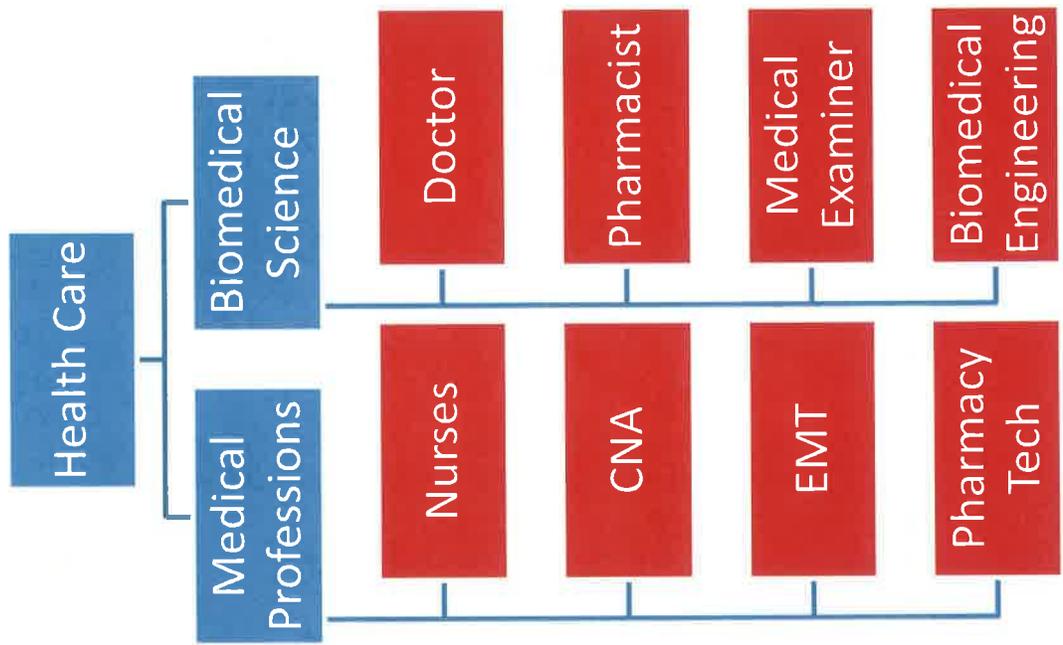
Overview of the Conversion Charter Process

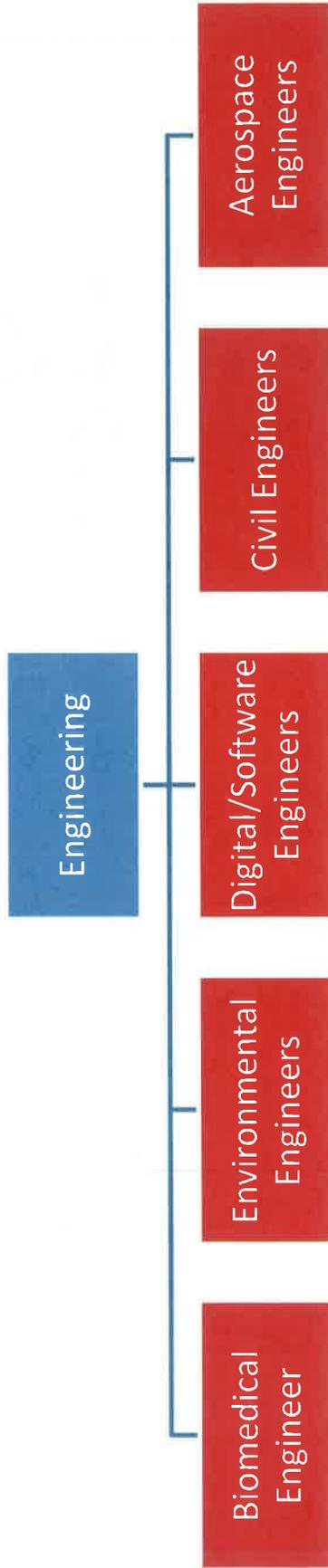
- Applicants receive evaluations with comments from ADE staff
- Applicants respond to the comments and submit the responses
- ADE staff who reviewed and evaluated the original application review responses and reevaluate
- Charter Authorizing Panel interviews applicants and takes action on the application in a public meeting

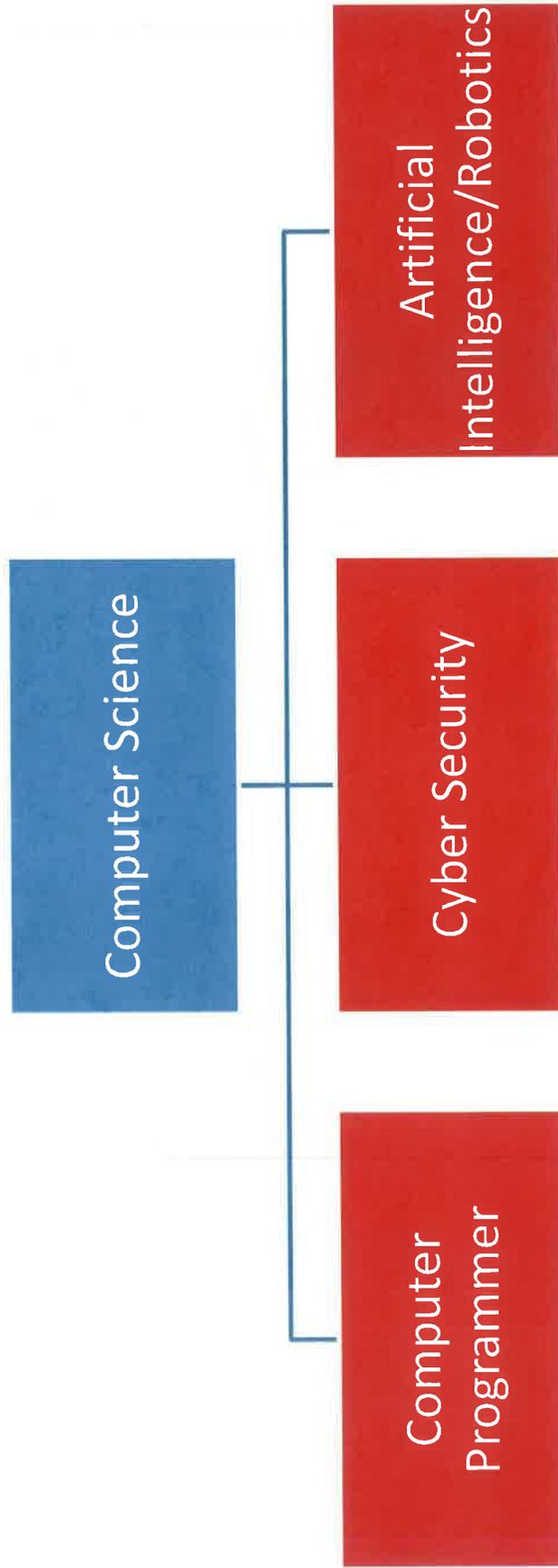
“to enable all students to find their passion, fulfill their potential as empowered individuals, become constructive members of their community and productive participants in the economy”

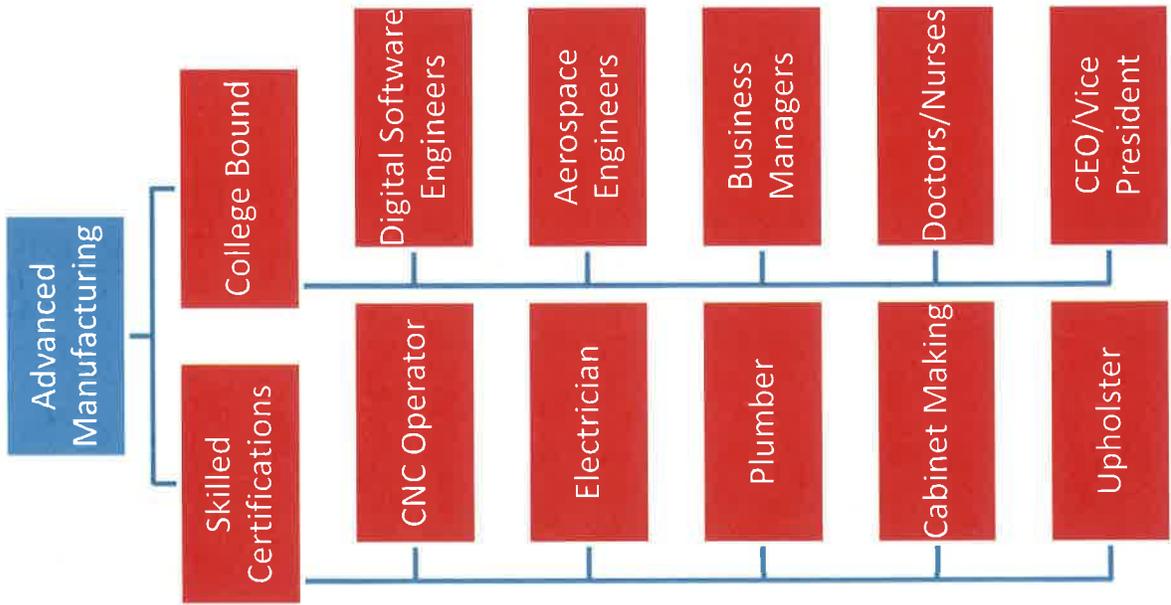
North Little Rock High School Center of Excellence

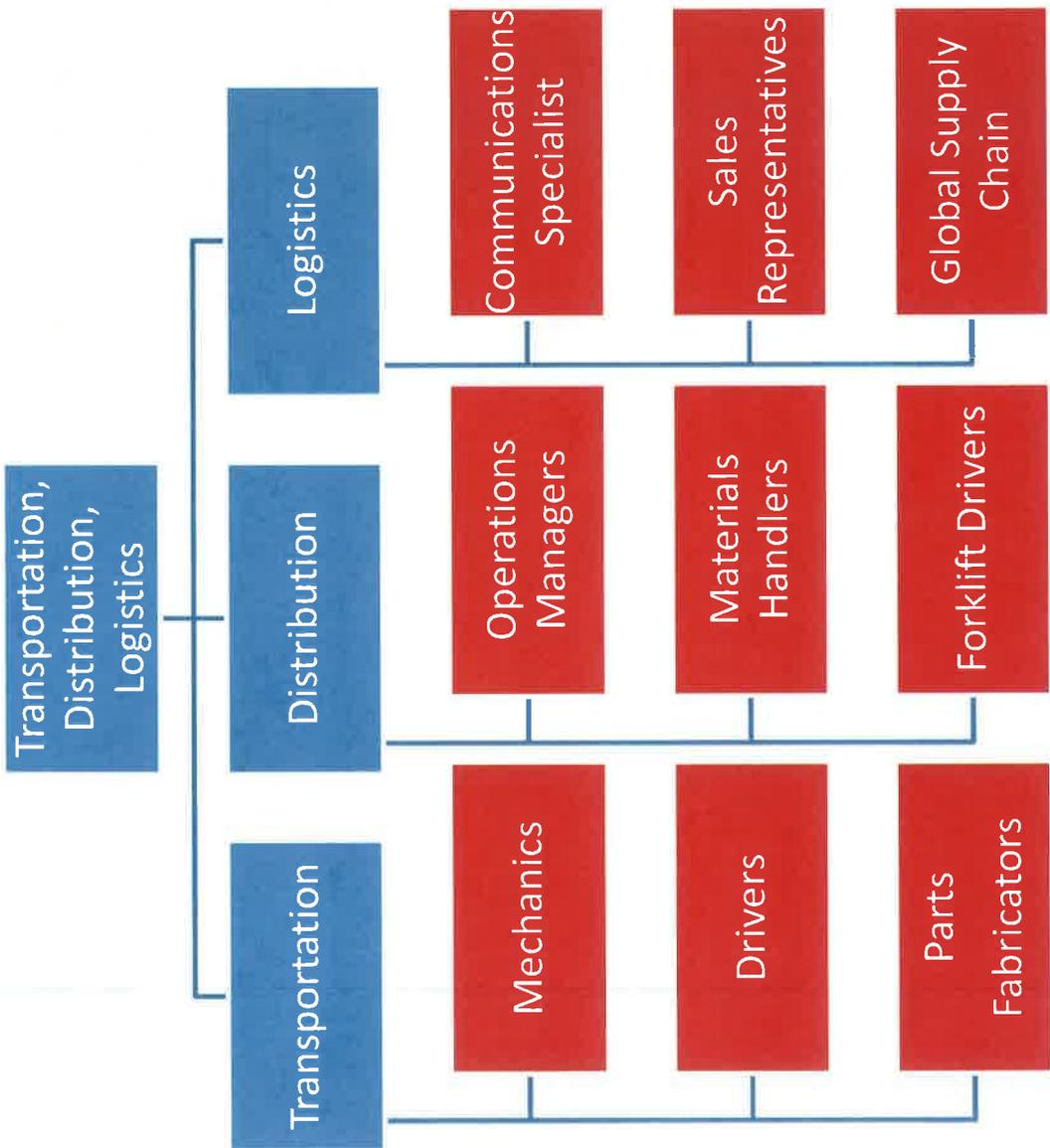












Committee Work

- Steering
- Calendar/Scheduling
- Enrollment (applications, process, timeline, criteria)
- Handbook
- Parent/Community Involvement
- Program Evaluation (Performance, expectations, evaluations)
- Curriculum Programming (Career Ready focus, Innovation)
- Special Services (ESL, AP/IB, Special Education)

Current District Conversion Charter Schools in Arkansas

- Academies of West Memphis 10-12 (Open 2014)
- Badger Academy- Beebe 7-12 (Open 2007)
- Bauxite Miner Academy 6-12 (Open 2013)
- Blytheville High School-A New Tech School 9-12 (Open 2013)
- Brunson New Vision Charter- Warren 4-5 (Open 2013)
- Cabot Academic Center of Excellence 7-12 (Open 2004)
- Cross County Elementary Technology Academy K-6 (Open 2012)
- Cross County High School- A New Tech School 7012 (Open 2011)
- Eastside New Vision Charter – Warren K-3 (Open 2012)
- Farmington Career Academies 10-12 (Open 2015)

Current District Conversion Charter Schools in Arkansas

Fountain Lake Charter High School 9-12 (Open 2015)

Fountain Lake Middle School Cobra Digital Prep Academy 5-8
(Open 2014)

Lincoln High School New Tech 8-12 (Open 2012)

Mountain Home High School Career Academy 9-12 (Open 2003)

Osceola STEM Academy 5-8 (Open 2012)

Pea Ridge Manufacturing and Business Academy 11-12 (Open
2014)

Rogers New Technology High School 9-11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Current District Conversion Charter Schools in Arkansas

The Academies at Jonesboro High School (Open 2013)

Warren High School 9-12 (Open 2015)

Warren Middle School 6-8 (Open 2014)

Washington Academy – Texarkana 9-12 (Open 2013)

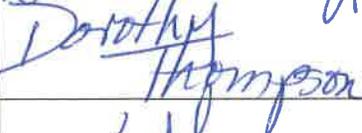
We value your input as we move forward through this process. Please take a moment to provide us with your opinions and comments. You can fill out the forms provided or email your comments to:

nirhscenterofexcellence@nlrsd.org

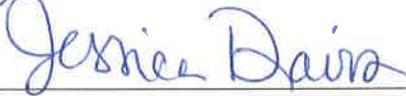
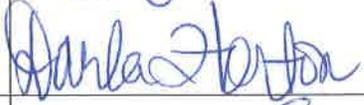
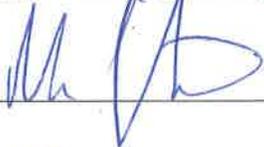
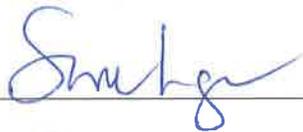
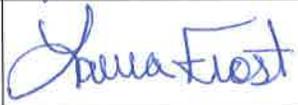
NLRHS Center of Excellence Input Form Responses

- Valuable input on my child's development
- Valuable input to my son's development
- I am in support of this center. I hope this will be an opportunity for "ALL" students. Hoping this program would include preparedness and assessments for students
- What is the real purpose of the Charter School?
- Very excited to see a different approach to learning for career paths
- Just so excited for the Center of Excellence! A bit fearful on how my Freshman will hopefully still be able to benefit from this. Please be sure to stay in constant updated communication re: available courses for him. It's crucial to stay firmly connected with the business world
- I think, if they haven't been already, be classes that are geared towards enterprise as well. I don't think we should limit our children to just being an employee. We should offer the option of being a business owner
- I hope you put in a lot of thought about this. It concerns me that you maybe trying to cut corners with certification of teachers and other standards that have been in place a long time. While I think redoing the schools in NLR was a good thing and I voted to raise my property taxes, I am "aghast" at the design of these schools. The architecture is too modern for the neighborhoods and NLR high looks like a prison. I hope a lot more thought will be is going into this conversion school. I am not against this concept. I am just concerned as a NLR resident and as a grandparent of NLR students. I am not for private companies coming in to run schools as a business or lowering standards. I think the concept that I heard tonight sound interesting

**North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Indian Hills Elementary School
 Tuesday, March 29, 2016- 5:30-7 pm**

Print Name	Signature	Parent/Guardian Y/N	Comments
Erica Appleby		N	future parent
Jimmy Appleby		N	future parent
Rosie Beninsfeld	Rosie Beninsfeld	N	for parent
Sharon Beninsfeld		Y	
Dorothy Thompson		✓	
Kate Mekan		Y	
Pat Innes		Y	
Stephanie Behunin		Y	
Darrell Montgomery		N	Board Member
Karli Savacini		N	
Olen Inest		N	Board Member
Connie Oland		Y	
Dipti Nagin		Y	parent

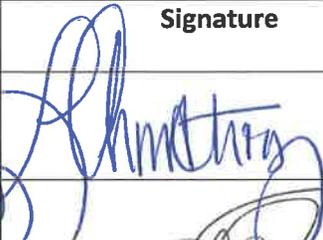
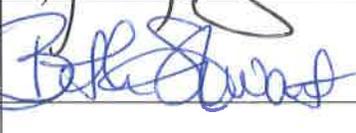
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Indian Hills Elementary School
Tuesday, March 29, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Ray Girdler		N	NLRSD
Jane moss		Y	
Jessica Davis		Y	
Jennifer Holsby		Y	
Darla Horton		Y	
Garrick + Michelle Conner		Y Y	
Michael Starks		N	
Sara Logan		N	
Jane English		N	
Laura Frost		Y	
Scott Tamm		Y	
Cheli Stafford		Y	
CARLTON WING		Y	

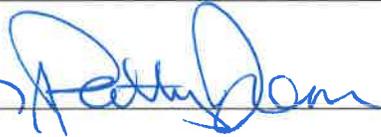
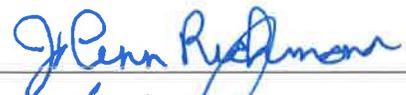
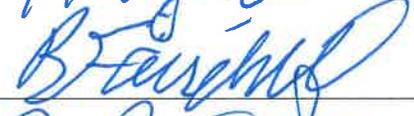
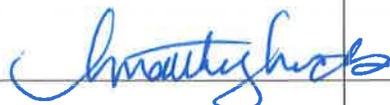
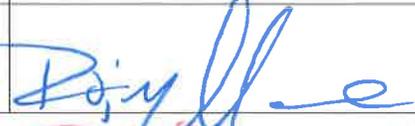
**North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Indian Hills Elementary School
 Tuesday, March 29, 2016- 5:30-7 pm**

Print Name	Signature	Parent/Guardian Y/N	Comments
Dorothy J. Williams	<i>Dorothy Williams</i>	N	Board Member
Julie Drake	<i>Julie Drake</i>	N	NLRSD
Rosie Coleman	<i>Rosie Coleman</i>	N	NLR
Christie Toland	<i>Christie Toland</i>	N	NLRSD
Aнди Campbell	<i>Aнди Campbell</i>	N	Bd. Member
Angie Colclaser	<i>Angie Colclaser</i>	Y	NLRSD
Lori Smith	<i>Lori Smith</i>	Y	
Lora Stogsdill	<i>Lora Stogsdill</i>	N	NLRSD
Kristal Reschke	<i>Kristal Reschke</i>	N	NLRSD
Kristal Reschke	<i>Kristal Reschke</i>	Y	NLRSD
Brenda Davis	<i>Brenda Davis</i>	Y	NLRSD
Amanda Ware	<i>Amanda Ware</i>	Y	NLRSD
Lila Zulma	<i>Lila Zulma</i>	grand	

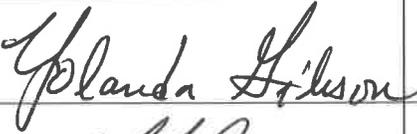
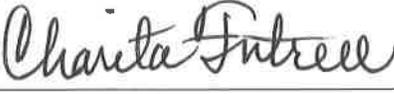
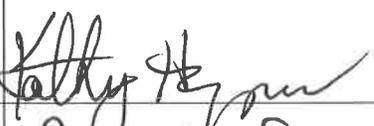
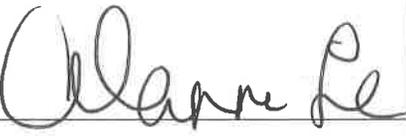
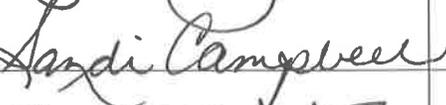
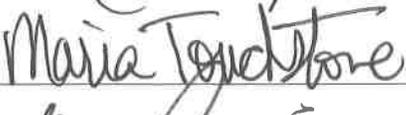
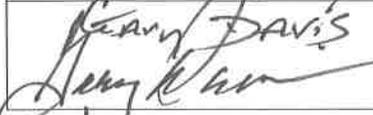
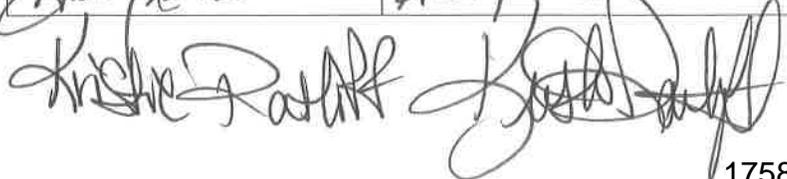
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Indian Hills Elementary School
Tuesday, March 29, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Lekeisha Clinton		Y	
Tarocia Campbell		N	
Kathy Johnson		N	
Beth Swans		N	

North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
North Little Rock Middle School
Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Patty Johnston		Y	
Nick Johnston		Y	
Jo Ann Richmond		Y	
Karli Sarcini		N	
Brent Sarcini		Y	
Chris Sierra		Y	
Becky Roden		Y	
Sheri Robuck		Y	
Rob Robuck		Y	
Lora Matthey-Hicks		N	
Carolyn Davis		Y	
Jennifer Cavnor		Y	
Rojay Moore		N	
Beth Stewart		N	

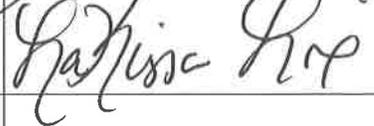
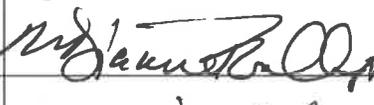
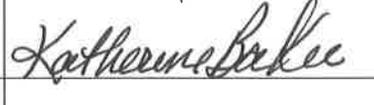
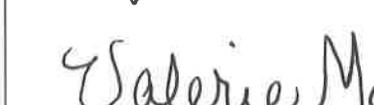
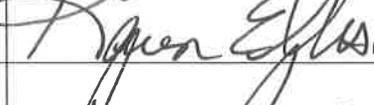
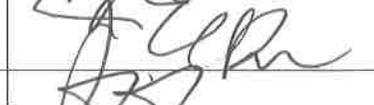
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
North Little Rock Middle School
Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Yolanda Gibson		N	
Todd Gill		Y	
Charita Futrell		Y	
Kathy Hyrum		N	
Bobby Gosser		Y	
Don Hunt		N	
Vittoria W		Y	
Alanna Lee		Y	
Luke King		N	
Jody Veit Edrington		N	
SANDI CAMPBELL		N	
Maria Touchstone		N	
Henry Davis		N	
Kristie Raloff		N	

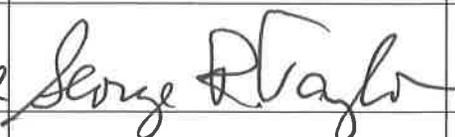
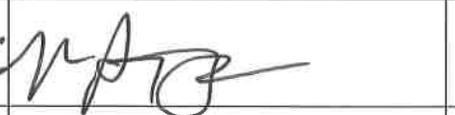
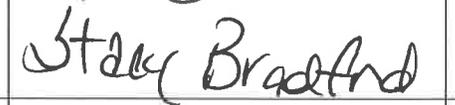
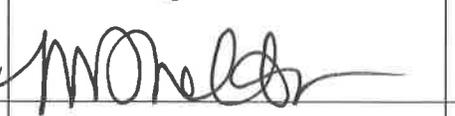
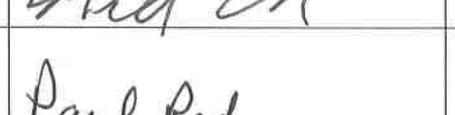
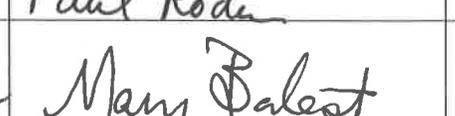
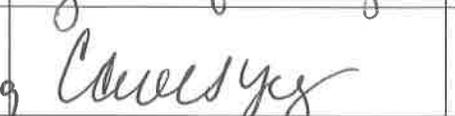
North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
North Little Rock Middle School
Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Amanda McNeal	Amanda McNeal	Y	
Christie Toland	Christie Toland	N	
Denise Drennan	Denise Drennan	N	
Kristen Mather	Kristen Mather	Y	
Micha Pace	Micha Pace	Y	
Dorothy J. Williams	Dorothy J. Williams	N	Board Member
Shelly Jones	Shelly Jones	N	
Chris Johnson	Chris Johnson	Y	
Kristin Wadley	Kristin Wadley	teacher	
PERRY LOITHEL	Perry Loithel	ADMINISTRATOR	
Amber Runsick	Amber Runsick	Y + teacher	
Scott Teague	Scott Teague	Y	BOARD MEMBER
Ann Emery	Ann Emery	Y	

North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 North Little Rock Middle School
 Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Comments
Brandi McNeal			
Lakissa Lopez		Yes	
MDianne Phillips		No	
Katherine Baker		yes	
Richard Hamilton		Yes	
Kim Stanley		yes	
LeighAnna Askins		Both	
Valerie McLean		NO	
Maryjane Thomas		NO	
KAREN ELLISON		YES	
Ray Girdler		No	
Jeani Guber		No	
Robert Forrest		Y	

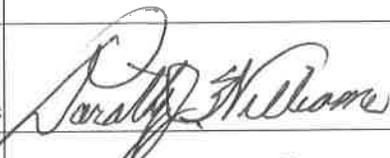
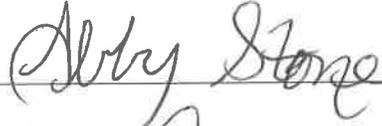
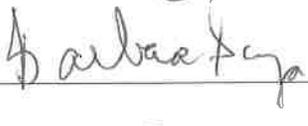
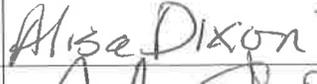
North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 North Little Rock Middle School
 Thursday, March 31, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
George Taylor		N	
D. Lee Tackett		N	
Mike Taylor		Y	
Stacy Bradford		Y	
Melany Shelton		Y	
Chris Shelton		Y	
Michael Stone		Y	
Amanda Fairchild		Y	
Michael Clark		N	
Paul Roden		G	
MARY BALEST		TEACHER	
Jennifer Toage		Y	
Carol Young		N	

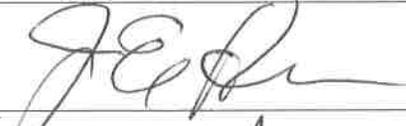
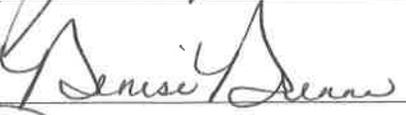
North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Glenview Elementary School
 Tuesday, April 5, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Dorothy J. Williams	<i>Dorothy J. Williams</i>	N	Board Member
Jamie Hill	<i>Jamie Hill</i>	Stand by	
Scott Lane	<i>Scott Lane</i>	N	BOARD MEMBER
W. Seth Martin	<i>W. Seth Martin</i>	N	
Carol Thornton	<i>Carol Thornton</i>	N	Principal
Michael Stone	<i>Michael Stone</i>	N	
Renee Harris	<i>Renee Harris</i>	N	Human Service Worker
Kathy Larch	<i>Kathy Larch</i>	Y	
Rodney Larch	<i>Rodney Larch</i>	Y	
RUBIE McRae	<i>Rubie McRae</i>	Y	
Keitra Brooks	<i>Keitra Brooks</i>	Y	
Billy Trent III	<i>Billy Trent III</i>	N	vakeisajones@gmail.com
Sinda Robinson	<i>Sinda Robinson</i>	Y	

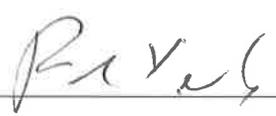
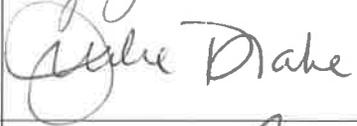
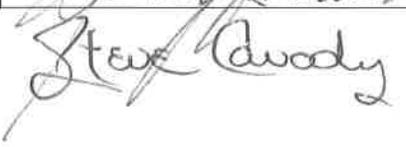
North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Boone Park Elementary School
 Thursday, April 7, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Dorothy J. Williams		N	Board Member
Kim Drake		Y	parent Kids do not attend NLRSD
PERRY COHEN		N	ASSISTANT PRINCIPAL
Christie Toland		N	
Scott Tamm		N	BOARD MEMBER
Angie Haustein		Y	
Bobbie Rigg		Y	Staff
Abby Stone		Y	Principal
Karli Samcin		N	
Barbara Scora		Y	
Alisa Dixon		N	
Chris Sierra		Y	Principal
Vakeisa Jones		N	

North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Boone Park Elementary School
Thursday, April 7, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Jennifer Boren		N	
Denise Drennon		N	
Brandy Rodgus		N	

North Little Rock High School Center of Excellence
 District Conversion Charter School Public Hearing
 Ridgeroad Elementary School
 Monday, April 25, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Maria Luisa Promote		Y	
Rosy Ausencio			
Angel Ausencio			
Bresuto.		Y	
Jimena	Reyes		
Beatriz Marquez	Beatriz AMS	Y	
cristian anglada			
Roy Girdler		N	
Julie Drake		N	
Karli Saracini	Karli Saracini	N	
Lee Tackett		N	
Scott Tamm		N	
Dorothy J. Williams		N	Board Member
Steve Canady		N	

North Little Rock High School Center of Excellence
District Conversion Charter School Public Hearing
Ridgeroad Elementary School
Monday, April 25, 2016- 5:30-7 pm

Print Name	Signature	Parent/Guardian Y/N	Comments
Saudi Campbell	<i>Saudi Campbell</i>	N	
Claudia Zuniga	<i>Claudia Zuniga</i>	Y	
Denise Drennan	<i>Denise Drennan</i>	N	

Charter School Planning Meeting

May 5, 2016

Printed Name	Signature	Building
PIERRY COHEN		NLRMS
Charles Jones		NLR A
Caroline Faulkner	Caroline Faulkner	West
Shawn Flate		Nolex
Kristi Barr	Barr	LR Chamber
Dæria Whisman		NREHS
Christie Toland		NLRSD
James Edwards		NLRSD

APPENDIX

Letters of Support



May 25, 2016

To Whom It May Concern:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners, the Little Rock Regional Chamber is prepared to continue our efforts in creating curriculum that provides multiple career and education pathways which align with current and future employment opportunities in STEM fields, specifically the manufacturing sector. We look forward to continuing our work with the district to strengthen the local workforce and provide a pipeline of talent to area employers.

The Little Rock Regional Chamber is the principal business-driven leadership organization responsible for fostering the economic growth and development of the Little Rock region to ensure that business and industry may operate profitably and enhance the earning opportunities and quality of life for every citizen. Providing qualified labor is a key component to ensuring that business and industry may operate profitably, and we need innovative educators like the North Little Rock School District paving new ground to make that happen.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, I have had input in the development of the plan. By partnering with the district, we not only have the opportunity to encourage students and their parents to see the manufacturing industry as a viable and lucrative option with lifelong career advancement opportunities, but we also have the opportunity to build a strong workforce for future economic growth.

Thank you for your strong consideration of this request. We are looking forward to continuing our support of this innovative and groundbreaking school.

Sincerely,

A handwritten signature in cursive script that reads "Jay Chesshir".

Jay Chesshir
President & CEO
Little Rock Regional Chamber



August 4, 2016

To Whom It May Concern:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners, The North Little Rock Chamber of Commerce is prepared to continue our efforts in aligning curriculum and providing multiple career and education pathways which align with current and future employment opportunities in the Transportation, Distribution, and Logistics sector. North Little Rock School District has demonstrated a strong desire to collaborate with industry to create programs that match employment needs. We look forward to working with the district to strengthen the local workforce.

As an institution whose purpose is to advocate for and support the businesses of Central Arkansas, The Chamber believes this conversion charter is a key component in fulfilling the employment needs in the industries of Transportation, Distribution, and Logistics. Implementing the conversion charter can only benefit the economic growth of Central Arkansas.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, I am actively involved in providing input in the development of the plan. By partnering with the district, we have the opportunity to encourage students and their parents to see the Transportation, Distribution, and Logistics industry as a viable and lucrative option with lifelong career advancement opportunities.

Thank you for your strong consideration of this request. We are looking forward to continuing our support of this innovative and groundbreaking school.

Sincerely,

John Owens
President & CEO
The North Little Rock Chamber of Commerce



August 4, 2016

Madam/Sir:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners, Pulaski Technical College is prepared to continue our efforts in aligning curriculum, and providing multiple career and education pathways which align with current and future employment opportunities in the Transportation, Distribution, and Logistics sector. North Little Rock School District has demonstrated a strong desire to collaborate with both PTC and industry to create programs that match students' educational and employment goals. We look forward to working with the district to advance learning opportunities for students, as well as strengthen our local workforce.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, PTC has been actively involved in providing input in the development of the plan. By partnering with the district, we have the opportunity to encourage students and their parents to see the Transportation, Distribution, and Logistics industry as a viable and lucrative option with lifelong career advancement opportunities.

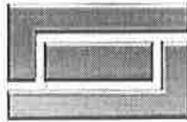
Thank you for your strong consideration of this request. We are looking forward to continuing our support and collaboration with NLRSD and this innovative school.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Ellibee', is written over a horizontal line.

Margaret A. Ellibee, Ph.D.
President
Pulaski Technical College

Lexicon Inc.



Telephone (501) 490-2300
P.O. Box 16390

Fax (501) 490-0022
Little Rock, AR 72231

May 24, 2016

To Whom It May Concern:

I am writing in support of North Little Rock School District's application for North Little Rock High School Conversion Charter School. As one of the district's partners Lexicon, Inc. is prepared to continue our efforts in aligning curriculum and providing multiple career and education pathways which align with current and future employment opportunities in STEM fields, specifically the manufacturing sector. We look forward to continuing our work with the district to strengthen the local workforce.

Lexicon employees over 1000 craft personnel nationwide. Locally we employ more than 100 people with iron working skills; welding, fitting, cutting, and rigging. Average wage for these workers after the first 90 days is over \$17.00 per hour. For the past three years we have been running at a deficit of at least 30 welders.

The curriculum and training plan proposed for the conversion charter school is consistent with industry demand in our region, and as a partner, I have had input in the development of the plan. By partnering with the district, we not only have the opportunity to encourage students and their parents to see the manufacturing industry as a viable and lucrative option with lifelong career advancement opportunities, but we also have the opportunity to build a strong workforce for future economic growth.

Thank you for your strong consideration of this request. We are looking forward to continuing our support of this innovative and groundbreaking school.

Sincerely,

Patrick Schaeck
President
Lexicon, Inc.

North Little Rock Center of Excellence Additional Evidence of Support

The following letters of support for the North Little Rock Center of Excellence application are on file. Any additional information or copies of the letters will gladly be provided.

- Monieca West-Chair, North Little Rock Chamber of Commerce Education Committee, ADHE
- Chris Shelton-Vice President, Regions Bank
- Dr. Kelly Hunt Lyon-Director, Little Rock Area Campuses Webster University
- Kurt Jansen-Business Development Coordinator, Custom Aircraft Cabinetry
- Donald Addie-Training Specialist, Kimberly-Clark Corporation
- John Caldwell-Plant Manager, Cameron A Schlumberger Company
- Kenneth Calhoun-Vice President Customer Relations, Truck Centers of Arkansas
- H. Glenn Guillory-Manager, Fleet Management, Entergy Services, Inc.

Additionally, 71 individuals signed a petition of support for the Center of Excellence. These signature pages will also be provided.

APPENDIX

Proposed School Calendar

APPENDIX

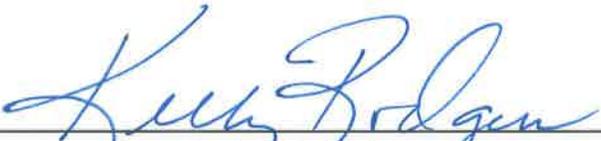
Signed Statement of Assurances

**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

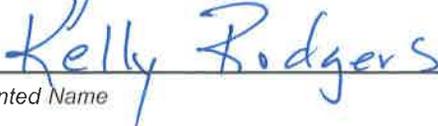
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District



Printed Name



Date



North Little Rock School District

2700 N. Poplar Street * North Little Rock, Arkansas 72114

(501) 771 - 8000 * www.nlrzd.org

**STAKEHOLDER PRESENTATIONS AND
COLLABORATION MEETINGS IN ADDITION TO
REQUIRED PUBLIC HEARING**

Industry Review Board Meetings

Community Meetings

Presentations to the following:

Civic Clubs

District PTA Council

North Little Rock Chamber of Commerce membership

Central Arkansas Industry and Business Representatives

Arkansas Department of Career Education

CTE Directors from PCCSD and LRSD

NLRSD Administration and Teachers

NLRSD Board of Education

NLRHS Counseling Department

Input was obtained from stakeholders at all presentations and meetings from May 4, 2015 through October 12, 2016.



North Little Rock School District

2700 N. Poplar Street * North Little Rock, Arkansas 72114

(501) 771 - 8000 * www.nlrsl.org

NORTH LITTLE ROCK CENTER OF EXCELLENCE PARTNERS

Truck Centers of Arkansas Commerce	Little Rock Regional Chamber of Commerce
Arkansas Trucking Association	Cameron
ASU-Newport	Caterpillar
Entergy	Custom Aircraft Cabinetry
Goodwill	Dassault Falcon Jet
Maverick Trucking, LLC	Kimberly Clark
Northwest Technical Institute	North Little Rock Chamber of Commerce
PAM Transport	Lexicon Steel
Pulaski Technical College	Molex
Purkeys	Tyson Foods
Wal-Mart	Tri-State Trucking
North Little Rock Housing Authority	L'Oreal
Springhill Nursing Home	UAMS



North Little Rock School District

2700 N. Poplar Street * North Little Rock, Arkansas 72114
(501) 771 - 8000 * www.nlrsl.org

ADDITIONAL LETTER OF SUPPORT



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Douglas House
8923 Bridge Creek Road, CATO
North Little Rock, AR 72120-9469

501-590-1055 Business
housedouglas@gmail.com

DISTRICT 40

Counties:
Part Pulaski
Part Faulkner

COMMITTEES:

Judiciary
Corrections/Criminal Law
Subcommittee

Agriculture, Forestry and Economic
Development
Vice Chairperson,
Small Business and Economic
Development Subcommittee

Joint Committee on Public Retirement
and Social Security Programs

Co-Vice Chairperson,
Joint Budget

September 29, 2016

Ms. Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

Dear Ms. Boyd:

I endorse the North Little Rock School District's application for a conversion charter school. The intent of the Legislature is to encourage the integration of vocational education into a school district's curriculum. That NLRSD has chosen to use the vehicle of a conversion charter is certainly commendable.

Thank you in advance for the help and encouragement that I know that you and the Department of Education will extend to the NLRSD. Please feel free to contact me if there is anything that the General Assembly can do to encourage vocational education integration.

Sincerely,

Douglas House
Colonel, US Army, Retired
Attorney at Law
Representative, District 40
Arkansas House of Representatives

✓ CC: Mr. Kelly Rodgers, North Little Rock School District



2700 N. Poplar Street * North Little Rock, Arkansas 72114
(501) 771 - 8000 * www.nlrds.org

ADDITIONAL GOAL FOR INDUSTRY CERTIFICATIONS

In 2015-16, 48 industry certifications were earned by North Little Rock High School students. By 2022, it is the goal of the North Little Rock Center of Excellence to improve that number to 72 industry certifications earned by students which would be a 50% increase.



North Little Rock School District

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(501) 771 - 8000 * www.nlrsl.org

PROFESSIONAL DEVELOPMENT TIMELINE

December: Exploratory trip for observations of personalized learning

January-May: On-site and community informational meetings and training

June: Additional on-site training

July: Bootcamp

August: Additional Teacher training and Center of Excellence opens



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TOURS OF SCHOOLS/DISTRICTS COMPLETED

Pea Ridge Manufacturing and Business Academy in Pea Ridge, Arkansas

Vista Unified School District in Oceanside, California (Personalized Learning)

Innovations High School in Salt Lake City, UT



North Little Rock School District

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(501) 771 - 8000 * www.nlrsl.org

Existing Course Approvals

These course approvals are already in place and will help make the transition for students to the Center Of Excellence smooth.

Embedded English 10/Oral Communication

Algebra I (8th Grade)



North Little Rock School District

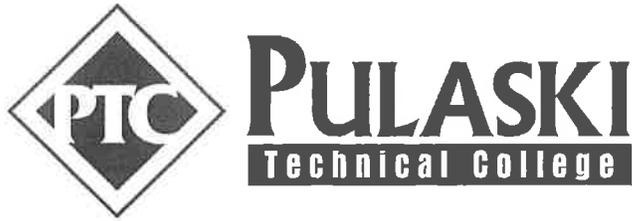
2700 N. Poplar Street * North Little Rock, Arkansas 72114
(501) 771 - 8000 * www.nlrsl.org

EXISTING MEMORANDUMS OF UNDERSTANDING WITH INSTITUTIONS OF HIGHER EDUCATION

University of Arkansas Little Rock

Pulaski Technical College

Shorter College



MEMORANDUM OF UNDERSTANDING FOR ARTICULATION OF STUDENTS

PULASKI TECHNICAL COLLEGE

AND

NORTH LITTLE ROCK SCHOOL DISTRICT

This Memorandum of Understanding (“Agreement”), entered into by and between **Pulaski Technical College** (hereinafter, “PTC”), located at 3000 West Scenic Drive, Little Rock, Arkansas, 72118 and **North Little Rock School District**(hereinafter “NLRSD”), located at 2700 North Poplar Street, North Little Rock, Arkansas, 72114.

PURPOSE

The purpose of this Agreement is to facilitate college degree completion of NLRSD graduates by awarding articulated college credit for approved high school coursework upon enrollment at PTC. Through collaborative efforts, PTC and NLRSD desire to provide a seamless transition from high school to college, thereby affording students the opportunity to earn a college degree in the most efficient manner possible.

AGREEMENT

It is agreed that any NLRSD student who has completed articulated courses listed in **Appendix A** will be awarded the equivalent course credit upon enrollment at PTC, subject to the provisions listed below. Students will not be required to pay tuition or other fees for credit earned by articulation.

REQUIREMENTS

- A. The student must complete the requirements necessary for admission to PTC.
- B. The student must have completed articulated courses listed in Appendix A with an A or B grade.
- C. The student must enroll at PTC within 2 years of high school graduation.
- D. Students must apply for articulated credit at www.pulaskitech.edu/early_college.

IMPLEMENTATION AND REVIEW

- A. This Agreement will be reviewed on an annual basis; both NLRSD and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- B. The PTC Registrar is responsible for posting approved articulated credit to the PTC transcript in collaboration with PTC Early College personnel.



PULASKI
Technical College

- C. NLRSD and PTC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, college and high school catalogs, recruitment publications, media announcements, social media engagement, and in-person information sessions.

MISCELLANEOUS

- A. This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- B. This Agreement may be terminated by either party with at least 90 calendar days written notice.
- C. In the event that the Agreement is terminated, all students who have completed articulated courses under this Agreement will be awarded articulated credit if they enroll at PTC within two years of high school graduation.
- D. Articulated credit is not necessarily transferable to other colleges and universities.

In witness whereof, the parties hereto cause this Agreement to be executed:

PULASKI TECHNICAL COLLEGE

NORTH LITTLE ROCK SCHOOL DISTRICT

Dr. Margaret Ellibee
President

Date

Kelly Rodgers
Kelly Rodgers
Superintendent

Date

8.24.2015



PULASKI
Technical College

APPENDIX A

NLRSD/PTC Articulated Courses

NLRSD COURSE	PULASKI TECHNICAL COLLEGE COURSE
Computerized Business Applications	CIS 1103 Computer Concepts
Medical Terminology	MET 1103 Medical Terminology I
Computerized Accounting	BUS 1123 Accounting Fundamentals
Criminal Law	PLG 2403 Criminal Law



MEMORANDUM OF UNDERSTANDING FOR CONCURRENT CREDIT

PULASKI TECHNICAL COLLEGE

AND

NORTH LITTLE ROCK SCHOOL DISTRICT

This Memorandum of Understanding ("Agreement"), entered into by and between **Pulaski Technical College** (hereinafter, "PTC"), located at 3000 West Scenic Drive, Little Rock, Arkansas, 72118 and **North Little Rock School District** (hereinafter "NLRSD"), located at 2700 North Poplar Street, North Little Rock, Arkansas, 72114.

PURPOSE

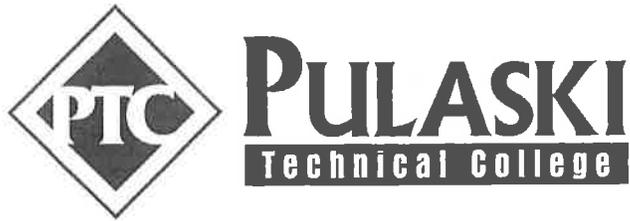
The purpose of this Agreement is to facilitate college degree completion of NLRSD graduates by offering students the opportunity to earn college credit and high school credit simultaneously through concurrent credit. Through collaborative efforts, PTC and NLRSD will determine appropriate concurrent credit courses to assist students to earn a college degree in the most efficient and affordable manner possible.

AGREEMENT

This agreement identifies PTC courses that provide high school students with concurrent credit opportunities, and obligations, responsibilities and requirements of both parties. Both parties acknowledge state and federal requirements regarding confidentiality of student information and agree to strictly adhere to all such requirements. Both parties agree that they may not assign rights or obligations under this agreement without the prior consent of the other.

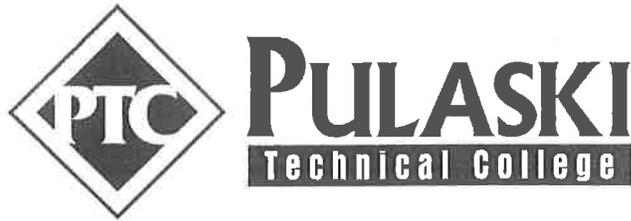
REQUIREMENTS

- A. Determination of concurrent course offerings will be a collaborative decision based on the interests of students and applicability of course offerings to requirements for high school completion. Courses offered will be freshman and/or sophomore level courses that are approved through established state and institutional processes and are published in the *PTC Catalog*. Parties will meet during the spring semester each year to make concurrent course decisions for the following school year. Courses for the current academic year are located in **Appendix A**.
- B. PTC complies with the Arkansas Higher Education Coordinating Board and accreditation requirements regarding faculty credentials and with the Arkansas Department of Career Education requirements for technical center faculty credentials. High school faculty teaching concurrent courses must hold degrees from an institution accredited by an accrediting agency



recognized by the U.S. Department of Education, CHEA, or from institutions with comparable status, certification, or recognition in other countries. Faculty teaching general education courses must, at a minimum, hold a master's degree and have 18 graduate-level hours in the subject to be taught. Faculty teaching in Career Technical Education (CTE)/occupational skills areas must hold at least an associate degree or appropriate industry-related licensure/certification. Faculty are required to participate in PTC Early College orientation and professional development activities.

- C. PTC will provide master course syllabi for concurrent credit courses, specifying the course description and applicable prerequisites; required textbook and other course materials; approved learning objectives for the course; calendar of class activities, assignments, and graded activities; the grading scale; an explanation of how the final course grade is computed; class meeting times; attendance and make-up work policy; academic honesty policy; ADA policy; and instructor's name, office hours, and contact information. NLRSD concurrent course faculty must use all elements of the master course syllabi in development of the individual concurrent course syllabus. Concurrent course syllabi must be submitted for review each semester.
- D. PTC is committed to quality instruction that supports documented student learning outcomes. NLRSD concurrent credit courses will follow PTC approved learning objectives and use approved course assessments. Students must submit approved placement test results (ACT or COMPASS), evaluate concurrent credit course faculty and participate in surveys assessing satisfaction with the concurrent credit program. Concurrent faculty will be evaluated based on the approved faculty evaluation processes of PTC. Success rates of students in concurrent courses will be tracked, and if the students enroll in classes at PTC immediately after high school completion, subsequent course success and graduation rates will be tracked, and data provided on an annual basis to the high school.
- E. Participating students must meet PTC admission requirements, meet a minimum overall 2.5 high school GPA on a 4.0 scale, meet required minimum ACT or COMPASS scores and other prerequisites for the courses they wish to take, and submit the PTC Early College Enrollment form signed by the student, parent and school designee each semester. **(PTC Early College Policy Appendix B.)**
- F. NLRSD shall recommend high school students who desire to participate in one or more PTC concurrent courses by signing the PTC Early College Enrollment Form. Recommended students must be qualified to participate in concurrent courses in a manner that ensures the safety of the student, other students, and PTC personnel. All career and technical education students are required to meet safety standards at all times, and, depending on the program, may be required to submit evidence of a clear drug screen for initial and continued participation in CTE classes. Students taking courses on a PTC campus are subject to the PTC code of conduct and associated disciplinary procedures.



- G. Both parties will provide their academic calendars for review and reconciliation and will be included in **Appendix C** of this document once approved by the respective parties.
- H. Both parties agree that PTC is not responsible for performing any obligation imposed on the High School under the Individuals with Disabilities Act (20 U.S.C. § 1400, et seq.) ("IDEA") or Section 504 of the Rehabilitation Act (29 U.S.C. 794 and 34 C.F.R. §§ 104.31 – 104.39) ("Section 504"), and all such obligations belong entirely to the High School. (**Appendix D**)
- I. This agreement will comply with the *Item V. Concurrent Credit Enrollment-Payment of Tuition and Fees*, Arkansas Higher Education Coordinating Board Policy 5.16: Concurrent Enrollment Policy. High school students and parents are responsible for all costs of PTC courses taken for concurrent credit, unless the costs for these courses are paid by an institutional or private scholarship, a grant, private foundation, or other private entity. PTC agrees to communicate NLRSD specific concurrent credit course costs to students and parents each semester. PTC does not bill the public school district unless the district assumes cost and requests billing. Cost structure and NLRSD specific charges are located in **Appendix A**.
- J. Arkansas statute (ACA 6-63-104) and Arkansas Higher Education Coordinating Board policy 5.05 require that each Arkansas institution of higher education conduct an annual review of faculty performance and submit an annual report to ADHE regarding the review process. ADHE is required to monitor the evaluation process, and to annually report findings to the Arkansas Higher Education Coordinating Board and the Legislative Council. The annual report is posted on the PTC Web site. If faculty or the high school are found to be non-compliant with PTC's policies and procedures governing instruction, curriculum, or instruction, the Vice-President for Learning will outline a professional development plan that addresses identified deficiencies and monitor performance to assure compliance. Continued non-compliance will result in dismissal.

REVIEW AND TERMINATION

- A. This Agreement will be reviewed and renewed annually no later than March 15 of each year. During the review period, either party may choose to modify or terminate this agreement. This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change. Termination of this agreement cannot occur during a semester when students are already enrolled in classes.

MISCELLANEOUS

- A. NLRSD and PTC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, college and high school catalogs, recruitment publications, media announcements, social media engagement, and in-person information sessions.
- B. NLRSD and PTC will advise and inform students and parents about potential limitations concerning the transfer of college course credit.



PULASKI
Technical College

In witness whereof, the parties hereto cause this Agreement to be executed:

PULASKI TECHNICAL COLLEGE

NORTH LITTLE ROCK SCHOOL DISTRICT

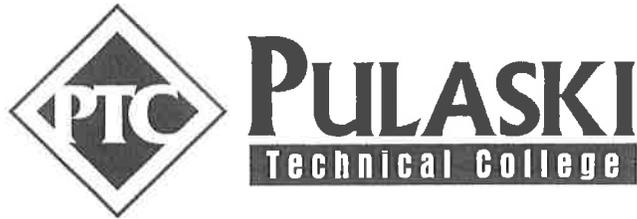
Dr. Margaret Ellibee
President

Date

Kelly Rodgers 8-24-2015

Kelly Rodgers
Superintendent

Date



APPENDIX A
NLRSD/PTC Concurrent Credit Courses
2015-2016

Cost Structure 2015-2016

High School-Sponsored Tier 1 Concurrent Enrollment Concurrent Administrative Fee
 Offered at the high school and taught by a teacher employed by the district. \$15 per credit hour

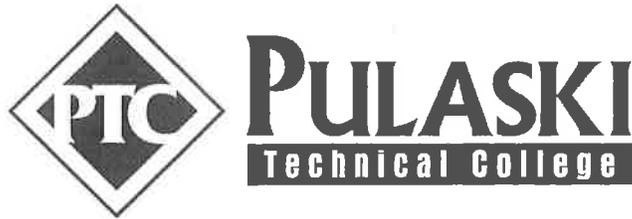
High School-Sponsored Tier 2 Concurrent Enrollment Tuition -- \$85 per credit hour*
 Offered at the high school and taught by a Pulaski Tech instructor. Minimum of 10 Students

College-Sponsored On-Campus Tuition -- \$95 per credit hour*
 Offered at a Pulaski Tech location and taught by a Pulaski Tech instructor. Concurrent Student Fee
 \$45 per credit hour
 and any Special Course Fees

*International or undocumented students will be charged tuition at the current out-of-state tuition rate.

Courses Offered 2015-16

Semester/Year	PTC College Course	Credit Hours	High School Course Equivalent	Tier and Price Structure	Mandatory Drug Testing
Fall 2015	WLD 1104 Basic Welding	4	Career Elective	Tier 3/\$95 per credit hour* + \$45 per credit hour concurrent student fee + special course fee	Yes
Spring 2016	WLD 1204 SMAW I	4	Career Elective	Tier 3/\$95 per credit hour* + \$45 per credit hour concurrent student fee + special course fee	Yes
Fall 2015	MST 1204 Machining I	4	Career Elective	Tier 3/\$95 per credit hour* + \$45 per credit hour concurrent student fee + special course fee	Yes
Spring 2016	MST 1304 Machining II	4	Career Elective	Tier 3/\$95 per credit hour* + \$45 per credit hour concurrent student fee + special course fee	Yes



Appendix B
Pulaski Technical College
Early College Policy

Pulaski Technical College welcomes high school students interested in taking college credit courses through our Early College program. Students may be enrolled concurrently, earning both high school and college credit simultaneously, or be enrolled dually, earning college credit only.

1. Students must have completed the eighth grade and be enrolled in an accredited public or private secondary school or home school.
2. Interested students must apply for admission to PTC, provide COMPASS or ACT test scores, meet the minimum reading score for admission to the college, and have a minimum high school grade point average of a 2.5 on a 4.0 scale.
3. To be eligible to enroll in Arkansas Course Transfer (ACTS) courses, students must meet the following minimum ACT scores or COMPASS scores.

Course	ACT Score Requirements	COMPASS Score Requirements
ENGL 1311 English Composition	English 19 and Reading 19	Writing 80 and Reading 83
MATH 1302 College Algebra	Math 21 and Reading 19	Math 50 and Reading 83
All Other ACTS Courses	Reading 19	Reading 83

4. Students must meet any other course prerequisite requirements.
5. Students cannot take developmental (remedial) courses.
6. Students must be classified as non-degree/non-certificate seeking and are not eligible for financial aid.
7. With certain exceptions, students cannot enroll for more than seven semester hours during any semester.
8. A high school counselor, principal, designee, or superintendent must approve the specific courses and the number of hours of enrollment for concurrently enrolled students each semester by signing the Early College Enrollment and Policy Form. Parents must sign the Early College Enrollment and Policy Form for both concurrently and dually enrolled students.
9. Students are responsible for any payment required and for purchasing textbooks (unless provided by the high school).
10. All grades received for college courses at Pulaski Technical College will be posted to the official Pulaski Technical College transcript.



Appendix C

ACADEMIC CALENDARS

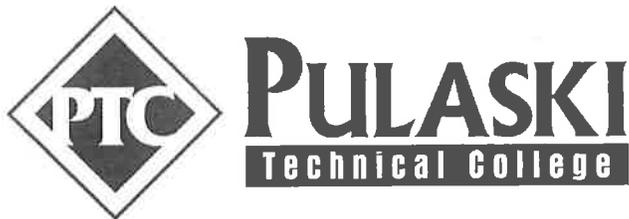
Pulaski Technical College Academic Calendar

Fall 2015

8/7/2015	F	Last Day to Register for Fall 2015
8/7/2015	F	Payment Deadline for Spring 2015
8/10/2015	M	Convocation/Campus Closed
8/17/2015	M	Classes Begin 16-Week Term
8/21/2015	F	Last Day to Add/Drop/Swap or Change to Audit for 16-Week Term
9/7/2015	M	Labor Day Holiday
Nov/25-28/2015		Thanksgiving Holiday
11/23/2015	M	Last Day to Drop or Withdraw for 16-Week Term
12/5/2015	S	Last Day of Instruction 16-Week Term
Dec/7-12/2015		Finals 16-Week Term
12/14/2015	M	Grades Due by 6 pm for 16-Week Term
12/17/2015	R	Grades Available Online
12/19/2015-1/1/2016		Holiday Break

Spring 2016

1/8/2015	F	Last Day to Register for Spring 2016
1/11/2016	M	Payment Deadline for Spring 2016
1/18/2016	M	Martin Luther King Holiday
1/19/2016	T	Classes Begin 16-Week Term
1/25/2016	F	Last Day to Add/Drop/Swap or Change to Audit for 16-Week Term
Mar/21-25/2016		Spring Break Holiday
4/22/2016	F	Last Day to Drop or Withdraw 16-Week Term
5/6/2016	F	Last Day of Instruction 16-Week Term
May/7-13/2016		Finals - 16-Week Term
5/16/2016	M	Grades due by 3 pm for 16-Week Term
5/14/2016	S	Commencement
5/19/2016	R	Grades available online



Appendix D Students with Disabilities

Accommodations/Modifications

PTC is not responsible for performing any obligation imposed on NLRHS under the Individuals with Disabilities Act (20 U.S.C. § 1400, et seq.) (“IDEA”) or Section 504 of the Rehabilitation Act (29 U.S.C. 794 and 34 C.F.R. §§ 104.31 – 104.39) (“Section 504”), and all such obligations belong entirely to the High School.

PTC shall only be required to provide participating students with a disability, as that term is defined under Section 504, with such auxiliary aids, academic adjustments or other accommodations required under 34 C.F.R. § 104.41 – 104.46. In any event, the High School shall provide a participating student with disabilities with the special education and related services, including assistive technology, specified in the High School’s Education Plan for the participating student, or which the High School is currently providing the student in other programs, or which the High School is required to provide under IDEA or Section 504. NLRSD and PTC agree that the High School shall provide participating students with any required special education or special education teachers, interpreters, counselors, note-takers, aides, teacher assistants, other paraprofessional services, or other similar services, and/or any required assistive technology and PTC shall have no obligation to provide a participating student with such services.

NLRSD shall be responsible to identify to PTC any participating student with a disability (as that term is defined by Section 504) and advise PTC of the nature of the student’s disability and the special education and/or related services the High School provides the student pursuant IDEA or Section 504. To the extent the High School and/or student requests that PTC provide any academic adjustment or auxiliary aid, the High School shall be responsible to notify PTC of such request and provide sufficient information to permit PTC’s personnel to evaluate the request. PTC shall determine, in its sole discretion, the nature and extent of any academic adjustments, auxiliary aids, or other accommodations it shall provide a participating student with a disability, consistent with its obligations under 34 C.F.R. §§ 104.41-46. To the extent NLRSD determines that a student requires additional services or assistive technology, it shall provide them to the student.

MEMORANDUM OF UNDERSTANDING

The University of Arkansas at Little Rock– North Little Rock High School Concurrent Enrollment Program Partnership Agreement

The Concurrent Enrollment Policy of the Arkansas Higher Education Coordinating Board (AHECB Policy 5.16.1) establishes guidelines for establishing and maintaining concurrent courses and programs including, but not limited to, requirements for faculty teaching courses, courses eligible for concurrent credit, ownership by the University of the courses offered at the High School, eligibility of students, and funding for student enrollment. All provisions of this MOU must conform to the latest Concurrent Enrollment Policy of AHECB. If AHECB revises its Concurrent Enrollment Policy, this MOU will be modified accordingly.

Under the terms of this Memorandum of Understanding (MOU), the University of Arkansas at Little Rock (the University) and North Little Rock High School (the High School) agree to allow High School students to enroll in University courses offered on the North Little Rock High School campus and earn an college credit while enrolled in high school.

The UALR- North Little Rock High School partnership will:

- Reduce the costs of higher education to students and families.
- Facilitate degree completion.
- Promote early completion of degrees.
- Introduce high school students to university life in a familiar educational environment.
- Provide comprehensive academic advising to students seeking the college credit.
- Encourage students to continue college beyond Concurrent Enrollment.

The UALR Concurrent Enrollment (CE) Coordinator will be the University's point of contact and oversee all aspects of the partnership. The High School will provide a Program Coordinator to serve as the High School point of contact.

The University Concurrent Enrollment Coordinator and High School Coordinator agree to the following:

- Established communication protocols between and among the University and High School Coordinators, University and High School administrators, High School students, and parents.
- The facilitation and implementation of program procedures.
- The submission of required documents based on established Concurrent Enrollment timelines.
- Requests for courses to be offered from among those in the Arkansas Course Transfer System (ACTS) or those otherwise agreed upon by the High School and University.
- The recommendation of qualified teachers for concurrent courses when possible.
- The assurance from High School officials that blended Advanced Placement and the blended Concurrent Enrollment courses are approved through the College Board course audit processes.

Courses offered for concurrent credit under this agreement will be taught on the High School campus, unless other mutually acceptable arrangements are made.

The University Coordinator will provide information regarding the application, admission, registration, completion, and transfer credit processes at an annual orientation meeting and by means of an orientation manual available online for the early credit seeking student.

Application

Students who desire admission into the Concurrent Enrollment Program must first apply through for admissions using the Concurrent Enrollment Application at apply.ualr.edu/hsc.

The High School Coordinator will guide students through the application process as prescribed by the University. To be considered for initial admissions and enrollment in the Concurrent Enrollment Program in the fall semester, a student should apply to the University **no later than June 1**. For initial enrollment in spring semester, a student should apply to the University **no later than December 15**.

- Students who seek to enroll after the **June 1** or **December 15** deadline will be allowed to apply for admission to the University with the approval of the High School principal and timely notification of the UALR Concurrent Enrollment Coordinator.
- Students who qualify for admission to the University after the deadlines will be considered for acceptance in Concurrent Enrollment Program courses on a case-by-case basis.

In addition to assisting the student in the application process, the High School Coordinator will provide all required transcripts, qualifying test scores, and the completed consent form to the University Office of Records and Registration by **June 1** of each year for concurrent students entering in the fall and by **December 15** of each year for students entering in the spring.

Admissions Requirements for Concurrent Enrollment Students

In order to be admitted into the University and designated as a concurrent student seeking early college credit, applicants must meet **one** of the following eligibility requirements:

- Complete at least 50% of the state-recommended college preparatory courses with a minimum grade point average of 2.5.
- Achieve a minimum overall high school grade point average of 3.0.
- Achieve a minimum composite score of 21 on the ACT. As an alternative, students can complete the entire COMPASS battery (Math, Reading, Writing) with a minimum reading sub-score of 88.
- In lieu of a COMPASS battery, a comparable scoring mechanism can be determined by UALR.

Course Registration Process for Concurrent Enrollment Students

In order to be registered in courses through the UALR Concurrent Enrollment Program, students must have first applied, been admitted, and meet the following minimum test score requirements:

- ALL CE courses: ACT score of 19 or above on the Reading component of the ACT or comparable scores on the COMPASS Reading test (83).
- Non- math and Science courses: ACT score of 19 or above on the Reading and English components of the ACT or comparable scores on the COMPASS Reading (83) and English (80) tests.
- Math and Science courses: ACT score of 21 in Math or a comparable score on the COMPASS Math (45) test.
- In lieu of a COMPASS battery, a comparable scoring mechanism can be determined by UALR.

A consent form indicating the student's commitment to seeking college credit will be signed by the student and his/her legal guardian and returned to the UALR Office of Records and Registration prior to student enrollment in the program. (See Attachment 1.)

In order to be enrolled in a course(s) under this agreement, class rosters will be reviewed and verified by the teacher, and verification will be submitted to the High School Coordinator. The High School Coordinator must communicate roster verifications to the UALR Concurrent Enrollment Coordinator by the designated time each semester.

The University of Arkansas at Little Rock seeks to resolve student complaints in a fair and expeditious manner. A student has the opportunity to appeal a grade if he or she feels the grade was inequitably awarded in that it violated a faculty member's own specified grading standards. Students and faculty members are urged to make all attempts possible to resolve a grievance before initiating formal appeal.

The awarding of Advanced Placement credit will follow the guidelines set by high school. Each concurrent course will receive no more than the appropriated credit as prescribed by University policy and in accordance with course credit awarding guidelines set by the Arkansas Department of Higher Education Coordinating Board for the completed work.

Transfer credit from regionally-accredited colleges or universities with a grade point of 2.00 or higher on a 4.00 scale is accepted upon submission and evaluation of official transcripts. Only official transcripts will be accepted for admission to UALR. Transcripts from other colleges or universities must be sent directly to UALR. Unofficial, faxed, or previously opened transcripts will not be accepted by the UALR Office of Admissions.

There is no limit on the number of credits a student may transfer to UALR; however, students are required to submit official transcripts from each college or university attended when seeking transfer credit.

The University will assess a minimal charge for college courses, while a scholarship will provide the remaining balance of tuition and applicable fees. All charges will be visible on the student's

BOSS account. (Instructions for accessing the BOSS account can be found at ualr.edu/earlycredit/need-assistance/). The student will not be given a transcript showing earned college credit until payment for tuition and fees not covered by the scholarship is documented. Ongoing non-payment will limit the student's eligibility for enrollment in subsequent semesters.

Students who earn college credit while in high school retain eligibility to apply for scholarships and financial aid as entering freshman at UALR following high school graduation.

Students reserve the right to drop or withdraw from courses according to the University drop/withdrawal schedule. When students remove one or more (but not all) courses from their academic schedule they are **dropping** a course. If students drop after the late registration period they will receive a grade of "W" for the course.

There is a deadline to drop an individual course during the semester. There is also a period of time that they can receive a refund for dropping. Students can find these important dates by viewing the semester calendar located on the UALR website.

When students remove all of the courses from their academic schedule they are **withdrawing** from the semester. Students will receive a grade of "W" for all these courses.

Concurrent Enrollment Course Instruction

The High School will provide teachers for Concurrent Enrollment courses when possible. If a teacher cannot be provided for a course, the partners can offer the course in keeping with the Concurrent Enrollment Policy of the Arkansas Higher Education Coordinating Board. To ensure that courses meet the same standards as those delivered on the University campus, faculty teaching concurrent courses must meet academic qualifications required for part-time faculty by the University department and ADHE concurrent enrollment policy.

High School faculty credentials must be presented to UALR academic units through the University's Concurrent Enrollment Coordinator for review and approval by UALR department chairs. These credentials include (but may not be limited to):

- A current curriculum vitae/résumé
- Transcripts
- A syllabus for each concurrent course taught by individuals new to the UALR Concurrent Enrollment Program

Any compensation related to an employee's involvement in the teaching of a course or the coordinating of the High School program from the High School partner will be determined and paid by the High School partner. Administrative overhead costs incidental to offering the program courses will be borne by the institution that incurs the cost.

Enrichment, Improvement, and Evaluation of Partnership

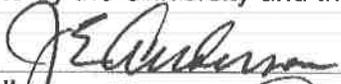
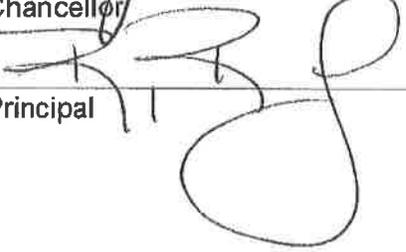
High School and University personnel may provide discipline specific enrichment and professional development opportunities for faculty involved in the partnership. The University provides annual discipline-specific professional development activities and ongoing collegial

Designees from University academic departments will evaluate the performance of courses once per academic year by means of an onsite visit. University faculty will provide feedback to the teacher, High School Coordinator, other appropriate High School administrators, and the UALR Concurrent Enrollment Coordinator. If the CE teacher is found to be in noncompliance with University department standard instruction, the teacher will not be reassigned the following year. The University requires that all concurrent teachers participate in the evaluation process..

Students and parents will complete an online satisfaction survey each year, and results will be reported to the appropriate High School and University administration.

This Memorandum of Understanding will remain in force in the absence of notice from either party to the other of a desire to terminate the agreement. A notice of no less than six months must be given if either party seeks to terminate this agreement.

The signatures below confirm that this Memorandum of Understanding is acceptable and is agreed to by the University and the High School.

	<u>6-27-16</u>
Chancellor	Date
	<u>3-8-2016</u>
Principal	Date



Received
Superintendent's Office

FEB - 1 2016

Kelly Rodgers
North Little Rock School District
2700 Poplar St
North Little Rock, AR 72114

Dear Superintendent Rodgers,

Enclosed is a copy of the proposed Memorandum of Understanding (MOU) that I feel better fits the goals we are trying to accomplish in our partnership. It is the follow-up to the conversations concerning concurrent enrollment.

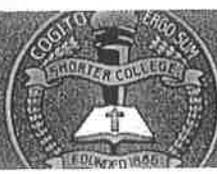
Also, enclosed is the request and letter we are submitting to the US Department of Education to request to be a part of the pilot program to award Title IV funds to students participating in these activities.

Sincerely,

O. Jerome Green, Esq.

Shorter College
President

Enclosure



Memorandum of Understanding

between

Shorter College (SC)

and

North Little Rock School District (NLRSD)

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Shorter College (SC) and North Little Rock School District (NLRSD) to create opportunities students at NLRSD students to receive a 21st century education through direct instructor contact and access to state of the art technology.

Background

Shorter College seeks to partner with NLRSD to increase student access to early college/dual enrollment at a lower cost.

Purpose

This MOU outlines how the TRACS approved dual enrollment partnership can assist NLRSD in closing the achievement gap while expanding the pool of college-ready students.

The partnership will accomplish the above purpose by undertaking the following activities:

(Shorter College)

- Offer the opportunity for dual enrolled students to earn at least 12 postsecondary credit hours (no more than 15 credit hours) in Title IV eligible programs while enrolled at North Little Rock High School
- Assure that this dual enrollment will not impede the academic progress at the secondary school
- Provide coursework that may also apply towards a secondary school diploma
- Provide enhanced student support services and student success counselors for high school to college transition support
- Provide assistance in completing the Free Application for Federal Student Aid (FAFSA)
- Adhere to Arkansas Department of Higher Education standards, policies, and requirements

(NLRSD)

- Ensure students are adequately prepared academically for postsecondary-level coursework (grade point average, placement tests, course prerequisite requirements, etc.)
- Provide student support services (academic tutoring, guidance counseling)

Reporting

Shorter College and NLRSD will agree on the success criteria and reporting periods for evaluation during a joint planning session.

Funding

This MOU is not commitment of NLRSD funds.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Shorter College and NLRSD. This MOU shall become effective upon signature by the authorized officials from the Shorter College and NLRSD and will remain in effect until modified or terminated by any one of the partners by mutual consent (with thirty day notice).

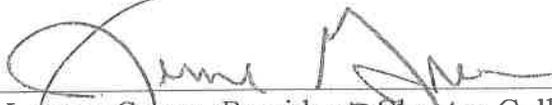
Modification, Entire Agreement:

This community partnership agreement represents the entire agreement and may be modified by a written amendment signed and dated by both parties. Disputes concerning the implementation or interpretation of this agreement shall be resolved through discussion between key staff of the two parties, and shall be the sole remedy for resolutions of such disputes.

Contact Information

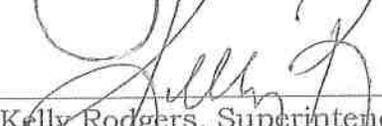
Partner name	Shorter College
Partner representative	Jerome Green
Position	President
Address	604 Locust Street N. Little Rock, Arkansas 72114
Telephone	501-374-6305
E-mail	Jerome.Green@shortercollege.edu

Partner name	North Little Rock School District
Partner representative	Kelly Rodgers
Position	Superintendent
Address	2700 Poplar St, NLR, AR 72114
Telephone	501-771-8009
E-mail	rodgerske@nlrsd.org



 Jerome Green, President, Shorter College

Date: 1/26/16



 Kelly Rodgers, Superintendent, NLRSD

Date: _____

604 Locust Street, North Little Rock, Arkansas 72114
Office Phone: (501) 374-6305 Office Fax: (501) 374-9333

info@shortercollege.org www.shortercollege.org



Shorter College
OPEID: 00110500
604 Locust Street
North Little Rock, AR 72114

Contact Person:
O. Jerome Green, President
604 Locust Street
North Little Rock, AR 72114
Jerome.green@shortercollege.edu
Telephone Number: 501-374-6305
Fax Number: 501-374-9333

“ESI 2015 DUAL ENROLLMENT”

Shorter College participates in the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965, as amended (HEA), and accepts the invitation of the Secretary to apply to participate in a new institutional-based experiment under the Experiment Sites Initiative (ESI); Federal Student Financial Assistance Programs under Title IV of the Higher Education Act of 1965, as amended.

About the Institution

Shorter College is a private, faith based, two-year liberal arts and educational institution of the African Methodist Episcopal Church. The College is located in North Little Rock, Arkansas and is one of the Nation’s 104 Historically Black Colleges and Universities (HBCUs) and the only two-year HBCU in the State of Arkansas.

The mission of Shorter College is to provide an excellent postsecondary education to individuals who are seeking knowledge, skills, and attitudes that will enhance the human condition and promote a world that is peaceful, intellectual, technologically advanced, and fulfills individual skills. Shorter College strives to educate individuals to become leaders of tomorrow within their local, national, and global communities.

Students remain the *raison d’être* of Shorter College. The College serves a culturally diverse student population. One of the amazing facts about the students who enter Shorter College is

that they are attempting to survive the educational and psychological deprivation of an educational system, which is an antithesis of equal opportunity. Even as survivors, however, there is little comparability between our students and their counterparts who enter predominately white institutions of higher education.

Consider these vital statistics for academic year 2014-2015:

African American females 64%
African American males 32%
Caucasian females 1%
Caucasian males 1%
Hispanic females 1%
Hispanic males 1%
Other 0%

The enrollment for the fall 2014 was 403 students.

The age of Shorter College students falls within the range of 17-60 years old. Sixty-eight percent (68%) of the students are 25 years or older and are non-traditional students, Also, 99% of the total student population of Shorter College is from the State of Arkansas.

Shorter College participates in the Title IV HEA programs, Federal Pell Grant, and Federal Direct Student Loan. The successful administration of the Title IV HEA programs has been shown for the fiscal year ending June 30, 2014. There were no compliance issues/deficiencies cited for the College's financial statements or federal awards during the audit. Released September 2015, Shorter College's 2012-2013 3-year unofficial Cohort Default Rate is 0.0%.

According to the "Composite Score of Calculation Worksheet," its calculation yielded a composite score of 2.9; and as a result, the College is considered to be financially responsible without oversight.

Brief Description and Particulars of the Overall Enrollment Arrangements

In February 2015, Shorter College's accrediting agency, Transnational Association of Christian Colleges and Schools (TRACS), approved the Dual Enrollment Agreement with North Little Rock School District: North Little Rock High School, West Campus, 101 West 22nd Street,

North Little Rock, Arkansas 72114 and North Little Rock Academy, 5500 Lynch Drive, North Little Rock, Arkansas 72117.

Shorter College will extend unique educational opportunities to qualified individuals who are currently enrolled in these two secondary schools. Furthermore, to better aid in the participation from these students, Shorter College will offer institutional scholarships to cover any gaps in funding for the participants if necessary.

Arkansas law allows for the enrollment of high school students in college courses under certain conditions. Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credits. This was effective fall 2013. The general education courses proposed to be offered for concurrent credits are listed in the Arkansas Course Transfer System (ACTS). Courses to be considered include College Algebra, English Composition, General Biology with Laboratory, Physical Science with Laboratory, Communications, and Sociology.

Shorter College is a part of the Arkansas Course Transfer System (ACTS). This agreement recognizes the transfer of approved or successfully completed credits to any state supported school or private school that is a part of the system. Only general education approved courses for transfer will be offered in the dual enrollment initiative.

Estimated Number of Students

Shorter College projects to have a minimum of 25 to 50 students enrolled in each participating school during the fall 2016 semester. These students will be from low-income families and first-generation college students and others who are otherwise underrepresented and who qualify for participation. We plan to further validate and document that students who participate in concurrent enrollment in post secondary and secondary schools can lead to improved academic outcomes by accumulating higher grade point averages (GPA'S) in both high school and concurrently enrolled college classes to higher graduation rates from secondary school and to increased continuance to postsecondary education following high school graduation.

Students who will be concurrently enrolled are high school students (12th grade first considered and then 11th grade), who have a score of 19 or better on the ACT Reading subtest or have a score on the EXPLORE, PLAN, or PSAT assessments that are projected to produce a 19 or better on the ACT Reading subtest, or comparable score on the SAT or ASSET. In addition, the college ACCUPLACER may be used for placement. In rare occasions 10th graders who show extremely high potential on SAT and ACT preliminary tests may be considered. Students will only be permitted to enroll in college level courses. Therefore, remedial or developmental courses are not included in the scope of available course offerings. Students may receive at least 12 and not more than 15 postsecondary credit hours per academic year. Student support services that will be available include academic tutoring, guidance counseling, career choices inventory, and other success strategies for college matriculation and graduation.

Human and Material Resources

Shorter College has the human and material resources to support and successfully implement its dual enrollment strategy: an administrative leadership committed to transforming lives of students to become contributing members of society; the Director of Financial Aid and staff who understand and adhere to federal regulations and counsel students in effective use of financial aid; a student affairs unit that provides out-of-class experiences, tutorials, counseling, and other pertinent services; an assessment team that collects, disseminates and utilizes data for effective decision making that will collect, maintain, and report all relevant information about dual enrollment students' receiving information about Federal Pell Grants under the experiment; and august faculty members who, in many cases, have backgrounds similar to the students they teach and serve. The Dean of Academic Affairs brings to this leadership a twenty-year record of leading and participating with a team who designed strategies for students to take advantage of early college credits while concurrently enrolled in secondary school, and serving as a part of this team tracked the college enrollment, success, and rate of completion over the years.

Shorter College faculty will utilize direct instruction as their primary delivery method utilizing lectures, group activities, outstanding guest speakers, hands-on related activities, case studies, work sheets, surveys, and multimedia. Individual teachers in specific kinds of courses will consider other best methods. Additionally, students will utilize identical resources such as

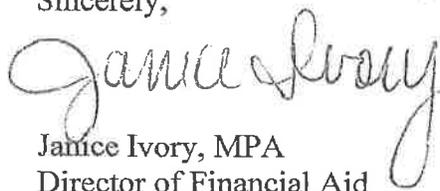
textbooks and other supplementary materials as the main campus. Courses taught at the sites will follow the approved curriculum.

The significant material resources include the A. W. Young Library, a member of the ARKlink, which is a consortium of 45 college and university libraries throughout the State. ARKlink member libraries participate in a statewide reciprocal borrowing program that allows students to borrow books from other participating members. In addition online resources are available through Shorter College's ProQuest database. All databases can be accessed from the students' home computers, schools, etc. This database is available 24 hours a day 7 days a week. In addition to on-site, direct contact, students will be able to communicate with instructors, discuss assignments, receive additional information, etc., through CAMS, the College's state of the art technology.

Succinctly, Shorter College is submitting this letter of application in Experiments under Experimental Site Initiative (ESI) because of who we are as an institution of higher learning committed to helping individuals to become all they can – no matter what their plight in life has been or is. We will meet and adhere to all of the experiment requirements.

If additional information is needed, we shall be happy to comply.

Sincerely,



Janice Ivory, MPA
Director of Financial Aid

Note: The official version of this document is the document published in the Federal Register. This document has been sent to the Office of the Federal Register but has not yet been scheduled for publication.

4000-01-U

DEPARTMENT OF EDUCATION

Notice Inviting Postsecondary Educational Institutions to Participate in Experiments under the Experimental Sites Initiative; Federal Student Financial Assistance Programs under Title IV of the Higher Education Act of 1965, as Amended

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Secretary invites postsecondary institutions (institutions) that participate in the student financial assistance programs authorized under title IV of the Higher Education Act of 1965, as amended (HEA), to apply to participate in a new institution-based experiment under the Experimental Sites Initiative (ESI). Under the ESI, the Secretary has authority to grant waivers from certain title IV, HEA statutory or regulatory requirements to allow a limited number of institutions to participate in experiments to test alternative methods for administering the title IV, HEA programs. ESI experiments are designed to facilitate efforts by institutions to explore particular

innovative practices aimed at improving student outcomes, the delivery of services, or both.

Under this experiment, participating institutions will be provided a waiver of the specific statutory and regulatory provisions that prevent students who are enrolled in secondary school from receiving Federal Pell Grants for enrollment in title IV-eligible postsecondary programs. Details of the experiment are provided in the Background section of this notice.

DATES: Letters of interest to participate in the experiment described in this notice must be received by the Department no later than [INSERT DATE 90 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER] in order for the institution to ensure that it is considered for participation in the experiment. Institutions submitting letters that are received after [INSERT DATE 90 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER] may still be considered for participation, at the discretion of the Secretary.

ADDRESSES: Letters of interest must be submitted by electronic mail to the following email address: *experimentalsites@ed.gov*. For formats and other required information, see "Instructions for Submitting Letters of Interest" under SUPPLEMENTARY INFORMATION.

FOR FURTHER INFORMATION CONTACT: Warren Farr, U.S.
Department of Education, Federal Student Aid, 830 First
Street, NE., Washington, DC 20002. Telephone: (202) 377-
4380 or by email at: Warren.Farr@ed.gov.

If you use a telecommunications device for the deaf or
a text telephone, call the Federal Relay Service, toll
free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Instructions for Submitting Letters of Interest:

Interested institutions must submit a letter of
interest. Letters of interest must be submitted as a PDF
attachment to an email message sent to the email address
provided in the ADDRESSES section of this notice. The
subject line of the email should read "ESI 2015-Dual
Enrollment." The text of the email should include the name
and address of the institution. The letter of interest
should be on institutional letterhead and be signed by the
institution's financial aid administrator.

The letter of interest must include the institution's
official name and Department of Education Office of
Postsecondary Education Identification (OPEID) number, as
well as a mailing address, email address, FAX number, and
telephone number of a contact person at the institution.

We are interested in information such as (1) a brief description of the proposed dual enrollment arrangement(s) between the institution and one or more public secondary schools or local educational agencies (LEAs) that the institution is considering for participation in the experiment; (2) how the arrangement would meet the requirements described in this notice; (3) if the institution has identified one or more public secondary schools that it will partner with under this experiment, identifying information for each public secondary school, and the school's LEA ; and (4) an estimate of the number of students who will be served under each proposed arrangement with one or a group of public secondary schools or LEAs.

Background:

Expanding opportunities for students to enroll and succeed in postsecondary education is vital to building a strong economy and middle class. However, there are numerous barriers preventing some students, particularly those from low-income families, from accessing and completing postsecondary education, such as cost and the lack of access to rigorous coursework and support services.

Dual enrollment, in which students concurrently enroll in postsecondary coursework while in secondary school, has emerged as a promising approach to expand access to

for postsecondary-level coursework and higher rates of secondary school graduation.^{4,5}

Dual enrollment can also facilitate stronger connections between the secondary and postsecondary education sectors by leveraging existing tools that enable closer alignment between secondary schools and postsecondary institutions. For example, some postsecondary institutions have begun using college- and career-ready standards and assessments at the secondary school level as an indicator of academic preparedness for college-level coursework. Despite evidence that dual enrollment programs show promising results for increasing students' college participation and outcomes, cost can be a barrier: at nearly half of institutions with dual enrollment programs, most students pay out of pocket for tuition.⁶ States, schools, and organizations can all play a role in investing in dual enrollment programs and ensuring

⁴ Speroni, C. (2011). High School Dual Enrollment Programs: Are We Fast-Tracking Students Too Fast? NCPER Working Paper. National Center for Postsecondary Research.

⁵ American Institutes for Research & SRI. (2013). Early College, Early Success: Early College High School Initiative Impact Study. Washington, DC: American Institutes for Research.

⁶ Marken, Stephanie et al. (2013). Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010-11. U.S. Department of Education, National Center for Education Statistics. <http://nces.ed.gov/pubs2013/2013002.pdf>

that costs do not pose a barrier to underserved populations.

The objectives of this experiment are to learn about how Federal Pell Grant funding can expand opportunities for students from low-income backgrounds to participate in dual enrollment, explore how Pell Grant funding can expand access to rigorous coursework for high school students, and provide the Department with information regarding the number and characteristics of Pell-eligible students who would likely participate in dual enrollment programs.

For this experiment, the Department is particularly interested in dual enrollment arrangements that are aligned with postsecondary degrees and credentials in high-demand fields, including Science, Technology, Engineering, Mathematics, and Computer Science, and those aligned with career pathways and other career preparation programs. These types of dual enrollment arrangements have been shown to produce strong positive outcomes for students.^{7,8}

⁷ Hughes, K., et al. (2012). Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs. Insight. James Irvine Foundation.

⁸ Rodríguez, O., Hughes, K. L., & Belfield, C. (2012). Bridging College and Careers: Using Dual Enrollment to Enhance Career and Technical Education Pathways. Available at: <http://ccrc.tc.columbia.edu/publications/bridging-college-careers-dual-enrollment.html>.

Reporting and Evaluation:

To evaluate the experiment, participating institutions will be required to collect, maintain, and report information about students receiving Federal Pell Grants under the experiment. This information may include: the number and characteristics of students enrolled in dual enrollment, the number of postsecondary credits the students have attempted and earned, the amount of Federal Pell Grant funding provided to each student, and indicators of academic progression and completion. In addition, participating institutions may be required to report information about the number and characteristics of low-income students who participated in dual enrollment prior to the experiment.

Participating institutions will be required to participate in annual surveys that collect information about the institution's dual enrollment arrangement(s) and any unforeseen challenges. This information may include the characteristics of the institution's dual enrollment arrangement (e.g., tuition and fees, caps on credits earned, support services provided, instructional delivery methods, and faculty characteristics). The Department will finalize the specific evaluation and reporting requirements prior to the start of the experiment.

The Department's evaluation will also include information reported by postsecondary institutions through the Department's systems regarding the enrollment, completion, and withdrawal of students who receive Pell Grant funds under the experiment.

Application and Selection:

From the institutions that submit letters of interest, the Secretary will select a limited number of institutions to participate in this experiment. When selecting institutions for participation in this experiment, the Secretary will consider evidence that demonstrates a strong record on student outcomes and in the administration of the title IV, HEA programs. The Secretary will also consider all information available about an institution including, but not limited to, information provided in an institution's letters of interest, evidence of programmatic compliance, completion rates, repayment rates, cohort default rates, financial responsibility ratios, evidence of credit transferability, and with regard to for-profit institutions, "90/10" ratios. The Department encourages applications from institutions of various types and controls, geographic locations, enrollment sizes, and title IV, HEA program participation levels, among other characteristics.

Participating institutions will have their Program Participation Agreement with the Secretary amended to reflect the specific statutory and regulatory provisions that the Secretary has waived for the experiment. Administration of the experiment is the responsibility of the entire institution. The institution will be required to acknowledge its commitment to properly administer the experiment.

The Experiment:

Description:

Section 484(a)(1) of the HEA and 34 CFR 668.32(b) specifically prohibit a student from receiving title IV assistance, including Federal Pell Grants, if the student is, in addition to being enrolled in an eligible postsecondary educational program, also enrolled in secondary school. Under this experiment, the Secretary will waive the statutory and regulatory provisions that prevent a student who is enrolled in secondary school from receiving Federal Pell Grants for enrollment in a postsecondary educational program. The Secretary will also waive, for the students included in the dual enrollment experiment, the requirement that a student must have a high school diploma or its recognized equivalent in order to receive title IV aid.

The Secretary does not waive any dual enrollment participation requirements that participating institutions, public secondary schools, State Educational Agencies, or LEAs may already have.

Consistent with the waiver authority granted to the Secretary under section 487A(b) of the HEA, this experiment will examine the extent to which waiving the restrictions on providing Federal Pell Grants to secondary school students increases low-income student participation in dual enrollment. Under the experiment, the student and the postsecondary program in which the student enrolls must meet all other title IV eligibility requirements in order for the student to receive a Federal Pell Grant.

Institutional Eligibility:

To participate in the experiment, the institution must have an arrangement with one or more LEAs or public secondary schools, as defined by the State in which the public secondary school is located, to permit public secondary school students to enroll in a title IV-eligible postsecondary program.

Under this experiment, the arrangement between the postsecondary educational institution and an LEA or public secondary school must:

- Require dually enrolled students to enroll in a title IV eligible postsecondary program as regular students, as defined by 34 CFR 600.2.

- Provide that students will receive Federal Pell Grants only for coursework that applies towards completion of a postsecondary credential at the participating institution. Such coursework may, but is not required to, apply towards a secondary school diploma. Participating institutions should ensure that dual enrollment arrangements do not impede participating students' academic progress and persistence in secondary school.

- Offer students the opportunity to earn the equivalent of at least 12 postsecondary credit hours while also enrolled in a public secondary school.

- Ensure that students are adequately prepared academically for postsecondary-level coursework. This may include ensuring that students meet any relevant requirements that may apply for enrollment, such as grade point average, placement tests, and course prerequisite requirements.

- Prohibit the use of Federal Pell Grant funds for remedial coursework taken by students who are enrolled in a public secondary school.

- Provide appropriate student support services, such as academic tutoring, high school to college transition support, guidance counseling, or other comparable services designed to increase student preparation for and success in postsecondary education. These services may be provided by the public secondary school, the institution, the LEA, or by another entity.

- Provide assistance completing the Free Application for Federal Student Aid (FAFSA). This assistance may be provided by the public secondary school, the institution, the LEA, or by another entity.

To the extent that the institution has information about potential restrictions on the transferability of the credits that secondary students may receive under the institution's dual enrollment arrangement, the institution must disclose this information to students and their families prior to the student's participation in the dual enrollment experiment.

Participating institutions must ensure that after all Federal Pell Grants, State, local, institutional aid, or other resources have been applied to student charges, students are not responsible for any remaining institutional charges as a result of enrolling in the

postsecondary program as part of the institution's dual enrollment arrangement under the experiment.

Use of Funds:

Federal Pell Grants made available to students to enroll in participating institutions through this experiment must not supplant public and institutional sources of funding for an institution's dual enrollment arrangement(s). To verify and monitor this requirement, participating institutions will be required to annually submit to the Department information about the total cost of operating the dual enrollment arrangement and the sources of funding for the arrangement. The Secretary may remove an institution from the experiment if the Secretary determines that Federal Pell Grant funds have been used to supplant existing funding sources.

Waivers:

Institutions selected for this experiment will be exempt from the following statutory and regulatory provisions:

- Section 484(a)(1) of the HEA and 34 CFR 668.32(b), to the extent that the statute and regulations prohibit a student who is enrolled in a public secondary school from receiving funds under the Federal Pell Grant program;

• Section 484(d) of the HEA and 34 CFR 668.32(e), to the extent that the statute and regulations require that a student have a high school diploma, or its recognized equivalent, to be eligible for Federal Pell Grant funds.

All other provisions and regulations of the title IV, HEA programs will apply to institutions participating in this experiment.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the contact person listed under FOR FURTHER INFORMATION

CONTACT.

Electronic Access to This Document: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available via the Federal Digital System at:

www.gpo.gov/fdsys. At this site you can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the Federal Register by using the article

search feature at: www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Delegation of Authority: The Secretary of Education has delegated authority to Jamiene S. Studley, Deputy Under Secretary, to perform the functions and duties of the Assistant Secretary for Postsecondary Education.

Program Authority: 20 U.S.C. 1094a(b).

Dated: October 29, 2015

Jamiene S. Studley,
Deputy Under Secretary.

2015 ESEA DISTRICT REPORT

District: N. LITTLE ROCK SCHOOL DISTRICT **Superintendent:** KELLY RODGERS JR **Address:** 2700 POPLAR ST
LEA: 6002000 **Attendance:** 94.23 **Address:** NORTH LITTLE ROCK, AR 721
Enrollment: 8576 **Poverty Rate:** 70.69 **Phone:** (501) 771-8000

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	4993	5033	99.21	4827	4855	99.42
Targeted Achievement Gap Group	3590	3625	99.03	3542	3566	99.33
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	2971	2995	99.20	2918	2935	99.42
Hispanic	350	354	98.87	367	368	99.73
White	1580	1587	99.56	1455	1462	99.52
Economically Disadvantaged	3484	3515	99.12	3441	3462	99.39
English Language Learners	221	225	98.22	247	247	100.00
Students with Disabilities	504	515	97.86	456	465	98.06

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	1091	4642	23.50	22.73
Targeted Achievement Gap Group	441	3322	13.28	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	317	2714	11.68	10.77
Hispanic	63	326	19.33	18.35
White	675	1515	44.55	26.04
Economically Disadvantaged	430	3229	13.32	17.63
English Language Learners	23	203	11.33	7.64
Students with Disabilities	35	459	7.63	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	579	4472	12.95	13.95
Targeted Achievement Gap Group	221	3269	6.76	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	143	2658	5.38	5.87
Hispanic	26	339	7.67	12.10
White	387	1393	27.78	17.14
Economically Disadvantaged	209	3182	6.57	11.02
English Language Learners	16	223	7.17	6.23
Students with Disabilities	34	415	8.19	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	588	702	83.76	75.15	94.00
Targeted Achievement Gap Group	320	399	80.20	71.43	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	1508	1999	75.44	75.15	94.00
Targeted Achievement Gap Group	774	1124	68.86	71.43	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	291	374	77.81	70.48	
Hispanic	36	43	83.72	70.37	
White	251	273	91.94	82.11	
Economically Disadvantaged	306	380	80.53	72.15	
English Language Learners	10	12	83.33	71.43	
Students with Disabilities	39	51	76.47	63.29	

2015 ESEA DISTRICT REPORT

District: N. LITTLE ROCK SCHOOL DISTRICT **Superintendent:** KELLY RODGERS JR **Address:** 2700 POPLAR ST
LEA: 6002000 **Attendance** 94.23 **Address:** NORTH LITTLE ROCK, AR 721
Enrollment: 8576 **Poverty Rate:** 70.69 **Phone:** (501) 771-8000

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

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

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

Number of enrolled students with completed PBA only:	51
Number of enrolled students with completed EOY only:	64

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016

1831



North Little Rock Center of Excellence

All Roads Lead to the COE



Purpose

Provide skills necessary for employment in 21st Century jobs

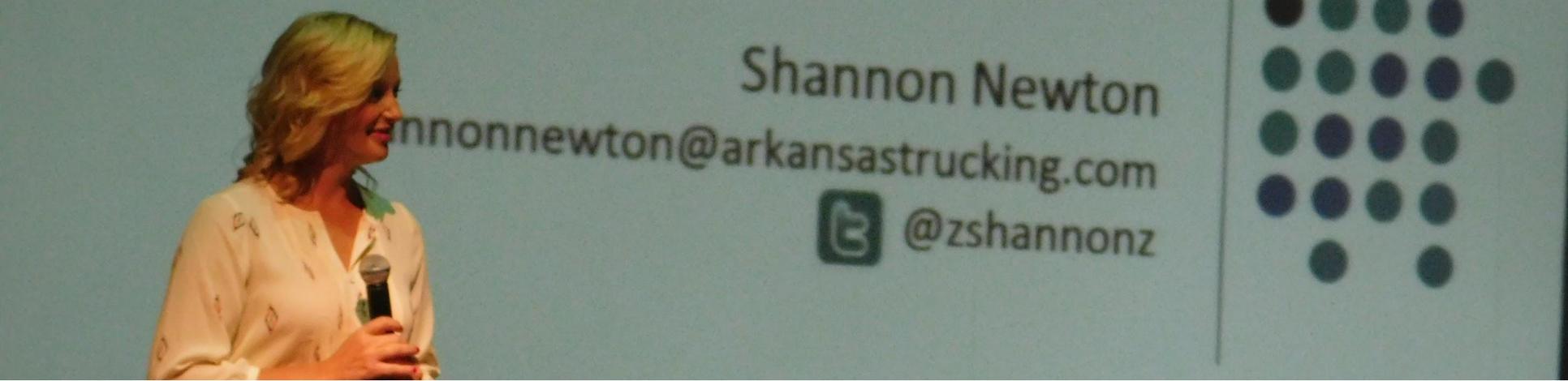
Build strong workforce in Central Arkansas

Equity in opportunities

Reengage disengaged youth

Challenge and Engage Gifted and Talented students

Meet needs of local industry employers



1833

Collaboration

May 4, 2015

through

October 12, 2016

Numerous Meetings and presentations held with opportunities for input.

32 Industry speakers have presented to students in the past two years to create awareness of COE career pathways.

Why a Charter School?



1834

The ACT Composite for the Freshman class is 21.5 within the core subject related areas and a 20.1 in the non-core related areas.

Alignment of previous EXPLORE and PLAN data indicate the students have an aptitude for Area 5 of the ACT World of Work map.

Subsequent data show that these same students have an interest in fields that and want a release from time constraints are currently not addressed through the traditional high school setting

Career Pathways

Computer Science

Manufacturing

Engineering

Health Care

Transportation, Distribution,
and Logistics



Key Components

Student Voice and Choice

Traditional

Blended

Digital

1836 Personalized Learning

Pace

Place

Path

Time

Career and College
Preparatory

Life Skills Centered



Personalized Learning: Student Voice

In all of my work in education, there has never been a more motivating or driving force than student voice.
-Andrew Marciner, Educator

Students serve as the leader of their Personalized Opportunity Plan (POP) team

Students manage and collaborate on their own team projects

The **Pace** of the instruction is dependant on mastery of skills for that student

Students determine their own schedule, they determine where learning takes **Place** and the amount of **Time** they spend to achieve mastery.

Students determine a career **Path** and learning is wrapped around their interest

Personalized Learning: What Students Say

"It's not enough to simply listen to student voice. Educators have an ethical imperative to do something...that is why meaningful student involvement is imperative to school improvement." Adam Fletcher, Educator

Pace:

59% of students tell us they would like to learn at their own pace.

Place:

63% of students would like to learn in a place that they are comfortable.

But 36.4% believe learning only takes place in a classroom with a teacher present.

Time:

59% believe they can learn anywhere at anytime.

Path:

19% students believe they cannot learn without an adult while 62% believe they can be responsible for their own learning.

73% prefer some level of digital course inclusion into their learning.

Personalized Learning: Student Choice

1839

Traditional Setting

School day looks like it does now.

Pace is determined by the teacher.

Place is determined by the teacher and student collaboratively.

Time is determined by all students that need a particular skill.

Path is determined by the teacher.

Blended Model

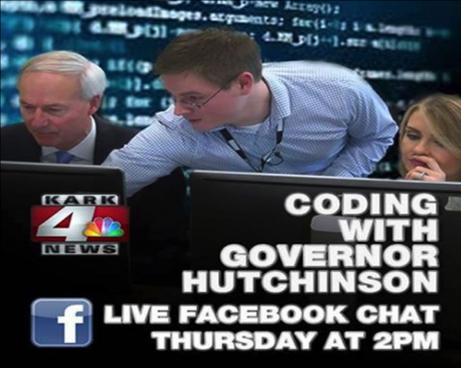
Combination of online learning and traditional, teacher led learning.

Most college courses are a blended learning environment.

Pace is determined by student mastery of skills.

Place and **Time** is blended between instruction determined by the teacher and outside learning determined by the student.

Path is determined by the teacher.



Personalized Learning: Student Choice

Digital Learning Model

Students will earn credits through a state approved digital platform.

Teachers will be available to conference with or provide direct instruction as needed on any topic the student does not understand.

Many colleges offer this as an option to students.

Students move at their own **Pace** throughout the curriculum as they achieve mastery. Learning can happen any **Place** and at any **Time**. Learning is relevant because student's learning is centered around a student's **Path**.

Personalized Learning: Student Support



Two-week Boot-camp

1841

The POP Team is made up of the student, a teacher, counselor, parent/guardian, and an industry partner

The team will conference with the student weekly. Industry partners will meet as needed with the team.

The purpose of the team is to set goals, to determine if the student is on track, and support the student with other issues that may be occurring in their life.

Retraining

A Day in the Life of COE Students

Emily-Traditional Learner

Jake-Blended Learner

Ayden-Digital Learner

1842



COE Students as Freshmen: Guided Career Exploration Focus

1843

Emily

Four core classes

One Medical Professions course

Jake

Successfully completes English 9, and Spanish I in one semester and moves into Health class early

Introductory Craft Skills foundation course and participates in athletics

Ayden

Completes English 9, Algebra I, and Physical Education/Health in first semester and chooses to move on to English 10, Geometry, and Introduction to Transportation, Distribution, and Logistics where he enrolls in Get Ahead Diesel School

Participates in band and Theatre programs

COE Students as Sophomores: Independent Career Exploration Focus

1844

Emily-entered 10th Grade with minimum credit requirement met

Traditional core schedule

Healthcare class and Computer Science

Jake-entered 10th Grade with 3 credits above minimum requirement

English 11, Biology, and Algebra II

Two core subjects

Electives: Athletics, Introduction to Manufacturing, Introduction to Engineering, Computer Science

Ayden-entered 10th Grade with 3 credits above minimum requirement

Completes English 11 first semester and English 12 second semester

Completes Algebra II second semester

Band and Theatre

COE Students as Juniors: Career Planning

Emily-entered 11th Grade with minimum credit requirement met

Traditional 11th grade coursework

Two Medical Professions Courses

Jake-entered 11th Grade with 3 credits above minimum requirement

English 12, Pre-Calculus, AP Spanish Language, core courses

One Engineering class, one Computer Science class, and one Advanced Manufacturing class

Athletics

Ayden-entered 11th Grade with 5 credits above minimum requirement

Completes Pre-Calculus first semester

Industry internship

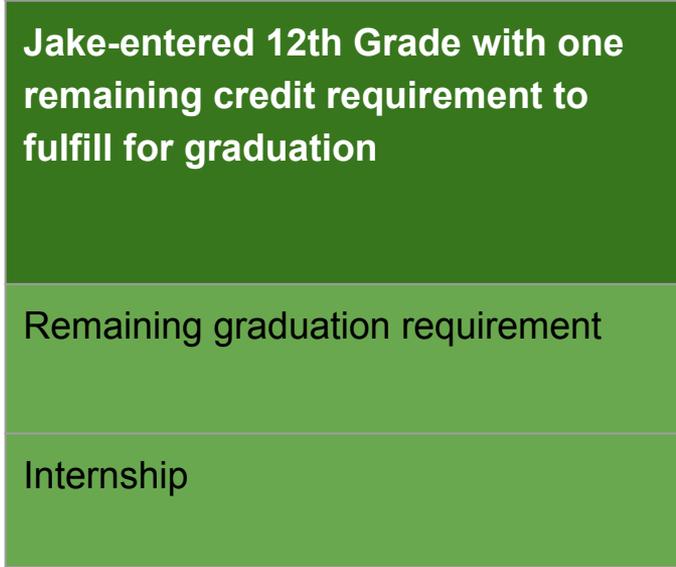
Continuous in Band and Theatre

COE Students as Seniors: Final Career Planning and Preparations

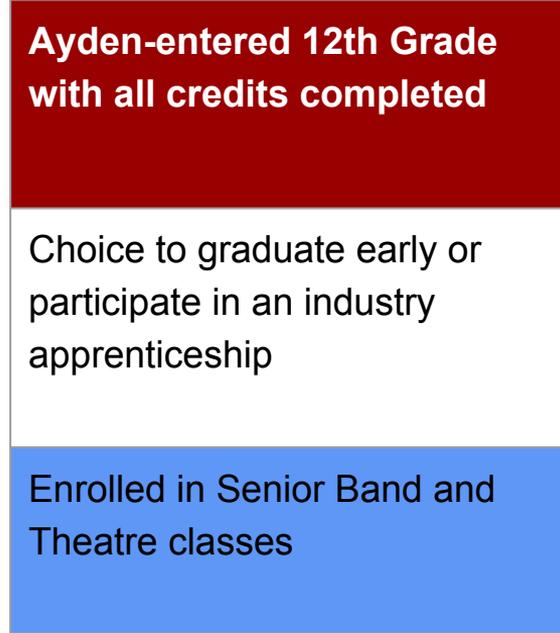
1846



Graduates with a CNA certification



Certifications including OSHA 10 and Concurrent Credit



Obtains additional certifications



Post-Graduation Options for COE Graduates

Obtain additional skills or Industry
Certifications

Work

2 year or 4 year College Program

Military

Program Evaluation

Goals

English-20% increase

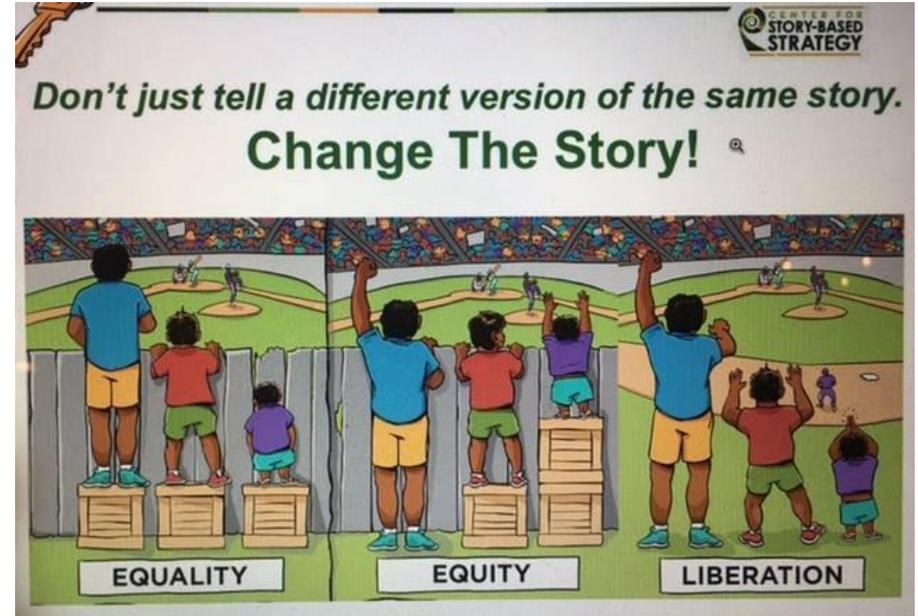
Reading-40% increase

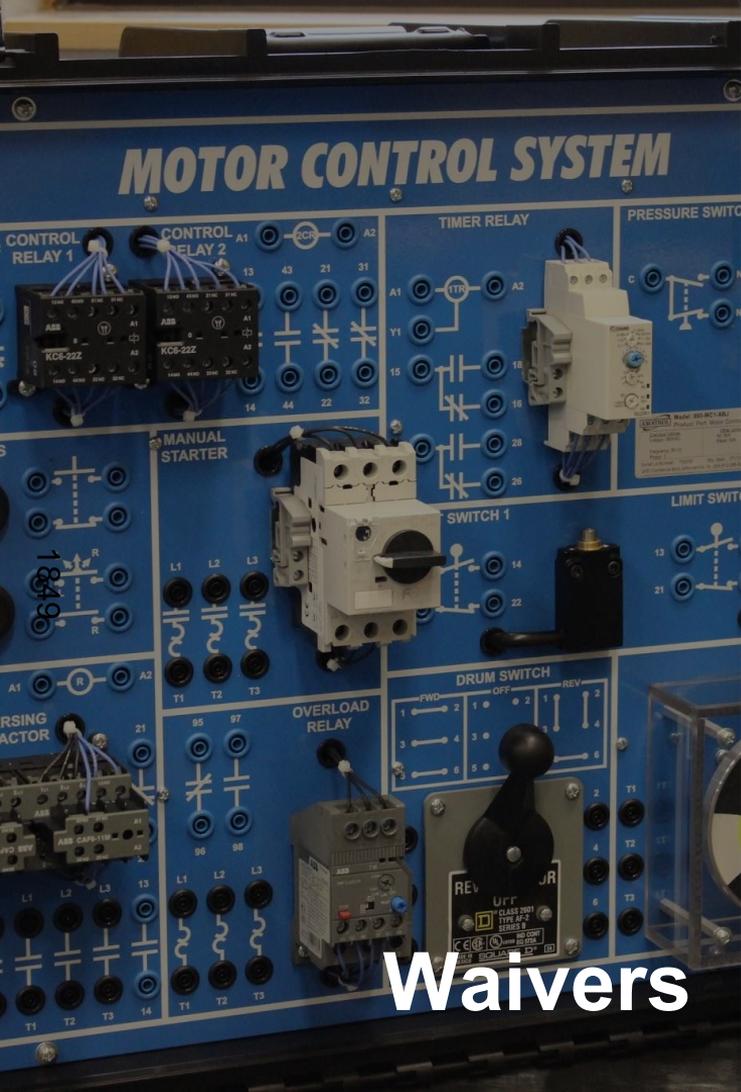
Math-40% increase

Science-20% increase

Industry Certifications-20% increase in number of certifications earned

Industry Review Board





Waivers

Uniform Dates for
Beginning and End of
School Year

Career and Technical
Education

Educator Licensure

Planned Instructional Day,
Seat Time

Library Media Specialist
and School Nurse

Class Size and Teaching
Load

Gifted and Talented

Professional Development

North Little Rock Center of Excellence

1850

All Roads Lead to the COE



North Little Rock Center of Excellence

Professional Development Plan Summary

Tenets of the North Little Rock Center of Excellence Professional Development Plan

The ultimate goal of the NLRCOE professional development plan is to shift the focus from compliance driven professional development opportunities to teacher centered opportunities for growth in professional practice that extend thinking and provide level four Depth of Knowledge learning experiences. This will be accomplished through the implementation of the following:

1. Teacher choice of learning modality
2. Micro-credentialing to prevent repetition of mastered content
3. Teacher choice of topics
4. Minimum number of hours required to maintain structure and accountability
5. Innovative categories for choice of required professional development

Just as we are providing students with the choice of pace, place, path, and time for their learning, it is our goal to provide the same innovations for our teachers in order to support the growth of innovative and student-focused professionals.

Professional Development Requirements

36 hours-State required

24 hours-NLRSD required

Total: 60 hours of professional development required

Summary of Expectations for 60 Required Hours

18 hours will be dedicated to direct improvement of professional practice. TESS will be used to collaboratively determine professional development needs for teachers based on areas of opportunity for growth in area of professional practice or specific content knowledge.

*42 hours will be dedicated to professional development completed in the format of the teacher's choice in the following categories:

Innovation-courses emphasizing new ideas, technology, best practices, and/or methods in education.

Design Thinking-training on the process of design thinking which may include formal methods for practical and creative resolution of problems, creation of innovative solutions, problem analysis and empathy.

Career and Technical Education-obtaining knowledge and understanding of current industry skills or technology, work place readiness skills and/or programs, college and career planning and preparation, program specific content, and/or current and future job trends that may impact programming.

Personalized Learning-training focusing on implementation of the tenets of personalized learning: pace, place, path and time. This may also include instructional/implementation best practices, methods, technology, programming, and/or administrative best practices.

Subject Specific Content-obtaining or deepening knowledge and understanding of subject specific content areas.

*The descriptions of each category above include but are not limited to the specific examples provided.

Learning Modalities

Teachers can choose from **traditional, blended, or digital** professional development options. Digital content provided by the Department of Education is an essential part of this choice.

Possible Formats for Teacher Learning

1. On/Off-site traditional professional development-session instructor who will provide the information needed to an audience. Some hands-on work may be provided.
2. Ed Camp-teachers indicate what they want to learn about at a scheduled event and designated experts in attendance provide the training.
3. Blended-some traditional training combined with digital content or interaction.
4. Digital-all content delivered digitally including an assessment of mastery
5. Externship-on-site training at a local business or industry facility
6. Tours-on-site tour of innovative programs to observe innovative best practices and gain knowledge about effective implementation
7. Action research-research initiated to solve a problem or issue as part of the design thinking process
8. Team Project-collaborative work on a specific topic for the purpose of growth in professional practice that may include action research and design thinking.

Micro-credentialing

No matter what modality is chosen, teachers will have the opportunity to demonstrate mastery of content through an assessment and/or project. Upon successful demonstration of mastery, the teacher will receive a micro-credential for that topic.

Micro-credentials will be awarded to teachers who have demonstrated mastery through an outside assessment system such as Digital Promise which is currently being used by the state for this purpose. Once a micro-credential is earned, a teacher will no longer be required to obtain professional

development on that topic unless changes in law or policy are made or new initiatives are initiated by the Arkansas Department of Education. In this case, teachers will be required to reassess and/or retrain in order to demonstrate mastery.

There are three topics in which teachers must continually demonstrate mastery: suicide prevention, child maltreatment, and ethics. Mastery of ethics topics will be assessed yearly to indicate sustained understanding.



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

October 21, 2016

Dr. Allen Williams
Prairie Grove School District
110 School Street
Prairie Grove, AR 72753

State Board
of Education

Mireya Reith
Fayetteville
Chair

**RE: Notice of Charter Authorizing Panel Decision
Prairie Grove High School District Conversion
Charter School Application**

Dr. Jay Barth
Little Rock
Vice Chair

Dear Dr. Williams:

Joe Black
Newport

On October 21, 2016, the Charter Authorizing Panel met and approved the application for Prairie Grove High School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, October 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on November 10, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on November 10, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

*An Equal
Opportunity
Employer*

Prairie Grove High School District Conversion Charter School Application
--

Motion

To approve the application with waiver changes
--

Barnes	Liwo	Saunders-2
Gotcher-M	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			I have no concerns. Dr. Williams presented a sound plan, and I am excited for the opportunity for students. I would encourage a needs assessment after one semester of implementation to ensure student/teacher support is being observed.
Lester	X			The model provides a great on-site opportunity for students to prepare themselves to go directly into the workforce or work related trainings. I have no concerns.
Liwo	X			Personalized programs of study will be generated for each student. Students and their parents will be involved in the development of a Planned Personalized Pathway. Good collaboration with business/industry is present. There is some concern with the level of the support that will be provided to students, but this can be worked upon. Business/industry will be involved and have input on curriculum, academic goals, and required work related training. Job training, internship, and community service opportunities are planned.

				A beneficial work program that will allow students to work part of the day in their career pathway identified field is outlined. There are also options for virtual courses that allow students to engage in flexible, self-paced learning.
Pfeffer	X			This model allows a flexible schedule to meet student needs, not limiting them to the constraints of a master schedule in a small district, continues the work to promote high standards for all students, but allows for student flexibility to engage in career-focused, enhanced concurrent credit, and internship opportunities.
Rogers	X			I have no concerns.
Saunders	X			I believe this is a very exciting and new approach to try to facilitate the individual needs of each student to ensure that they are successful in the workplace and life and not just in the areas of academia.
Smith	X			Prairie Grove School District is meeting the needs of their students and is using this process to offer more opportunities to their students.
Coffman				Chair

Submitted by: Alexandra Boyd
Date: October 21, 2016

Prairie Grove High School

School District: Prairie Grove

Grade Levels: 9-12

Grade Levels and Maximum Enrollment by Year:

School Year	Grade Levels to be Served	Maximum Enrollment
2017-2018	9-12	625
2018-2019	9-12	652
2019-2020	9-12	677
2020-2021	9-12	710
2021-2022	9-12	750

Address of Proposed School: 110 School Street, Prairie Grove, AR 72753

Mission Statement:

District Mission: Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.

District Vision: The Prairie Grove School District, with relentless intent and perseverance, will champion a K-12 learning community that is committed to ensuring all students graduate prepared for college, career, and citizenship.

Prairie Grove High School Mission: To guide all students toward becoming self-sufficient, responsible, and productive citizens in an ever-changing society. We will engage students in their own future success by providing opportunities to prepare students for further education and the workforce.

Information on the School District in Which the Charter Would be Located:

Prairie Grove School District

43.59% free and reduced-priced lunch (2015-2016)

Needs Improvement District (ESEA 2015) - Literacy, Math, and Graduation Rate

Documentation Provided in Support of the Charter:

Letters of Support Included with Application

Charlene Fite

State Representative

Sonny Hudson

Mayor, City of Prairie Grove

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C3: EDUCATIONAL NEED

- The \$25 credit recovery fee, the lack of transportation for summer school, and before/after school programming could limit the participation of some students who have a need for the services.

Issues that Remain Unresolved as Determined by Legal Staff:

5. CLOCK HOURS

- Applicant should confirm whether planned instructional time will equal a minimum of 6 hours a day or a minimum of 30 hours a week. If not, then additional waivers of Ark. Code Ann. § 6-16-102 and Section 10.01.4 of the Standards for Accreditation are needed. Waivers of Ark. Code Ann. § 6-18-211 and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 may also be needed based on Applicant's response regarding planning instructional time.

**Arkansas Department of
Education**

**District Conversion Charter School
2016 Application**

SCORING RUBRIC

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Verify that the overall student enrollment cap is 750.

Applicant Response: Because Prairie Grove High School is applying for a District Conversion Charter School; the overall student enrollment will include “all students” in grades 9-12. The projected enrollment cap is verified on the attached “Enrollment Projection” sheet we have used over the past few years. We realize student enrollment is a moving target and adjustments may need to be made over time.

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain if there will be any direct cost to the student for the following offerings: summer school, before/after school, transportation.

Applicant Response:

- 1) Summer school and before/after school is provided at no direct cost to the students. Those students attending summer school for credit recovery are asked to pay a \$25 fee to enroll, however the money is refunded upon successful completion of the course(s) with a passing grade.
- 2) Transportation will be provided during the traditional school day as it is currently. Transportation for summer school and before/after school will be the responsibility of the student, however much of the work can be completed off campus with Internet access. PGHS will work with students on an as need basis should a reasonable transportation issue arises to allow the student equitable access.

Remaining concerns: The \$25 credit recovery fee and the lack of transportation for summer school and before/after school programming could limit the participation of some students who have a need for the services.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Explain how a 2% increase on students' AP scores is a reasonable growth goal for a 5 year time period.
- In reference to goal number 5 in the chart, confirm that the attainment of the goal is to be assessed in 2023-24, even though the initial charter, if granted, will expire in 2022-23.
- Given that high school science standards will be fully implemented during the 2018-19 school year, provide a goal tied to science for that year and the following years.

Applicant Response:

- 1) PGHS already has extremely high participation in Pre-AP and AP courses. Due to our goal of increasing participation in these courses, raising the percentage for those scoring 3, 4, or 5's is more difficult. We are already very competitive with our percentage passing, even with the high participation. Therefore, any increase in scores while maintaining or increasing participation would be a significant achievement. We have been recognized in the Washington Post list of "America's Most Challenging High Schools," as one of the top performing high schools in Arkansas for the last few years, including last year when we were the second highest rated comprehensive traditional public high school in the state.
- 2) We believe that the attainment of Goal #5 should be assessed in the baseline year of 2018-2019 and after 4 years, rather than 5 years as noted in the chart.
- 3) Because the 9-12 high school science standards will be fully implemented in 2018-2019, PGHS would like to provide an additional goal (#7): Meet or exceed the state average in Science on the ACT Aspire. The attainment of the goal will be assessed after 3 years.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions:

- List the courses that will be offered to meet requirements in the following categories: 4 science credits, 4 social studies credits, drama, journalism, and 6 math courses.
- List the 38 required courses for graduation to be offered on an annual basis.
- Specify which AP Computer Science course(s) will be offered.

Applicant Response: 1) Prairie Grove High School meets the requirements of the following courses: Drama, Journalism; **4 Science:** Biology, Physical Science, Chemistry, Physics; **4 Social Studies:** ½ credit-Civics, ½ credit-Economics, ½ credit-Psychology, ½ credit-Sociology; ½ credit-American Government; ½ credit-World Geography; World History, US History; AP World History; AP US History; **6 Math:** Algebra I, Geometry, Algebra II, Algebra III, Pre-Calculus, Trigonometry, Statistics, Calculus.

2) GRADUATION REQUIREMENTS:

Reading, writing, and mathematics shall be incorporated into all curriculum areas.
The following courses shall be taught annually for a total of 38 units:

Language Arts - 6 units 4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama 1 unit journalism (Other options as approved by the Department)

Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.) 1 unit biology 1 unit chemistry 1 unit physics (Other options as approved by the Department)

Mathematics - 6 units 1 unit Algebra I 1 unit geometry 1 unit Algebra II 1 unit pre-calculus mathematics to include trigonometry (Other options as approved by the Department)

Computer Science -1 unit 1 Unit Essentials of Computer Programming, Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options as approved by the Department

Foreign Languages - 2 units of the same language

Fine Arts - 3 ½ units 1 unit art 1 unit instrumental music 1 unit vocal music ½ unit survey of fine arts or an advanced art or an advanced music course

Computer Applications with emphasis on current applications-1 unit

Social Studies - 4 units 1 unit American history with emphasis on 20th Century America 1 unit world history ½ unit civics ½ unit of Arkansas history if not taught in grade 7 or 8 (Other options as approved by the Department)

Economics - ½ unit

Health and Safety Education and Physical Education - 1½ units 1 unit physical education ½ unit health and safety education

Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.

3) PGHS currently offers Project Lead the Way Computer Science and in the future will offer AP Computer Science Principles and AP Computer Science-A courses. Once our licensed teacher completes trainings we will implement those into the offerings at the high school.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

Concerns and Additional Questions:

- Provide any written documentation of any formal agreements that exist between Prairie Grove and business partners and/or industry partners.

Applicant Response: Prairie Grove School District has attached written documentation of formal agreements that exist between Prairie Grove and the business/industry partners through the form of Memoranda of Understanding (MOU) agreements.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

Fully Responsive

Concerns and Additional Questions

- Provide any documentation of existing financial commitments.
- Provide documentation of any existing course approvals for embedded courses or confirm that that the charter, if approved, will work with the ADE and/or ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.

Applicant Response: Prairie Grove School District and/or Prairie Grove High School have no existing financial commitments in reference to this charter application. PGHS will work with the ADE and/or ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses if approved.

C8: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how frequently the ACSIP team will meet to address the plan for school improvement.

Applicant Response: The PGHS ACSIP Leadership Team will meet at least twice monthly to review the effectiveness of the plan and make recommendations to the Conversion Charter Advisory Committee which includes teachers, parent, business partners and administrators, who will meet at least one time per semester.

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;

- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions:

- Confirm that transportation will be provided to accommodate extended hours, summer school, labs, and apprenticeships at no cost to the students.
- Confirm that the charter, if approved, will comply with all state and federal special education regulations.
- Confirm that appropriate accommodations for state assessments will be provided to students with disabilities.
- Explain how gifted and talented (GT) students will have their social and emotional needs met and how GT students who do not choose to enroll in AP courses will be served.

Applicant Response: 1) Transportation will be provided during the traditional school day as it is currently. Transportation for extended hours, summer school, labs or apprenticeships will be the responsibility of the student. PGHS will work with students on an as need basis should a reasonable transportation issues arise to allow the student equitable access to participate.

2) Prairie Grove High School will continue to comply with all state and federal special education regulations and continue to provide the full range of services needed through this program.

3) Prairie Grove High School will continue to provide the appropriate accommodations for state assessment for students with disabilities as required by federal and state regulations.

4) Prairie Grove High School will continue to provide access to all GT services in its current capacity, meeting their social and emotional needs. GT students are provided the opportunity to be serviced through AP courses, special projects and regularly meeting with the GT Coordinator/Teacher for special seminars. Academic activities and competitions are available that allow students extended curricula, independent studies or special interest projects.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Verify that the report will be in the newspaper and will be presented to the school board in a regularly scheduled public board meeting separately from the district's annual report to the public.

Applicant Response: PGHS will continue to provide meetings allowing for updates and overviews of progress being made by the school. Staff, students and community will be invited for various meetings to hear reports concerning test scores, the number of industry-recognized certifications, graduation rate of subpopulations and other information. Data will be reported at public meetings, published in the local newspaper, posted electronically on the school website and through social media as appropriate. This information, including progress made by the school in reaching performance objectives during the previous year, will be presented, at least annual, at a local school board meeting and in a meeting separate from the district’s annual report to the public. This information will also be shared with the state board and/or charter-authorizing panel as required. These meetings are generally held each fall with updates as the year progresses.

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how frequently the advisory committee will meet.

Applicant Response: There will be an additional Conversion Charter Advisory Committee made up of business partners, members of the community, parents and school personnel that will meet at least once a semester. More meetings of this committee may be necessary during the initial "set up" year, should we be approved. The committee will review how the school is doing and make recommendations on programs and operations.

C21: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how often the “regular meetings to review, revise and modify the career pathways” will be held.

Applicant Response: PGHS charter founders and other leaders will have regular meetings to review, revise and modify the career pathways based upon the current market needs, stakeholder input and the needs of the students. These meetings will be held at least twice a year or once a semester and may be held more as deemed necessary to ensure the success of the school.

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

Prairie Grove High School

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

General Response to the Waivers from Prairie Grove High School

After consideration of the ADE Conversion Chart Authorizing Panel's responses to our request for waivers and reviewing our plan for implementation, we have determined that we only need to request the following three waivers to meet our goals:

1. Class Size and Teaching Load: Section 10.02.5
2. Clock Hours: Section 14.03
3. Licensure: Section 15.03 Ark. Code Ann. § 6-15-1004, Ark. Code Ann. § 6-17-309, Ark. Code Ann. § 6-17-401, Ark. Code Ann. § 6-17-902, Ark. Code Ann. § 6-17-919

We rescind our request for all other waivers as noted in our responses below.

Prairie Grove High School

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

**Prairie Grove High School
Waivers Requested in Original Application
2016 District Conversion Charter Application**

1. Career and Technical Education

Section 9.03.3.9 of the Standards for Accreditation

Prairie Grove High School requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences and Survey of Agriculture) as separate classes. PGHS will ensure compliance with ADE Standards Rules, Arkansas Frameworks and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such flexibility is necessary to increase time for students to participate in career pathways opportunities at the high school level.

Legal Comments: The section requested is for grades 5-8, and the Applicant refers to grade 8 in its rationale. However, Applicant will serve grades 9-12. Applicant should provide clarification on what section it is requesting and rationale for why. Additionally, waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: *Exclude or rescind Section 9.03.3.9 of the Standards for Accreditation*

Remaining Issues: None – Waiver request has been rescinded

2. Planned Instructional Day

Section 10.01.4 of the Standards for Accreditation

Prairie Grove High School requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week in order to increase scheduling flexibility and offer more opportunities during the day for career exploration. By utilizing embedded coursework and a self-paced, personalized learning environment, students will have more time to serve in internships and apprenticeships, gaining experience, industry certification and concurrent credit.

Legal Comments: Rationale should be provided as to why this waiver is necessary to achieve the Applicant's goals and how it will ensure students are mastering the curriculum. In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

Applicant Response: *Exclude or rescind Section 10.01.4 of the Standards for Accreditation*

Prairie Grove High School

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Remaining Issues: None – Waiver request has been rescinded

3. Class Size and Teaching Load

Section 10.02.5 of the Standards for Accreditation

Prairie Grove High School requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. Prairie Grove High School believes that, in certain circumstance, in order for students to be scheduled as needed, more students than currently allowed may need to be scheduled in some classes. Prairie Grove High School ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students total or no more than thirty-five (35) students in a class. Prairie Grove High School will use this wavier on an as-needed basis only to create flexibility for student scheduling.

Legal Comments: Applicant should acknowledge that special education class sizes cannot be waived. Additionally, if the district will not be compensating an educator for teaching more than 150 students a day, then a waiver of Ark. Code Ann. § 6-17-812 is necessary.

Applicant Response: *1) We understand that special education class sizes cannot be waived. 2) PGSD will compensate teachers for teaching more than 150 students a day and we do not need to waive Ark. Code Ann. § 6-17-812.*

Remaining Issues: None

4. Professional Development

Ark. Code Ann. § 6-17-701 et seq.

Section 15.04 of the Standards for Accreditation

To the extent that it is necessary, Prairie Grove High School requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The wavier will apply to Technical areas only and will apply to no core areas. Prairie Grove High School will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities and expectations. This wavier will help Prairie Grove High School meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

Legal Comments: This waiver is not necessary for non-licensed educators as they do not have to follow the professional development requirements, but the waiver would apply for teachers and administrators.

Prairie Grove High School

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Applicant Response: *Exclude or rescind Section 15.04*

Remaining Issues: None – Waiver request has been rescinded

5. Clock Hours

Section 14.03 of the Standards for Accreditation

Prairie Grove High School requests a waiver of clock hour requirements for graduation credit in order to meet the goals of its charter. This waiver will be used to create more flexibility in student schedules, which will in turn allow more time for substantial participation in relevant and meaningful career pathway opportunities in accordance with each student's Planned Personalize Pathway. Prairie Grove High School assures that the granting of this wavier will not create a dilution of the coursework required to meet all necessary standards and frameworks for affected courses.

Legal Comments: None

Remaining Issues: Applicant should confirm whether planned instructional time will equal a minimum of 6-hours a day or a minimum of 30-hours a week. If not, then additional waivers of Ark. Code Ann. § 6-16-102 and Section 10.01.4 of the Standards for Accreditation are needed. Waivers of Ark. Code Ann. § 6-18-211 and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 may also be needed based on Applicant’s response regarding planning instructional time.

6. Licensure

Ark. Code Ann. § 6-15-1004

~~**Ark. Code Ann. § 6-17-302**~~

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-902

Ark. Code Ann. § 6-17-919

Sections ~~15.02~~ and 15.03 of the Standards for Accreditation

Prairie Grove High School requests a wavier from the above-listed statues and rules to the extent that it is necessary to give Prairie Grove High School the flexibility to hire business and industry professionals or individuals employed by higher education who possess outstanding

Prairie Grove High School

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Information provided by Applicant is in italics.

credentials and work history, but who do not hold a valid Arkansas Teaching License. All individuals who will be utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks.

Legal Comments: Ark. Code Ann. § 6-17-302 and Section 15.02 of the Standards of Accreditation apply to the requirements for principals only. Applicant should confirm whether it plans to utilize these waivers and if so, how those waivers will help the Applicant meet its goals. If the Applicant doesn't plan to waive the requirements for principals, then Applicant should confirm it is rescinding those waivers.

Applicant Response: *PGHS will utilize the waivers noted above excluding or rescinding Ark. Code Ann. § 6-17-302 and Section 15.02 of the Standards of Accreditation that applies to the principal. We are only requesting waivers that are necessary for those instructors that do not possess a valid Arkansas Teaching License, which will allow us to employ individuals that possess industry, recognized credentials and have work experience in the field being taught. We believe these highly qualified and highly trained instructors will be the best-qualified employees to train students in career pathways. These waivers will not be used for core academic classes. It will only be used for career or technical fields where the instructor has a valid business or industry recognized certificate, license or credential and substantial work experience.*

Remaining Issues: None

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 3, 2016

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Six public school districts submitted applications for district conversion charter schools:

- Harrisburg School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 600 students;
- Harrison School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district;
- Hot Springs School District, proposing a charter school to provide instruction in grades seven (7) through eight (8) with an enrollment cap of 600 students;
- North Little Rock School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 3,000 students;
- Prairie Grove School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) for all high school students in the district; and
- Van Buren School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 325 students;

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer 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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. The applicants' responses are as follows:

Harrisburg School District, Harrisburg College and Career Preparatory School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrisburg School District has carefully reviewed the impact that the granting of a conversion charter to Harrisburg High School would have upon the efforts of the Harrisburg School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrisburg High School will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrisburg School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrisburg High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Harrison School District, Harrison High School: "Pursuant to Ark. Code Ann. §6-23-106, the Harrison School District has carefully reviewed the impact that the granting of a conversion charter to Harrison High School would have upon the efforts of the Harrison School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Harrison" High School will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Harrison School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Harrison High School as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

Hot Springs School District, Hot Springs Junior Academy: "The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs Middle School to a charter middle school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses."

North Little Rock School District, North Little Rock Center of Excellence: "The North Little Rock School District will continue to operate in compliance with all applicable Arkansas law. The 2013 Desegregation Settlement Agreement requires that the applicant

district, as well as the other school districts in Pulaski County, participate in legal transfer, within the parameters of the 2013 settlement agreement. There will be no restrictions for transfers out of Pulaski County Special School District. The applicant confirms that the conversion of North Little Rock High School to a charter school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is no longer under a Desegregation plan.”

Prairie Grove School District, Prairie Grove High School: “PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.”

Van Buren School District, Arkansas River Valley Virtual Academy: “Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegregated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district’s efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.”

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs Junior Academy, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Prairie Grove High School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Prairie Grove High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: All HS students

Name of School District: Prairie Grove School District

Name of Contact Person: Dr. Allen Williams

Address: 110 School Street City: Prairie Grove

ZIP: 72753 Daytime Phone Number: (479) 846-4213 FAX: (479) 846-2015

Email: allen.williams@pgtigers.org

Charter Site Address: 500 Cole Drive

City: Prairie Grove

ZIP: 72753 Date of Proposed Opening: August 2017

Name of Superintendent: Dr. Allen Williams

Address: 110 School Street City: Prairie Grove

ZIP: 72753 Daytime Phone Number: (479) 846-4213

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

District Mission: Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.

District Vision: The Prairie Grove School District, with relentless intent and perseverance, will champion a K-12 learning community that is committed to ensuring all students graduate prepared for college, career and citizenship.

Prairie Grove High School Mission: To guide all students toward becoming self-sufficient, responsible, and productive citizens in an ever-changing society. We will engage students in their own future success by providing opportunities to prepare students for further education and the workforce.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

1. Education/Career Pathways will be established in order to bring focus and clarity to each student's educational plan. We will begin by piloting pathways in the areas of Building Trades and Design, and Health Professions in the first year. We will continue to add pathways in future years in order to provide pathways for all of our students. These will be developed based upon the career opportunities of the region and student interests. Some pathways that are being considered include the following: STEM; business/retail/marketing; college prep with "majors" in different areas such as fine arts, classical studies, etc.; computer programming; metal and plastics fabrication/industrial arts; and teaching/service professions.
2. Partnerships with business and industry partners will be established and they will provide input into the curriculum development and academic goals, so that we can ensure that we are providing the training desired in the area workforce.
3. Students and parents will be involved with the school in establishing **Planned Personalized Pathways (P3's)**, individualized plans of study to reach their particular goals.
4. Flexibility will be provided in the educational delivery so that graduation requirements may be met efficiently, freeing up time for advanced study, training and "on the job" experiences before leaving high school.
5. Developing character traits and soft skills necessary for succeeding in the work place and for responsible citizenship will be embedded throughout the curriculum and offered in stand-alone workshops and courses.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Prairie Grove High School held a public meeting on Thursday, July 21 at 6:00 PM for the purpose of assessing support for the establishment of our public charter school. There were more than twenty-five (25) stakeholders in attendance, including parents, staff, business leaders and current school board members. The meeting was publicized on June 29, July 6 and July 13 in the Washington County Enterprise Leader and the Northwest Arkansas Democrat-Gazette on June 24, July 4 and July 11. We also made public notice on social media, such as Facebook and Twitter and it was also posted on the district and school websites for more than three (3) weeks.

The presentation began with Dr. Allen Williams, Superintendent welcoming guests and then introducing key staff that has assisted with the charter application process. The definition of a conversion charter school, the reason why the district is applying for a charter and the initial goals and objective for our charter were presented. This was followed by a question and answer time to clarify things for the audience. Finally, everyone was given a comment sheet in order to allow for anonymous comments or concerns. We also considered comments made on a Facebook page announcing the meeting.

The comments were positive and in support of the conversion charter process. The presentation was posted on district and school websites for viewing, with contact information, should those not in attendance wish to have the opportunity to make comments or express concerns.

Public Comments 6:00 PM-July 21, 2016

1. If you are adding classes, will you have to eliminate some?
 - No classes will be eliminated initially.
2. How will the people or instructors be hired? Will they be volunteers, paid or hired by the school district?
 - Most of these instructors will be hired as school employees
 - Partners may help find qualified instructors in the area of their expertise.
 - Some partners may have folks that have retired that would like to work a few hours a day.
 - We may have other options also.
3. What specific waivers are you seeking?
Examples of waivers are:
 - Seat time
 - Teacher certification
 - Student/teacher numbers
 - Flexible scheduling
4. Will the Conversion Charter affect the School Board that exists now?
 - No, we will keep the School Board as we currently have it.

5. Are there any schools you have visited or collaborated with and what did you gain or learn from them if anything?

- Yes, in the area there is Farmington, Lincoln, Pea Ridge, Gentry, Siloam Springs
- Through a partnership with the NWA Educational Cooperative and the Walton Foundation we were able to visit schools out of state. We visited schools in Oklahoma City, New York and California.
- There are some innovative opportunities available for high school students which can lead to industry recognized certifications in high skilled / high-wage career fields.

6. Who are some of the partners?

- We have spoken to Business and Industry Partnerships such as: Kimbel Mechanical; Nathan Ogden-Pick It Construction; Walker Masonry; Coyle Construction; Franklin and Sons Roofing; and more
- Prior to the public meeting, we met with Business and Industry Partners to solicit their support to develop programs to teach kids potential career fields. We asked them to support us through their signatures on a Memorandum of Understanding.

7. When is the application due and when will you find out the answers?

- The timeline is August 4 the application is due to the Arkansas Department of Education (ADE). October 19 or 20 we hope to meet with the ADE's Charter School Authorizing Panel (CSAP) to review our application. If it passes the CSAP, then it will go to the State Board of Education in November or December. If it is approved, implementation will be in the 2017-2018 school year.

8. How will this be funded, will it be through public funds from the state?

- We will be funded through our current revenue streams.
- The state has applied for a federal grant for charter schools. Should the state receive that grant, we hope to be issued a share of that grant.

9. **Comment from a parent:** This would be great to use the conversion charter for those kids going into higher education too.

- We currently offer similar opportunities for students wishing to go into higher education, one example is our Project Lead the Way Engineering Program.

10. Will kids be tied to the pathways or can they change?

- Yes they can change pathways, but it would probably have to be at a semester to do that.
- Those with specialized trainings may not have as much flexibility due to prerequisites.
- How great would it be if kids could follow their interest in high school where it's free and make those changes rather than in college when it costs!

11. You said kids could participate in sports and other areas?

- Yes, because they will not be traveling off campus to a technical center but will stay on campus

12. **Comment from a School Board Member/Partner:** I believe the largest thing is opportunity. We get to offer this to kids to see other things outside the traditional. They get a taste or see what's out there. For me as a Board Member, I'm in favor of this program.

13. **Comment from a parent:** I like this as a parent. My first kid went through Project Lead the Way and did great! My other kid I hope will take advantage of this path.

14. Do you need anything from us - the community?

- Yes, make comments on the sheet provided and note if you have a skill we could use.
- Be patient with us. This will take time to build.

Prior to the public meeting a Business and Partnership meeting was held to gain support of local community partners and explain our charter information on a more personal level. Dr. Williams reviewed the proposed charter information and asked that each of the community partners sign a Memorandum of Understanding (MOU) showing their support in this process.

Comments from Business and Partnership Meeting 5:00 PM-July 21, 2016

Comments were:

1. I want to see college bound kids as well as others to expose them to what the construction job does.
2. We are not "herding" kids but opening doors/eyes as to opportunities.
3. We need to expose kids.
4. Allow workplace experts/business folks to show kids what we do.
5. I think this shows kids what the grown up word is like through application.
6. I had a dad that allowed me to work on site, but I think it would give that kid the experience for those that don't have a dad to shadow.
7. My child would have taken advantage of this. He was not college bound, but now is working toward Diesel Mechanic at OSU IT.

Evidence of the public meeting is included in the Appendix.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

District Mission: Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.

District Vision: The Prairie Grove School District, with relentless intent and perseverance, will champion a K-12 learning community that is committed to ensuring all students graduate prepared for college, career and citizenship.

Prairie Grove High School Mission: To guide all students toward becoming self-sufficient, responsible, and productive citizens in an ever-changing society. We will engage students in their own future success by providing opportunities to prepare students for further education and the workforce.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Prairie Grove School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	40.00%	25.53%	90.20%
Targeted Achievement Gap Group	26.60%	17.20%	75.47%
African American	26.67%	6.67%	100%
Hispanic	25.49%	16.33%	100%
White/Caucasian	40.58%	25.97%	89.66%
Economically Disadvantaged	27.12%	17.37%	75.00%
English Language Learners/ Limited English Proficient	11.11%	14.81%	100%
Students with Disabilities	10.40%	7.55%	83.33

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Prairie Grove School District		
Campus Name	Prairie Grove High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	54.05%	21.33%	90.20%
Targeted Achievement Gap Group	35.25%	11.76%	75.47%
African American	0%	0%	100%
Hispanic	53.85%	10.00%	100%
White/Caucasian	54.48%	21.80%	89.66%
Economically Disadvantaged	36.07%	11.96%	75.00%
English Language Learners/ Limited English Proficient	20.00%	20.00%	100%
Students with Disabilities	14.71%	6.67%	83.33%

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Farmington School District		
Campus Name	Farmington High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	43%	16%	94%
Targeted Achievement Gap Group	30%	13%	88%
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Prairie Grove School District		
Campus Name	Prairie Grove Middle School		
Grade Levels	5-8		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	39.67%	29.74%	
Targeted Achievement Gap Group	27.60%	20.39%	
African American	33.33%	11.11%	
Hispanic	18.52%	21.43%	
White/Caucasian	40.08%	29.86%	
Economically Disadvantaged	28.72%	20.69%	
English Language Learners/ Limited English Proficient	12.50%	18.75%	
Students with Disabilities	10.00%	10.00%	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

While analyzing our data from 2015 ESEA reports, as well as previous years, PGHS has over time had a sizable gap in the graduation rate between our All Students or Combined population and the Targeted Achievement Gap Group (TAGG), which includes our economically disadvantaged, English Language Learners (ELL) and special education subpopulations.

We have done a good job with our college preparatory program. PGHS has offered 11 Advanced Placement (AP) classes and administered 404 AP tests in 2015, with 221 students participating.

We believe that we need to offer some alternatives to the traditional approach in order to make improvements in the graduation rates of those not in the college preparatory program. This group contains a higher percentage of our subpopulation students. According to information from the Work-Based Learning Resource Center, a work-based learning approach motivates students to engage in meaningful experiences through an approach linking classroom learning, skill training, and direct job related experiences.

Applying for a Conversion Charter will allow us to get waivers that will create some flexibility in the delivery of the state required graduation requirements and allow more time for students to obtain skill training, leading to business and industry recognized certificates and job related experiences, leading to better employment opportunities and in some cases shorten the post high school training required to obtain higher wage jobs and career options. Our responsibility to our community requires that we continually look for innovative ways to break down the barriers preventing us from providing an equitable education for all students.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

PGHS has shown a three-year trend Composite Score of 21 on the ACT, noting that in 2013 we began giving the Universal ACT to all grade 11 students with scores remaining steady.

A five-year trend shows the percentage of students scoring a 3, 4, or 5 on AP exams has remained at 33%, however the number of students taking the tests, the number of exams given and the number of courses offered have increased rapidly. This steady percentage of students scoring 3+ on AP exams indicates these students are becoming highly prepared to graduate college ready.

According to the ESEA Reports, PGHS's graduation rate gap between the ALL and TAGG groups have become wider over the past four years. In 2012, the ALL group had a graduation rate of 93.75%, where the TAGG group graduation rate was 91.30%. In 2013, the ALL group had a graduation rate of 88.19%, where the TAGG group graduation rate was 85.71%. In 2014, the ALL group had a graduation rate of 82.68%, where the TAGG group graduation rate was 75.63%. In 2015, the ALL group had a graduation rate of 90.20%, where the TAGG group graduation rate was 75.47%. This increase in the gap in graduation rates between student populations indicates there is improvement to be made with our TAGG group.

After analyzing the above data, PGHS deems it necessary to apply for a conversion charter and waivers in order

to better meet the needs of ALL students.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

Providing of Pathways Leading to Industry/Trade Certifications

- Delivery based on accepted practices and course sequences in the workplace
- Hands-on methods and labs will be used to gain practical knowledge and experience with authentic situations
- Experts in the field participate in classes as guest speakers, leading seminars, work site visits and/or actually teaching units for the students

Planned Personalized Pathways (P3)

- Make a plan leading to a clear destination that will develop each student's skills and move them closer to reaching their goals after high school; whether going to college, further training or directly into the workforce
- Prepare students to self-manage in a workplace by shifting locus of control for key skills such as: organization, time management, work ethic, etc. from the school to the student
- Build a portfolio of accomplishments that show an understanding of what is required to enter and succeed in their chosen pathway
- Demonstrate a degree of mastery in authentic settings (professional credentials; resumes; application process)
- Build relationships with adults outside of the school setting in their career pathway

Flexible Schedules

Below options utilized as needed based on P3:

- Blended learning
- Flex-paced on-line learning
- Embedded course curriculum
- Seat time waivers
- Non-traditional use of time: summer courses, before and after hours learning, access to on-line curriculum from home

Work based experiences

- Industry experts will be brought in to share workplace experiences
- Job training/practicum/shadowing required to fulfill course and/or certificate requirement
- Internships
- Community Service
- School based work programs where students work part of the day or over the summer in a job in their pathway

4. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
1. Meet or exceed the state average in ELA on the ACTAspire	ACTAspire Assessment	Meet or exceed proficiency with the state average in ELA	After 3 years
2. Meet or exceed the state average in Math on the ACT Aspire	ACT Aspire Assessment	Meet or exceed proficiency with the state average in Math	After 3 years
3. Increase The ACT	The ACT Assessment	Increase the average student ACT Composite score to 22	Every 2 years
4. Increase/Improve Advanced Placement scores	Advanced Placement Assessments of 3, 4, or 5 scores	Increase the percentage of AP scores of 3, 4, and 5 by 2%	After 5 years
5. Earn Industry Credentials	Industry Certificate Documentation	Increase the documented Industry Certifications by 5%	Baseline year 2018-2019; Assess after 5 years
6. Increase graduation rate for subpopulations	Annual School Performance Report	Increase subpopulations graduation rate by 2%	After 3 years

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Increased graduation rates among all subpopulations and students obtaining industry recognized certifications are key indicators that show students are prepared for further education and the workforce.

ACT Aspire testing will show that students are on grade level.

ACT and AP testing are further indicators of college readiness.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

HIGH SCHOOL COURSES

GRADE(S): 9-12 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- ENGLISH
Students must take an English class every year: 9th grade English 1 unit; 10th grade English 1 unit; 11th grade English 1 unit; 12th grade English 1 unit; Resource English

- MATH
Students must take a math class every year: Algebra I 1 unit; Geometry 1 unit; Algebra II 1 unit; Resource Math; A fourth math which may include Algebra III, Pre-Calculus or others as approved by ADE 1 unit

- SCIENCE
Students must have a total of 3 Science units before they graduate, 4 units if they took physical science in 8th grade: Biology 1 unit; Chemistry 1 unit; Physics 1 unit or others as approved by ADE

- SOCIAL STUDIES
Students must have a total of 3 Social Studies units before they graduate: Civics 1/2 unit; Economics 1/2 unit; World History 1 unit, US History 1 unit or others as approved by ADE

- Fine Arts 1/2 unit; Oral Communication 1/2 unit; Physical Education 1/2 unit; Health and Safety 1/2 unit; Career Focus 6 units

ELECTIVE COURSES

- Survey of Agricultural Systems; Ag Mechanics; Ag Structures; Leadership & Communications; Ag Business; Floriculture; Nursery & Landscape; Animal Science I, II; Swine Science; Poultry Science; Veterinary Science

- Pre-AP English I, II; AP English Literature & Composition; Pre-AP Geometry; Pre-AP Algebra II; Pre-Calculus; AP Statistics; AP Calculus; Pre-AP Biology; AP Biology; Pre-AP Chemistry; AP Chemistry; AP Physics I; Enhanced AP Government & Politics; AP US History; AP World History; AP Art; AP Music Theory

- Essentials of Computer Science; Computer Science and Mathematics; AP Computer Science

- Spanish I, II, III; French I, II, III

- PROJECT LEAD THE WAY: Intro to Engineering and Design; Principles of Engineering; Civil Engineering; Computer Science Engineering; Engineering Design and Development

- Anatomy and Physiology; Psychology; Sociology; American Government

- DISTANCE LEARNING: Essentials of Computer Programming; American Sign Language; Medical Tech; Criminal Law; Intro to Criminal Justice; Forensic Science & the Law; Foundations of Sports Medicine; Intro to Hospitality; German I, II

- Family and Consumer Science; Nutrition & Wellness; Foods & Nutrition; Financial Literacy; Housing & Interior Design

- Computer Business Applications; Digital Communication I, II, III, IV; Fashion Merchandising; Sports & Entertainment Marketing; Marketing; Marketing Management; Career Readiness; Marketing Work Based Learning; Internship Work Program

- EAST I, II, III, IV; East Broadcast Journalism; Journalism; Drama; Yearbook

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

PGHS provides a wide range of required and elective courses that are tied to state frameworks, AP standards, Project Lead the Way designed courses and concurrent/articulated course requirements. A complete list of courses and descriptions is included.

Courses will be offered through the typical classroom delivery system, blended learning and through on-line flex-paced methods. There will also be opportunities for learning through lab settings and through workplace experience.

PGHS will be funded through regular federal, state, and local funds we currently operate with. Start-up funds where available through grant opportunities will be pursued when possible. Funding through regular sources only may cause future programs to be rolled out more slowly, but it will ensure that we will be able to sustain programs with those funds as well, so that programs are not closed after grant money runs out.

Monetary help, equipment, and field experts may be available through our business and industry partners.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Graduation requirements will remain as required by ADE and one additional credit required by PGHS.

Online and blended learning will be offered through utilizing Virtual Arkansas and their newly developed flex-paced curriculum for students going into career pathways to create more time and more flexibility for them to earn recognized certificates and gain work related experience.

Some of the current graduation requirements may become embedded courses to allow for further flexibility and time. These courses might include oral communication, economics, PE, and health.

General Pathways will be developed for all students at PGHS. There will be enough flexibility that these pathways will be personalized in a plan for each individual. These plans will be called their P3 or Planned Personalized Pathway. There will be a general college prep pathway that will be able to be personalized by choosing a "major" such as fine arts, mathematics, social studies, classical studies, etc. We will attempt to offer a wide variety of AP and/or concurrent credit courses and work through online providers, such as the platform offered through APSRC, so that we can offer an almost limitless number of advanced options as needed.

There would be pathways developed for the career areas as well. We will be starting with Building Trades and Design and Health Professions (focusing on earning a CNA credential to start, although other areas may be added in the future). We will be working with partners in these areas and with established accepted industry standards as much as possible.

A standard general pathway in Building Trades and Design would consist of the following:

Year One (10th grade for most students) – Construction Methods – This would be a two period block that would lead to students receiving an Occupational Safety and Health Administration (OSHA) 10 Card, National Center for Construction Education and Research (NCCER) Core Curriculum, and possibly Forklift certification.

Year Two – This would consist of a two period block course that included a lab facility where students would get hands on experiences in the areas of framing, masonry, plumbing, HVAC, and electrical. This class would be developed with industry partners who would help design the units and also provide experts currently working in the field to come spend time with students and share their experience in those areas.

Year Three – This would offer a variety of on-line NCCER modules in the area that the student wants to pursue after graduation combined with work experience in that area.

Other options would also be open to students or might be added, such as Project Lead the Way courses in architecture and engineering, a course on blueprint reading and design, etc.

According to one of our partners, Kimbel Mechanical, this would prepare students well to immediately enter apprenticeship programs out of high school and those students would earn in the neighborhood of \$35,000 as a first year apprentice in plumbing or electrical and it would go up from there. After four years most would easily be making \$60,000+. If laws are changed, which Kimbel and others are advocating, it might be possible to begin the first year apprenticeship during the senior year of high school.

In health professions it would include courses in introduction to medical professions, medical terminology, medical procedures, computer medical record keeping, biology, anatomy and physiology and the Certified

Nursing Assistant (CNA) and Patient Care Assistant (PCA) courses leading to certificates. Clinical hours are required as part of this program. Work experience could also be a part of the program for students who complete their certificates before graduation.

- Workplace readiness skills will be taught through either modules embedded into career pathways or in a stand-alone course for credit. The teaching will be to standards recognized in the workplace.
- Courses will be taught as appropriate by industry experts and business professionals, as well as highly trained and highly qualified teachers.
- A collaborative learning environment and experience with business and community partners will be integrated into the programs.
- Students will be encouraged to take responsibility for their own learning through their P3 and flexible scheduling.

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018	9-12	625
2018-2019	9-12	652
2019-2020	9-12	677
2020-2021	9-12	710
2021-2022	9-12	750

Specific Item/Program/Service

Estimated Cost

Facilities and Equipment: Some current facilities will be repurposed to implement new programs. The District has set aside in the building fund up to \$300,000 for the remodeling/renovation/construction of needed spaces for new programs. Due to new construction completed in the 2015-2016 school year, we have a building available of approximately 8,700 square feet. To equip and supply the buildings for new programs we have an additional \$50,000 set aside.

\$350,000.00

Description of New Funds to Pay for Item/Program/Service

If private, include an attachment to demonstrate commitment.

Amount

Any funds we receive from the state for conversion charter status will be applied to the above costs. (We understand there are no guarantees and that the state is in the process of applying for federal grant funds.) The District will also apply for CTE start-up grants and grants from other foundations as appropriate in order to implement the charter. Growth funding received may be utilized as well.

Prior Year Item/Program/Service Expense Reduced to Fund Charter

If applicable.

Amount of Reduction

The District has set aside \$350,000 in the building fund in order to remodel, renovate, build, equip and supply the needed facilities for new programs.

\$350,000.00

No variance.

Explanation

PGHS will be funded through regular federal, state, and local funds we currently operate with. Start-up funds where available through grant opportunities will be pursued when possible. Funding through regular sources only may cause future programs to be rolled out more slowly, but it will ensure that we will be able to sustain programs with those funds as well, so that programs are not closed after grant money runs out.

Monetary help, equipment, and field experts may be available through our business and industry partners.

Specific Item/Program/Service	Estimated Cost	
Cost of Virtual Arkansas/other on-line curriculum will cost an estimated \$10,000 for licensing fees and student costs per courses taken.	<u>\$10,000.00</u>	
Description of New Funds to Pay for Item/Program/Service		Amount
<i>If private, include an attachment to demonstrate commitment.</i>		
Any funds we receive from the state for conversion charter status will be applied to the above costs. (We understand there are no guarantees and that the state is in the process of applying for federal grant funds.) Growth funding received may be utilized as well.		
Prior Year Item/Program/Service Expense Reduced to Fund Charter		Amount of Reduction
<i>If applicable.</i>		
Instructional supply budgets will be adjusted to account for additional costs of Virtual Arkansas and other on-line curricula.		<u>\$10,000.00</u>

No variance.

Explanation

PGHS will be funded through regular federal, state, and local funds we currently operate with. Funding through regular sources only may cause future programs to be rolled out more slowly, but it will ensure that we will be able to sustain programs with those funds as well, so that programs are not closed after grant money runs out.

Monetary help, equipment, and field experts may be available through our business and industry partners.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

The main reason to apply for a charter school designation is the need to further prepare our students that are not seeking a four-year degree. The need for workers who are ready to fill high skilled, high demand, high-wage jobs is increasing in the Northwest Arkansas area. According to the Northwest Arkansas Council, these jobs include those in the areas of health occupations and skilled building trades among others. These areas would be the first Career-Based Pathways that we offer and others would be added in subsequent years. Other options added would be determined by data given in updated jobs reports provided by the Northwest Arkansas Council, student interest and with input from area business, industry and community leaders. There are some already under consideration, such as, computer programming and technology, education and service professions, and retail marketing and business management.

Prairie Grove High School currently has several vocational pathways that include Digital Communications, Marketing, Family and Consumer Science and Ag Business, Animal Sciences, Ag Mechanics, Plant Systems, and Natural Resources. Although we have a number of students that graduate as completers in our vocational department, we would like to provide further opportunities in the way of certifications that will help students be “workplace ready” when they graduate from Prairie Grove High School.

Companies in our area are actively recruiting individuals to fill their vacancies. They are seeking potential employees who are ready to make an immediate impact within their companies. By partnering with business and industry, we feel like we will be able to prepare our students to enter the workforce with the skills and certifications necessary to obtain these positions and earn a livable wage. This will enable them to be competitive within the ever-changing job market.

Opportunities for immediate post-graduate employment or a reduction in the time it will take to obtain a degree, coupled with an individualized (personal) approach is a better way to provide an equitable education for all students of Prairie Grove High School, as well as meet our responsibility of contributing to the economic well-

being of our area. Such a program is feasible only with the increased flexibility provided through the charter school model. Such flexibility cannot be obtained through the traditional school model.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing Personnel

There will be very little change here. Our buildings currently use site committees to interview personnel. District personnel will assist in this as needed. The committee then recommends someone to the superintendent to present to the board for approval.

B) Developing and Controlling the Charter School Budget

There are no guarantees of getting any additional monies for developing the Charter School at present. So, most of the funding will be through regular school funding sources. The Conversion Charter will be able to help plan where monies are spent to implement and maintain the charter and associated new programs. The district does have funds available for starting new programs and for remodeling, renovation and small building projects that may be necessary for implementation. The building will help determine the priority of implementation and therefore the spending priorities. Without charter funding from the state or other grants, we will implement programs as we have the ability to start and sustain them.

We will apply for start-up grants through the Arkansas Department of Career Education (ACE). We will also pursue help through our business partners. Lead teachers and business and industry partners will play a major role in establishing the equipment needs within their programs.

C) Managing Day-to-Day Charter School Operations

Since we are going with a "whole-school" conversion charter the day-to-day operations currently in place would remain. This includes having two administrators, a principal and assistant principal, two counselors, a nurse, a librarian, and two school secretaries. Positions will be created to help with the development of the Planned Personalized Pathways (P3), overseeing and developing the scheduling of the flexible curriculum delivery systems, and for establishing and maintaining business and industry partnerships to make the most out of the work experience component of the program. Whether these positions are newly added or filled by reorganizing our current employees to meet these new needs could be dependent upon whether money becomes available for new conversion charter schools.

D) Developing and Controlling the School Calendar

District calendars are proposed in February of each year, The certified and classified personnel policy committees conduct a district wide employee vote to recommend a calendar to the board. The board then considers the calendar and can reject, modify, or approve the calendar as presented. There has not been a time in recent memory in which the board failed to approve the calendar that received the majority of votes by district employees. That said, with the adoption of flex-paced on-line curriculum, the opportunity will present itself to offer courses at non-traditional times; such as summer, evenings, early mornings, etc.; and the high school could choose to present a plan to incorporate those options to increase scheduling flexibility.

E) Other Areas of Autonomy to be Afforded to the Charter

Other areas will be considered as the need presents itself.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

- A committee that includes teachers, parents, business partners and administrators will be used to develop and evaluate the school improvement plan.
- Conferences will be held with students and parents annually to develop and update the P3 (Planned Personalized Pathway).

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

According to research from the Association for Career and Technical Education, the work-based learning approach allows students the opportunities to “exchange meaningful experiences through a flexible approach to learning”, offering a link between classroom learning and on the job learning. By establishing Planned Personalized Pathways (P3), PGHS assists the student in developing an educational plan of learning that meets their specific needs and interests. This individual and personal learning plan allows students to have meaningful, direct learning that must be well structured, yet flexible enough for the student to integrate the school based curriculum with work based learning to “allow for career awareness and success in further education, life and work”. (*Techniques*, January 2015)

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Prairie Grove High School will use our current procedures of making sure that the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education are followed. This includes having teachers review the Frameworks periodically. There is a more thorough review in years that a particular framework is revised. Special care will be taken in instances where courses are embedded within other subjects to make sure teachers are fully aware of the required standards. Our assistant superintendent of curriculum will work with school level personnel to ensure that this happens.

We are intending to work with Virtual Arkansas and their new "flex-paced" on-line delivery systems for blended and stand-alone courses to provide flexibility in the amount of time needed to meet state graduation requirements (provided we are granted a seat time waiver). Using Virtual Arkansas, instead of some other provider, will help make following the Arkansas frameworks much easier since they base the courses they offer off of those same frameworks. These courses will use a mastery learning approach to be sure that students are meeting the requirements. At this time, Virtual Arkansas is considering a 70% score to determine mastery. In conversations with Mike Lar, he has indicated that they would be willing to allow districts to set a higher mastery score level. We would be interested in seeing this increased to 80% mastery. If there are issues with this, PGHS might compensate by using this service as part of a blended model where we have a licensed teacher on site also available to work with the students and be the teacher of record. This would enable us to increase the required mastery level as well. Mike Lar has indicated that Virtual Arkansas will be piloting this system in 2016-17 and be ready to offer their entire curriculum in this method in 2017-18, which is when our charter would be implemented.

In addition, we will utilize and follow the frameworks established for vocational courses from the ACE while also allowing our business and industry partners to help design the courses around the needs they have in the workforce.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Prairie Grove High School will use Guidance programs that are currently in place and maintain the current student services.

B) Health services;

Applicant Response:

Prairie Grove High School will use Health Services that are currently in place. Using NSL funding, the district provides PGHS with a full time (RN) nurse. The students also have access to the District School Based Health Clinic that provides services such as medical, eye, dentist and mental health needs. We will continue to use services provided by Ozark Guidance Counseling(OGC), as well as physical therapy (PT) and occupational therapy (OT) as needed.

C) Media center;

Applicant Response:

Prairie Grove High School will use the Media Center that is currently in place. We have a full time Media Specialist and students have access to multimedia and technology devices such as Chromebooks or computer labs.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

Prairie Grove High School will continue to provide the full range of services needed through special education.

E) Transportation;

Applicant Response:

Prairie Grove High School will continue to provide access to all transportation services in its current capacity.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Student services available through our current ALE allows for a non-traditional learning environment. With additional flexibility gained from our charter waiver requests, we believe many of our ALE students will be able to participate in the programs that are being developed.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Students at PGHS will continue to have ELL services in its current capacity. Instruction will be available and taught by a Highly Qualified and ELL endorsed teacher.

H) Gifted and Talented Program.

Applicant Response:

Prairie Grove High School will continue to provide access to all GT services in its current capacity. PGHS primarily services GT through the eleven (11) AP Courses as well as through special projects requested by the students. Activities are available, such as Academic Competition in Education that allows students extended academic competition opportunity.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

PGHS will continue provide public meetings allowing for updates and overviews of progress being made by the school. Staff, students and community will be invited for various meetings to hear reports concerning test scores, the number of industry-recognized certifications, graduation rate of subpopulations and other information.

Data will be reported at public meetings, published in the local newspaper and posted electronically on the school website and through social media as appropriate.

This information, including the progress made by the school in reaching performance objectives during the previous year, will be presented, at least annually, at a local school board meeting. This information will also be shared with the state board and/or charter-authorizing panel as required.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Enrollment criteria will remain the same. Student admission will be available to all students. All students in grades 9-12 that live in the boundaries of the Prairie Grove School District that choose to attend public school will be enrolled. School choice may be utilized as necessary or needed for students living outside the Prairie Grove School District boundaries as it is presently. There will be no effort to recruit students from outside the district. However in the future, we may develop agreements with neighboring districts that allow students to participate in programs not available in their home districts.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Currently no one employed in the Prairie Grove School District has had any prior involvement in the operations of a charter school that we are aware of at this time.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: Principal (no new positions-current personnel)

Reports to: Superintendent or current chain of command

Salary Range: 1.55 index based on current salary schedule (\$80,000-\$90,000)

Minimum Qualifications Required

Education Required:

Masters of Education in Educational Leadership

Experience Required:

Previous experience as a building level administrator

Certification Required:
Building Level Administrator License

Job Duties: List up to 5 key duties this individual will perform.

- Studies the educational needs of the community served by the school and develop plans for meeting them.
 - Makes necessary rules and regulations for the efficient operation of the school, prepares a handbook with approval of the board of education for distribution to parents, teachers and students.
 - Directs the activities of school professional and non-professional staff members in the performance of their duties.
 - Supervises the instructional staff in the development and implementation of curriculum and student activities; delegates authority when necessary.
 - Develops a program of public relations in order to further the community's understanding and classified of the educational program.
-

Administrator Position: Assistant Principal (no new positions-current personnel)

Reports to: Superintendent or current chain of command

Salary Range: 1.47 index based on current salary schedule (\$80,000-\$90,000)

Minimum Qualifications Required

Education Required:
Masters of Education in Educational Leadership

Experience Required:
Previous experience as a building level administrator

Certification Required:
Building Level Administrator License

Job Duties: List up to 5 key duties this individual will perform.

- Studies the educational needs of the community served by the school and develop plans for meeting them.
 - Makes or assists with necessary rules and regulations for the efficient operation of the school, prepares a handbook with approval of the board of education for distribution to parents, teachers and students.
 - Directs or assist in directing the activities of school professional and non-professional staff members in the performance of their duties.
 - Supervises the instructional staff in the development and implementation of curriculum and student activities; delegates authority when necessary.
 - Assist in developing a program of public relations in order to further the community's understanding and classified of the educational program.
-

TEACHERS

Teacher Position: Lead Licensed Teacher #1 (current personnel may be used if necessary due to funding)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:
Bachelor's Degree or higher

Experience Required:
Experience preferred

Certification Required:
Arkansas Certification

Job Duties: List up to 5 key duties this individual will perform.

- Facilitating students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
- Assists the administration in implementing all policies and/or rules governing student life and conduct and for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner to achieve a functional learning atmosphere in the classroom.
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
- Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
- Maintains relationships with business and industry partners to ensure that the students are making appropriate progress within their career pathway. (Planned Personalized Pathways-P3)

Teacher Position: Licensed Teacher #2 (current personnel may be used if necessary due to funding)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:
Bachelor's Degree or higher

Experience Required:
Experience preferred

Certification Required:
Arkansas Certification

Job Duties: List up to 5 key duties this individual will perform.

- Facilitating students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
 - Monitors student achievement and assessments.
 - Assists with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
 - Assists in maintaining relationships with business and industry partners to ensure that the students are making appropriate progress within their career pathway. (Planned Personalized Pathways-P3)
-

Teacher Position: Instructor in Health Professions (new hire)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:

Appropriate Health Professional Certification

Experience Required:

Minimum five (5) years experience preferred in health care field

Certification Required:

Appropriate Health Professional Certification

Job Duties: List up to 5 key duties this individual will perform.

- Utilize health care technology during instruction and provide high quality instruction in specialized skill areas with the integration of STEM education and Project Based Learning (PBL) into daily lessons and activities.
 - Assist with facilitating internships or apprenticeships with health care partners.
 - Monitors student achievement and assessments.
 - Assists with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
-

Teacher Position: Instructor in Building Trades (new hire)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$38,700-\$56,636)

Minimum Qualifications Required

Education Required:

Appropriate Industry Professional Certification

Experience Required:

Minimum five (5) years experience preferred in industry field

Certification Required:

Appropriate Industry Professional Certification

Job Duties: List up to 5 key duties this individual will perform.

- Utilize industry technology during instruction and provide high quality instruction in specialized skill areas with the integration of STEM education and Project Based Learning (PBL) into daily lessons and activities.
 - Assist with facilitating internships or apprenticeships with business/industry partners.
 - Monitors student achievement and assessments.
 - Assists with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
-

SUPPORT STAFF

Support Staff Position: **Classified facilitator #1 (no new support staff positions-current personnel will be used)**

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$15,000-\$18,000)

Minimum Qualifications Required

Education Required:

High school diploma or higher

Experience Required:

Experience preferred

Certification Required:

none required

Job Duties: List up to 5 key duties this individual will perform.

- Facilitate students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
 - Monitor student achievement and assessments.
 - Assist with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
 - Communicate with parents as needed.
-

Support Staff Position: Classified facilitator #2 (no new support staff positions-current personnel will be used)

Reports to: Building Administrator

Salary Range: based on current salary schedule (\$15,000-\$18,000)

Minimum Qualifications Required

Education Required:

High school diploma or higher

Experience Required:

Experience preferred

Certification Required:

none required

Job Duties: List up to 5 key duties this individual will perform.

- Facilitate students in their use of virtual or blended learning opportunities in state approved courses of study, providing appropriate learning resources and to oversee student success in a designated career pathway. (Planned Personalized Pathways-P3)
- Monitor student achievement and assessments.
- Assist with planning a program of study that, as much as possible, meets the individual needs, interests and abilities of students. (Planned Personalized Pathways-P3)
- Communicate with parents as needed.

-
17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

First, there are current spaces, ready to use, in our high school that will be able to be re-purposed as we add additional programs and implement on-line flex-paced learning opportunities.

Second, Prairie Grove recently completed a building project using State Partnership Funding to replace an old K-2 campus. Most of the structure had to be torn down due to rules for accepting the partnership funding. However, a newer wing of the building (approx. 8700 sq ft) will not have to be torn down. This facility will be available to remodel into both classroom and lab spaces as needed for building trades, health occupations/CNA/PCA, and future programs that may be added.

Finally, Prairie Grove has funds available in our building fund that could be used to build additional lab space as needed.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
- No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

PGHS’s facilities currently meet the requirements, however any additions or new construction will be addressed and comply with the ADA and IDEA laws.

There are no alcohol sales within 1,000 feet of the school facility.

- 19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

We will operate a complete food service at the high school. We will participate in the federal National School Lunch Program. Students will have the opportunity to apply for the National School Lunch programs, as do all current students. The school will not need to change its current procedures to provide food services for our students. Breakfast and lunch will be served at the high school as it is currently.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

PGHS currently has a Parental Involvement Plan and will continue to involve parents/guardians and other members of the community.

There will be an additional advisory committee made up of business partners, members of the community, parents and school personnel. This committee will review how the school is doing and make recommendations on programs and operations.

Students and parents will participate in their educational program planning through meetings with a career coach/advisor to plan and develop their own Planned Personalized Pathway (P3). The student will have the opportunity to make changes as needed based on collaborative decision making between the staff, students and parents/guardians.

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

PGHS charter founders and other community leaders will ensure the success of the charter school in its permanence. Since there is no guarantee of grant money through the conversion charter process, we are devising a plan that can be started and sustainable with current state and local funding streams. Grants may be solicited, but we will only implement programs and add staff as we can afford to do so. This will allow us to sustain the program over time without being dependent on extraordinary funding.

PGSD has seen varied, but steady growth in student population over the last 10 to 15 years. This year the city of Prairie Grove is on pace to grant the largest number of building permits on record. We believe that we will continue to see growth for the foreseeable future. This will allow us to grow this program over time. We are also in the process of developing business partnerships and have had favorable feedback from business leaders and other partners that are willing to help in the development of programs, including helping us provide equipment and potential instructors.

We will continue to have regular meetings to review, revise and modify the career pathways based upon the most current labor market needs, stakeholder input and the needs of the students. Our high school will gather the information and request participation and feedback from business partners.

PGSD administrators and school board are committed to the success and sustainability of this conversion charter school. The board is dedicated to allocating the resources necessary to provide our students these opportunities.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

PGHS will continue to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Prairie Grove School District is not under any federal desegregation or court ordered desegregation plan, nor will accepting a conversion charter school process in any way negatively impact our school or any area schools.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Career and Technical Education

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.3.9

Rationale for Waiver

Prairie Grove High School requests a waiver of the requirement to teach Career and Technical Education (CTE) curricula (Keyboarding, Career Orientation, Family and Consumer Sciences and Survey of Agriculture) as separate classes. PGHS will ensure compliance with ADE Standards Rules, Arkansas Frameworks and all applicable rubrics by embedding this curriculum within other courses or presenting courses such as Family and Consumer Sciences or Survey of Agriculture at Grade 8. Such

flexibility is necessary to increase time for students to participate in career pathways opportunities at the high school level.

Waiver Topic: Planned Instructional Day

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.01.4

Rationale for Waiver

Prairie Grove High School requests a waiver of the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week in order to increase scheduling flexibility and offer more opportunities during the day for career exploration. By utilizing embedded coursework and a self-paced, personalized learning environment, students will have more time to serve in internships and apprenticeships, gaining experience, industry certification and concurrent credit.

Waiver Topic: Class Size and Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.02.5

Rationale for Waiver

Prairie Grove High School requests a waiver of the requirement that a teacher shall not be assigned more than one hundred-fifty (150) students and that an individual class shall not exceed thirty (30) students. Prairie Grove High School believes that, in certain circumstance, in order for students to be scheduled as needed, more students than currently allowed may need to be scheduled in some classes. Prairie Grove High School ensures that under no circumstances will any teacher be assigned more than one hundred-eighty (180) students total or no more than thirty-five (35) students in a class. Prairie Grove High School will use this wavier on an as-needed basis only to create flexibility for student scheduling.

Waiver Topic: Professional Development

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §§6-17-701 et seq.

Standards for Accreditation

- Section 15.04

Rationale for Waiver

To the extent that it is necessary, Prairie Grove High School requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed teachers to meet the state's teacher professional development requirements. The wavier will apply to Technical areas only and will apply to no core areas. Prairie Grove High School will establish its own training to acclimate new, unlicensed teachers to their teaching roles, responsibilities and expectations. This wavier will help

Prairie Grove High School meet its established goal of increasing the number of students participating in a career pathway and obtaining industry certification or concurrent credit before graduation.

Waiver Topic: Clock Hours

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Section 14.03

Rationale for Waiver

Prairie Grove High School requests a waiver of clock hour requirements for graduation credit in order to meet the goals of its charter. This waiver will be used to create more flexibility in student schedules, which will in turn allow more time for substantial participation in relevant and meaningful career pathway opportunities in accordance with each student's Planned Personalize Pathway. Prairie Grove High School assures that the granting of this wavier will not create a dilution of the coursework required to meet all necessary standards and frameworks for affected courses.

Waiver Topic: Teacher Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902 and 6-17-919

Standards for Accreditation

- Sections 15.02 and 15.03

Rationale for Waiver

Prairie Grove High School requests a wavier from the above-listed statues and rules to the extent that it is necessary to give Prairie Grove High School the flexibility to hire business and industry professionals or individuals employed by higher education who possess outstanding credentials and work history, but who do not hold a valid Arkansas Teaching License. All individuals who will be utilized in this manner will be required to pass criminal background and Child Maltreatment Registry checks.

Appendix-A
Evidence of Public Hearing



Prairie Grove School District
Prairie Grove High School Conversion Charter Meeting

Prairie Grove School District will hold a Public Meeting on Thursday, July 21 at 6:00 pm. This short presentation will be held in the Prairie Grove High School Cafeteria located at 500 Cole Drive, Prairie Grove, Arkansas.

The purpose of this meeting is to inform the public of Prairie Grove School District's plans to file an application for conversion charter status for grades 9-12. A question and answer session will follow.

All interested students, parents and the public are invited to attend.

Contact: Ron Bond, High School Principal at 479-846-4212

WELCOME

Welcome to the new Prairie Grove School District website!

Mission Statement:
Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.



[Click here for our website Privacy Policy](#)



PGSD Upcoming Events

Wednesday, June 22 ▾

Monday, June 27

A - 1



Missy Hixson <missy.hixson@pgtigers.org>

Conversion Charter Public Meeting - July 21

1 message

Ron Bond <ron.bond@pgtigers.org>

Thu, Jul 7, 2016 at 1:31 PM

To: "Abshier, Danny" <danny.abshier@pgtigers.org>, "Altman, Caitlyn" <Caltman1@outlook.com>, "Bartholomew, Mandy" <mandy.bartholomew@pgtigers.org>, "Beck, Dustin" <dustin.beck@pgtigers.org>, "Bond, Ron" <ron.bond@pgtigers.org>, "Bond, Teresa" <teresa.bond@pgtigers.org>, "Bronson, Amy" <amy.bronson@pgtigers.org>, "Carney, Sean" <sean.carney@pgtigers.org>, "Ceniceros, Stephanie" <stephanie.ceniceros@pgtigers.org>, "Chandler, Darren" <darren.chandler@pgtigers.org>, "Christie, Charlotte" <charlotte.christie@pgtigers.org>, "Cook, Ryan" <ryan.cook@pgtigers.org>, "Daniel, Robin" <robin.daniel@pgtigers.org>, "Edmiston, Steve" <steve.edmiston@pgtigers.org>, "Elder, John" <john.elder@pgtigers.org>, "Ellison, Carol" <carol.ellison@pgtigers.org>, "Froud, Dana" <dana.froud@pgtigers.org>, "Froud, Kevin" <kevin.froud@pgtigers.org>, "Galloway, Donna" <donna.galloway@pgtigers.org>, "Gaulin, Barbara" <barbara.gaulin@pgtigers.org>, "Gill, Angie" <angie.gill@pgtigers.org>, "Glenn, Autumn" <aglenn5@cub.uca.edu>, "Hale, Clint" <clint.hale@pgtigers.org>, "Hall, Andrew" <jarhall34@gmail.com>, "Hays, David" <david.hays@pgtigers.org>, "Holmes, Karen" <karen.holmes@pgtigers.org>, "Howard, Ashley" <axr014@gmail.com>, "Hubbard, Evan" <evan.hubbard@pgtigers.org>, "Hunt, Mandy" <mandy.hunt@pgtigers.org>, "Laird, Tracy" <tracy.laird@pgtigers.org>, "Mileham, Chris" <chris.mileham@pgtigers.org>, "Miner, Stephanie" <stephanie.miner@pgtigers.org>, "Mitchell, Donna" <donna.mitchell@pgtigers.org>, "Mitchell, Stephanie" <stephanie.mitchell@pgtigers.org>, "Mobley, Brian" <john.mobley@pgtigers.org>, "Montgomery, Jamie" <jamie.montgomery@pgtigers.org>, "Nichols, Gerry" <gerry.nichols@pgtigers.org>, "Pinkley, Mason" <mason.pinkley@pgtigers.org>, "Roach, Darlene" <darlene.roach@pgtigers.org>, "Roy, Tommy" <tommy.roy@pgtigers.org>, "Royal, Lynn" <lynn.royal@pgtigers.org>, "Smith, Tara" <tara.smith@pgtigers.org>, "Sorters, Joey" <joey.sorters@pgtigers.org>, "Stewart, Mat" <Matstewart@rocketmail.com>, "Styles, Holly" <holly.styles@pgtigers.org>, "Suit, Lisa" <lasuit@icloud.com>, "Thomasson, Dickie" <dickie.thomasson@pgtigers.org>, "Walker, Kristen" <kristen.walker@pgtigers.org>, "Warren, Michael" <michael.warren@pgtigers.org>, "White, Jackie" <jacqueline.white@pgtigers.org>, "Whitley, Heath" <heath.whitley@pgtigers.org>, "Williams, Allen" <allen.williams@pgtigers.org>, "Williams, Shelley" <shelley.williams@pgtigers.org>, "Woods, Jeanine" <jeanine.woods@pgtigers.org>, "Young, Katie" <katie.young@pgtigers.org>

Cc: Missy Hixson <missy.hixson@pgtigers.org>

Good Morning,

This past spring semester, I mentioned several times that our district is beginning the process of applying for a Conversion Charter at the High School. In an effort to keep each of you up to speed on what is taking place, I thought that it might be good to share what the current status is for the application as well as invite you to the public meeting that we will be having in 2 weeks.

The application for a Conversion Charter is a process where we are attempting to answer questions and supply required information to the committee that reviews Charter applications and ultimately the Arkansas State board of Education. The application is somewhat lengthy. Beginning in late May, we have worked to complete the application. We are utilizing individuals with the Arkansas Public School Resource Center to review and guide our application. I believe that the application is coming along nicely and we will be ready to have it submitted before the required date.

We will be holding a short public meeting about the conversion charter on Thursday, July 21st in the high school cafeteria at 6:00 in the evening. I wanted to make sure that each of you knew about the meeting and invite you to attend. Please remember that I value your time away from school. There is not an expectation for you to be there, but it is very nice to have your support.

Thanks,

Ron

This e-mail and any attachments are confidential. If you are not the intended recipient, you may not disclose, copy, distribute or use this e-mail or its attachment.

A-2

NORTHWEST ARKANSAS Democrat Gazette

P.O. BOX 1607 FAYETTEVILLE, AR, 72702 • 479-442-1700 • FAX: 479-695-1118 • WWW.NWADG.COM

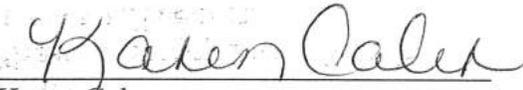
AFFIDAVIT OF PUBLICATION

I, Karen Caler, do solemnly swear that I am the Legal Clerk of the Northwest Arkansas Democrat-Gazette, printed and published in Washington County and Benton County, Arkansas, and of bona fide circulation, that from my own personal knowledge and reference to the files of said publication, the advertisement of:

PRAIRIE GROVE SCHOOL DISTRICT
Conversion Charter Meeting

Was inserted in the Regular edition on:
June 27, July 4, 11, 2016

Publication Charge: \$ 124.80


Karen Caler

Subscribed and sworn to before me
This 12 day of July, 2016.


Notary Public
My Commission Expires: 10/24/21



****NOTE****

Please do not pay from Affidavit.
Invoice will be sent.

A-3

Prairie Grove School District
Prairie Grove High School
Conversion Charter Meeting
Prairie Grove School District will
hold a Public Meeting on Thursday,
July 21, at 6:00 p.m.
This short presentation will be held in
the Prairie Grove High School
Cafeteria located at
500 Cole Drive, Prairie Grove,
Arkansas.
The purpose of this meeting is to
inform the public of Prairie Grove
School District's plans to file an
application for conversion charter
status for grades 9-12. A question
and answer session will follow.
All interested students, parents, and
the public are invited to attend.
Contact Ron Bond, High School
Principal at 479-846-4212
June 27, July 4, 11, 2016
73748014

AFFIDAVIT OF PUBLICATION

I, Karen Caler, solemnly swear that I am the Legal Advertising Clerk for the Northwest Arkansas Newspapers, LLC, and I do solemnly swear that the attached advertisement was published in the following weekly paper(s):

X Washington County Enterprise Leader

of general and bona fide circulation in Washington County, Arkansas

PRAIRIE GROVE SCHOOL DISTRICT
Conversion Charter meeting

Dates of Publication: June 29, July 6, July 13, 2016

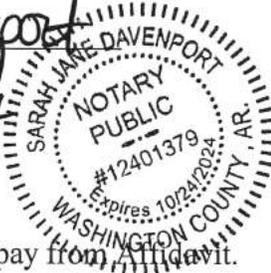
Publication Charges: \$ 81.00

Karen Caler
Karen Caler

Sworn to and subscribed before me

This 13 day of July , 2016.

Sarah Jane Davenport
Notary Public
My Commission Expires: 10/24/24



****NOTE**** Please do not pay from Affidavit.
Invoice will be sent

Prairie Grove School District
Prairie Grove High School
Conversion Charter Meeting
Prairie Grove School District will hold a Public Meeting on Thursday, July 21, at 6:00 p.m. This short presentation will be held in the Prairie Grove High School Cafeteria located at 500 Cole Drive, Prairie Grove, Arkansas.
The purpose of this meeting is to inform the public of Prairie Grove School District's plans to file an application for conversion charter status for grades 9-12. A question and answer session will follow. All interested students, parents, and the public are invited to attend. Contact Ron Bond, High School Principal at 479-846-4212
June 29, July 6, 13, 2016
73748050

A-4



**Prairie Grove High School
Conversion Charter Public Meeting
July 21, 2016
6:00 PM**

Signature

- | | |
|---|-------------------------|
| ① | Missy Nelson |
| ② | Yandy Bartholomew |
| ③ | Gary Suter |
| ④ | Dickie Thomasson |
| ⑤ | Melaine Natans |
| ⑥ | Kuski Hassell |
| ⑦ | Clint Hale |
| ⑧ | Patricia Nicholson |
| ⑨ | Donna Mitchell |
| ⑩ | Bawn Gunn |
| ⑪ | Sarea Birmingham |
| ⑫ | Gault Brown |
| ⑬ | Mandy Hunt |
| ⑭ | Kerth + Jackie Morelock |
| ⑮ | Ally Howard |
| ⑯ | Ally Howard |
| ⑰ | Jan & Jays |
| ⑱ | Ryan Kutter |

A-5

Conversion Charter Public Meeting
Thursday, July 21, 2016

Prairie Grove High School

Prairie Grove High School

- Prairie Grove High School is one of the most rigorous high school in the State of Arkansas. (*Washington Post*)
- We have a high percentage of students that participate in our Advanced Placement Programs.
- Prairie Grove High School students are competitive in their pursuit of post-secondary degrees. Approximately 80% of our graduates have placement in a post-secondary institution.

A-17

Goals for today

- Define a conversion charter school
- Identify reasons why our school is pursuing a district conversion charter
- Identify initial goals / objectives for our conversion charter

What is a charter school?

- Charter schools are public schools that operate under a "charter," or "charter contract" which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results.

Source: Ark. Code Ann. § 6-23-103(2)

A-8

Conversion Charter Application

- Any public school district may apply for conversion charter status for schools in their district.
- Must be approved by the local school board, ADE's Charter Authorizing Panel and ultimately the State Board of Education.

Source: Ark. Code Ann. § 6-23-102

What is a Conversion Charter?

- Public School
- Focused on providing innovative forms of education
- Free from some regulations that govern conventional public school
- Provides greater flexibility than traditional public schools
- Accountable for the results

A-9

Why a Conversion Charter?

- Graduation rate / preparation for the future
- Flexibility / waivers
- Business & Industry recognized certifications
- Business & Industry input on curriculum
- Teachers with on-the-job experiences

In a Nutshell...

- Better prepare students for life after high school. **ALL** students need to be prepared for the work-force whether attending college or another pathway.
- Strive to ensure that **ALL** students graduate College and Career Ready.

A-10

Goals and Objectives

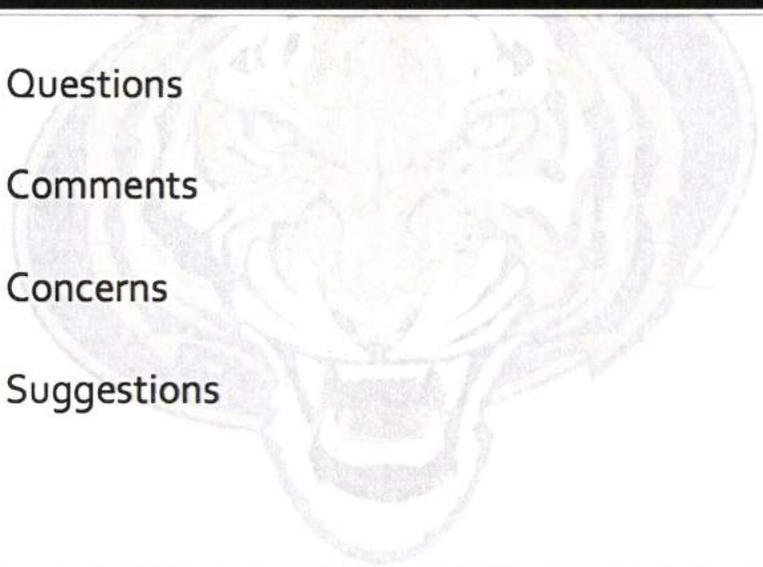
- Increase graduation rate
- Workplace recognized certifications
- Planned Personalized Pathways (P3)
- Workplace readiness as defined by employers
- Work-based experiences for students
- Easily accessible to PGHS students

Initial Plan

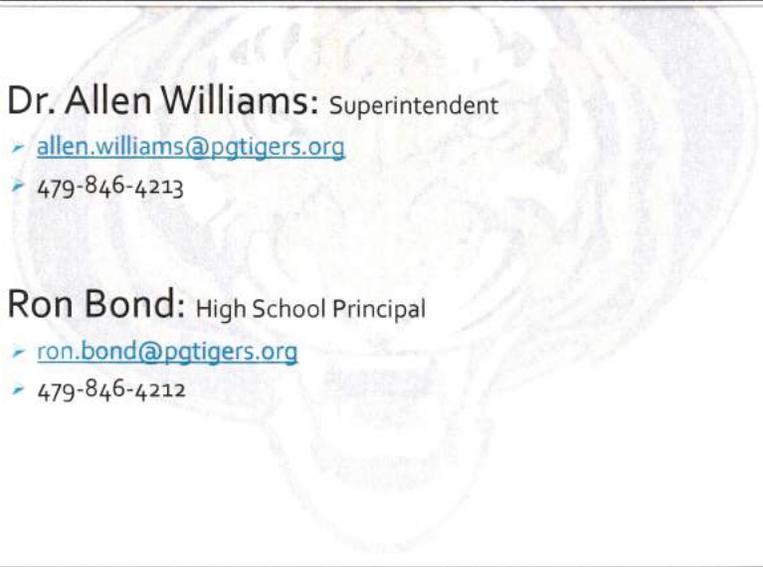
- Medical Health Professions
CNA, PCA, others
- Building Construction/Skilled Trades
Plumbing, electrical, HVAC, masonry, others
- Other areas may be added later based upon workforce needs of the region

A-11

Public Comments

- Questions
 - Comments
 - Concerns
 - Suggestions
- 

Contacts

- **Dr. Allen Williams:** Superintendent
 - allen.williams@pgtigers.org
 - 479-846-4213
 - **Ron Bond:** High School Principal
 - ron.bond@pgtigers.org
 - 479-846-4212
- 

A-12

Prairie Grove High Seeks Charter Status

By Lynn Kutter
ENTERPRISE-LEADER

PRAIRIE GROVE — As a public conversion charter high school, Prairie Grove High School will be able to make changes to meet the needs of all its students, school officials say.

The school is applying to be named a conversion charter school so it can provide new programs to help students interested in vocational careers, Superintendent Allen Williams told about 35 parents and teachers at a public hearing Thursday night.

Arkansas has two basic types of public charter schools, according to the Department of Education's website. A conversion charter school only draws students from within the school district's boundaries. This is what Prairie Grove is seeking.

Williams said about 80 percent of its graduates go on to post-secondary programs, whether they are four-year or two-year colleges or training programs.

There is a gap, he said, in the graduation rate among students

AT A GLANCE

Charter schools are public schools that operate under a "charter," or "charter contract" which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results.

SOURCE: ARK. CODE ANN. 6-23-103(2)

going to post-secondary programs and those who have interest in other areas.

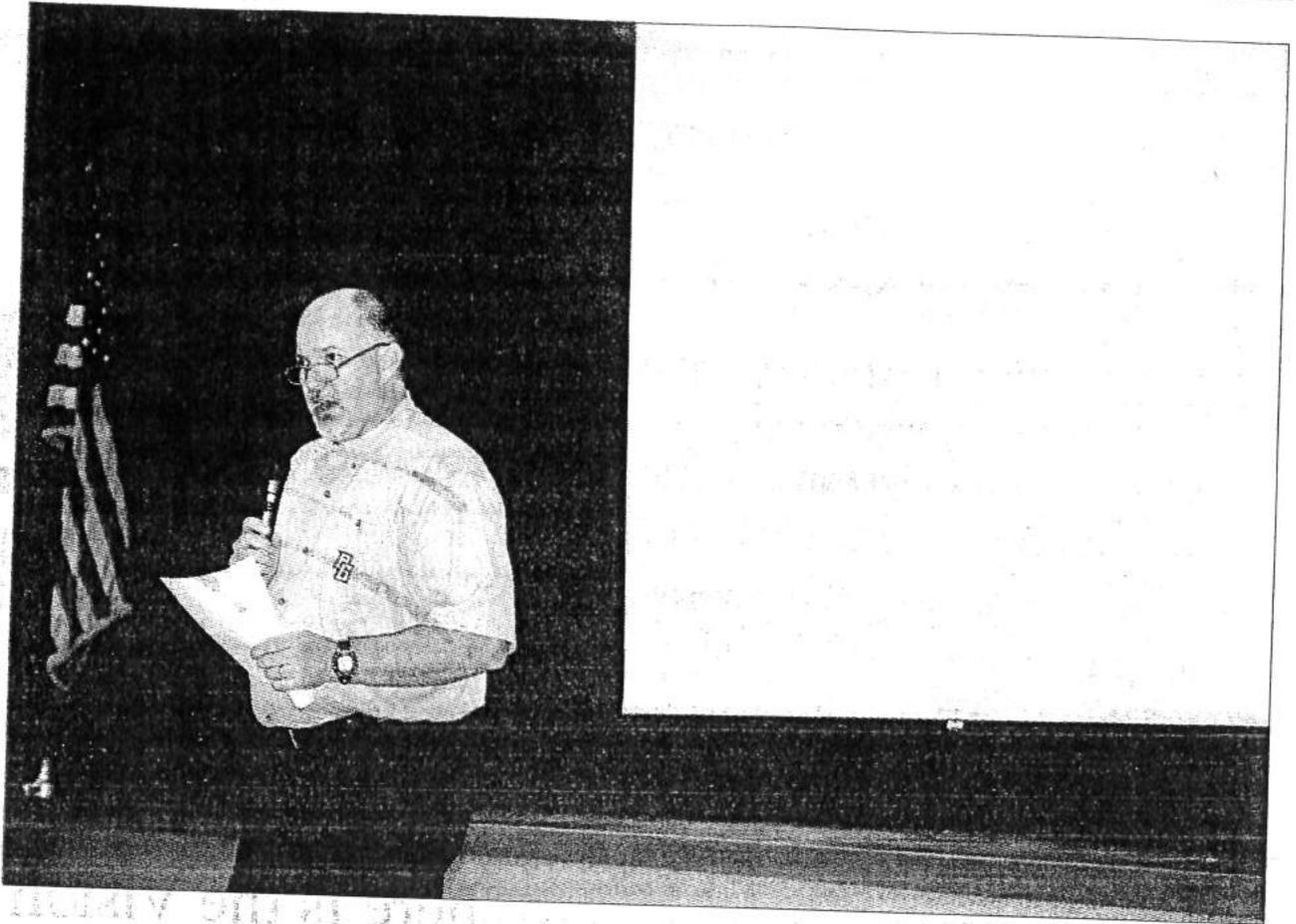
The high school believes it is helping students to become college ready but needs to make improvements for students with other needs.

"These kids are losing interest because they don't think what they are doing will help them down the road," Williams said.

The high school's graduation rate between all students and subgroups, such as English language learners, has declined, he said. A chart in the school's conversion charter application shows that

SEE CHARTER PAGE 5A

A-13



Allen Williams, superintendent of schools for Prairie Grove School District, talks about the high school's plan to apply to be a conversion charter school. If approved, the changes would take effect in 2017-18. About 35 people attended the public hearing at the high school. LYNN KUTTER ENTERPRISE-LEADER

CHARTER: Gap Shows School Is Not Meeting Student Needs

CONTINUED FROM PAGE 1A

in 2015, the graduation rate was 90.2 percent for all students but only 75.47 percent for subgroups. This is a decline from past years.

The gap shows Prairie Grove is not "meeting the needs of every student," the charter application says.

"Not every kid is going to go to four years of college but every kid hopefully is going to get a job," Williams said at the public hearing. "We want to prepare them for the future."

The district already is meeting with business and industry professionals to get input and ask for commitments to help with developing a curriculum for certain programs. The school wants the curriculum to be based on what is needed in the workforce for these careers, Williams said.

earning \$35,000 in the first year. After four years, this student could be making \$60,000 plus.

A key part of being a conversion charter school is the ability to request waivers that allow schools to deviate from state mandated rules and regulations.

Williams said Prairie Grove is seeking waivers that would allow it to amend the required time for students to be in a class for credit, to allow teachers to have more than 150 students during a school day, flexible schedules for students so they could take online courses or get work experience, and allow the school to use certified industry experts and business professionals to teach classes, as opposed to teachers licensed by the state.

As a conversion charter, Prairie Grove High would

help develop individual plans for all students, called a Planned Personalized Pathway or P3. There will be a general college prep pathway that can be personalized by students choosing a major they are interested in, such as fine arts, math or social studies. Pathways also will be developed for those interested in the career areas of building trades and design and health professions.

Parents and teachers at the public meeting asked many questions about the proposal and Williams also encouraged them to submit comments that will be attached to the school's application.

Eric Walker, School Board president, said he supports the conversion charter idea because it allows students to explore other opportunities out there, other than a tradi-

tional high school curriculum. Walker, who owns a masonry business, said he does not see the new program as a way to "make a bricklayer" but to afford the kids of Prairie Grove more opportunities.

Kristi Hassell, a parent and a teacher, said she does not think her youngest son will be interested in going to a four-year college but would be interested in vocational training. She said she is excited about the program and the opportunities it would provide her son.

"This will let him see what's out there in making a career choice," Hassell said.

The application is due to the Arkansas Department of Education on Aug. 4 and a panel will consider the proposal in October. If it is approved, it then goes to the State Board of Education in November for final approval.

A-14

"In a nutshell, we want to better prepare our students for life after high school," he said.

If the application is approved, Prairie Grove High would become a conversion charter school for the 2017-18 school year.

The school would start with a curriculum for building trades and design and a second one for health professions, focusing on students earning a certified nursing assistant credential in the beginning and possibly adding other credentials in the future.

For example, for building trades and design, first year students would take construction methods. The second year, students could get hands-on experience in the areas of framing, masonry, plumbing, HVAC and electrical. Year three could include online courses and/or work experience in a specific area.

In the health professions pathway, courses would include introduction to medical professions, medical terminology, medical procedures, biology, anatomy and physiology. Classes would include clinical hours and possibly work experience.

Williams said one company has said students completing the building trades and design pathway could graduate and enter an apprenticeship program

A-15

Appendix-B
Articles of Support

RESOLUTION OF THE PRAIRIE GROVE SCHOOL DISTRICT
BOARD OF DIRECTORS

WHEREAS, the Prairie Grove School District Board of Directors met in a regular, open, and properly-called meeting on July 18, 2016 in Prairie Grove, Arkansas;

WHEREAS, 6 members were present, a quorum was declared by the chair;

WHEREAS, the Prairie Grove School District Board of Directors, pursuant to Ark. Code Ann. § 6-23-103, has determined that the Prairie Grove School District should submit an application to the Arkansas Department of Education for a conversion charter for the Prairie Grove High School, which if granted, would be effective for the 2017-2018 School Year.

NOW THEREFORE, upon due consideration and deliberation, it is hereby declared to be the intent of the Prairie Grove School District Board of Directors to authorize the submission of an application to the Arkansas Department of Education for a conversion charter for the Prairie Grove High School, and further authorize the Superintendent to do all things necessary to submit the application to the Arkansas Department of Education for consideration.



Board President

7-18-16
Date



Board Secretary

7-18-16
Date

B-1



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Charlene Fite
P. O. Box 7300
Van Buren, Arkansas 72956-0262

479-414-1818 Business/Residence
charlene.fite@arkansashouse.org

DISTRICT 80

Counties:
Part Crawford
Part Washington

COMMITTEES:

Public Health, Welfare and Labor
Labor and Environment Subcommittee

Vice Chairperson,
Aging, Children and Youth, Legislative
and Military Affairs

Joint Performance Review

July 27, 2016

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, AR 72201

Dear Ms. Alexandra Boyd:

Prairie Grove School District is applying for a conversion charter for Prairie Grove High School. I support that application.

If permitted, this would allow the high school to provide an advantage to students in the school district which is not available to them at present. Students could be certified to further career opportunities and provide a means for some students to pay their way through college. This is an excellent opportunity for the students in the school district. It is also good for the community.

Please do not hesitate to contact me with questions or concerns.

Sincerely,

Charlene Fite
State Representative
District 80

CF:kgr

B-2



City of Prairie Grove Arkansas

Office of the Mayor

PO Box 944
Prairie Grove, AR
72753
479-846-3038

July 26, 2016

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, AR 72201

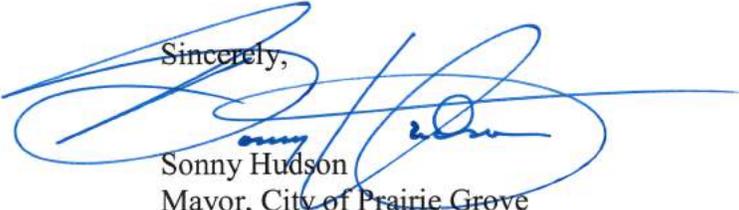
Dear Panel Members:

The City of Prairie Grove would like to state our support of Prairie Grove High School and Prairie Grove School District for the conversion charter application submitted on behalf of PGHS.

We believe that the district will gain the flexibility through this conversion charter to offer a more diverse educational opportunity for more students. We all realize that College is a stepping stone all students should strive for but we also must promote, through technical training, a career path that fits all student's needs, not just those that choose to attend College directly out of High School.

We concur that this application should be looked upon favorably as it will only enhance the opportunities our local students will have in the future.

Sincerely,



Sonny Hudson
Mayor, City of Prairie Grove

pc: Allen Williams

B-3

The following are business partners that have signed a Memorandum of Understanding (MOU) to partner with Prairie Grove High School. We are in the process of creating additional partnerships and establishing MOUs.

Walker Masonry and Sons, Inc.

Coyle Enterprises, Inc.

Pick-It Construction, Inc.

Mandy Allen, RN

Kimbel Mechanical Systems, Inc.

B-4

Social Meeting Comments of Support:



Missy Argo Hixson I would like to use all of your comments in our application if OK? This application goes in Wednesday, July 27 or so, if you are opposed to your face/name being on a copy, please email me at missy.hixson@pigtigers.org before then. Thanks for the great comments of support.

Like Reply · Just now



Charity Tyree Ruley

June 30 at 8:52pm · North Little Rock · 🇺🇸

I'm excited that they are getting this started. This would offer trade classes for students. The school could partner with different businesses to teach students different trades. For example, they could partner with a plumbing company to offer classes. Not all students are going to college. This would provide equal opportunities for students who don't plan on going. Carmel Perry and I have talked about this many times. Mandy Baker-Creech and I had a student in fourth grade who was an excellent mechanic. He hated "school work" but could fix anything!!! Thank you Missy Patterson Shrum for the info 🍷

Prairie Grove School District
Prairie Grove High School Conversion Charter Meeting

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All interested students, parents and the public are invited to attend.

Contact: Ron Bond, High School Principal at 479-846-4212

Crystal Tyree Hamilton, Judith Gaughan and 113 others

12 shares



Cassie Hooser Davis Yes! I have wished we had this for a long time. Not everyone wants, needs, or can do a 4 year. I hope this works out

Like Reply · 2 · June 30 at 8:55pm



Charity Tyree Ruley You're right. And all of those trade jobs make more \$ than I do. Lol!!!! I wish I could be part of it. It's a wonderful program.

Like Reply · 2 · June 30 at 8:57pm



Holly Johnson Dugas I think that's a great idea.

Like Reply · June 30 at 8:59pm



Ashley Taylor This is awesome!!! 🍷

Like Reply · June 30 at 9:00pm



Kara Martin Ault So glad to hear this. Greenwood, where I went to school, just started it a few yrs ago & I thought it was such a great idea.

Like Reply · June 30 at 9:01pm



Carmel Perry This will benefit so many kids! Such a great move on our schools part!

Like Reply · 4 · June 30 at 9:03pm



Charity Tyree Ruley I completely agree!!!! I'm excited.

Like Reply · June 30 at 9:07pm



Write a reply...



Sharon Glover Fabulous.....

Like Reply · June 30 at 9:04pm



Jessica Pierce This is awesome!!

Like Reply · June 30 at 9:07pm



Katie Peoples This is a great idea! So excited!

Like Reply · June 30 at 9:18pm



Joey Book This is an awesome idea!!! Way to go Prairie Grove!

Like Reply · June 30 at 9:18pm



Suzanne Angell Carlton Love love love this! ❤️❤️

Like Reply · June 30 at 9:19pm



Beth Coyle Super great idea!

Like Reply · June 30 at 9:35pm



Sarea Birmingham I'm so excited!!

Like Reply · June 30 at 9:37pm



Linda Remington What a fantastic idea. This will benefit the kids and Prairie Grove too.

Like Reply · June 30 at 9:42pm



Sharon Glover In the dark ages, when I was in HS, we had a hugely successful program for students who weren't on a college track. We called it Diversified Occupations, D.O., for short. It was a model program and at that time I thought all schools had that kind of program.

Like Reply · 1 · June 30 at 10:04pm



Charity Tyree Ruley My dad took these classes in high school. He graduated as a diesel mechanic from Okmulgee.

Like Reply · June 30 at 10:50pm



Linda Remington I am glad that the kids that college is not for them can learn a trade and still support their families

Like Reply · 1 · June 30 at 10:54pm



Karen Chrisman McCratic I think it is awesome!! Maybe they can explore other options if they are not sure...Some trade occupations make awesome money.

Like Reply · 1 · July 1 at 6:38am



Carol Ellison In Broken Arrow, OK, at one time, you could learn several trades in high school with the opportunity to complete training at a trade school. If you started in high school, and continued straight out of high school, you could complete it at no cost to y... See More

Like Reply · 3 · July 1 at 6:45am



Amy May Teague Amen!

Like Reply · July 1 at 8:29am



Write a reply...



Jennifer Kinzer Emerson Awesome

Like Reply · July 1 at 6:56am



Sandra Yancey Wyatt It is awesome and about time they do this! Not everyone is cut out for college! Love it!!!!when I went to PG they had a vo-tech school! Lot of our kids went there. A good friend learned welding! The goal posts at PG high were put up by him and his classmate! He earned a great living welding on a pipeline!

Like Reply · 2 · July 1 at 7:22am · Edited



Amy May Teague Yes!!!! So needed!!!!

Like Reply · July 1 at 8:28am



Marsha Gager I think this is great. Clear back in 1967 the HS I attended teamed with businesses to employ seniors in a work program. You had to have all your required credits or be working on them, my school required 4 years of English and that was the only require... See More

Like Reply · July 1 at 8:56am



Allyne Bottoms This program so needed!!!

Like Reply · July 1 at 5:37pm



Katherine Thacker Excuse my ignorance, but what does becoming a charter school have to do with offering trade classes?

Like Reply · July 1 at 6:41pm



↪ Karen Chrisman McCratic replied · 1 Reply



Betsy McCall This is exciting!!

Like Reply · July 2 at 8:57am

B-5

Appendix-C
Proposed 2017-2018 School Calendar

**Prairie Grove School District
Proposed Academic School Calendar – 2017-2018**

August 1, 2Building Directed Professional Development

August 4 (Friday).....Prof. Dev./Teacher Expo and Health Fair/New Teacher Orientation

August 7-10 (Mon-Thur).....Professional Development

August 3 and 12.....Teacher Workdays

August 21 (Monday).....**SCHOOL BEGINS**

September 4 and 5 (Mon & Tue).....**NO SCHOOL – LABOR DAY HOLIDAY**

September 19 and 21 (Tue & Thur)..... Parent-Teacher Conferences All Schools (3:30-6:30 pm)

October 20 (Friday).....End 1st Quarter (43 days)

October 23 (Monday).....**Begin 2nd Quarter**

November 20-24 (Mon – Fri).....**NO SCHOOL – THANKSGIVING BREAK**

December 22 (Friday).....End 2nd Quarter and 1st Semester (40 and 83 days)

December 21 through January 1..... **NO SCHOOL – CHRISTMAS BREAK**

January 2 (Tuesday).....**Begin 3rd Quarter and 2nd Semester**

January 15 (Monday).....**NO SCHOOL – MLK Day/Snow Make Up (if needed)**

February 19 (Monday).....**NO SCHOOL – Pres. Day/Snow Make Up (if needed)**

February 20 and 22 (Tue & Thur).....Parent-Teacher Conferences for Middle and High Schools

March 13 and 15 (Tue & Thur).....Parent-Teacher Conferences for Elementary

March 9 (Friday)End 3rd Quarter (47days)

March 12 (Monday).....**Begin 4th Quarter**

March 16 (Friday).....**NO SCHOOL – Professional Development**

March 19-23 (Mon – Fri).....**NO SCHOOL – SPRING BREAK**

May 20 (Sunday @ 4:00 pm).....Graduation

May 24 (Thursday).....End 4th Quarter and 2nd Semester (48 and 95 days)

May 25 (Friday).....Professional Development

Note: May 25, 29-31 and June 1 will be used to make up days missed due to inclement weather as needed. If any of these days are utilized, the Professional Development day scheduled for May 25 will be the day after the last student day.

C-1

Appendix-D
Statement of Assurances

**2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

D-1

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Allen Williams

Signature of Superintendent of School District

7/26/16

Date

Allen Williams

Printed Name

D-2

**Prairie Grove Public Schools
Enrollment Projection Summary**

	2015-16	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Grade	Enrollment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	122	127	130	128	120	125	125	124	124	124	124
Grade 1	141	127	132	135	133	125	130	129	129	129	129
Grade 2	143	145	131	136	139	137	129	134	133	133	133
Grade 3	143	152	154	138	144	147	145	136	142	141	141
Grade 4	127	141	149	152	137	142	145	143	134	140	139
Grade 5	149	128	142	150	153	137	143	146	143	135	141
Grade 6	152	155	133	148	157	159	143	149	152	150	141
Grade 7	143	155	158	136	151	160	162	146	152	155	153
Grade 8	142	147	159	163	139	155	164	167	150	156	160
Grade 9	151	144	149	161	165	141	157	166	169	152	158
Grade 10	152	151	144	149	162	165	142	157	167	169	152
Grade 11	171	153	152	145	150	162	166	142	158	167	170
Grade 12	145	168	150	149	142	147	159	163	139	155	164
Other	0	0	0	0	0	0	0	0	0	0	0
Totals	1,881	1,893	1,883	1,890	1,892	1,902	1,910	1,902	1,892	1,906	1,905

August 19, 2016

To Whom It May Concern,

It is my pleasure to write a letter in support of Prairie Grove High Schools Conversion Charter request. The schools ability to develop additional career pathways for the students of our community is a wonderful opportunity.

"Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

This Charter will give the students a chance to "learn to fish". It will also give them an option to obtain a beneficial skillset that will help them in their future endeavors regardless of if/how they chose to continue their education. Our business community could also benefit by the youth having an employable skillset after graduation.

In conclusion, this application has my full support as I feel that any opportunity to help the students grow and give them an advantage at such a critical time is needed. I would also like to commend the Prairie Grove School District on their recognition of a void for this type of education and making the necessary strides to reach out to a portion of our students that otherwise could be left without direction.

Warmest Regards,

A handwritten signature in black ink that reads "Taryn Golden". The signature is written in a cursive, flowing style.

Taryn Golden

Prairie Grove Chamber of Commerce

Memorandum of Understanding

Between Prairie Grove School District and

KIMBEL MECHANICAL SYSTEMS

(Partner).

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Prairie Grove School District and the partner to support the creation and sustainment of career pathways at Prairie Grove High School.

Background

Prairie Grove School District is applying to become a Conversion Charter High School so that waivers may be obtained to allow flexibility to create career pathways for students leading to business and industry recognized certifications and better training leading to better, higher wage jobs.

Purpose

This MOU will allow business and industry to join with the school and lend real world experience to the development of the proposed pathways.

Prairie Grove High School is committing to develop career pathways that align the needs of employers in the region, particularly in high demand, high skill and high wage jobs. The PGHS is also committing to prepare students for entry level positions, apprenticeships, training programs, and/or further education in order to make successful entry into the chosen career pathway.

The Partner is committing to support the school in the above endeavor as they are able. Samples of ways partners may choose to support PGHS include, but are not be limited to: Serving on advisory committees helping with the development of pathways; keeping the school informed of the latest business and industry standards; serving as guest speakers/teachers/resources in classes in which they have expertise; allowing students to visit workplace sites; providing on-the job experiences for selected students; etc.

Funding

Signing this MOU in no way obligates or places expectations on partners to fund any programs.

Duration

This MOU is at-will and may be modified or terminated at any time by the partner and/or school. Every effort will be made to make any changes to the agreement or termination of the agreement proceed in a fashion as to bring no harm to services and opportunities available to the students involved in the career pathways.

This MOU shall become effective upon signature by the authorized officials from the partner and the school, and will remain in effect until modified or terminated.

Contact Information

Partner name Kimbel Mechanical Systems

Partner representative BRAD SMITH

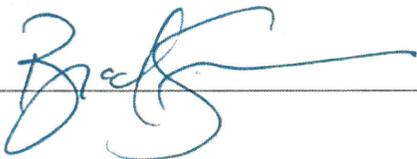
Position CEO

Address 9310 WAGON WHEEL Rd, Springdale, AR 72762

Telephone 479-756-1099 (office) 479 601 1757 (cell)

Fax N/A

E-mail brad.smith@kimbelmechanical.com

Partner Signature  Date: 7-27-16

School Signature:  Date: 9/7/16
(Signature of School Representative)

Memorandum of Understanding

Between Prairie Grove School District and

Walker Missouri + Sons Inc.

(Partner).

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Prairie Grove School District and the partner to support the creation and sustainment of career pathways at Prairie Grove High School.

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Contact Information

Partner name Walker Masonry & Sons Inc.

Partner representative Eric Walker

Position Owner

Address 14845 Walker Rd P6 AR 72753

Telephone 479-601-3567

Fax 479-840-3374

E-mail eric@walker-masonry-inc.com

Partner Signature  Date: 7-21-16

School Signature:  Date: 7/21/16
(Signature of School Representative)

Memorandum of Understanding

Between Prairie Grove School District and

Coyle Enterprises Inc

(Partner).

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Prairie Grove School District and the partner to support the creation and sustainment of career pathways at Prairie Grove High School.

Background

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Contact Information

Partner name Coyk Enterprises Inc

Partner representative Jerry Coyk

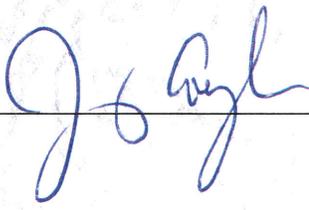
Position President

Address 930 East Parks St. Prairie Grove AR - P.O. Box 565

Telephone 479-267-5847

Fax 479 846 4524

E-mail Coyk.enterprises@gmail.com

Partner Signature  Date: 7-25-16

School Signature:  Date: 7/25/16
(Signature of School Representative)

Memorandum of Understanding

Between Prairie Grove School District and

Mandy Aiken, RN (Partner).

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Prairie Grove School District and the partner to support the creation and sustainment of career pathways at Prairie Grove High School.

Background

Prairie Grove School District is applying to become a Conversion Charter High School so that waivers may be obtained to allow flexibility to create career pathways for students leading to business and industry recognized certifications and better training leading to better, higher wage jobs.

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This MOU shall become effective upon signature by the authorized officials from the partner and the school, and will remain in effect until modified or terminated.

Contact Information

Partner name Mandy Aiken

Partner representative Healthcare

Position Nursing

Address 17325 Stonewall Rd Prairie Grove, AL 32753

Telephone 479-466-9398

Fax _____

E-mail aliken1@pgtc.com

Partner Signature Mandy Aiken Date: 7-21-16

School Signature: Allen Williams Date: 7/21/16
(Signature of School Representative)

Memorandum of Understanding

Between Prairie Grove School District and

PICK-IT CONSTRUCTION, INC.

(Partner).

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Prairie Grove School District and the partner to support the creation and sustainment of career pathways at Prairie Grove High School.

Background

Prairie Grove School District is applying to become a Conversion Charter High School so that waivers may be obtained to allow flexibility to create career pathways for students leading to business and industry recognized certifications and better training leading to better, higher wage jobs.

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This MOU shall become effective upon signature by the authorized officials from the partner and the school, and will remain in effect until modified or terminated.

Contact Information

Partner name PICK-IT CONSTRUCTION, INC.

Partner representative NATHAN OGDEN

Position PRESIDENT

Address PO Box 411 GREENLAND, AR 72737

Telephone (479) 973-5109

Fax (479) 571-3672

E-mail nathan@pickitconstruction.com

Partner Signature  Date: 7/21/16

School Signature:  Date: 7/21/16
(Signature of School Representative)

2015 ESEA DISTRICT REPORT

District: PRAIRIE GROVE SCHOOL DISTRICT **Superintendent:** ALLEN WILLIAMS
LEA: 7206000 **Attendance:** 96.97
Enrollment: 1840 **Poverty Rate:** 46.14

Address: 110 School Street
Address: PRAIRIE GROVE, AR 72753
Phone: (479) 846-4242

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	1187	1188	99.92	1103	1106	99.73	
Targeted Achievement Gap Group	636	636	100.00	599	599	100.00	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	16	16	100.00	16	16	100.00	
Hispanic	59	59	100.00	57	57	100.00	
White	1081	1082	99.91	1001	1004	99.70	
Economically Disadvantaged	595	595	100.00	565	565	100.00	
English Language Learners	27	27	100.00	27	27	100.00	
Students with Disabilities	130	130	100.00	111	111	100.00	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	450	1125	40.00	22.73
Targeted Achievement Gap Group	158	594	26.60	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	4	15	26.67	10.77
Hispanic	13	51	25.49	18.35
White	418	1030	40.58	26.04
Economically Disadvantaged	150	553	27.12	17.63
English Language Learners	3	27	11.11	7.64
Students with Disabilities	13	125	10.40	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	266	1042	25.53	13.95
Targeted Achievement Gap Group	96	558	17.20	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	15	6.67	5.87
Hispanic	8	49	16.33	12.10
White	247	951	25.97	17.14
Economically Disadvantaged	91	524	17.37	11.02
English Language Learners	4	27	14.81	6.23
Students with Disabilities	8	106	7.55	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	138	153	90.20	91.93	94.00
Targeted Achievement Gap Group	40	53	75.47	87.50	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	375	422	88.86	91.93	94.00
Targeted Achievement Gap Group	134	166	80.72	87.50	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00	
White	130	145	89.66	91.38	
Economically Disadvantaged	36	48	75.00	88.33	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	10	12	83.33	84.61	

2015 ESEA DISTRICT REPORT

District: PRAIRIE GROVE SCHOOL DISTRICT **Superintendent:** ALLEN WILLIAMS
LEA: 7206000 **Attendance** 96.97
Enrollment: 1840 **Poverty Rate:** 46.14

Address: 110 School Street
Address: PRAIRIE GROVE, AR 72753
Phone: (479) 846-4242

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

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

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

Number of enrolled students with completed PBA only:	6
Number of enrolled students with completed EOY only:	14

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 01/07/2016

Prairie Grove High School

Conversion Authorizing Panel
Friday, October 21, 2016



Goals for Today

- Identify reasons why our school is pursuing a district conversion charter
- Identify initial goals / objectives for our conversion charter

District Demographics

Total students: 1904

Male: 53%

Female: 47%

Economically Disadvantaged: 44%

TAGG: 48%

Non-TAGG: 52%

PGHS Demographics

Total students: 624

Male: 52%

Female: 48%

Economically Disadvantaged: 38%

TAGG: 43%

Non-TAGG: 57%

District Vision

Prairie Grove School District, with relentless intent and perseverance, will champion a K-12 learning community that is committed to ensuring all students graduate prepared for college, career and citizenship.

Prairie Grove

1961



Prairie Grove High School

- StartClass -Top rated high school in Arkansas
- One of the most rigorous high schools in the State of Arkansas
(Washington Post)
- 1962 ■ High percentage of students that participate in our Advanced Placement Programs
- Students are competitive in their pursuit of post-secondary degrees. Approximately 80% of our graduates have placement in a post-secondary institution.

Why a Conversion Charter?

- Choice is a reality in NWA
- Families are looking for educational opportunities
- Create the flexibility to improve our offerings for students that are going directly into the workforce or work related trainings

Why a Conversion Charter?

- Preparing students for the work-force as well as we do for college

- Making PGHS relevant as an educational choice for providing the workforce for NWA

In a Nutshell...

- Better prepare students for life after high school. **ALL** students need to be prepared for the work-force whether attending college or another pathway.
- Strive to ensure that **ALL** students graduate College and Career Ready.

Charter Outcomes

- Increase graduation rate with TAGG group
- Workplace recognized certifications—OSHA, CNA, PCA, NCCER, etc.
- Planned Personalized Pathways (P3)
- Workplace readiness as defined by employers
- Work-based experiences for students
- Easily accessible to PGHS students

Innovations

- Education and Career Pathways
 - Building Trades and Design
 - Health Professions (CNA/PCA)
 - Additional areas
 - Current: PLTW, Agri, computer science
 - Future: college prep, STEM, teacher prep, retail/business/marketing

Innovations

- Partnerships with business and industry
 - Curriculum development
 - Academic goals
 - Training and skills needed in the area workforce

1968

Partners

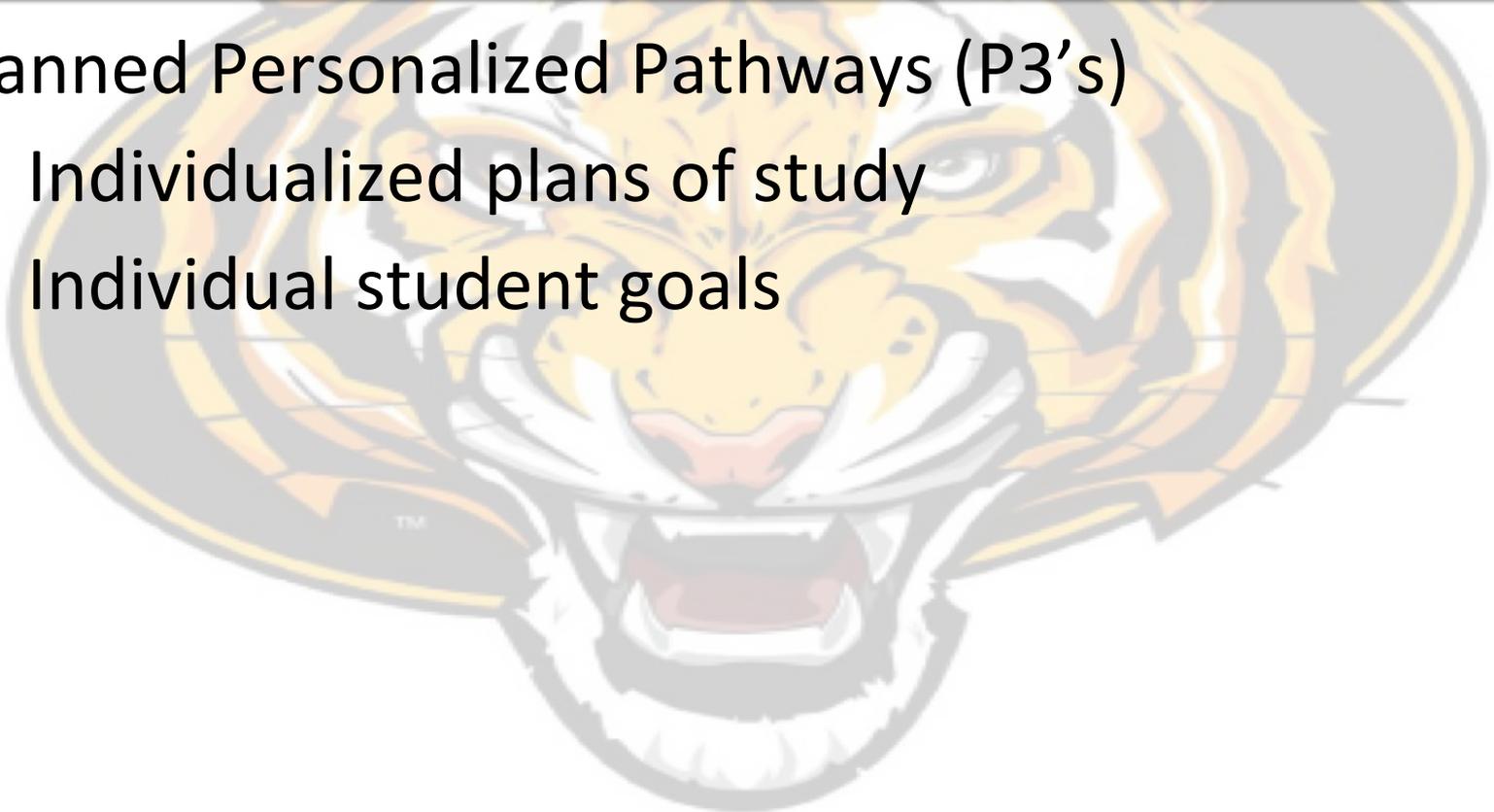


Coyle Enterprise
Walker Masonry
Mandy Allen, RN

Innovations

- Planned Personalized Pathways (P3's)
 - Individualized plans of study
 - Individual student goals

1970



Innovations

- Flexibility in educational delivery
 - Virtual courses
 - Flexed paced instead of seat time
 - Not bound by traditional master schedule
 - Licensure
 - Career and Technical classes taught by field experts

1971

Innovations

- Flexibility in educational delivery
 - Class size
 - Flexibility in students' schedules (35 students max/class)
- Embedded curriculum through course approval
 - Oral Communication
 - Physical Education

Innovations

- Developing character traits for the workplace
 - Workplace readiness
 - Workshops by business and industry partners
 - Aligns with authentic job licensure/certificate requirements and job site expectations and conduct

Initial Plan

- Building Construction/Skilled Trades
Plumbing, electrical, HVAC, masonry, others
- 1974 ■ Medical Health Professions
CNA, PCA, others
- Other areas may be added later based upon
workforce needs of the region



Thank You





Kimbel Mechanical Systems

9310 Wagon Wheel Road, Springdale, AR 72762; 479-756-1099

October 18, 2016

Dr. Allen Williams, Superintendent
Prairie Grove Schools
110 School Street
Prairie Grove, AR 72753

Dear Dr. Williams,

I want to convey to you, the Charter Authorizing Panel, and the members of the State Board of Education the critical nature of companies like ours establishing partnerships with local school districts. These partnerships accomplish the following:

1. *It benefits the student.* It provides students with direct information about the construction trades where they can obtain high paying, secure job opportunities. These opportunities are very well suited for some students who are not college bound and have a desire to enter the work force. Our company typically starts these students at approximately \$45,000 per year with full benefits. After completing their Journeyman License in 4 years, they can easily be making over \$70,000 per year. This is a great opportunity for the students.
2. *It benefits the partnering company.* The construction trades need young people and this is a controlled environment for both companies and students to get to know each other. Companies can help students to better understand the nature of their work and, hopefully, increase the likelihood of finding successful employees that fit into their culture. This is a win for partnering companies.
3. *It benefits the community.* By having a robust workforce, the community benefits from a stable supply of tradesmen who can repair or construct homes, businesses and other structures. The past decade has seen fairly significant increases in hourly rates for tradesmen. By increasing the supply of these critical workers, it should help to offset or minimize price escalation. There are approximately 5 counties in Southeast Arkansas who do not have a licensed plumber who reside

there. It is very expensive and difficult for them to obtain services from licensed tradesmen. This is bad for the communities that are effected. Furthermore, when licensed tradesmen are not available, there is a risk of compromising the integrity of the public utility services.

4. It benefits the State of Arkansas. By having the necessary workforce available, it allows our state to grow and expand into the future. Having a limited workforce is an anchor that slows or stalls economic development. There are states around Arkansas where this is very much the case. It would be unfortunate to see our state fail to keep pace with growing demand.

I would encourage the Board to explore synergistic opportunities to maximize school district/private company partnerships. These partnerships have the potential to provide "wins" for everyone involved.

Please contact me if you would like to meet or discuss this in further detail.

Kind Regards,

A handwritten signature in cursive script that reads "Brad Smith".

Brad Smith

CEO

Arkansas Department of Education
Rules Governing the Arkansas *Educational* Financial Accounting and
Reporting System and Annual Training Requirements

January 16, 2012

1.00 Regulatory Authority

1.01 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-11-128, ~~6-13-620~~, 6-17-410, 6-20-1805, 6-20-2002, 6-20-2004, 6-20-2104, ~~6-20-2202~~, ~~6-20-2203~~ and ~~6-20-2207~~ 6-20-2201 et seq., 6-23-105, 26-26-1907, and 26-80-101.

2.00 Purpose

2.01 These rules shall be applied to all school districts, open enrollment public charter schools, and education service cooperatives for the purposes of accounting and reporting revenues and expenditures and for providing required training.

3.00 Definitions

For purposes of these rules, the following terms shall be defined to mean:

- 3.01 Annual Financial Budget (AFB) – the annual budget of expenditures and receipts required in Ark. Const. Art. 14, § 3, and Ark. Code Ann. §§ 6-11-128, 6-13-620 and 6-20-2202.
- 3.02 Annual Financial Report (AFR) – the fiscal year annual report of financial information ~~for the prior fiscal year~~ as required by Ark. Code Ann. §6-20-2202.
- 3.03 ~~Approved Budget (AFB) – a budget (AFB)~~ an AFB that has received the required written notification from the Department that the ~~budget AFB~~ presented was not identified as deficient as of February 15 of the current year.
- 3.04 ~~APSCN~~ – Arkansas Public School Computer Network (APSCN).
- 3.05 Arkansas Financial Accounting Handbook – the uniform chart of accounts and related codes which are established by the Department and incorporated into these rules as the “Arkansas Handbook, and used for accounting and financial reporting of all public schools, school districts, open enrollment charter schools, and education service cooperatives.
- 3.06 Athletic Expenditures – all direct and indirect expenses related to interschool athletic programs, prorated if necessary.

- 3.07 Budget (~~AFB~~) Review – the process of determining if the AFB submitted to the Department meets the mandated expenditure requirements in effect for the appropriate year and that budgeted revenue, expenditures and fund balances are reasonable and in compliance with law.
- 3.08 Court-Ordered Desegregation Funding – state funds received by a an LEA under a federal court order or a settlement agreement in desegregation litigation.
- 3.09 Deficient – a finding by the Department auditors that budget or financial accountability reports do not meet the mandated expenditure requirements in effect for the appropriate year; that budget or financial accountability reports contain one or more material misstatements of financial information; or that budgeted revenue, expenditures and fund balances are not in compliance with law or Department rules.
- 3.10 ~~Department~~ – the Arkansas Department of Education (Department).
- 3.11 Full-time Equivalent (FTE) – The amount of time an employee works during a school year (July 1 through June 30 of following calendar year) as a percentage of the amount of time a full-time employee in the same position would work during a school year.
- 3.12 Interschool Athletic Program – any athletic program which is organized primarily for the purpose of competing with other schools, public or private; or any athletic program which is subject to regulation by the Arkansas Activities Association.
- 3.13 Interschool Scholastic Activities – any interschool activity program that is outside the regular curriculum, excluding interschool athletic programs as defined by Ark. Code Ann. § 6-20-2002(3), which is organized primarily for the purpose of competing with other schools, public or private; or any program or activity, excluding interschool athletic programs as defined by Ark. Code Ann. § 6-20-2002(3), which is subject to regulation by the Arkansas Activities Association.
- 3.14 Interschool Scholastic Activity Expenditures – all direct and indirect expenses related to interschool scholastic activities, prorated if necessary.
- 3.15 Local Educational Agency (LEA) – all Arkansas public school districts, open-enrollment public charter schools and education service cooperatives.
- 3.16 Material Findings – a financial condition that jeopardizes the fiscal integrity of the school district.

- 3.17 ~~SBE~~—the Arkansas State Board of Education (SBE)
- 3.18 Special Needs Categories – the state funding categories of Alternative Learning Environments, English Language Learners, National School Lunch Act funding, and Professional Development.
- 3.19 State Funds – all money derived from state revenues, specifically including but not limited to, distributions from the Department of Education Public School Fund Account and uniform rate of tax ad valorem property taxes distributed to a public school or school district.
- 3.20 Tier I & II Employees – those employees described as Tier I or Tier II employees in § 7 10 of this rule.
- 3.21 Tier I & Tier II Training – that training described as Tier I or Tier II training in § 7 10 of this rule.
- 3.22 Valid Comparisons – comparisons deemed to be relevant to the subject material in substance and scope.

4.00 Annual Financial Report (AFR)

- 4.01 The AFR shall be electronically submitted to the Department by LEAs in the format required by the Department.
- 4.02 ~~APSCN shall have the programs necessary to collect the AFR data available to the LEAs at~~ At least fifteen (15) calendar days before the date required to submit the AFR, APSCN shall make available to the LEAs the programs needed to collect the AFR data.
- 4.03 The AFR shall be filed electronically with the Department by August 31 of each year. If August 31 is on a weekend or state holiday, the AFR electronic submission shall be on the first work day for state employees following the weekend or state holiday.
 - 4.03.1 For purposes of compliance with these rules, the official date of filing with the Department shall be the date and time the AFR is recorded as received by APSCN.
 - 4.03.2 If errors are discovered in the AFR by either the LEA or the Department, a corrected AFR may be resubmitted by September 15 of the same calendar year it was originally due. If September 15 is on a weekend or state holiday, the resubmission shall be on the first work day for state employees following the weekend or state holiday.

- 4.04 No changes shall be made to the LEA's financial data after it has been submitted to the Department as a part of the AFR, unless the AFR is resubmitted by the deadline specified in 4.03.2 of this rule.
- 4.05 Each LEA shall perform a final close of its fiscal year immediately following its submission of the AFR. If a resubmission is necessary and within the timeframe allowed by 4.03.2 of this rule, APSCN shall be contacted in order to re-open the fiscal year.
- 4.06 The data to be reported in the AFR includes, but is not limited to:
 - 4.06.1 The daily expenditures and receipts of the LEA;
 - 4.06.2 Information on fund balances maintained by the LEA, including without limitation, the:
 - 4.06.2.1 Sources of funds maintained as fund balances, to the extent practicable;
 - 4.06.2.2 Reasons for maintaining, instead of spending, the fund balances;
 - 4.06.2.3 Amount and identification of funds transferred between various funds during the past year;
 - 4.06.2.4 Amount of fund balances dedicated for the construction, maintenance, or repair of academic or athletic facilities.
 - 4.06.2.5 Information sufficient to verify whether funds allocated for educational purposes, including, but not limited to, student academic needs and the maintenance and operation of public school district facilities, are used for their intended purposes or retained by the school district in its fund balances.

5.00 Annual Financial Budget (AFB)

- 5.01 The AFB shall be electronically submitted to the Department by LEAs in the format required by the Department.
- 5.02 The AFB shall be filed electronically with the Department by September 30 of each year. If September 30 is on a weekend or state holiday, the AFB electronic submission shall be on the first work day for state employees following the weekend or state holiday.

- 5.02.1 For purposes of compliance with these rules, the official date of filing with the Department shall be the date and time the AFB is recorded as received by APSCN.
- 5.02.2 ~~APSCN shall have the programs necessary to collect the AFB data available to the LEAs at~~ At least fifteen (15) calendar days before the date required to submit the AFB, APSCN shall make available to the LEAs the programs needed to collect the AFB data.
- 5.03 The AFB shall be approved by the board of directors of each LEA at a legally held meeting and shall be signed by the president of the board of directors and the ex officio financial secretary of each LEA.
- 5.03.1 The order or resolution of the local board approving the AFB shall be signed by the president of the local board and the superintendent or director of each LEA.
- 5.03.2 If the AFB and the order or resolution approving the AFB are not filed with the Department on or before September 30 and as required by these rules, then all warrants or checks issued by the LEA after September 30 shall be declared invalid and the Superintendent and his or her surety shall be liable for any warrants or checks countersigned after the September 30 deadline.
- 5.03.3 If the AFB and the order or resolution approving the AFB are not filed with the Department on or before September 30 and as required by these rules, the Department ~~shall suspend distribution of all~~ may withhold state aid funded grants and aids for which an LEA is eligible until the reporting requirements of these rules are met in full compliance.
- 5.03.3.1 State aid may only be withheld provided that the Department of Education has met all deadlines for providing pertinent information to school districts, open-enrollment charter schools, or education service cooperatives.*
- 5.03.3.2 The Department of Education shall submit a list of all required financial accountability reports along with due dates to each school district, open-enrollment public charter school, or educational service cooperative by July 1 of each year.*

6.00 Full-time Equivalent (FTEs) and Average Salaries

- 6.01 Information regarding FTEs and Average Salaries shall be electronically submitted to the Department by LEAs in the format required by the Department.
- 6.02 Information regarding FTEs and Average Salaries shall be filed electronically with the Department by July 31 of each year. If July 31 is on a weekend or state holiday, the electronic submission shall be on the first work day for state employees following the weekend or state holiday.
 - 6.02.1 For purposes of compliance with these rules, the official date of filing with the Department shall be the date and time the electronic submission is recorded as received by APSCN.
 - 6.02.2 ~~APSCN shall have the programs necessary to collect the FTEs and Average Salaries data available to the LEAs at~~ At least fifteen (15) calendar days before the date required for submission to the Department, APSCN shall make available to the LEAs the programs needed to collect the FTEs and Average Salaries data.

7.00 Arkansas Handbook

- 7.01 The Department shall establish and implement a uniform chart of accounts and related codes known as the Arkansas Financial Accounting Handbook (Arkansas Handbook) which shall be the uniform chart of accounts and codes utilized in reporting revenues and expenditures.
 - 7.01.1 The Arkansas Handbook is hereby incorporated by reference into these rules. However, the Arkansas Handbook is exempt from the rule-making process and may be amended, revised or updated as provided in these rules or law.
 - 7.01.2 The amendments, annual revisions, and financial accounting updates to the Arkansas Handbook shall be developed with representatives from the Arkansas Association of School Business Officials, the Education Service Cooperatives, and other school district officials as designated by the Department.
 - 7.01.3 Prior to amending the Arkansas Handbook, the Department shall provide written notice via a Commissioner's Memo to the school districts, open enrollment charter schools and education cooperatives. Amendments, annual revisions, and financial accounting updates shall be effective on July 1 of the next fiscal year or 90 days from the date of the issuance of the Commissioner's Memo, whichever is later, unless:

- 7.01.3.1 The Commissioner declares that there is an emergency, at which time the change shall be effective immediately upon the date specified in the Commissioners Memo; or,
 - 7.01.3.2 A new program or revenue source requires new accounting codes, at which time the change shall be effective immediately upon the date specified in the Commissioner's Memo; or,
 - 7.01.3.3 The change affects only a few school districts and the school districts have mutually agreed to make the change. The change shall be effective immediately upon the date specified in the Commissioner's Memo.
- 7.02 The Arkansas Handbook shall be the chart of accounts and codes utilized by LEAs in making the record of actual revenues and expenditures and the annual budget of revenues and expenditures required by these rules.

8.00 Department Review of LEA Financial Records

- 8.01 By February 15 of each year, the Financial Accountability Unit of the Department shall review the LEAs' most currently submitted AFR, AFB, FTEs and Average Salaries to determine if the financial records are deficient. Any error related to the coding and reporting of financial information that causes a material misstatement of financial information will be cause for determining a deficiency. A material misstatement occurs whenever the submitted data has more than a ten percent (10%) variance from the correct data or when corrective action is not taken after the Department has sent written notification to an LEA regarding specific errors discovered in the financial records.
- 8.01.1 Any error related to the coding and reporting of court-ordered desegregation funding that causes a material misstatement of financial information will be cause for determining a deficiency. A material misstatement occurs whenever the submitted data has more than a ten percent (10%) variance from the correct data or when corrective action is not taken after the Department has sent written notification to an LEA regarding specific errors discovered in the financial records.
- 8.02 The Department review will include, but is not limited to:
- 8.02.1 State Revenues;

- 8.02.2 Student Special Needs Expenditures;
- 8.02.3 Total Expenditures;
- 8.02.4 Instructional Expenditures;
- 8.02.5 Extracurricular Expenditures;
- 8.02.6 Capital Expenditures;
- 8.02.7 Debt Service Expenditures;
- 8.02.8 Expenditures of court-ordered desegregation funding;
- 8.02.9 Teacher Full Time Equivalency data;
- 8.02.10 Certified salary amounts;
- 8.02.11 Compliance with the Minimum Teacher Salary schedule;
- 8.02.12 Compliance with gifted and talented programs expenditure requirements in accordance with Ark. Code Ann. § 6-20-2208(c)(6);
- 8.02.13 Interschool Athletic Expenditures, including salaries with fringe benefits, travel, equipment, supplies and facilities maintenance;
- 8.02.14 Interschool Scholastic Expenditures, including salaries with fringe benefits, travel, equipment, supplies and facilities maintenance;
- 8.02.15 The district's Total Athletic Expenditures budgeted for interschool athletic programs that are to be paid from state funds;
- 8.02.16 The district's Total Scholastic Expenditures budgeted for interschool scholastic programs that are to be paid from state funds;
- 8.02.17 Expenditure of Federal funds, including school lunch reimbursement;
- 8.02.18 Verification that fiscal year expenditures did not exceed legal revenues for the same fiscal year;

- 8.02.19 Verification that proper financial records have been maintained in accordance with the Education Accounting and Reporting System and the Arkansas Handbook.
- 8.02.20 Verification that fund balances are sufficient to ensure the continuation of educational services and are within parameters set by state and federal law and Department rules.
- 8.03 The Department shall notify in writing, via certified mail, the superintendent or director of the LEA whose financial records are found to be deficient.
 - 8.03.1 The notification shall state the deficiency.
- 8.04 The LEA will have thirty (30) days to respond to the Department's notification. The response may include, but is not limited to:
 - 8.04.1 A proposed corrective action plan;
 - 8.04.2 A training schedule to educate all pertinent personnel; and
 - 8.04.3 A procedure to prevent a repeat of the deficiency.
- 8.05 The response shall not be considered a right of appeal.
- 8.06 If the review determines the financial records of any LEA are deficient as defined in Section 8.01 or otherwise not properly maintained or submitted by the LEA or are not administered in accordance with state or federal laws, SBE rules, or the Arkansas Handbook, then state-funded grants and/or aid that the district would be eligible to receive shall be withheld until the financial issues have been resolved.
- 8.07 The SBE may require the superintendent or director and board members explain and/or appear before the SBE to explain why the district is not complying with state laws or rules.
- 8.08 Upon written notice of approval by the *auditors of the* Financial Accountability Unit *of the Department of Education*, the Department shall file copies of the approved budget with the LEA and the county treasurer, if serving as school treasurer.
- 8.09 It is the duty of the State to monitor LEA financial records, Arkansas Comprehensive School Improvement Plan, or any other pertinent records, to ensure the following:
 - 8.09.1 District expenditures meet the minimum teacher salary schedule;

- 8.09.2 District expenditures benefit students in special needs categories;
 - 8.09.3 District expenditures are used to improve the educational opportunity of each child;
 - 8.09.4 District expenditures are used to provide an equal opportunity for each child;
 - 8.09.5 District expenditures are used to meet the Standards of Accreditation;
 - 8.09.6 The District has provided the SBE and the Department with a report of the school district's total athletic expenditures paid from state funds for the previous year;
 - 8.09.7 The district has provided the SBE and the Department with a budget for the school district's total athletic expenditures to be paid from state funds for the upcoming year; and
 - 8.09.8 The district has provided the SBE and the Department with any additional information or documentation requested for the purpose of showing compliance with state laws, including but not limited to Ark. Code Ann. § 6-20-2208, federal laws and Department rules.
- 8.10 The Department shall have the authority to review, analyze and inspect the financial records of any LEA in order to verify that an LEA is correctly and accurately reporting revenues and expenditures in accordance with the Arkansas Handbook.
- 8.11 The Department shall submit a report titled "Annual Statistical Report (ASR) to the Governor, the Senate Interim Committee on Education, and the House Interim Committee on Education by February 15 of each year concerning LEA revenue, expenditures, legal balances (total and unrestricted), FTEs, average salaries and any other financial information required by law.
- 8.11.1 The revenue and expenditures will reflect the prior year actual (ended June 30) and the current year budget (beginning July 1).
 - 8.11.2 The total legal balance will be as of June 30 of the prior year and will contain the total balances of the Salary, Operating and Debt Service Funds.

8.11.3 The unrestricted legal balance will be the total legal balance less restricted funds.

8.11.4 The FTEs and average salaries will be for the prior year ended June 30.

9.00 Required Reports

9.01 The Department shall publish by July 1 of each year, via Commissioner’s Memo, a list of all required financial accountability reports, that are not a part of a cycle report submitted through APSCN, with due dates.

9.02 The Department shall submit a written notice via certified mail on or before February 15 of each year to those school districts, open enrollment charter schools and education service cooperatives whose budget or financial reports are identified as deficient. Likewise, the Department will issue a Commissioner’s Memo on or before February 15 of each year indicating which school districts, open enrollment charter schools or education service cooperatives budgets are identified as approved.

9.03 Each county clerk is required to provide to the Department an annual Abstract of Assessment by March 15 of each year.

9.03.1 The treasurer of the state shall withhold the monthly distribution of county aid from any county that fails to provide the annual Abstract of Assessment by March 15 for each school district located wholly or in part in the county.

9.03.2 The Department shall establish the required format for the Abstract of Assessment, to include:

9.03.2.1 The previous calendar year’s property assessment that will be used for ad valorem tax collections in the current year.

9.03.2.2 The millage rates, which shall be listed by the type of millage, levied against that property assessment.

9.03.2.3 In cases that administratively consolidated school districts do not have a unified millage rate, the county clerk shall submit the assessment data in a form specified by the Department.

9.03.3 To consider a county in compliance with this filing requirement, the Department must receive all data no later than March 15 of each year.

9.04 By January 31, 2012, and by January 31 of each year thereafter, each county treasurer shall provide an annual summary report of all proceeds generated from ad valorem tax and distributed by the county to a school district for the period beginning January 1 and ending on December 31 of the preceding calendar year to the:

9.04.1 Treasurer of State;

9.04.2 Department of Education; and

9.04.3 Superintendent of the school district to which the proceeds from the uniform rate of tax are distributed by the county.

9.04.4 Failure of the county treasurer to report the annual summary required by 9.04 of this rule shall result in the withholding of all reappraisal funding provided under Ark. Code Ann. § 26-26-1907 until the county treasurer provides the annual summary report. Funds withheld are forfeited as follows:

9.04.4.1 Twenty percent (20%) of withheld reappraisal funds are forfeited every two (2) months of noncompliance; and

9.04.4.2 After ten (10) months of noncompliance, the total amount of withheld reappraisal funds are forfeited.

9.04.4.3 A county is not relieved of the requirement to reappraise property and funding for reappraisal shall be by local taxing unit sources until the county provides the required annual summary report.

9.04.4.4 The Department shall notify the Assessment Coordination Department if a county treasurer fails to comply with 9.04 of this rule ~~and withholding of reappraisal funding is authorized by Ark. Code Ann. § 26-80-101.~~ Withholding of reappraisal funding for failure to comply is authorized under Ark. Code Ann. § 26-80-101.

9.05 By September 1 of each year, any school district that received court-ordered desegregation funding for the prior school year shall report to the Department the following:

9.05.1 The total amount of state funding received under the federal court order or settlement agreement in the prior school year;

- 9.05.2 A detailed statement outlining the school district's obligations under the federal court order, settlement agreement, or court-approved remedial plan, including without limitation:
- 9.05.2.1 Programs that the school district is required to administer;
 - 9.05.2.2 Specific goals that the school district is required to reach;
 - 9.05.2.3 Actions that the school district is required to take or are prohibited from taking;
 - 9.05.2.4 Problems that the school district is required to remedy;
 - 9.05.2.5 Overall purposes of the federal court order, settlement agreement, or court-approved remedial plan; and
 - 9.05.2.6 Any other pertinent information as determined by the department;
- 9.05.3 An itemized accounting of all expenditures made during the prior school year from state funds identified under section 9.05.1 and expended to comply with the school district's obligations identified under section 9.05.2;
- 9.05.3.1 The accounting shall be specific and detailed and include an explanation of how each expenditure was necessary in order to comply with the school district's obligations under the federal court order, settlement agreement, or court-approved remedial plan;
 - 9.05.3.2 It is not sufficient to provide general statements, such as stating that the funds were used in magnet schools;
 - 9.05.3.3 As part of the explanation for each expenditure, the accounting shall identify the program, goal, action, problem, and/or purpose listed in response to Section 9.05.2 to which the expenditure is related;

9.05.4 The total amount of all state funds identified in response to section 9.05.1 and remaining in the school district's fund balances as of July 1; and

9.05.5 A statement that the sum total of all expenditures identified in response to sections 9.05.3 and 9.05.4 is equal to the sum total of state funding identified in response to section 9.05.1, or alternatively, an explanation of the discrepancy.

9.06 Unless the Department approves otherwise, any data to be reported under sections 9.05.1, 9.05.3, and 9.05.4 shall be submitted to the Department in electronic format as a Microsoft Excel file utilizing a template to be furnished by the Department no later than August 1.

9.06.1 Unless the Department approves otherwise, any data to be reported under section 9.05.2 shall be submitted to the Department in electronic format as a Microsoft Word or Adobe Portable Document Format (PDF) file.

9.07 The Department may withhold state aid from any LEA that fails to file its budget or any other required report with the Department by the deadline established on the list of all required financial accountability reports, provided that the Department has met the deadline for providing information pertinent to meeting the deadlines.

10.00 Required Training

10.01 The Department shall establish two (2) tiers of required training.

10.01.1 Both tiers of required training shall apply to all LEAs.

10.01.2 A minimum of two (2) persons per LEA are required to attend an Initial and an Annual Tier I Training. The two persons shall include:

10.01.2.1 The district superintendent or the education service cooperative director or the open enrollment charter school director; and

10.01.2.2 A person whose job responsibilities include preparing the budget or overall accounting responsibility.

10.02 The two (2) persons per LEA required to attend shall each obtain twelve (12) hours of Initial Training and instruction necessary to demonstrate

basic proficiency as determined by the Department, including but not limited to:

- 10.02.1 School laws of Arkansas;
 - 10.02.2 Laws and rules governing expenditures, fiscal accountability, and school finance;
 - 10.02.3 Ethics; and
 - 10.02.4 Financial accounting and reporting of LEAs.
- 10.03 After obtaining the Initial Training, the two (2) persons required to attend shall obtain ~~four (4)~~ a minimum of two (2) hours of Tier I annual training and instruction in order to maintain basic proficiency in the topics described in Section 10.02 of these rules. Additional annual training may be required by the department for the school district superintendent, the education service cooperative executive director, or the open-enrollment public charter school director and the person whose job responsibilities include preparing the budget or overall accounting responsibility based on repetitive or flagrant audit findings or the identification of multiple indicators of fiscal distress.
- 10.03.1 The two (2) persons per LEA are required to attend the training under Section 10.01 of these rules by December 31 of each year.
 - 10.03.1.1 The training may be provided by a higher education institution, the Department, the Arkansas Association of School Business Officials or from another provider.
 - 10.03.1.2 The training sessions may be held throughout the State, via distance learning, or from an online course.
 - 10.03.1.3 All providers for training shall apply for and receive approval from the Department prior to providing the training.
 - 10.03.1.3.1 The provider shall submit a complete request for approval prior to the scheduled training.
 - 10.03.1.3.2 The Department shall establish the request form.

- 10.03.1.3.3 The provider shall provide the Department with a list of persons who attended the training sessions.
- 10.03.1.3.4 The Department's administrative staff will review the request.
- 10.03.1.3.5 If additional information is requested, the provider will be responsible for providing an immediate response in order to gain approval in a timely manner.
- 10.03.1.3.6 Department staff will be allowed to attend all training sessions in order to monitor for quality and completeness.
 - 10.03.1.3.6.1 Department staff will not be required to pay to attend the training
- 10.03.2 Persons failing to obtain required training by the end of the calendar year and failing to receive training by March 1 of the following calendar year without filing a request for an extension shall be sanctioned by the State.
 - 10.03.2.1 The request for an extension must be sent to the Department by certified mail, return receipt requested.
 - 10.03.2.2 The request for an extension must be received by the Department prior to March 1.
 - 10.03.2.3 The Department shall establish a form to be used in requesting an extension.
 - 10.03.2.4 The request shall include a corrective action plan for obtaining the required training in a timely manner.
 - 10.03.2.4.1 For each person failing to obtain the required training by March 1, the Department shall immediately notify the superintendent or director of the employing school district, open

enrollment charter school, or education service cooperative.

10.03.2.4.2 Notification will be sent by certified mail, return receipt requested.

10.03.2.4.3 The Department will also notify the school board president.

10.03.3 The superintendent or director of the LEA shall notify the person who failed to receive the required training, and the person shall be unable to continue in his or her position from the date of receipt of notification.

10.03.3.1 Notification will be by certified mail, return receipt requested.

10.03.3.2 Any person receiving notice that he or she shall be unable to continue in his or her position solely because of his or her failure to obtain the required training may request a hearing before the SBE prior to his or her permanent dismissal.

10.03.4 If the person fails to obtain all required training by December 31 following the March 1 extension deadline, this failure shall constitute one (1) citation against the school district, or the open enrollment charter school, as measured by the Standards for Accreditation of Arkansas Public Schools issued by the Department or an admonishment to the education service cooperative by the Department.

10.03.5 If the person is unable to obtain the required training because of military service or illness as verified by a written sworn statement of the person's attending physician, the Department shall grant an extension permitting the person additional time to obtain the required training.

10.03.5.1 The person shall submit the appropriate documentation of military service or illness to the Department.

10.03.5.2 The documentation must be sent by certified mail, return receipt requested.

- 10.03.5.3 The length of time of the extension will be determined on an individual basis at the discretion of the Department.
- 10.03.5.4 The issuance of an extension shall not constitute a citation against the school district or the open enrollment charter school as measured by the Standards for Accreditation of Arkansas Public Schools issued by the Department or an admonishment to the education service cooperative by the department. Also the Department shall not operate to remove the person from his or her job if an extension has been granted by the Department.
- 10.03.6 The Department shall maintain records of instructional hours of Tier I Training obtained by any individual covered under this section.
 - 10.03.6.1 Each district shall provide a list of the names and positions of the persons covered by these rules, to the Department by December 31 of each year. The information shall be provided in a format approved by the Department.
 - 10.03.6.2 Separate lists will be provided for persons obtaining the initial training to demonstrate basic proficiency and for those obtaining additional hours.
 - 10.03.6.3 The trainer or the institution providing the training will provide verification of instructional hours.
 - 10.03.6.4 The Department may publish a list identifying the persons required to receive training and the compliance status.
 - 10.03.6.5 Persons employed as of July 1 shall be required to obtain training by December 31 of that year.
 - 10.03.6.6 Persons employed after July 1 shall be required to obtain training by December 31 of the next year.
 - 10.03.6.7 Persons changing employment will have their training history accepted by the new employer.

- 10.03.7 Any school district or open enrollment charter school that does not follow the provisions of Ark. Code Ann. Title 6, Chapter 20, subchapter 22 shall be placed in fiscal distress.
- 10.03.8 Any education service cooperative that does not follow the provisions of Ark. Code Ann. Title 6, Chapter 20, subchapter 22 shall be sanctioned by the SBE.
- 10.04 Tier II training shall include, but is not limited to, employees who make decisions about selecting codes or who have a limited number of codes that they can use.
 - 10.04.1 Tier II training shall be developed by the Department in cooperation with representatives from the Arkansas Association of School Administrators, the Arkansas Association of School Business Officials, the Arkansas Education Association, the Legislative Joint Auditing Committee and education service cooperatives.
 - 10.04.1.1 The training shall be annual and shall be ~~four (4)~~ a minimum of two (2) hours.
 - 10.04.1.2 LEAs shall be responsible for providing the training to these employees.
 - 10.04.1.3 LEAs' trainers are required to attend Initial and annual Tier I training.
 - 10.04.1.4 Each LEA shall maintain files and records indicating all employees required to obtain and who have completed Tier II training.
 - 10.04.1.5 Each district superintendent, open enrollment charter school director or education service cooperative director shall provide the Department an assurance statement regarding the completion of Tier II training by the required individuals by the end of the fiscal year.
 - 10.04.1.6 Additional annual training may be required by the department for employees who do not make decisions about selecting *codes* or who have a limited number of codes that they can use based on repetitive or flagrant audit findings or the identification of multiple indicators of fiscal distress.

11.00 Sanctions

- 11.01 Any school district that does not comply with and meet the requirements of these rules, shall, after receiving notice as required by law, be identified by the Department as being in fiscal distress.
- 11.01.1 Any open enrollment charter school that does not comply with and meet the requirements of these rules may be referred to the SBE for possible modification, revocation, or denial of renewal of its charter pursuant to Ark. Code Ann. § 6-23-105 and the Department's Rules Governing Public Charter Schools.
- 11.02 Any education service cooperative that does not comply with and meet the requirements of these rules shall be sanctioned by the SBE.
- 11.03 Any licensed classroom teacher or administrator of a school, school district, open enrollment charter school or education service cooperative that provides false expenditure information may have his or her license placed on probation, suspended or revoked pursuant to procedures utilized in accord with Ark. Code Ann. § 6-17-410.
- 11.04 Persons failing to obtain required training by December 31 of the calendar year and who fails to cure any training deficiency by March 1 of the following year without filing a request for extension of time and after receiving proper notice shall be unable to continue in his or her position of employment effective on the date of receipt of notification from the superintendent of the school district, open enrollment charter school or education service cooperative.
- 11.05 If a person fails to obtain all required training by December 31, this failure shall constitute one (1) citation against the school district, the open enrollment charter school or an admonishment to the education service cooperative.

**SUMMARY OF PROPOSED CHANGES TO THE
ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE
ARKANSAS FINANCIAL ACCOUNTING AND REPORTING SYSTEMS
AND ANNUAL TRAINING REQUIREMENTS**

Section 1.01	Regulatory authority updated
Section 3.02	Definition reworded for clarity
Section 3.03	Definition reworded for clarity
Section 3.04	Definition reworded to maintain style of other definitions
Section 3.07	Removed incorrect acronym
Section 3.08	Grammatical correction
Section 3.10	Definition reworded to maintain style of other definitions
Section 3.17	Definition reworded to maintain style of other definitions
Section 3.20	Updated internal section reference
Section 3.21	Updated internal section reference
Section 4.02	Reworded for clarity
Section 5.02.2	Reworded for clarity
Section 5.03.3	Updated to reflect current law in Ark. Code Ann. § 6-20-2202
Section 6.02.2	Reworded for clarity
Section 8.08	Updated to reflect current law in Ark. Code Ann. § 6-20-2202
Section 9.04.4.4	Reworded for clarity
Section 10.03	Updated as a result of Act 345 that reduces the minimum number of training hours from 4 to 2 and provides for additional training that may be required for certain persons.
Section 10.4.1.1	Updated as a result of Act 345, which reduced the minimum number of training hours from 4 to 2.
Section 10.04.1.6	New Section that provides for additional training that may be required for certain persons.

A summary of changes made as a result of the public comment period;

Title	Updated to include “educational”
Section 5.03.3	Subsections added to reflect ADE’s requirements in the law for notifying districts of pertinent information.
Section 8.08	Updated to include clarification that the auditors are part of the ADE Financial Accountability Unit
Section 10.04.1.6	Typo corrected

1 State of Arkansas
2 90th General Assembly
3 Regular Session, 2015
4

As Engrossed: S2/26/15

A Bill

HOUSE BILL 1370

5 By: Representative Cozart
6

For An Act To Be Entitled

8 AN ACT TO AMEND THE TRAINING REQUIREMENTS UNDER THE
9 ARKANSAS EDUCATIONAL FINANCIAL ACCOUNTING AND
10 REPORTING ACT OF 2004; TO DECLARE AN EMERGENCY; AND
11 FOR OTHER PURPOSES.
12
13

Subtitle

14
15 *TO AMEND THE TRAINING REQUIREMENTS UNDER*
16 *THE ARKANSAS EDUCATIONAL FINANCIAL*
17 *ACCOUNT AND REPORTING ACT OF 2004; AND TO*
18 *DECLARE AN EMERGENCY.*
19
20

21 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
22

23 SECTION 1. Arkansas Code § 6-20-2204(a)(2), concerning required
24 training, is amended to read as follows:

25 (2)(A) Each year thereafter, the school district superintendent,
26 the education service cooperative executive director, or open-enrollment
27 public charter school director and the person whose job responsibilities
28 include preparing the budget or overall accounting responsibility who have
29 already attended the initial and Tier I training shall obtain by December 31
30 of each calendar year ~~four (4)~~ a minimum of two (2) hours of annual training
31 and instruction as required by the department in order to maintain basic
32 proficiency in the topics described in subdivision (a)(1) of this section.

33 (B) Additional annual training may be required by the
34 department for the school district superintendent, the education service
35 cooperative executive director, or open-enrollment public charter school
36 director and the person whose job responsibilities include preparing the



1 budget or overall accounting responsibility based on repetitive or flagrant
2 audit findings or the identification of multiple indicators of fiscal
3 distress.

4
5 SECTION 2. Arkansas Code § 6-20-2204(b)(3), concerning required
6 training, is amended to read as follows:

7 (3)(A) The training shall be annual and shall be ~~four (4) a~~
8 minimum of two (2) hours.

9 (B) Additional annual training may be required by the
10 department for employees who do not make decisions about selecting codes or
11 who have a limited number of codes that they can use based on repetitive or
12 flagrant audit findings or the identification of multiple indicators of
13 fiscal distress.

14
15 SECTION 3. EMERGENCY CLAUSE. It is found and determined by the
16 General Assembly of the State of Arkansas that proper training of school
17 district personnel in financial accounting is critical; that financial
18 accounting requirements for school districts are difficult and complex; and
19 that this act is immediately necessary to ensure that school district
20 personnel are properly trained before the beginning of the next school year.
21 Therefore, an emergency is declared to exist, and this act being immediately
22 necessary for the preservation of the public peace, health, and safety shall
23 become effective on:

24 (1) The date of its approval by the Governor;

25 (2) If the bill is neither approved nor vetoed by the Governor,
26 the expiration of the period of time during which the Governor may veto the
27 bill; or

28 (3) If the bill is vetoed by the Governor and the veto is
29 overridden, the date the last house overrides the veto.

30
31 /s/Cozart

32
33
34 **APPROVED: 03/06/2015**

State Board Standing Committees, Special Committees, Liaisons, and Appointments

Science Grant Manager and Appointment

Topic	Protocol
History of Committee	On April 10, 2014 State Board Chair Brenda Gullett appointed Dr. Jay Barth to apply for a NASBE grant and to work with the ADE Science team.
Committee Membership from State Board	Dr. Jay Barth
Timeline of Work	April 10, 2014 – grant funds are expended and science courses are adopted/approved
Reference Statute(s) or URL for additional information	http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/arkansas-k-12-science-standards
Standard Operating Procedure	<p>Dr. Jay Barth applied for the NASBE Science grant and ADE was awarded \$4000.</p> <p>On November 13, 2014, the State Board conducted a work session with Dr. Francis Eberle.</p> <p>On December 10, 2014, the State Board conducted a work session with Dr. James Gates, Jr.</p> <p>On June 11, 2015, Dr. Jay Bath moved, seconded by Ms. Alice Mahony, to adopt the Arkansas K-12 Science Standards for Grades K-4 and 5-8. The motion carried unanimously.</p> <p>The grant sponsored additional science presentations and booths at organization meetings.</p> <p>Dr. Jay Barth provides grant reports to NASBE.</p>
Process for Reporting to the State Board	<p>ADE Science Specialist Ms. Michele Snyder provides reports that are included in the Learning Services Report to the State Board.</p> <p>Dr. Barth will include information during the Friday Reports.</p>
Tenure	End of grant funding, final report to NASBE, and adoption/approval of science courses.

State Board Standing Committees, Special Committees, Liaisons, and Appointments

ForwARd Arkansas Liaison

Topic	Protocol
History of Committee	<p>On December 11, 2014 State Board Chair Sam Ledbetter appointed Mr. Kim Davis to serve as the State Board liaison to the Arkansas Forward Initiative.</p> <p>On September 10, 2015, State Board Chair Toyce Newton appointed Dr. Jay Barth to serve as the State Board representative to the ForwARd Arkansas Steering Committee.</p>
Committee Membership from State Board	Dr. Jay Barth
Timeline of Work	September 10, 2015 - ongoing
Reference Statute(s) or URL for additional information	http://forwardarkansas.org
Standard Operating Procedure	<p>Dr. Jay Barth will participate in monthly steering committee meetings.</p> <p>Dr. Jay Barth will update the State Board of ongoing progress.</p>
Process for Reporting to the State Board	<p>Dr. Jay Barth will collaborate with Ms. Susan Harriman, Executive Director of Forward Arkansas, to provide quarterly reports to the State Board.</p> <p>Dr. Barth will include information during the Friday Reports.</p>
Tenure	The State Board Chair will appoint a new liaison prior to last six months of the tenure of the State Board Member

State Board Standing Committees, Special Committees, Liaisons, and Appointments

Deeper Learning Grant Manager and Appointment

Topic	Protocol
History of Committee	On July 15, 2016, Chair Mireya Reith appointed Ms. Susan Chambers to serve with her on the NASBE Grant Committee for Deeper Learning.
Committee Membership from State Board	Ms. Mireya Reith and Ms. Susan Chambers
Timeline of Work	July 15, 2016 – grant funds are expended
Reference Statute(s) or URL for additional information	N/A
Standard Operating Procedure	<p>Chair Mireya Reith applied for and the ADE received a grant of \$9000.</p> <p>On September 8, 2016, the State Board will host a work session with Dr. Francis Eberle.</p> <p>Ms. Reith will provide an interim report by October 15 of each grant year and a yearly final report by March 15 of each grant year to NASBE.</p>
Process for Reporting to the State Board	<p>Materials for the September 8 work session will be posted to Board Book.</p> <p>Ms. Reith will include information during the Friday Reports.</p>
Tenure	End of grant funding – December 31, 2017

State Board Standing Committees, Special Committees, Liaisons, and Appointments

ESSA Steering Committee Liaison

Topic	Protocol
History of Committee	On July 15, 2016, Commissioner Key requested and State Board Chair Mireya Reith approved the appointment of Ms. Ouida Newton to the ESSA Steering Committee.
Committee Membership from State Board	Ms. Ouida Newton
Timeline of Work	August 31, 2016 - ongoing
Reference Statute(s) or URL for additional information	http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa
Standard Operating Procedure	<p>The ESSA Steering Committee will meet on the last Wednesday of each month from 9:30-11:30 am in the ADE Auditorium. The meeting is open to the public.</p> <p>The State Board will conduct work sessions on ESSA.</p>
Process for Reporting to the State Board	<p>ADE Special Projects Director Ms. Tina Smith will provide a monthly ESSA report to the State Board.</p> <p>The State Board will host a work session in October 2016.</p>
Tenure	Rotation protocols of the ESSA Steering Committee or the last six months of the tenure of the State Board Member

State Board Standing Committees, Special Committees, Liaisons, and Appointments

Standing Committee on Academic Distress

Topic	Protocol
History of Committee	<p>On March 28, 2014, State Board Chair Brenda Gullett formed the Special Committee on Academic Distress to study chronically underperforming school districts. She appointed Ms. Vicki Saviers, Ms. Toyce Newton, and Mr. Sam Ledbetter to serve on the special committee, with Ms. Vicki Saviers serving as chair of the committee. Commissioner Tom Kimbrell requested the committee initially focus on the academic distress districts.</p> <p>On May 13, 2016, State Board Chair Toyce Newton appointed Ms. Diane Zook, Mr. Brett Williamson, Ms. Charisse Dean and the 2016 ATOY, Ms. Meghan Ables, to the Special Committee on Academic Distress. Ms. Toyce Newton asked Ms. Ouida Newton to remain on the committee. Ms. Toyce Newton asked Ms. Diane Zook to serve as chair. Dr. Richard Wilde requested to schedule a year in advance for the special committee review of schools. The Board supported the recommendation.</p> <p>State Board Chair Mireya Reith joined the committee on July 15, 2016.</p> <p>On September 8, the Board added Mr. Joe Black to the committee. The Board also clarified the committee is a standing committee, as per the State Board Operating Procedure.</p>
Committee Membership	Ms. Diane Zook, Chair; Ms. Ouida Newton; Mr. Brett Williamson; Ms. Charisse Dean; Ms. Meghan Ables; Mr. Joe Black; and Ms. Mireya Reith
Timeline of Work	3/28/14 -- ongoing
Reference Statute(s) or URL for additional information	A.C.A. § 6-15-428 to 6-15-431
Standard Operating Procedure	<p>The Special Committee on Academic Distress will schedule meetings at least one month prior to the meeting date so that all appropriate schools, districts and board members may participate. A yearly schedule was approved but will be adjusted as needed.</p> <p>The ADE School Improvement Unit will submit appropriate notifications to the schools and district. All presenters will submit appropriate documents in a timely manner for inclusion in the agenda packet.</p> <p>The ADE School Improvement Unit will provide a presentation/report documenting the progress in meeting the school and district recommendations. When applicable, a fiscal and supplemental funding report will be provided to indicate how funds are being utilized in support of student achievement. Also when applicable, the Office of Intensive Support will provide a report of coordinated efforts and progress.</p> <p>Appropriate schools/districts staff will provide a presentation/report to the Special Committee documenting the progress in meeting the school and district recommendations from the ADE School Improvement Unit. If the committee has concerns and an additional meeting is scheduled to address the concerns, the school board will also be encouraged to attend and present information regarding the board's efforts to ensure student achievement. If concerns persist,</p>

State Board Standing Committees, Special Committees, Liaisons, and Appointments

	the committee will request the State Board conduct a community work session. After the community work session the State Board will determine if the Board should conduct a hearing regarding which statutory action to take regarding the school district at a future date or should ask the Special Committee to continue to monitor the progress. The ADE Public School Accountability Office will submit appropriate notifications to the district.
Process for Reporting to the State Board	After each committee meeting, the Chair will submit a written report at the next regularly scheduled State Board meeting to update the full Board on the progress of each school and district to meet the recommendations from the ADE School Improvement Unit.
Tenure	The Chair of the Standing Committee is revisited annually. Membership shall be four members of the State Board with the State Board Chair and Arkansas Teacher of the Year serving as ex-officio members.

Little Rock Area Public Education Stakeholder Group Liaison

Topic	Protocol
History of Committee	On April 14, 2016, the State Board of Education directed the ADE to facilitate the engagement of a research facilitator to review the issues below, with the goal of producing non-binding recommendations that aid the board's decision-making, inform communication among all stakeholders, and identify opportunities for collaboration and coordination among charter schools and traditional schools. The recommendations should lay the groundwork for a multi-function model that can be adapted for use in other areas of the state.
Committee Membership from State Board	Dr. Jay Barth
Timeline of Work	April 14, 2016 – until recommendations are submitted to the State Board
Reference Statute(s) or URL for additional information	N/A
Standard Operating Procedure	The Little Rock Area Public Education Stakeholder Group meets in an open meeting to discuss the six questions presented by the State Board. All meetings are posted on the ADE website at https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001636
Process for Reporting to the State Board	Quarterly reporting
Tenure	To be determined by the State Board

State Board Standing Committees, Special Committees, Liaisons, and Appointments

National Association of State Boards of Education (NASBE) Liaison

Topic	Protocol
History of Committee	Arkansas has been a member in good standing with NASBE for many years. State Board members attending the national conference. State Board members and ADE staff participate in NASBE webinars. Currently, Dr. Jay Barth serves as the NASBE Executive Committee Chair-Elect. Mireya Reith serves as the NASBE Executive Committee Jr. Southern Area Representative.
Committee Membership from State Board	Mireya Reith
Timeline of Work	ongoing
Reference Statute(s) or URL for additional information	N/A
Standard Operating Procedure	NASBE communication is sent to Deborah Coffman. All travel is sent to Teal Helton.
Process for Reporting to the State Board	periodically
Tenure	Term on State Board

Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, October 14, 2016

The State Board of Education Special Committee on Academic Distress met Friday, October 14, 2016, in the Arkansas Department of Education Auditorium. Chair Diane Zook called the meeting to order at 12:44 p.m.

Present: Diane Zook, Chair; Brett Williamson; Joe Black; Ouida Newton; Charisse Dean; Mireya Reith; Dr. Fitz Hill; and Meghan Ables.

Absent: none

Consideration to Approve Minutes – September 9, 2016

Ms. Reith moved, seconded by Ms. Newton, to approve the minutes from the September 9, 2016, meeting. The motion carried unanimously.

Recommendations from School Improvement Unit

School Improvement Director Dr. Richard Wilde said the recommendations were submitted to the State Board on July 15, 2016. He said there were four pillars found in excellent and equitable schools– challenging, rigorous curricula; engaging, effective instruction; a culture of continuous improvement; and positive, powerful relationships. He said the State Board approved three recommendations for schools in classified in Academic Distress: modify/create school improvement plan around three goals; districts develop a plan of support; and engage the local school board in the process. He said the school improvement leadership teams had three overarching goals: 1) develop a clear and shared academic focus that will lead to removal from Academic Distress; 2) in conjunction with all stakeholders develop a positive school culture conducive to learning and staff professional growth; and 3) in conjunction with the district improvement leadership team develop a culture of continuous improvement.

Dr. Wilde said the districts were asked to submit a plan of support for the schools. He said eight (8) essential questions were used to guide the development of the plan.

Consideration of Progress for Hope High School – Hope School District

ADE School Improvement Specialist Dr. Robert Toney said the Hope School District submitted the district plan. He said the plan would require revisions as

progress is made. He said this is the first time the Hope High School has been classified in academic distress. He said the areas of strength at the district level include: professional development plan to support the principal; assessment of curricular needs and implementing a curriculum alignment plan; efforts to create a positive school climate and a culture that is conducive to learning; staff organized into Professional Learning Communities with structured trainings provided; and utilizing multiple cyber-media opportunities to communicate with parents and community.

Dr. Toney said areas in need of refinement at the district level include: evaluation process for categorical expenditures, review the assessment plan using a formal assessment inventory to provide clarity for each assessment used; provide specific additional supports to engage parents of students that are below proficient on ACT Aspire exam; and increasing documentation of reports to the local school board related to school improvement.

Dr. Toney said the strengths of Hope High School include: specific roles and responsibilities for the administrative team have been identified; initial analysis of the current realities and school improvement needs have been completed; development of a positive school culture is emphasized; and math and Language Arts instructional teams meet to plan and analyze instruction. He said the areas for additional refinement for the high school include: the communication of the clear and shared academic focus should be clarified; in the initial phases of the academic distress improvement process; and recommendation for Hope High School to return to the subcommittee at the end of the school year to report their progress.

Hope High School Principal Mr. Bill Hogle said he was learning how to use data to guide decision-making and leadership. He said they are focusing on adult data rather than just student data. Mr. Hogle said the high school was a New Tech High School. He said Response to Intervention was conducted during the instructional period. He said all classes are implementing literacy. He said the high school implemented the Strive for Five campaign to encourage students to reduce tardiness and absenteeism. He said teacher absenteeism was improving.

Hope School District School Improvement Specialist Ms. Carla Narlesky said she was using a data wall to track the progress of each class. She said the teams are collaborating to meet the needs of students.

Hope School District Superintendent Mr. Bobby Hart said the school board was supportive and engaged. He said the Department has very helpful with answering questions. He said the district was implementing Academies in Grades 5-8 to help students be prepared to enter high school. He said as a result of the academic distress designation, opportunity choice has resulted in the loss of 18 students to the district. He said the team was working to better

align the curriculum from Kindergarten through Grade 12.

Consideration of Progress for Watson Chapel High School – Watson Chapel School District

School Improvement Director Dr. Richard Wilde said feeder patterns have an effect on high schools. He said the Watson Chapel High School begins with Grade 10.

School Improvement Specialist Ms. Lasonia Johnson said the school has been classified in academic distress for three consecutive years. She said areas of strength at the district include: instructional support for students; effort to acclimate new teachers during orientation; and professional supports for teachers. She said areas in need of refinement include: clarification of the amount of discretionary funds; anticipated impact on student improvement for each categorical expenditure should be evidence-based; the purpose of unit assessments needs to be defined and included in the assessment inventory; and the expected levels of student achievement on each assessment to be identified within the SMART goal.

Ms. Johnson said within the high school plan department leaders have been assigned an administrative period to work with colleagues based on identified areas. She said areas of strength included: educator and student climate surveys were administered in the first quarter; the school leadership team utilizes guiding questions in their data analysis; the school leadership team in collaboration with instruction teams developed annual student achievement goals.

Watson Chapel High School Principal Ms. Kristy Sanders said the school worked on the school culture, included changing some teaching assignments and increasing student expectations. She said restorative justice was implemented and a School Culture and Climate Specialist was hired. She said a survey was utilized. She said student and teacher attendance was improving. She said the school was using a variety of methods to communicate with parents. She said the support from the Department has been on target.

Watson Chapel School District Superintendent Dr. Connie Hathorn said the students were in need of wrap around services. He said the teachers were using short cycle instruction and assessment to monitor the academic needs of students.

Watson Chapel School District School Culture and Climate Specialist Ms. Dovie Burl said the students were exhibiting behaviors as a result of reading issues. She said she helped to build relationships between the teachers and students.

Watson Chapel School District Director of Teaching and Learning Ms. Karen Fuller said the focus areas in elementary are reading, math, science and social studies. She said the interventions are being targeted to the needs of the students.

Watson Chapel School District School Improvement Specialist Ms. Kerri Williams said the district communicated with parents through School Messenger, Blackboard Connect, Remind 101, and social media.

Consideration of Progress for Pine Bluff High School and Belair Middle School – Pine Bluff School District

Dr. Wilde said the two schools have been classified in academic distress for three years.

Belair Middle School Principal Dr. Suzette Bloodman said the school has provided professional development in the focus areas. She said the teachers were using common assessments and modifying instruction and intervention for the students. She said the school was inviting parents to participate in various events.

Pine Bluff High School Interim Principal Dr. Reginald Wilson said the high school had three goals: parental involvement, culture, and assessments. He said information materials and planned event nights were helping to engage parents in the learning. He said the campus was working on events to change the culture. He said the teachers were planning to use assessments periodically to identify student needs.

Pine Bluff School District Superintendent Dr. Michael Robinson said interventions are provided to scholars during the school day. He said the district needed honesty and trust to be able to communicate effectively and improve the learning culture. He said the district was building systemic pillars to transform the effectiveness of the work. He said culture was an issue in the district but he was seeing some great improvements. He said he was hosting round table conversations and getting support from the community. He said the sense of urgency was shared across the district. He said Ms. Smith had started the work before he arrived. He said all officers were focused on the work.

Dr. Wilde said Dr. Robinson was trying to build capacity within the district. He said Dr. Robinson was setting a work tone that the district has been previously unfamiliar with.

Assistant Commissioner for Fiscal and Administrative Services Mr. Greg Rogers said the district was in early intervention for fiscal services.

Pine Bluff School Board President Mr. Henry Dabner said he mentored 17 male students in the district last year. He said he was a member of the Parent-Teacher Organization (PTO).

Reporting Schedule

Hope will be scheduled to report in late spring. Watson Chapel may be rescheduled if necessary based on the degree of progress reported in their 45 reports. Pine Bluff was scheduled for further review before the Standing Committee on Academic Distress on March 10, 2017.

Adjournment

The meeting adjourned at 5:28 p.m.

Minutes recorded by Deborah Coffman.

Quarterly Reports to the State Board			
District	Dates	Dates	Dates
Little Rock School District	November 10, 2016	February 10, 2017	May 12, 2017
Dollarway School District	November 10, 2016	February 10, 2017	May 12, 2017
Pulaski County School District	December 8, 2016		
Helena- West Helena School District	December 8, 2016		

Reports to the Standing Committee on Academic Distress		
District	Dates	Dates
Pine Bluff School District	October 14, 2016	March 10, 2017
Forrest City School District	December 9, 2016	May 12, 2017
Blytheville School District	December 9, 2016	May 12, 2017
Dermott School District	September 9, 2016	June 9, 2017
Marvel-Elaine School District	September 9, 2016	January 13, 2017
Strong-Huttig School District	September 9, 2016	TBD
Watson Chapel School District	October 14, 2016	TBD
Hope School District	October 14, 2016	late spring
Little Rock Preparatory Academy	TBD - charter up for renewal	
Covenant Keepers	January 13, 2017	
Pulaski County School District	TBD	
Helena- West Helena School District	TBD	

Dates
July 14, 2017
July 14, 2017

**Report to State Board of Education
Vision for Excellence in Education and Arkansas Accountability System (ESSA)
Steering Committee Meeting
Wednesday, October 26, 2016**

Arkansas Association of Educational Administrators

Dr. Richard Abernathy presented the Arkansas Association of Educational Administrators vision “*A Vision of Excellence for Arkansas Education, A Perspective from Within.*”

Data from Community Listening Forums

All ten of the Community Listening Forums are complete. The data is organized. There were approximately 900 people who attended the forums. The most frequent responses to each of the questions are:

What are the most important characteristics of your school?

- Parent/Community Engagement
- Effective teachers and leaders*
- Student Focused Learning

What are the best measures of success/quality of your school?

- Graduation Rate*
- Student Engagement
- Attendance
- Student Growth

How do we make sure every student in Arkansas has an opportunity for success?

- Recruiting, retaining, and supporting effective teachers and leaders*
- Student Focused system
- Personalized Learning

Questions and Terminology

The Steering Committee submitted questions based on the previous meeting. All of them were answered except for those for which there is no answer at this time. The same process was used for the terminology.

Excellent Teachers and Leaders

Ivy Pfeffer presented information on Arkansas Qualified Teachers (AQT), Arkansas' equitable access plan, teacher preparation programs and licensure, TESS and LEADS.

Federal Funding to support a student-focused learning system

Bobby Lester presented information on Title II set-asides. Title II funds can be utilized for supporting the development of excellent teachers and leaders as well as reducing the disproportionality rates of students being taught by inexperienced or out-of-field educators.

Everyone Needs a Plug-in: Dare to be Different with Technology in Your Classroom

By Meghan Ables, 2016 Arkansas Teacher of the Year



I remember the knock on the door and then the sound of the wheels rolling across the tile floor in my classroom. I paused mid-sentence as he stopped the cart and walked toward me, his arm reaching out with a key dangling from his fingertips. There stood our technology coordinator with one of the greatest gifts I could ever imagine for my students and my classroom. “Don’t lose the key,” he said, “and remember to keep your Chromebook cart plugged in so the laptops will stay charged.”

That day I received a cart of 23 Chromebooks just for my classroom. I had such a mix of emotions. I could use technology in my class anytime I needed it; I had an endless resource. Shortly after realizing this, however, the overwhelming feeling hit... I would be busy creating new lessons, learning how to use Google Drive, preparing online quizzes, finding online resources, etc. I had faced the reality that I would need to put hours and hours of work into using this new tool in my classroom in order for it to be successful.

I refused to let my fear get the best of me, and I knew my students’ education was worth the work. I decided to do something that would make me completely vulnerable; I decided to learn to use the technology alongside my students. Together, we would figure it out and teach each other. Although I didn’t want to seem “incompetent” in front of my students, I knew that for me to wait until I “felt ready” was valuable time wasted for my learners. Sometimes we just have to jump in with both feet, learn as we go, take a risk and put the excuses aside.

Excuse #1: I don’t have any resources.

Today’s innovative teachers are not waiting for their districts to provide the funding needed for technology. Grants and funding websites seem to be the top two methods of getting the resources teachers need. For those interested, Donors Choose (www.donorschoose.org) provides teachers with a template they can use for the project they want funded. The set-up time required is minimal, and the website will promote your project for you. Right now in the city of Little Rock there are currently 75 projects waiting

to be funded through this website. Teachers who are asking for STEM-related funding may get funded quicker because companies look for those types of projects to fund. Some companies, such as AT&T, will match donations, so ask your local store for information. For a list of fundraising websites, visit www.fundraisingip.com/fundraising/15-most-popular-online-fundraising-services/. Don't forget to use social media to promote your project!

The Arkansas Department of Education offers information about grants through its website: <http://www.arkansased.gov/divisions/communications/grants>. There is a list of grant categories by subject area. Teachers may also visit the website <https://arkansas.grantwatch.com> and search educational grants. Visit www.teacherscount.org/grants/ for a list of organizations that offer grants for teachers. Check with your local education foundation groups as well.

Excuse #2: I don't know how to use the technology.

Any teacher who currently uses a variety of technology in their classroom will tell technology newcomers, "Just open the box and learn with your students." It's okay to be vulnerable when trying new strategies in the classroom. As a true facilitator, teachers should give students the chance to self-discover and problem solve. Give yourself permission to learn as you go and learn from your students.

Play. Take your new technology home and just spend some time with it. Ask other teachers in your building to join you on the journey. Together, you will determine the possibilities. Use the technology to search for lesson ideas online. Learn more about what other teachers are doing with their tech devices. Also, search LinkedIn, and make direct contact with other teachers or instructional facilitators.

Get a list of free apps for teachers through Scholastic's website: <http://www.scholastic.com/teachers/top-teaching/2012/12/my-35-favorite-free-apps-teaching>. Download the apps, and give your students time for self-discovery. Meet in your Professional Learning Communities, and divide the list of apps among the team. There are more than 1,300 free technology lessons on the website www.TeachersPayTeachers.com.

Excuse #3: What about the professional development I'm going to need?

The time it will take to incorporate this new-found technology does cause the most concern for teachers. By making these new strategies part of your professional growth plan, you will have the ability to sit down with your administrator and plan self-selected PD that will help you incorporate technology in your classroom that will impact student learning. Be sure to talk with your administrators, and let them know how you want to reach your professional growth goals through PD.

Once you have a plan, begin gathering your resources. YouTube is a go-to source for technology tips. Many educators also are using Twitter chat groups to find resources for the classroom. There is a beneficial chat on Twitter called #edtechchat where teachers can chat with teachers across the nation about how to use specific tech features in class. Teachers also have the option to share videos, pictures, lesson plans, etc. through the chat.

Remember that with prior approval from your administrator, research may be used as part of your PD hours. Take the time you need to research what others are doing and how to best use technology for student engagement. Do your research, and apply it directly to your lesson planning. Be sure to share what you find with other teachers in your building, district and state!

Many schools are receiving funding and quality PD through Project Lead the Way (<https://www.pltw.org>). From resources in computer science, engineering and biomedical science to weeks of intense teacher training, this non-profit organization provides multiple resources for teachers across the state and nation. Well over 100 schools in Arkansas already participate in PLTW with much success.

Excuse #4: I don't know what type of technology will be best for my class.

Once you determine what you plan to accomplish in your classroom, let that vision guide you in determining the type of technology to incorporate. The best thing about technology in your classroom is that there are no rules. Teachers have total freedom in deciding what they want to use and how they want to use it. There is something to be said for adding a new element into your class.... the level of excitement and passion will go through the roof!

Whether it is adding coding to your class or video production, both require different apps and sometimes different equipment. Once you have determined what you want to achieve, start researching to learn more about the types of technology available. Many teachers start by incorporating iPads, iPods, and recycled iPhones into their classrooms. You can install free apps on these and use them with group rotations/centers without a lot of teacher direction. Get creative with the apps you use in your lessons.

Reminder: Technology should not replace teaching.

I've heard it said several times, and it is definitely true: Great teachers take technology and use it to take their students to new heights of learning. Technology must allow students to think critically, problem solve and create and/or publish a product. Think of technology as a secret ingredient in a recipe. Learning will then taste great!