



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 26, 2019



Charter School: Arkansas Virtual Academy

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

Contact Information

Sponsoring Entity:	Arkansas Virtual Academy Board of Directors
Name of Charter School:	Arkansas Virtual Academy
School LEA #	6043700 6043701; 6043702; 6043703
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Amy Johnson 1400 W. Markham Suite 206 Little Rock, AR 72201 (501) 664-4225 (501) 665-4226 amjohnson@arva.org
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Gary McHenry 1660 N. Forest Heights Fayetteville, AR 72703 (479) 466-9758 arvachair@att.net

Number of Years Requested for Renewal (1-20) 5

Renewal Application Approval Date by the School/Entity Board(s) 9/25/19

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Arkansas Virtual Academy operates under the direction of a five-member Board of Directors who graciously dedicate their time, talent, experience and expertise to ensure the mission and operation of the school. The ARVA Board is elected annually by a majority of the Board members present in person or by proxy, provided a quorum is present. Each director initially holds an office for a term of one year or until his successor is elected. A member may, without limitation, be elected to succeed himself or herself upon any term expirations. The Board consists of individuals who are leaders in their communities across multiple sectors (public, private, non-profit). Members of the ARVA Board are not employees of the charter school or the contracted charter management organization (CMO). More information about the management services provided through the CMO contracted by the ARVA Board over the previous 5-year renewal period, and throughout the life of the charter school, may be found in Appendix A.

The Board of Directors meets regularly to oversee the management, operation, activities, and affairs of the charter school. The ARVA Board of Directors operates as a 501(c)3 governed by adopted by-laws and specific processes for selecting new board members. Board meetings are held quarterly on dates determined by the members of the board. The ARVA Board of Directors represents a broad area of expertise which may include banking and finance, education, fundraising, community service, and political service. The ARVA Board of Directors may incorporate temporary advisory boards or committees into the organizational structure of the Board to handle various functions. All actions take place according to the by-laws of the corporation. The Board of Directors act in accordance with the provisions of Arkansas open meetings and public records laws.

The ARVA Board of Directors’ primary responsibilities include setting policy and ensuring fiscal responsibility through budgetary oversight. The ARVA Board of Directors have been empowered to:

- Ensure that the school adheres to the goals outlined in this charter, as well as develop and institute guidelines and school policies
- Hold the management staff accountable for the academic and fiscal responsibility, viability, and success of the school
- Hire teachers
- Provide support to the school for additional fund-raising, marketing, and other services as needs arise
- Provide financial oversight through budget approval and monthly review
- Work with the community members to develop and advance opportunities for students within the school
- Report student achievement and school progress annually to parents and the community

Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator’s or board member’s family member has or had a financial interest.

Arkansas Virtual Academy is not a party to any contract or lease in which any ARVA administrator or board member, or any administrator or board member’s family member, has or had a financial interest.

Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Gary McHenry, Chair 1660 N. Forest Heights Fayetteville, AR 72703 arvachair@att.net	NA	NA
Jess Askew, Vice Chair 124 W. Capitol Avenue Little Rock, AR 72201 jess.askew@kutakrock.com	NA	NA
Paige Gorman, Secretary/Treasurer 19525 Burlingame Road Little Rock, AR 72223 paige.gorman@me.com	NA	NA
David Straessle 474 Smyrna Rd. Lonoke, AR 72086 straessled@relybank.com	NA	NA
Dana Kelley 1021 South Main St. Jonesboro, AR 72401 dana@tsginbox.com	NA	NA

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter’s school mission, as approved by the authorizer, is provided. Describe the charter’s progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

Arkansas Virtual Academy will support, guide, and assist families and colleagues in a positive way through teamwork to promote academic growth that leads to high achievement for the entire Arkansas Virtual Academy community. We will do this by keeping sight of our vision and embracing change through teamwork and good communication to ensure family commitment to accomplish our purpose.

Arkansas Virtual Academy continues to work to support, guide and assist families as implied in the mission statement. The culture of the school is based and rooted in this original mission. However, the ARVA Board approved a more refined and focused iteration of this goal in its new mission statement that reads,

Arkansas Virtual Academy exists to build relationships, instruct with relevance and prepare students for the rigor of career and college success.

In the pursuit of this mission, ARVA continues to support, guide and assist families and colleagues toward success as is evidenced below.

Building Relationships

ARVA builds relationships with families through an extensive system of supports. Every single student is assigned a Coach of Academic Performance and Engagement. These CAPEs serve in an advisement capacity and are provided as a point of contact for families when needs or questions arise. The CAPE travels with the student within grade bands of K-4, 5-7, and 8-12 to provide consistency and continuity of comfort and success. These student heroes are the initial contact in navigating onboarding, technical issues, or various other pain points that could occur. Additionally, the CAPEs reach out via phone, email, and even face to face visits to students who might be struggling to create a plan to stay on track and experience success.

Teachers also reach out to build relationships through phone calls to discuss students’ interests, hobbies, and goals. These building conversations allow teachers to instruct with relevance to pattern their planning toward the interests and long-term plans of students. Additionally, teachers utilize the Zoom© platform to foster virtual “face to face” relationships with their students. This also allows students to work collaboratively and build relationships within their learning, recognizing the social and soft skills needed for success in college and career roles.

Instruct with Relevance

Relevance is increased with opportunities to meet face to face and experience real life situations together. Face to face opportunities include:

- ARVA Adventure – traditional field trip experiences
- ARVA Academic – academic extensions for hands on projects and learning experiences
- ARVA Assist – volunteer and service-learning opportunities

ARVA career education further provides experiences for face to face meetings, competitions, and workplace skill acquisition that builds relevance in the applicable learning of students. Work based learning experiences drive student application and career pathways, with opportunities to participate in

Skills USA, DECA, and FFA, add to the relevance of education and its result. The ARVA experience is patterned to what is important to students and families.

Prepare Students for the Rigor of Career and College Success

College and career readiness are further driven throughout the curriculum and are enhanced through the instruction of our staff. Students are monitored for growth throughout the year with intervention and re-teaching provided for mastery of topics. Project-based learning is an additional layer, allowing students the real-world opportunity to problem solve together in teams, replicating the same skills needed in the workplace. Additionally, every student, starting in 8th grade, is placed on a student success plan for their high school careers, guiding them forward to graduation and college/career readiness. Relationships with local colleges are created for opportunities to receive college credit and an offering of AP and honors courses supports college readiness within the school curriculum structure.

Part B: Current Performance Goals

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in the prior application:

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)	Year 4 (2017-2018)	Year 5 (2018-2019)	Met Goal Yes or No
1. Arkansas Virtual Academy will improve student performance in literacy, measured by the state assessment, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.	PARCC ACT Aspire	Meeting 2% growth each year	Annually	31% proficient	35% proficient	36% proficient	47% proficient	41% proficient	Yes
2. Arkansas Virtual Academy will improve student performance in math, measured by the state assessment, an average of 2%, each year, for students enrolled in ARVA for two	PARCC ACT Aspire	Meeting 2% growth each year	Annually	19% proficient	35% proficient	36% proficient	35% proficient	30% proficient	Yes

or more years over a baseline established from the 2014 PARCC administration.									
3. Students in ARVA’s graduating Class of 2018 and beyond, who began the ninth grade with ARVA, will earn an average of 5.5 course credits toward graduation in each year of the charter.	Internal credit’s earned audit	5.5 credits earned yearly	Semester 1 end Semester 2 end Summer School end	9 th : 68% 10 th :85%	9 th :69% 10 th :83% 11 th :85%	9 th : 67% 10 th : 84% 11 th :86% 12 th :85%	9 th : 66% 10 th : 89% 11 th : 97% 12 th : 95%	9 th : 63% 10 th : 82% 11 th : 80% 12 th : 83%	Yes with room to improve
4. Arkansas Virtual Academy will demonstrate a satisfaction rate of 95% or higher measured by an annual satisfaction survey.	7 internal surveys throughout the year assessing satisfaction, preparation, daily routine, etc.	95% or growth toward that percentage	7 times throughout the school year	Survey 1 (end of year survey) 73%	Survey 1 67% Survey 2 70% Survey 3 70% Survey 4 68% Survey 5 76% Survey 6 75% Survey 7 74% <u>Total growth of 7%</u>	Survey 1 72% Survey 2 64% Survey 3 64% Survey 4 69% Survey 5 72% Survey 6 75% Survey 7 76% <u>Total growth of 4%</u>	Survey 1 71% Survey 2 70% Survey 3 66% Survey 4 71% Survey 5 73% Survey 6 74% Survey 7 75% <u>Total growth of 4%</u>	Survey 1 71% Survey 2 71% Survey 3 72% Survey 4 73% Survey 5 74% Survey 6 74% Survey 7 76% <u>Total growth of 5%</u>	No

1. Arkansas Virtual Academy will improve student performance in literacy, measured by the state assessment, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

As is evidenced by the overview data above and the comparison data in Appendix B, students enrolled in ARVA for two or more years did grow from renewal year 1 to renewal year 5 the equivalent of a 2% yearly increase. While there were slight dips in scores, the ACT Aspire results held consistent with the increase of enrollment throughout the 2016-17, 2017-18, and 2018-19 enrollment expansion approved by the charter panel.

While the very nature of the goal, seated in the PARCC baseline, skews the outcome of the results, growth was seen in students enrolled for two or more years. Yet, even with this growth, Arkansas Virtual Academy acknowledges that the two-or-more-year students are below the state average, and that our school falls below state average as well. While the change in assessment has made it difficult to calculate growth for the two-or-more-year students, it is evidenced that this growth did occur. With the finalization of the 2018-19 ACT Aspire scores, a four-year calculation can be made. The achievement for all students in Reading on the ACT Aspire from 2016 to 2018 has remained consistent with only a slight dip in the 2019 assessment year. Additionally, ARVA students have scored above the state average for reading on the ACT in every year included.

With the dip in the 2018-2019 scores and the subsequent drop of letter grade, Arkansas Virtual Academy has provided interventions to remediate the below average performance and has adjusted goals for the coming renewal cycle to mitigate and close the performance gap.

2014-2015 (PARCC)

The school percentage of students who scored proficient or advanced is 31%

The two-or-more year students who scored proficient could not be extracted from the overall percentage

2015-16 (ACT Aspire)

- The overall school percentage of students in grades 3-10 who met reading readiness: 40%
- ACT average reading score for all tested 11th grade students: 20.3 (State Average: 19)
- The two or more-year student percentage in grades 3-10 who met reading readiness: 35% (State Average: 37%)

<p><u>2016-17 (ACT Aspire)</u></p> <ul style="list-style-type: none"> ○ The overall school percentage of students in grades 3-10 who met reading readiness: 39% ○ ACT average reading score for all tested 11th grade students: 21 (State Average: 18.9) ○ The two or more-year student percentage in grades 3-10 who met reading readiness: 36% (State Average: 41%)
<p><u>2017-18 (ACT Aspire)</u></p> <ul style="list-style-type: none"> ○ The overall school percentage of students in grades 3-10 who met reading readiness: 45% ○ ACT Average reading score for all tested 11th grade students: 19.8 (State Average: 18.8) ○ The two or more-year student percentage in grades 3-10 who met reading readiness: 47% (State Average: 46%)
<p><u>2018-19 (ACT Aspire)</u></p> <ul style="list-style-type: none"> ○ The overall school percentage of students in grades 3-10 who met reading readiness: 37% ○ ACT average reading score for all tested 11th grade students: 19.81 (State Average: 18.9) ○ The two or more-year student percentage in grades 3-10 who met reading readiness: 41% (State Average: 41%)
<p><u>Intervention Strategies in Place:</u></p> <ul style="list-style-type: none"> ○ R.I.S.E. and Science of Reading Training ○ R.I.S.E. Observations/Evaluations ○ ARVA Reads Initiative ○ APSRC collaboration and Professional Development ○ High Reliability Schools implementation ○ All teachers teaching reading and content vocabulary ○ Instructional Coaching ○ Targeted Instruction for every student with tracking of mastery ○ See Appendix C: Literacy Plan and link to whitepaper surrounding the creation of online curriculum for state consideration

2. Arkansas Virtual Academy will improve student performance in math, measured by the state assessment, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

As is evidenced by the overview data above and the comparison data in Appendix B, students enrolled in ARVA for two or more years did grow from renewal year 1 to renewal year 5 the equivalent of a 2% yearly increase. While there were slight dips in scores, the ACT Aspire results held consistent with the increase of enrollment throughout the 2016-17, 2017-18, and 2018-19 enrollment expansion approved by the charter panel.

While the very nature of the goal, seated in the PARCC baseline, skews the outcome of the results, growth was seen in students enrolled for two or more years. Yet, even with this growth, Arkansas Virtual Academy acknowledges that the two-or-more-year students are below the state average, and that our school falls below state average as well. While the change in assessment has made it difficult to calculate growth for the two-or-more-year students, it is evidenced that this growth did occur. With the finalization of the 2018-19 ACT Aspire scores, a four-year calculation can be made. The achievement for all students in Math on the ACT Aspire from 2016 to 2018 has remained consistent with a dip witnessed in the 2019 assessment year.

Math is noted to have the largest negative delta from state averages for both general population and the two or more-year students. This area has taken a high priority among staff and administration alike to close the proficiency gap to state average. With the dip in the 2018-2019 scores and the subsequent drop of letter grade, Arkansas Virtual Academy has provided interventions to remediate the below average performance and has adjusted goals for the coming renewal cycle to mitigate and close the performance gap.

2014-2015 (PARCC)

The school percentage of students who scored proficient or advanced is 19%

The two-or-more year students who scored proficient could not be extracted from the overall percentage

2015-16 (ACT Aspire)

- The overall school percentage of students in grades 3-10 who met math readiness: 41%
- ACT average math score for all tested 11th grade students: 18.3 (State Average: 18.6)
- The two or more-year student percentage in grades 3-10 who met math readiness: 35% (State Average: 43%)

2016-17 (ACT Aspire)

- The overall school percentage of students in grades 3-10 who met math readiness: 34%
- ACT average math score for all tested 11th grade students: 18.3 (State Average: 18.5)
- The two or more-year student percentage in grades 3-10 who met math readiness: 36% (State Average: 47%)

2017-18 (ACT Aspire)

- The overall school percentage of students in grades 3-10 who met reading readiness: 30%
- ACT average math score for all tested 11th grade students: 17.6 (State Average: 18.4)
- The two or more-year student percentage in grades 3-10 who met reading readiness: 47% (State Average: 47%)

2018-19 (ACT Aspire)

- The overall school percentage of students in grades 3-10 who met math readiness: 28%
- ACT average math score for all tested 11th grade students: 17.25 (State Average: 17.9)
- The two or more-year student percentage in grades 3-10 who met math readiness: 41% (State Average: 47%)

Intervention Strategies in Place:

- High Reliability Schools Work
- Mathematical Mindsets Training and Instruction
- MathQuest
- APSRC collaboration and Professional Development
- Higher DOK practices and assessments
- Instructional Coaching
- Targeted Instruction for every student with tracking of mastery

3. Students in ARVA's graduating Class of 2018 and beyond, who began the ninth grade with ARVA, will earn an average of 5.5 course credits toward graduation in each year of the charter.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

As shown above, 80% + students at Arkansas Virtual Academy earn an average of 5.5 credits with the exception of 9th grade. As a result, 9th grade was reorganized into a 9th grade academy with shared pods of teachers for the 19-20 school year in order to more effectively meet the needs of this population.

Additionally, ARVA has worked diligently to create opportunities for students who enroll credit delinquent to make up credit through its summer school program and credit recovery courses. The goal is to get students back on track. This has been evidenced in the graduation rates of the first 2 graduation cohorts of 79% and 76% graduating. And while this graduation rate is below the state average, it is well above the ESSA requirement and is significant given the percentage of students who come to ARVA credit deficient.

Students, along with counselors, begin tracking their credits and course choices via the Graduation Planning tool. An example of this tool can be found in Appendix D. This tool acts as the Student Success plan and allows counselors to have real-time conversations with students concerning credits, course choices, and potential career certifications and pathways available. In so doing, the majority of ARVA students are on track for graduating and systematic year-by-year credit accumulation.

4. Arkansas Virtual Academy will demonstrate a satisfaction rate of 95% or higher measured by an annual satisfaction survey.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

As noted, parent satisfaction has reached a high of 76% with growth from beginning of the year to end of the year in every year since renewal. While 95% parent satisfaction is a lofty goal, it is one that Arkansas Virtual Academy takes very seriously. Parents have multiple opportunities to express opinions and provide feedback through closed group Facebook pages, parent surveys and check ins and cold calls from administration. Please see Appendix E for testimonials from families and their satisfaction with ARVA.

Part C: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

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

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Arkansas Virtual Academy's request of the state authorizer to consider a 5-year renewal is also supported in the extensive plan to continue ARVA's groundbreaking work in Career Readiness Education. ARVA has been a leader in the nation for virtual CRE opportunities and the opportunity to seek this goal through the plan in Appendix F is the driving force for this innovation. Additionally, through the strong work of CRE education opportunities, ARVA will continue to strengthen and grow students' academic success via the goals relayed below for all students in math, literacy, and science.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal	End Goal Based on Current State Average
Demonstrate measurable growth in literacy as measured by the School Content Value-Added Score.	ACT Aspire	<p>Minimum of state average <u>or</u> a closing of the gap to state average by a minimum of 2 points yearly</p> <p>Baseline for each school below as measured by the School Content Value-Added Score:</p> <p><u>Elementary:</u> 71.34</p> <p><u>Middle School:</u> 77.44</p> <p><u>High School:</u> 79.3</p>	Annually, with growth markers quarterly	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 73.34</p> <p><u>Middle School:</u> State Average 80.78 or closing of the gap at 79.44</p> <p><u>High School:</u> State Average 79.69 or exceeding at 81.3</p>	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 75.34</p> <p><u>Middle School:</u> State Average 80.78 or exceeding at 81.44</p> <p><u>High School:</u> State Average 79.69 or exceeding at 83.3</p>	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 77.34</p> <p><u>Middle School:</u> State Average 80.78 or exceeding at 83.44</p> <p><u>High School:</u> State Average 79.69 or exceeding at 85.3</p>	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 79.34</p> <p><u>Middle School:</u> State Average 80.78 or exceeding at 85.44</p> <p><u>High School:</u> State Average 79.69 or exceeding at 87.3</p>	<p><u>Elementary:</u> State Average 80.64 or exceeding at 81.34</p> <p><u>Middle School:</u> State Average 80.78 or exceeding at 87.44</p> <p><u>High School:</u> State Average 79.69 or exceeding at 89.3</p>	At or above state average in all grade levels

<p>Demonstrate measurable growth in math as measured by the School Content Value-Added Score.</p>	<p>ACT Aspire</p>	<p>Minimum of state average or a closing of the gap to state average by a minimum of 2 points yearly</p> <p>Baseline for each school below as measured by the School Content Value-Added Score:</p> <p><u>Elementary:</u> 70.72</p> <p><u>Middle School:</u> 74.77</p> <p><u>High School:</u> 76.74</p>	<p>Annually, with growth markers quarterly</p>	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 72.72</p> <p><u>Middle School:</u> State Average 80.78 or closing of the gap at 76.77</p> <p><u>High School:</u> State Average 79.69 or closing of the gap at 78.74</p>	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 74.72</p> <p><u>Middle School:</u> State Average 80.78 or closing of the gap at 78.77</p> <p><u>High School:</u> State Average 79.69 or exceeding at 80.74</p>	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 76.72</p> <p><u>Middle School:</u> State Average 80.78 or closing of the gap at 80.77</p> <p><u>High School:</u> State Average 79.69 or exceeding at 82.74</p>	<p><u>Elementary:</u> State Average 80.64 or closing of the gap at 78.72</p> <p><u>Middle School:</u> State Average 80.78 or exceeding at 80.77</p> <p><u>High School:</u> State Average 79.69 or exceeding at 82.74</p>	<p><u>Elementary:</u> State Average 80.64 or exceeding at 80.72</p> <p><u>Middle School:</u> State Average 80.78 or exceeding at 82.77</p> <p><u>High School:</u> State Average 79.69 or exceeding at 84.74</p>	<p>At or above state average in all grade levels</p>
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<p>Demonstrate measurable growth in science as measured by the ESSA SQSS Growth in Science Achievement Score.</p>	<p>ACT Aspire</p>	<p>Improvement of growth score by a minimum of 2 points yearly</p> <p>Baseline for each school below as measured by the ESSA SQSS Growth in Science Achievement Score:</p> <p><u>Elementary:</u> 41.07</p> <p><u>Middle School:</u> 48.57</p> <p><u>High School:</u> 49.22</p>	<p>Annually, with growth markers quarterly</p>	<p><u>Elementary:</u> State average of 51.41 or a closing of the gap to 43.07</p> <p><u>Middle School:</u> State average of 51.58 or closing the gap to 50.57</p> <p><u>High School:</u> State average of 50.34 or exceeding to 51.22</p>	<p><u>Elementary:</u> State average of 51.41 or a closing of the gap to 45.07</p> <p><u>Middle School:</u> State average of 51.58 or exceeding at 52.57</p> <p><u>High School:</u> State average of 50.34 or exceeding to 53.22</p>	<p><u>Elementary:</u> State average of 51.41 or a closing of the gap to 47.07</p> <p><u>Middle School:</u> State average of 51.58 or exceeding at 54.57</p> <p><u>High School:</u> State average of 50.34 or exceeding to 55.22</p>	<p><u>Elementary:</u> State average of 51.41 or a closing of the gap to 49.07</p> <p><u>Middle School:</u> State average of 51.58 or exceeding at 56.57</p> <p><u>High School:</u> State average of 50.34 or exceeding to 57.22</p>	<p><u>Elementary:</u> State average of 51.41 or a closing of the gap to 51.07</p> <p><u>Middle School:</u> State average of 51.58 or exceeding at 58.57</p> <p><u>High School:</u> State average of 50.34 or exceeding to 59.22</p>	<p>At or above state average in all grade levels</p>
<p>Prepare students for college and career success</p>	<p>Career Certification Completers</p>	<p>Increase number of completers yearly by 75 students yearly with a baseline of 39 (a final number of 25% of enrollment graduating as a completer)</p>	<p>Annually with growth markers quarterly</p>	<p>ARVA will increase the number of career certification completers to 114</p>	<p>ARVA will increase the number of career certification completers to 189</p>	<p>ARVA will increase the number of career certification completers to 264</p>	<p>ARVA will increase the number of career certification completers to 339</p>	<p>ARVA will increase the number of career certification completers to 414</p>	<p>ARVA will increase the number of CTE pathways and completers of programs and pathways.</p>

Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Statute/Standard/Rule	Topic	Date Granted	Date Expires	Notes/Comments
A.C.A §§ 6-10-106	Flexible Schedule	10/13/2003	6/30/2020	
A.C.A §§ 6-10-110	Health and Safety	4/9/2012	6/30/2020	
A.C.A §§ 6-13-109	Superintendent	4/9/2012	6/30/2020	
A.C.A §§ 6-13-608	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-13-611	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-13-615	Board of Directors	4/9/2012	6/30/2020	
A.C.A §§ 6-13-616	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-13-619	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-13-619(a)(1)(A)	Board of Directors	11/13/2013	6/30/2020	
A.C.A §§ 6-13-619(c)(1)(A)	Board of Directors	11/13/2013	6/30/2020	
A.C.A §§ 6-13-620	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-13-630	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-13-631	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-13-634	Board of Directors	10/13/2003	6/30/2020	
A.C.A §§ 6-14-101 et seq.	School Elections	10/13/2003	6/30/2020	
A.C.A §§ 6-15-1004	Teacher Licensure	10/13/2003	6/30/2020	
A.C.A §§ 6-15-1005(b)(5)	Alternative Learning Environment	3/21/2014	6/30/2020	
A.C.A §§ 6-15-1302	Health and Safety	10/13/2003	6/30/2020	
A.C.A §§ 6-15-902(a)	Grading Scale	10/13/2003	6/30/2020	
A.C.A §§ 6-15-903(a)(2)	Report Cards	3/21/2014	6/30/2020	
A.C.A §§ 6-16-102	Flexible Schedule	10/13/2003	6/30/2020	
A.C.A §§ 6-16-108	Flag Display	10/13/2003	6/30/2020	
A.C.A §§ 6-17-1501 et seq.	Employee Dismissal	10/13/2003	6/30/2020	
A.C.A §§ 6-17-1701 et seq.	Employee Dismissal	10/13/2003	6/30/2020	
A.C.A §§ 6-17-201 et seq.	Teacher Licensure	4/9/2012	6/30/2020	
A.C.A §§ 6-17-203	Personnel Policies	10/13/2003	6/30/2020	
A.C.A §§ 6-17-208	Personnel Policies	10/13/2003	6/30/2020	
A.C.A §§ 6-17-2301 et seq.	Personnel Policies	10/13/2003	6/30/2020	
A.C.A §§ 6-17-2403	Salaries/Compensation	3/21/2014	6/30/2020	
A.C.A §§ 6-17-302	Principal	10/13/2003	6/30/2020	
A.C.A §§ 6-17-309	Teacher Licensure	10/13/2003	6/30/2020	
A.C.A §§ 6-17-401	Teacher Licensure	10/13/2003	6/30/2020	
A.C.A §§ 6-17-427	Superintendent	4/9/2012	6/30/2020	
A.C.A §§ 6-17-812	Class Size and Teaching Load	2/25/2019	6/30/2020	
A.C.A §§ 6-17-902	Teacher Licensure	10/13/2003	6/30/2020	
A.C.A §§ 6-17-908	Salaries/Compensation	10/13/2003	6/30/2020	
A.C.A §§ 6-17-919	Teacher Licensure	10/13/2003	6/30/2020	

A.C.A §§ 6-18-209(b)	Attendance	4/9/2012	6/30/2020	
A.C.A §§ 6-18-210	Flexible Schedule	3/21/2014	6/30/2020	
A.C.A §§ 6-18-213	Attendance	10/13/2003	6/30/2020	
A.C.A §§ 6-18-503(a)(1)(C)(i)	Alternative Learning Environment	3/21/2014	6/30/2020	
A.C.A §§ 6-18-511	Discipline	4/9/2012	6/30/2020	
A.C.A §§ 6-18-705	Food Services	10/13/2003	6/30/2020	
A.C.A §§ 6-18-706	Health and Safety	4/9/2012	6/30/2020	
A.C.A §§ 6-20-2208(c)(6)	Gifted and Talented	10/13/2003	6/30/2020	
A.C.A §§ 6-21-406	Instructional Materials	10/13/2003	6/30/2020	
A.C.A §§ 6-21-413	Instructional Materials	4/9/2012	6/30/2020	
A.C.A §§ 6-25-101 et seq.	Library Media	10/13/2003	6/30/2020	
A.C.A §§ 6-25-103	Library Media	3/21/2014	6/30/2020	
A.C.A §§ 6-25-104	Library Media	3/21/2014	6/30/2020	
A.C.A §§ 6-25-105	Library Media	3/21/2014	6/30/2020	
A.C.A §§ 6-25-106	Library Media	3/21/2014	6/30/2020	
A.C.A §§ 6-42-101 et seq.	Gifted and Talented	10/13/2003	6/30/2020	
A.C.A §§ 6-48-101 et seq.	Alternative Learning Environment	3/21/2014	6/30/2020	
A.C.A §§ 6-5-405(b)(1)	Professional Development	4/9/2012	6/30/2020	
1-A.1.2.8	Curriculum	10/18/2018	6/30/2020	
1-A.3	Curriculum	10/18/2018	6/30/2020	
1-A.5	Flexible Schedule	10/18/2018	6/30/2020	
1-A.5.2	Flexible Schedule	10/18/2018	6/30/2020	
1-A.6	Class Size and Teaching Load	10/18/2018	6/30/2020	
2-C.2	Guidance and Counseling	10/18/2018	6/30/2020	
2-D.1	Library Media	10/18/2018	6/30/2020	
2-E.1	Health and Safety	10/18/2018	6/30/2020	
2-E.2	Health and Safety	10/18/2018	6/30/2020	
2-G.1	Gifted and Talented	10/18/2018	6/30/2020	
2-I.1	Alternative Learning Environment	10/18/2018	6/30/2020	
4-B.1	Superintendent	10/18/2018	6/30/2020	
4-B.2	Superintendent	10/18/2018	6/30/2020	
4-C.1	Principal	10/18/2018	6/30/2020	
4-C.2	Principal	10/18/2018	6/30/2020	
4-D.1	Teacher Licensure	10/18/2018	6/30/2020	
4-E.1	Teacher Licensure	10/18/2018	6/30/2020	
4-E.2	Guidance and Counseling	10/18/2018	6/30/2020	
4-F.1	Teacher Licensure	10/18/2018	6/30/2020	
4-F.2	Library Media	10/18/2018	6/30/2020	
6-A.2	Health and Safety	10/18/2018	6/30/2020	

ACT 61 - Junior Fire Marshal Program	Health and Safety	10/13/2003	6/30/2020	
Automated External Defibrillator Devices and CPR	Health and Safety	4/9/2012	6/30/2020	
Class Size and Teaching Load	Class Size and Teaching Load	2/25/2019	6/30/2020	
Distance learning	Distance Learning	10/13/2003	6/30/2020	
Distance learning	Distance learning	4/9/2012	6/30/2020	
Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds	Alternative Learning Environment	10/13/2003	6/30/2020	Section 4
Educator Licensure	Teacher Licensure	10/13/2003	6/30/2020	
Expenditure requirements	Expenditures	10/13/2003	6/30/2020	
Gifted and Talented Program Approval Standards	Gifted and Talented	10/13/2003	6/30/2020	
Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies	Discipline, Safety	4/9/2012	6/30/2020	
Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies	Discipline, Safety	10/13/2003	6/30/2020	
Instructional Materials	Instructional Materials	10/13/2003	6/30/2020	
Mandatory Attendance Requirements for Students in Grades Nine through Twelve	Attendance	3/21/2014	6/30/2020	
Nutrition and Physical Activity Standards	Health and Safety	4/9/2012	6/30/2020	
Public School Student Services	Student Services	10/13/2003	6/30/2020	
School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites	Personnel Policies, Salaries/Compensation	3/21/2014	6/30/2020	Section 1-7
Superintendent Mentoring	Superintendent	10/13/2003	6/30/2020	
Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools	Grading Scale	10/13/2003	6/30/2020	

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font.

Please review the new waiver request form submitted by Arkansas Virtual Academy and included in Appendix G.

ARVA requests a waiver from ACT 641 to align with the currently held waiver from ACA 6-16-102 providing ARVA students with a flexible school day. Because students are learning virtually at home, the requirement for a 40-minute recess is at the discernment of the parent. ARVA requests the waiver as the daily schedule is learning coach driven outside of ARVA held synchronous learning. ARVA will educate all parents that a 40-minute recess should be considered and scheduled as part of their learning day. Additionally, Act 641 creates provision for waiver under E.i.a.2.b, stating that a school approved by the department to operate as a virtual school may seek a waiver for the requirements.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

Arkansas Virtual Academy wishes to maintain all currently approved waivers.

Section 4 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A budget to show that the charter will be financially viable must accompany any amendment request to change grade levels, the enrollment cap, relocate, and/or add a campus. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

A request to add or change a location must be accompanied by a Facilities Utilization Agreement.

If no charter amendments are requested, state this.

Arkansas Virtual Academy is requesting an increase in cap for grades 8-12 of 150 students per year of the 5-year renewal period for a total of a 750-student increase for the direct purpose of building the Career Readiness Education program. See Appendix F for details of the CRE build out and the effort to innovate virtual career technical education in the state. Financial information can be found in Appendix H. This 750 in total would move the overall cap for ARVA to 3750 students by the year 2030. Additionally, the 150 students would be dispersed throughout the grade bands in grades 8-12, for a 30 student per grade increase yearly. The Amendment Request form can be viewed in Appendix G.

Section 5 –Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Respond below in 11 point Times New Roman font.

Arkansas Virtual Academy seeks the renewal of its current charter. ARVA expects to continue to obtain its students from across the state, with the largest populations of students in the Northwest, Northeast and Central portions of the state . This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed charter renewal would have on the efforts of the state’s school districts with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Arkansas Virtual Academy enrolls students across all districts within the state. Current student counts by resident district can be reviewed in Appendix I. Within this district by district analysis it is noted that Arkansas Virtual Academy enrolls below 3% of the student population from each district, and from the majority of districts less than 1% of the most recent population attending Arkansas Virtual Academy.

Under Ark. Code Ann. §6-23-306(6)(A), Arkansas Virtual Academy must be race-neutral and nondiscriminatory in its student admission process. While it is impossible to project its future racial composition accurately, ARVA will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools. In addition, Ark. Code Ann. §6-23-106 requires that ARVA’s operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public-school district or districts within the state. As explained above, Arkansas Virtual Academy’s careful review of the student population shows that such negative impact is not present here.

Conclusion:

Arkansas Virtual Academy submits that upon the basis of its review, neither any existing federal desegregation order nor the 1989 Settlement Agreement prohibit the State’s charter school authorizer from granting the proposed charter renewal for an open-enrollment public charter school serving students statewide.

Appendices

Appendix A: Management Services Details

Management Services Provided Include:

Teacher Support

- K-12 Teacher Training and Coaching
- Delivered virtually with synchronous and asynchronous instruction
- Collaboration with over 1200 teachers across the nation
- Coaching support includes observation, goal setting, instructional feedback based on the Arkansas TESS

Academic Services

- Collaboration and consultation concerning student growth
- Assists in identification and intervention programs for low performing students
- Provides frameworks for successfully performing virtual schools

Data Support

- Assistance with data analysis
- Disaggregation of data for schools as needed
- Collaboration with the school's data team as needed
- School level metrics

Special Education Support

- Second layer of audits conducted randomly
- Processes to help in streamlining special education records during enrollment
- Provides administrative oversight for related service needs
- Provides professional development to administrative staff and teachers
- Develops and implements training plans for special education teachers
- Provides mediation and due process support as needed
- Provides ongoing administrative and student support as needed throughout the school year

School Operations Support

- Support to ensure state reporting expectations are fully met
- Technical support related requests including targeted data retrieval
- Weekly meetings for operations and financial managers
- Enrollment and Re-registration service and reporting
- Training for set and roll out of new tools to increase efficiency of schools
- Data tracking including school's active population and subgroups and staff data

Human Relations Support

- Payroll review and support
- Recruiting for school-based positions including advertising, sourcing, screening and interview scheduling for open positions
- HR staff support
- Background checks for all staff supporting the school
- Employee relations training
- Performance management training
- Benefits support and management
- Leadership training and development
- Auditing of employees' files
- Performance management support for success

Legal

- Legal support and expertise are provided to schools including access to staff attorneys and various outside counsel with expertise in:
 - Federal Education Rights and Privacy Act (FERPA)
 - Charter school law
 - ESSA and other federal education laws and regulations
 - Employment law

Accounting, Budgeting and Finance

- Financial Guarantee—no school in contract with current service provider will end a fiscal year during the term of the agreement in a negative net asset position
- Budget Development—working and final budgets are prepared and submitted for Board review, appraisal and approval each fiscal year
- Budgets are developed during the March to June time frame
- At the beginning of the school year, financial forecasts are developed and tracked to support the school and provide the Board with complete financial information
- Internal Controls and Procedures – developed and proposed to the Board for review and approval
- Reporting and Forecasting – regular reports and forecasts are developed to keep the board well informed of all financial detail for the school
- Reconciliations – monthly bank and balance sheet account reconciliations are conducted and exceptions, if any, are immediately investigated and resolved
- Accounts Payable and Payroll—the service provider ensures that accounts payable and payroll are accurate, properly documented, and properly approved for payment with accurate amounts

Curriculum and Instructional Methods

- Ongoing access to content experts
- National Instructional Model
- Assessment expertise available to all schools
- On-site personnel, including Head of School
- Administrator sourcing, selection, training and oversight
- Best practice sharing
- Mentoring of Head of School by Regional and Deputy Regional Vice Presidents
- Teacher sourcing, recommendation, training and oversight
- Enrollment processing and placement expertise
- Website development and maintenance
- Creative services for recruitment and messaging
- Provision of academically strong and current curricula for all grades and subjects

Community and Family Support

- National Clubs and Competitions
 - Examples of clubs include math, photography, music, cooking, pen pals and more. Students from around the country can connect, under the direction of the club advisor, in a secure web-meeting tool
 - Competitions across schools include spelling bees, art contests, and eSports allow students locally and nationally to interact in academic and extracurricular activities that support academic growth and relationships
- National Parent Programming
 - Speaker series sessions hosted by experts across a wide variety of topics, ranging from helpful tips on organization and scheduling to parent/teacher relationships and much more. Sessions are recorded so parents have access at a time that is convenient for them.
- Collaboration, frameworks, and support for the Student Advisory team, which is the frontline team for supporting families and student

Appendix B: Assessment Results

Reading

2015-2016						2016-2017						2017-2018						2018-2019									
State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation	State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation	State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation	State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation				
3rd Grade	35%	34%	35%	38%	2%	4%	3rd Grade	37%	38%	38%	69%	32%	31%	3rd Grade	38%	40%	35%	41%	4%	1%	3rd Grade	38%	40%	38%	47%	9%	7%
4th Grade	41%	37%	33%	43%	1%	6%	4th Grade	43%	42%	51%	42%	-1%	0%	4th Grade	44%	43%	47%	49%	5%	6%	4th Grade	45%	44%	39%	26%	-19%	-18%
5th Grade	34%	33%	37%	35%	2%	2%	5th Grade	35%	39%	24%	41%	7%	2%	5th Grade	38%	39%	40%	47%	9%	8%	5th Grade	41%	38%	35%	42%	1%	4%
6th Grade	46%	41%	48%	56%	10%	15%	6th Grade	47%	47%	50%	55%	8%	8%	6th Grade	45%	47%	40%	36%	-9%	-11%	6th Grade	43%	46%	47%	49%	6%	3%
7th Grade	36%	35%	37%	43%	7%	8%	7th Grade	39%	41%	35%	47%	8%	6%	7th Grade	40%	42%	42%	53%	13%	11%	7th Grade	39%	41%	24%	39%	0%	-2%
8th Grade	48%	45%	49%	41%	-7%	-4%	8th Grade	49%	50%	45%	39%	-10%	-11%	8th Grade	51%	50%	51%	50%	-1%	0%	8th Grade	53%	50%	50%	49%	-4%	-1%
9th Grade	36%	38%	37%	46%	10%	8%	9th Grade	39%	44%	37%	46%	7%	2%	9th Grade	38%	44%	40%	45%	7%	1%	9th Grade	37%	43%	31%	37%	-1%	-6%
10th Grade	35%	34%	46%	43%	8%	9%	10th Grade	36%	38%	30%	52%	16%	14%	10th Grade	34%	39%	40%	51%	17%	12%	10th Grade	32%	38%	27%	38%	5%	-1%

Math

2015-2016						2016-2017						2017-2018						2018-2019									
State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation	State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation	State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation	State of AR	National	ARVA	ARVA 2+ Years	ARVA 2+ vs. State	ARVA 2+ vs. Nation				
3rd Grade	56%	50%	39%	38%	-19%	-13%	3rd Grade	59%	60%	43%	50%	-9%	-10%	3rd Grade	59%	61%	37%	31%	-28%	-30%	3rd Grade	62%	61%	45%	53%	-9%	-8%
4th Grade	54%	45%	41%	46%	-8%	1%	4th Grade	55%	55%	49%	45%	-10%	-10%	4th Grade	52%	57%	37%	38%	-15%	-19%	4th Grade	54%	57%	30%	24%	-29%	-33%
5th Grade	48%	40%	35%	50%	2%	10%	5th Grade	52%	51%	38%	48%	-4%	-3%	5th Grade	50%	52%	34%	45%	-5%	-7%	5th Grade	49%	51%	25%	27%	-22%	-24%
6th Grade	55%	43%	38%	42%	-14%	-1%	6th Grade	62%	57%	47%	47%	-15%	-10%	6th Grade	56%	60%	36%	43%	-13%	-17%	6th Grade	54%	60%	41%	43%	-11%	-17%
7th Grade	44%	34%	28%	38%	-6%	4%	7th Grade	48%	43%	35%	38%	-11%	-6%	7th Grade	47%	44%	30%	35%	-13%	-9%	7th Grade	48%	45%	25%	32%	-16%	-13%
8th Grade	38%	31%	27%	25%	-13%	-6%	8th Grade	44%	37%	23%	27%	-16%	-10%	8th Grade	46%	39%	35%	36%	-11%	-3%	8th Grade	48%	41%	30%	27%	-21%	-14%
9th Grade	28%	35%	22%	31%	3%	-4%	9th Grade	30%	36%	25%	30%	0%	-6%	9th Grade	34%	36%	21%	32%	-1%	-4%	9th Grade	36%	36%	23%	27%	-9%	-9%
10th Grade	22%	32%	15%	23%	1%	-9%	10th Grade	25%	32%	18%	38%	13%	6%	10th Grade	29%	32%	18%	25%	-3%	-7%	10th Grade	29%	33%	13%	19%	-10%	-14%

Appendix C: Literacy Plan and Curriculum Build Out White Paper

[White Paper for the development of curriculum for state approval via legislation](#)



Elementary School Improvement Plan
2019-2020

Professional Development

Science of Reading: All teachers will be trained in the Science of Reading. Teachers will progress through the training by utilizing Pathway D. The Academic Administrator will keep a record of training. The training will include all teachers in grades K-12, the type of training required (proficiency or awareness), and each teacher's current progress. The Academic Administrator will keep training certificates and/or other documentation of training.

Supplemental Staff/Tools	Arkansas IDEAS Portal; Arkansas Public School Resource Center
Professional Learning	Science of Reading Training
Implementation Timeline	2019-2021
Progress Monitoring	Teacher Training Tracker
Evaluation Timeline/Procedures	The Academic Administrator will update the tracker and notify principals of teachers who have not completed the required trainings by the deadlines.

Reading Instruction

Tier 1: All students receive Tier I instruction. This instruction includes required class sessions as well as access to the online curriculum. Students work through the curriculum and may attend extra class sessions if needed. The K12 English-Language Arts Curriculum is an evidence-based curriculum. More information about the curriculum can be found at this link: [K12 Reading Program](#).

Supplemental Staff/Tools	Document Cameras & Manipulatives for Teaching Phonics
Professional Learning	Science of Reading;
Implementation Timeline	2019-2020 and the beginning of each school year
Progress Monitoring	-Formative measures such as interims, STAR, DIBELS -Summative Assessments
Evaluation Timeline/Procedures	Quarterly: Student data will be reviewed. Teachers will place students in instructional groups based on student needs. (MOY/EOY) : Teachers will meet with parents about student progress and/or send reports in writing to families.

Tier 2: Students who perform in the Basic or Below Basic areas are required to attend multiple sessions with the ELA teacher and/or interventionist. These students attend sessions that target their specific needs. Teachers may also utilize online programs such as STRIDE or i-Ready to help target specific needs.

Supplemental Staff/Tools	RTI Coordinator; Interventionists
Professional Learning	Science of Reading;
Implementation Timeline	2019-2020
Progress Monitoring	-Formative measures such as interims, STAR, DIBELS -Summative Assessments -Reports from STRIDE or i-Ready if applicable to student
Evaluation Timeline/Procedures	2 Week Schedule: Teachers and/or interventionists will progress monitor students at least every 2 weeks. Teachers may use common assessment scores, or other formative measures. Teachers will recommend students for Tier 3 if progress is not made with Tier 2 interventions.

Tier 3: Students who continue to struggle while attending targeted sessions may be placed in Tier 3. Students in Tier 3 continue to attend targeted sessions. Programs such as STRIDE and/or i-Ready are utilized to help teachers pinpoint areas where students struggle. Teachers may utilize the program to assign practice on specific skill deficits. They may also work with students in small group and/or one-on-one sessions to help students overcome skill deficits and make progress.

Supplemental Staff/Tools	RTI Coordinator; Interventionists; STRIDE; i-Ready
Professional Learning	Science of Reading; STRIDE Training; i-Ready Training
Implementation Timeline	2019-2020
Progress Monitoring	-Formative measures such as interims, STAR, DIBELS -Summative Assessments -Reports from STRIDE or i-Ready
Evaluation Timeline/Procedures	2 Week Schedule: Teachers and/or interventionists will progress monitor students at least every 2 weeks. Teachers may use common assessment scores, or other formative measures. Teachers will recommend students for possible further evaluation if progress is not made with Tier 3 interventions.



Reading Engagement

ARVA Reads Campaign: Each school level will participate in a district-wide campaign to promote reading among students. Each school level will choose a book and will encourage each student to read the same book. Each school will present ideas to promote reading at the school level. Ideas may include assemblies, utilizing the school Facebook page, teachers promoting books/reading during class, and other ideas that may encourage students to read for pleasure.

Supplemental Staff/Tools	Tumblebooks
Professional Learning	Science of Reading
Implementation Timeline	2019-2020
Progress Monitoring	Student & Family Feedback; Teacher Feedback
Evaluation Timeline/Procedures	Questions will be asked in the Family Needs Survey at the end of the school year that will ask families and students to reflect on the impact of the ARVA Reads campaign. Teacher feedback will also be requested.

ARVA Academic Days: Outings will be scheduled where students will meet and participate in learning activities. At least one academic day will be devoted to reading. Teachers will utilize this day to share a love of reading with students and encourage students to read for pleasure.

Supplemental Staff/Tools	Books and supplies for student engagement
Professional Learning	Science of Reading
Implementation Timeline	2019-2020
Progress Monitoring	Student & Family Feedback; Teacher Feedback
Evaluation Timeline/Procedures	Questions will be asked in the Family Needs Survey at the end of the school year that will ask families and students to reflect on the impact of the ARVA Academic Days. Teacher feedback will also be requested.



Dyslexia Process

Arkansas Virtual Academy Dyslexia Screener Process for students K-2 *without an outside diagnosis.* (2019-2020)

Administer the DIBELS, RAN, and the Phonics First encoding assessment 3 times a year for students who fail any part of the initial screener.

Parents will receive a letter anytime a screener is given, explaining the assessment and the results of the assessment.

If the student is in SPED or in the process of a SPED referral, contact both the dyslexia coordinator and case manager for the student before proceeding as we will follow SPED procedures.

IF	THEN
The student scores at risk or some risk in ANY area.	The classroom teacher should contact the parent to discuss the results of the initial screener and conduct the parent interview for consent to administer the level 1. Give results of the initial screening and completed interview to Dyslexia coordinator. Use RTI to address the needs and keep progress monitoring data (DIBELS) every 2 weeks. Refer to step 2 and 3 to determine how to proceed.
The student already has a diagnosis of dyslexia.	Refer to the outside diagnosis flowchart.
The child does NOT already have a diagnosis of dyslexia.	The classroom teacher will conduct a level 1 screener with all required components (PAST, Core Phonics Survey).
The teacher conducts a level 1 screener.	Complete the dyslexia referral form and send to the Dyslexia coordinator. The school-based decision-making team to include the dyslexia coordinator should meet to review the screener, results, student records, and progress monitoring data. Inform parents of concerns and obtain parental consent if additional assessments are needed to determine if the student is exhibiting characteristics of dyslexia.
The team determines the student is exhibiting characteristics of dyslexia through answering the Dyslexia Profile questions.	A 504 conference will be scheduled by the 504 coordinator to discuss the results with the parents. Parents will be provided with information and resource materials on characteristics of dyslexia, inform them of their rights to an independent evaluation, and obtain permission for placement with the dyslexia intervention form. Student will begin intervention and the interventionist will monitor progress and report progress to the parent quarterly.
The team is unsure if the student is exhibiting characteristics of dyslexia after answering the questions on the dyslexia profile.	The student may need a level 2 screener. Obtain informed consent through the 504 process or special education meeting. 504- the dyslexia coordinator will conduct the level 2 assessment. Special education- the school psychologist will administer the testing.
The student is given a Level 2 assessment.	The 504 or Special Education team to include parents should meet to review test results, student records and progress. Obtain parental consent if additional assessments are needed to determine if the student is exhibiting characteristics of dyslexia.



The team determines that the student does not exhibit the characteristics of dyslexia after answering the questions in the dyslexia profile.	Refer the student to the special education team and begin the special education referral process.
The student is not responding to the intervention is experiencing an adverse effect and/or functional difficulties in the academic environment.	Continue intervention and refer for Level 2 screening or special education depending on the needs of the child.

**Initial Screening and Progress Monitoring ALL STUDENTS in Kindergarten-2nd grade
2019-2020**

BOY will be the only screening completed face to face, late enrollees and progress monitoring will be administered virtually

K	1	2
LNF-	LNF	NWF
PSF-	PSF	WRF
NWF-	NWF	ORF
WRF	WRF	MAZE
PAST	PAST	PAST
Encoding/Decoding	Encoding/Decoding	Encoding/Decoding
AR RAN	AR RAN	AR RAN
Unedited Writing Sample	Unedited Writing Sample	Unedited Writing Sample



Level 1 Screening Tools

STEP	TOOL	LINK
1	Parent Interview	https://k12inc-my.sharepoint.com/personal/erkeen_arva_org/Documents/Dyslexia%20Flow%20Charts/Parent%20Interview%20for%20Level%201%20Screening%203.5%20revision.pdf
2	Early Indicator Checklist	https://k12inc-my.sharepoint.com/personal/erkeen_arva_org/Documents/Level%201/ARVA%20Early%20Indicator%20Teacher%20Form.pdf
3	The PAST	https://www.thepasttest.com/
4.	Core Phonics Survey	http://www.scholastic.com/dodea/Module_2/resources/dodea_m2_tr_core.pdf
5.	Teacher Referral Form	https://forms.office.com/Pages/ResponsePage.aspx?id=LUMWRm1kPE2UZWxaNvMaF1xCEICl_ilCngiPzzaWcAFUNDg4MzcyVTUxOFJXREJlWkJRUDNNTkpOWi4u



Arkansas Virtual Academy Dyslexia Screener Process for students 3-12 *without an outside diagnosis.* (2019-20)

If the student is in SPED or in the process of a SPED referral, contact both the dyslexia coordinator and case manager for the student before proceeding as we will follow SPED procedures.

Teachers with grades 9-12 contact Erica Keen to determine how to proceed.

IF	THEN
Classroom teacher noting difficulty in phonological/phoneme awareness, alphabet knowledge, sound symbol recognition, decoding rapid naming, or encoding. Complete the teacher referral form.	The classroom/referring teacher should contact the parent to discuss concerns and conduct the parent interview and early indicator checklist. Use RTI to address the needs and keep progress monitoring data (DIBELS) every 2 weeks. Refer to step 2 and 3 to determine how to proceed.
The student already has a diagnosis of dyslexia.	Refer to the outside diagnosis flowchart.
The child does NOT already have a diagnosis of dyslexia.	The classroom teacher will conduct a level 1 screener with all required components (PAST, Core Phonics Survey).
The teacher conducts a level 1 screener.	Complete the dyslexia referral form and send to the Dyslexia coordinator. The school- based decision-making team to include the dyslexia coordinator should meet to review the screener, results, student records, and progress monitoring data. Inform parents of concerns and obtain parental consent if additional assessments are needed to determine if the student is exhibiting characteristics of dyslexia.
The team determines the student is exhibiting characteristics of dyslexia through answering the Dyslexia Profile questions.	A 504 conference will be scheduled by the 504 coordinator to discuss the results with the parents. Parents will be provided with information and resource materials on characteristics of dyslexia, inform them of their rights to an independent evaluation, and obtain permission for placement with the dyslexia intervention form. Student will begin intervention and the interventionist will monitor progress and report progress to the parent quarterly.
The team is unsure if the student is exhibiting characteristics of dyslexia after answering the questions on the dyslexia profile.	The student may need a level 2 screener. Obtain informed consent through the 504 process or special education meeting. 504- the dyslexia coordinator will conduct the level 2 assessment. Special education- the school psychologist will administer the testing.
The student is given a Level 2 assessment.	The 504 or Special Education team to include parents should meet to review test results, student records and progress. Obtain parental consent if additional assessments are needed to determine if the student is exhibiting characteristics of dyslexia.
The team determines that the student does not exhibit the characteristics of dyslexia after answering the questions in the dyslexia profile.	Refer the student to the special education team and begin the special education referral process.



The student is not responding to the intervention is experiencing an adverse effect and/or functional difficulties in the academic environment.	Continue intervention and refer for Level 2 screening or special education depending on the needs of the child.
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Level 1 Screening Tools

STEP	TOOL	LINK
1	Parent Interview	https://k12inc-my.sharepoint.com/personal/erkeen_arva_org/Documents/Dyslexia%20Flow%20Charts/Parent%20Interview%20for%20Level%201%20Screening%20r3.5%20revision.pdf
2	Early Indicator Checklist	https://k12inc-my.sharepoint.com/personal/erkeen_arva_org/Documents/Level%201/ARVA%20Early%20Indicator%20Teacher%20Form.pdf
3	The PAST	https://www.thepasttest.com/
4.	Core Phonics Survey	http://www.scholastic.com/dodea/Module_2/resources/dodea_m2_tr_core.pdf
5.	Teacher Referral Form	https://forms.office.com/Pages/ResponsePage.aspx?id=LUmWRm1kPE2UZWxaNvMaFlxCEICl_iCngiPzzaWcAFUNDg4MzcyVTUxOFJXREJIWkJRU DNNTkpOWi4u

Arkansas Virtual Academy Dyslexia Screener Process for students K-12 in SPED (2019-20)

SPED and Dyslexia regulations are discussed on Pages 34-37 in the Dyslexia Resource Guide

www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/DRG-Final-12-13-17-JS1.pdf

****When ALL students served under SLD (in reading) are re-evaluated, please look at the subtest scores prior to the meeting and place those scores in the Characteristic Profile sheet (this is for your information only at this time- to determine if the student needs additional assessments for the level 2 screener) If the student falls in the below average category in those subtest areas, please order the missing level 2 subtests as part of the re-evaluation when you complete the EDR. Follow the flowchart from that point forward.**

When in doubt, please reach out to Amanda Sullivan or Erica Keen.

IF	THEN
1. A student is being referred for a full psychological evaluation or re-evaluated for SPED and there is concern with dyslexia. (NOT SPEECH ONLY)	Order the CTOPP-2 when you order testing then follow the procedures in step 4 of this document.
2. The student already has a diagnosis of dyslexia.	If it is a new student moving into the district with an outside diagnosis, please inform Erica Keen so that he/she may be added to the dyslexia list in TVS. The committee will discuss the following placement options: 1. Continue with SPED minutes in ELA to generally cover reading with no direct/explicit dyslexia intervention 2. Do interventions outside of the SPED classroom in addition to ELA minutes on the IEP 3. Do interventions as part of the SPED minutes with a certified Phonics First interventionist/SPED teacher for 120 minutes per week in group of 4 for k-6, 150 minutes per week in a group of 4 for 6-12 according to fidelity requirements for Phonics First.
3. The child does NOT already have a diagnosis of dyslexia, but it is suspected by a teacher's observation/data or parent concern and is a SPED student (not a speech only-see speech only process step[6])	The SPED teacher will schedule a meeting and do an EDR to determine the testing that is needed to complete the Level 2 screening process. Refer to the Required Level 2 testing components. See pages 58-60 in the Dyslexia Resource Guide. www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/DRG-Final-12-13-17-JS1.pdf
4. The team determines a Level 2 screening is necessary and is completed.	Schedule an evaluation programming conference to review results and complete the Characteristic Profile Page: https://k12inc-my.sharepoint.com/:w:/g/personal/erkeen_arva_org/EfPjL3NU0C9Nr93d-l_g-q08bDBIU-XkWBMyQuTvNix7dA with corresponding scores. As a committee, answer the 5 questions on the profile to determine if the student exhibits characteristics of dyslexia. When completing please fill out each component.



5.The team determines the student <u>is</u> exhibiting characteristics of dyslexia through answering the Dyslexia Profile questions.	The committee will discuss placement options: 1. Continue with SPED minutes in ELA to generally cover reading with no direct/explicit dyslexia intervention 2. Do interventions outside of the SPED classroom in addition to ELA minutes on the IEP 3. Do interventions as part of the SPED minutes with a certified Phonics First interventionist/SPED teacher for 120 minutes per week in a group of 4 for k-6, 150 minutes per week in a group of 4 for 6-12. (Amend the IEP as necessary according to placement options decided by the IEP team)
6.If the student is SPEECH ONLY and it is suspected that he or she has dyslexia	The SPED representative will schedule a meeting and do an EDR to determine the testing that is needed to complete the Level 2 screening process This will be completed by Wendy Lynch. Refer to the Required Level 2 testing components in the dyslexia resource guide. See pages 58-60 in the Dyslexia Resource Guide . In the event that a student is a speech only student but has had previous psychological testing, review the testing and look for the required Level 2 components. If the student ONLY lacks the CTOPP-2, it can be completed by the speech therapist in most cases.
7.The committee determines a Level 2 screening is necessary and is completed.	Schedule an evaluation programming conference to review results and complete the Characteristic Profile Page with corresponding scores. As a committee, answer the 5 questions on the profile to determine if the student exhibits characteristics of dyslexia.
8.The committee determines that the student does have characteristics of dyslexia.	The SPED representative will explain that the student qualifies for dyslexia intervention through a general education interventionist. Inform the parent that the dyslexia coordinator will be reaching out to them to explain the interventions and schedule the times for those interventions. (INFORM ERICA KEEN IMMEDIATELY with the student's name, characteristic profile sheet/level 2 report, and student ID number)
9.The student is receiving Dyslexia Interventions through SPED (these components are given to all students in Dyslexia Interventions)	The SPED teacher/interventionist will complete DIBELS progress monitoring every 3 weeks through DIBELS 8 th edition. https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibelseight Components to be given: K-LNF, PSF, NWF, WRF, 1- LNF, PSF, NWF, WRF, ORF, 2-NWF, WRF, ORF (MAZE-BOY, MOY, EOY) 3- NWF, WRF, ORF (MAZE-BOY, MOY, EOY) 4- 8ORF (MAZE BOY, MOY, EOY)


Please note: The characteristic profile sheet attached has the KTEA-3 subtests listed. If you are using other approved screeners according to the AR Dyslexia guide, please edit the profile sheet to reflect the correct screeners. https://k12inc-my.sharepoint.com/personal/erkeen_arva_org/Documents/Dyslexia%20Flow%20Charts/CHARACTERISTIC%20PROFILE%20FOR%20DYSLEXIA.docx?d=w732fe3f3d0544d2fafdddf88fe0faad

Appendix D: Graduation Plan Example

Student Graduation Plan

ID: 1881553 | Grade: 12 | Enrolled: 08/15/2016

Credit Summary

22 CREDITS REQUIRED	20.5 CREDITS EARNED	2 CREDITS NEEDED TO GRADUATE	0[†] CREDITS EARNED - NOT COUNTED
0 CREDITS NEEDED ON PLAN			
93% COMPLETE 			

Year 1 (2016 - 2017) Earned:7 | In Progress: 0 | Not Started:0 | Not Counted:0

Subjects	Course	Grade	Credits
Semester 1			
Algebra I	MTH128A Algebra 1 ST	A	0.5
Career Focus	Spanish I	A	0.5
Career Focus	WLG200A Spanish II	A	0.5
English 9	ENG108A English 9 ST	A	0.5
Physical Science	SCI102A Physical Science	A	0.5
World History	HST103A World History	A	0.5
Semester 2			
Algebra I	MTH128B Algebra 1 ST	A	0.5
Career Focus	Spanish I	A	0.5

Appendix E: Parent Testimonials

--all listed testimonials gathered randomly from voluntary reviews

My son was failing in normal public school and being bullied while the teachers ignored it. I switched to ARVA and my son has never been happier! The teachers care and make sure they don't fall behind, and he has friends again. This is our third year with ARVA and I can say it's the best decision I could have made! I highly recommend this school!

For me and my kids this is the best decision I have ever made for them and now for the first time ever they are both talking about wanting to go to college, so I am completely ecstatic.

After a couple of fantastic years with ARVA, my youngest son who has autism, was forced to attend the local brick and mortar school by the doctor. It was a horrible experience for us as he was bullied severely. After a couple of years of abuse, I finally put my foot down and pulled him out and re-enrolled with ARVA. I would definitely recommend ARVA. My son graduates this year and we have been with ARVA off and on over the last 10 years of learning and growing! Every year ARVA continues to grow and make changes to keep up with the ever-changing needs of our children's education!! WE ARE DIAMONDS!

I love having our son in ARVA. He is more relaxed, and his homeroom teacher is so personable that he is happier and more focused on school. He learns at his own pace and he is more of a night owl, so he does his classwork in the evenings. He is making A's and he isn't getting bullied not only by classmates but by teachers as well. We got so frustrated with nothing ever getting done that when we discovered ARVA we jumped at the chance to enroll him. This is his second year and he absolutely loves it.

We went through 1st grade with K12 back in 2012 and we are starting it again now in 2016, mid-year. Online learning has its challenges just like anything else does. But being right beside my son, helping him get a good education and knowing that he actually understands what he is learning, is priceless. I can tell that my son needs more one on one attention than he was getting in brick and mortar school. I have my work cut out for me this year, but I am 100% dedicated to making sure my son excels far beyond what he would have in the school we removed him from. K12 makes all the difference in the world for us. Thanks!

ARVA has been a wonderful experience for our family. We do struggle sometimes especially at the beginning of a new school year, but all we have to do is make a phone call and they are on the ball at the school. I have never had any issues with truancy, but we work through any sickness. It may take longer to do his schoolwork when he is ill, but since he can do it at his own pace, we can do one class then take a break. My child had so much trouble with bullies at school and I don't mean just the other children, the teachers were also bullying to him. He was misdiagnosed at one point and the BM teachers would never let go of his misdiagnosis and every time he had a meltdown at school they refused to help and instead antagonized him further. ARVA is always just a phone call away and is always so helpful and caring. I felt and I believe my son feels the same way, teachers at BM here are not caring and they certainly were not helpful. They also lied just to get us to do what they wanted, and they were only teaching my 3rd-grade son, spelling, math and a little reading. We are always so excited to get those new boxes at the beginning of the year with Science, History, Math, Reading all of it. He is learning so much more because of ARVA and while he still does not "love" school, he doesn't get up every single day stating how he hates school now. He also looks forward to the outings to see his ARVA friends! ARVA is a blessing to our family! My son is in 5th grade now, makes straight A's and will be enrolling again next year.

We are so happy we enrolled! This is the perfect balance of structure and flexibility. Alex LOVES reading ahead for tomorrow's lesson. He's not just going through the motions of school. He's THRIVING!

We have an autistic 4th grader who suffers from Asperger's. He has trouble understanding and maintaining focus on what he is doing at the time. We love how we can work with him on his level, so he finally understands what it is he is doing. When he was in traditional school, his teachers didn't have time to give him the extra help he needed, but with 20 other students who would? He has found that spark to learn again! He wakes up and always says, one cartoon, then gotta get to school. We love the flexibility of being able to do what we need to do, like allergy shots, and not have to worry about him missing important things at school. We love that he no longer sees others doing better than him and him getting depressed because he feels stupid. He now knows and feels like he is the smartest kid in the class. We highly recommend ARVA to anyone we talk to!! We have finally found the school that works best for our son!!

My daughter has never been excited to start school until this year. We are loving ARVA and everyone is so helpful. It has been a huge blessing for our family.

We made the switch mid-year to ARVA last year. The curriculum is ahead of our public school, and I am able to be more proactive with my kids' learning. This is the best decision my husband and I have ever made for so many different reasons. The ARVA staff is so helpful and whenever I (or my children) need help they are very responsive and encouraging!

ARVA Jr. High and High school have been a wonderful experience for our family. Our daughter is in 10th and our son in 7th. This school will be a best and excellent fit for you if you are a committed active and involved parent! It is not homeschooling, where you are your student's primary teacher, but it is also NOT a hands off, expect the school to turn key educate your child school either.

Your child has a Learning Coach (that is you or another adult) who has a very active and important role in your child's learning. Your child's success depends on this role! Your daily involvement may be small or significant, depending on your child's needs, but in my experience, one child needs little to none of my time and the other needs at least 4 hours of my devoted time.

That means knowing what they have and haven't completed, tracking their grades, and encouraging quiz retakes and assignment completion. It may also mean you are flat out teaching - just like you do in a brick and mortar school when they bring homework they don't understand. But, you are not alone. Your child's teacher is available for individual or small group help! Just ask!

If you watch the introductory videos ARVA K12 offers, you will see they communicate very clearly what you and your child should expect. For us, it has been everything we were looking for.

The curriculum is excellent, and the teachers are just like any other school. Some (very few in our experience) are good, but not highly engaged, but most are exceptional! They challenge my kids to reach their highest potential and are ready and available to help. My kids know their teachers from our ARVA Outings and love the chance to engage them personally.

Finally, do not let anyone tell you that ARVA kids don't get a chance to socialize! That is just silly. In addition to parent outings, the school has ARVA outings several times a year where teachers students and parents gather in several locations throughout the State to have fun together. They skate, zip line, jump at the trampoline park, visit a museum, or hang out at the library for game day. You can be as involved as you like!

I hope this encourages you to join our amazing school. ARVA Diamonds! Together, we are Diamond Strong!

Appendix F: CTE 10 Year Plan

Program Goals and Outcomes	Current	2020-2022	2022-2024	2024-2026	2026-2028	2028-2030
Student Achievement	92% pass rate for all CTE courses	92% pass rate for all CTE courses	92% pass rate for all CTE courses	92% pass rate for all CTE courses	92% pass rate for all CTE courses	92% pass rate for all CTE courses
	Each year increase number of students earning college credit pathway	Each year increase number of students earning college credit pathway	Each year increase number of students earning college credit pathway	Each year increase number of students earning college credit pathway	Each year increase number of students earning college credit pathway	Each year increase number of students earning college credit pathway
	Each year increase number of concentrators in each pathway within credentials	Each year increase number of concentrators in each pathway within credentials	Each year increase number of concentrators in each pathway within credentials	Each year increase number of concentrators in each pathway within credentials	Each year increase number of concentrators in each pathway within credentials	Each year increase number of concentrators in each pathway within credentials
Career Development	Xello implemented grades 9-12	Xello fully implemented in grades 8-12	Xello fully implemented in grades 7-12	Xello fully implemented in grades 6-12	Xello implementation continues with the addition of 5th grade career portfolio creation	Xello implementation continues with the addition of 4th grade career portfolio creation
	Each student meets and plans frequently with guidance counselors to develop individualized career education plan	Each student meets and plans regularly with guidance counselors to develop individualized career education plan	Each student meets and plans regularly with guidance counselors to develop individualized career education plan	Each student meets and plans regularly with guidance counselors to develop individualized career education plan	Each student meets and plans regularly with guidance counselors to develop individualized career education plan	Each student meets and plans regularly with guidance counselors to develop individualized career education plan

	Parents/Learning Coaches participate and help support student needs and success	Parents/Learning Coaches participate and help support student needs and success	Parents/Learning Coaches participate and help support student needs and success	Parents/Learning Coaches participate and help support student needs and success	Parents/Learning Coaches participate and help support student needs and success	Parents/Learning Coaches participate and help support student needs and success
ARVA CTE Department Demographic Databank	10 Pathways in 5 Occupational Areas	12 Pathways in 5 Occupational Areas	13 Pathways in 5 Occupational Areas	14 Pathways in 5 Occupational Areas	15 Pathways in 5 Occupational Areas	16 Pathways in 5 Occupational Areas
	11 Teachers	13 Teachers	15 Teachers	18 Teachers	19 Teachers	20 Teachers
	23 CTE courses offered	26 CTE courses offered	30 CTE courses offered	36 CTE courses offered	38 CTE Courses offered	40 CTE courses offered
	3 CTSO-Career Technical Student Organizations	4 CTSO-Career Technical Student Organizations	6 CTSO-Career Technical Student Organizations	8 CTSO-Career Technical Student Organizations	9 CTSO-Career Technical Student Organizations	10+CTSO-Career Technical Student Organizations
	Serving students in grades 8-12	Serving students in grades 7-12	Serving students in grades 6-12	Serving students in grades 5-12	Serving students in grades 4-12	Serving students in grades 3-12
Early Elementary Career Education and Focus	Access to Nepris	Focused Nepris use in grade 5	Focused Nepris use in grade 4 and 5	Focused Nepris use in grades 3-5	Focused Nepris use in grades 2-5	Focused Nepris use in grades 1-5
	Limited teacher focus on careers	Career exploration grade 5	Career exploration Grade 4	Career exploration Grade 3	Career exploration Grade 2	Career exploration Grade 1
Test Prep & Certificat	Microsoft Specialist	Microsoft Specialist	Microsoft Specialist	Microsoft Specialist	Microsoft Specialist	Microsoft Specialist

	Adobe Suite	Adobe Suite	Adobe Suite	Adobe Suite	Adobe Suite	Adobe Suite
	Entrepreneur and Business	Entrepreneur and Business	Entrepreneur and Business	Entrepreneur and Business	Entrepreneur and Business	Entrepreneur and Business
	Network Pro	Network Pro	Network Pro	Network Pro	Network Pro	Network Pro
	OSHA	OSHA	OSHA	OSHA	OSHA	OSHA
	Food Handlers	Food Handlers	Food Handlers	Food Handlers	Food Handlers	Food Handlers
	Additional certifications offered by Secondary Career Centers based on chosen pathway	Security Pro	Security Pro	Security Pro	Security Pro	Security Pro
		PC Pro	PC Pro	PC Pro	PC Pro	PC Pro
			CompTIA's Security+	CompTIA's Security+	CompTIA's Security+	CompTIA's Security+
			Additional certifications offered by Secondary Career Centers based on chosen pathway	Additional certifications offered by Secondary Career Centers based on chosen pathway	MSCC Certified Production Technician	MSCC Certified Production Technician
					Additional certifications offered by Secondary Career Centers based on chosen pathway	Additional certifications offered by Secondary Career Centers based on chosen pathway

Professional Skills/Project Based Learning	CTE courses in Marketing, Entrepreneurship and Advertising Graphic Design courses are taught in PBL platform.	CTE courses in PBL are increased each year.	CTE courses in PBL are increased each year.	CTE courses in PBL are increased each year.	CTE courses in PBL are increased each year.	CTE courses in PBL are increased each year.
	Rubrics of Professional skills will be completed for each student. SkillsUSA Career Essentials provides this and many other opportunities for teaching soft skills.	Rubrics of Professional skills will be completed for each student. SkillsUSA Career Essentials provides this and many other opportunities for teaching soft skills.	Rubrics of Professional skills will be completed for each student. SkillsUSA Career Essentials provides this and many other opportunities for teaching soft skills.	Rubrics of Professional skills will be completed for each student. SkillsUSA Career Essentials provides this and many other opportunities for teaching soft skills.	Rubrics of Professional skills will be completed for each student. SkillsUSA Career Essentials provides this and many other opportunities for teaching soft skills.	Rubrics of Professional skills will be completed for each student. SkillsUSA Career Essentials provides this and many other opportunities for teaching soft skills.
Advisory Council	Initial Council established	Advisory Council involvement moving to tangible, meaningful program improvement with curriculum and work-based learning experiences	Advisory Council plays key role in certifications, youth apprenticeship programs and internship experiences	Advisory Council plays key role in post-secondary job placement	Advisory Council serves a foundational role in post-secondary job placement and opportunities	Advisory Council builds the foundation for specific industry certifications and job tracking and placement post-secondary
	Meets quarterly	Meets quarterly	Meets quarterly	Meets quarterly or as needed for job connections	Meets quarterly or as needed for job connections	Meets quarterly or as needed for job tracking, placement and certification
	Representative of diverse business & industry across Arkansas		Business partners participating on the advisory council include:			

	<p>10 members covering the following career areas:</p> <ul style="list-style-type: none"> o Logistics o Retail o Engineering o Manufacturing o Higher Education o Service o Banking 		<ul style="list-style-type: none"> o Morrison-Shiplacey Engineers o Dillard's o Wal-Mart o Kennametal Manufacturing o Southern Arkansas University o American Express o Tyson Foods o JB Hunt Trucking and Logistics 			
	Continue to revise and revamp membership as needs of council and school arise & evolve.	Continue to revise and revamp membership as needs of council and school arise & evolve.	Continue to revise and revamp membership as needs of council and school arise & evolve.	Continue to revise and revamp membership as needs of council and school arise & evolve.	Continue to revise and revamp membership as needs of council and school arise & evolve.	Continue to revise and revamp membership as needs of council and school arise & evolve.
	Partnerships established with Southern Arkansas University and Univ. of Ark @ Pulaski Tech/LR	Partnerships formed to meet individual student needs wherever the student may be located geographically via online and/or brick and motor enrollment.	Partnerships solidified with increasing colleges for student opportunity to gain college credit.	Partnerships formed, and students enrolled in community colleges around the state. Students have opportunity to graduate HS with a certification and/or associates degree.	Partnerships formed, and students enrolled in community colleges around the state. Students have opportunity to graduate HS with a certification and/or associates degree.	Yearly increase the number of students graduating HS with a certification and/or associate degree
	Have strategic partnership established in each quadrant geographically in the state.	Increase partnerships and opportunities within each quadrant of the state.	Increase partnerships and opportunities within each quadrant of the state.	Increase partnerships and opportunities within each quadrant of the state.	Increase partnerships and opportunities within each quadrant of the state.	Increase partnerships and opportunities within each quadrant of the state.
Secondary Career Center Partnerships	Continue with current established partnerships	Partner with secondary career centers geographically based on student location	Partner with secondary career centers where our students are geographically. 30+ locations in Arkansas.	Partner with 15+ community colleges in Arkansas	Partner with 18+ community colleges in Arkansas	Partner with 22+ community colleges in Arkansas.

	Current partnerships include: <ul style="list-style-type: none"> o NWACC o NWTI o NACC o Conway HS o CC o UA o Pulsaski Tech 	15+ locations in Arkansas	Add programs to align with student interest and need	Add programs to align with student interest and needs	Add programs to align with student interest and needs	Add programs to align with student interest and needs
	Programs include: Welding Nursing Auto Technician	Add programs to align with student interest and need	Add programs to align with student interest and need	Add programs to align with student interest and need	Add programs to align with student interest and need	Add programs to align with student interest and need
Business & Industry Partnerships --Work Based Learning	Partnerships are developed, most are informal in format. Some are limited. One formalized partnership with signed MOU	Partnerships have moved from informal and limited to formalized with MOUs in place	Partnerships have increased and are formalized with MOUs in place	Partnerships increase in number and scope	Partnerships increase in number and scope	Partnerships increase in number and scope
	WBL (work-based learning) opportunities are developed for students grades 10-12	WBL opportunities increase in number and in scope	WBL opportunities increase in number and in scope	WBL opportunities increase in number and in scope	WBL opportunities increase in number and in scope	WBL opportunities increase in number and in scope
	ARVA is an active member of the Arkansas State Chamber of Commerce	ARVA continues active membership and partnership with the State Chamber	ARVA joins and partners with the US Chamber of Commerce	ARVA continues active membership in both the state and national chambers	ARVA continues active membership in both the state and national chambers	ARVA continues active membership and seeks partners among the members of both state and national chambers

	Opportunities for all HS students are presented for potential involvement per Arkansas standards	Opportunities increase with growth in participants over previous years	Opportunities increase with growth in participants over previous years	Opportunities increase with growth in participants over previous years	Opportunities increase with growth in participants over previous years	Opportunities increase with growth in participants over previous years
CTSO	ARVA DECA established & fully functioning student led meetings, officers, competition and community service opportunities available	Build out of ARVA student government for increased student leadership and job/career ready skills	ARVA FCCLA added Opportunities expanded; growth in participants over previous years the expectation	Growth in participants over previous years	Growth in participants over previous years	Growth in participants over previous years
	ARVA DECA chapter first virtual school in the country to attend and compete at a national conference	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions
	ARVA FFA established as the first virtual chapter in the nation	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions
	ARVA Skills USA established	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions	Increased student participation and success in local, state, and national competitions
Career College Online Platform Adoption	Current	2020-2022	2022-2024	2024-2026	2026-2028	2028-2030

Xello	All CTE teachers using Xello to meet the state standards in each CTE course and CTSO requirements.	All CTE teachers using Xello to meet the state standards in each CTE course and CTSO requirements.	All CTE teachers using Xello to meet the state standards in each CTE course and CTSO requirements.	All CTE teachers using Xello to meet the state standards in each CTE course and CTSO requirements.	All CTE teachers using Xello to meet the state standards in each CTE course and CTSO requirements.	All CTE teachers using Xello to meet the state standards in each CTE course and CTSO requirements.
Tallo	All CTE teachers are encouraging students to create a profile. Tallo has partnered with the Arkansas State Chamber of Commerce to provide industry to education connections.	All CTE teachers are encouraging students to create a profile. Tallo has partnered with the Arkansas State Chamber of Commerce to provide industry to education connections.	All CTE teachers are requiring students to create a profile. Tallo has partnered with the Arkansas State Chamber of Commerce to provide industry to education connections.	All CTE teachers are requiring create a profile. Tallo has partnered with the Arkansas State Chamber of Commerce to provide industry to education connections.	All CTE teachers are requiring students to create a profile. Tallo has partnered with the Arkansas State Chamber of Commerce to provide industry to education connections.	All students have created a Tallo profile. Tallo has partnered with the Arkansas State Chamber of Commerce to provide industry to education connections.
Nepriis	ARVA teachers K-12 have individual Nepriis accounts. Teachers are encouraged to hold sessions to bring industry experts based on student interest and curriculum into their classrooms in a live format.	ARVA teachers K-12 have individual Nepriis accounts. Teachers are encouraged to hold sessions to bring industry experts based on student interest and curriculum into their classrooms in a live format.	ARVA teachers K-12 have individual Nepriis accounts. Teachers are required to hold sessions to bring industry experts based on student interest and curriculum into their classrooms in a live format.	ARVA teachers K-12 have individual Nepriis accounts. Teachers are required to hold sessions to bring industry experts based on student interest and curriculum into their classrooms in a live format.	ARVA teachers K-12 have individual Nepriis accounts. Teachers are required to hold sessions to bring industry experts based on student interest and curriculum into their classrooms in a live format.	ARVA teachers K-12 have individual Nepriis accounts. Teachers are required to hold sessions to bring industry experts based on student interest and curriculum into their classrooms in a live format.

State Approved Programs and Pathways

Business and Marketing Technology	Business and Marketing Technology	Business and Marketing Technology	Business and Marketing Technology	Business and Marketing Technology	Business and Marketing Technology
Marketing Research	Marketing Research	Marketing Research	Marketing Research	Marketing Research	Marketing Research
Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management
Web Design & Digital Communications	Web Design & Digital Communications	Web Design & Digital Communications	Web Design & Digital Communications	Web Design & Digital Communications	Web Design & Digital Communications
Accounting	Accounting	Accounting	Accounting	Accounting	Accounting
Agriculture Science and Technology	Agriculture Science and Technology	Agriculture Science and Technology	Agriculture Science and Technology	Agriculture Science and Technology	Agriculture Science and Technology
Agribusiness Systems	Agribusiness Systems	Agribusiness Systems	Agribusiness Systems	Agribusiness Systems	Agribusiness Systems
Natural Resources Environmental Service Systems	Natural Resources Environmental Service Systems	Natural Resources Environmental Service Systems	Natural Resources Environmental Service Systems	Natural Resources Environmental Service Systems	Natural Resources Environmental Service Systems
Science Technology Engineering and Math STEM	Science Technology Engineering and Math STEM	Science Technology Engineering and Math STEM	Science Technology Engineering and Math STEM	Science Technology Engineering and Math STEM	Science Technology Engineering and Math STEM
Network Systems-Computer Engineering	Network Systems-Computer Engineering	Network Systems-Computer Engineering	Network Systems-Computer Engineering	Network Systems-Computer Engineering	Network Systems-Computer Engineering
Programming and Software Development-Mobile Applications Development	Programming and Software Development-Mobile Applications Development	Programming and Software Development-Mobile Applications Development	Programming and Software Development-Mobile Applications Development	Programming and Software Development-Mobile Applications Development	Programming and Software Development-Mobile Applications Development
Trade and Industry	Trade and Industry	Trade and Industry	Trade and Industry	Trade and Industry	Trade and Industry

	Visual Arts— Advertising and Graphic Designs	Visual Arts— Advertising and Graphic Designs	Visual Arts— Advertising and Graphic Designs	Visual Arts— Advertising and Graphic Designs	Visual Arts— Advertising and Graphic Designs	Visual Arts— Advertising and Graphic Designs
	Curriculum and Career Guidance	Curriculum and Career Guidance	Curriculum and Career Guidance	Curriculum and Career Guidance	Curriculum and Career Guidance	Curriculum and Career Guidance
	Career Guidance	Career Guidance	Career Guidance	Career Guidance	Career Guidance	Career Guidance
		Work with the department and seek approval for the addition of Teaching and Education and Medical Office Management	Work with the department and seek approval for the addition of a Food Preparation and further Healthcare build out.	Monitor Job Category Net Growth and Percent Change data for relevant pathway additions	Monitor Job Category Net Growth and Percent Change data for relevant pathway additions	Monitor Job Category Net Growth and Percent Change data for relevant pathway additions
Perkins V	ARVA is applying for Perkins V due November 1, 2019					
Professional Development	CTE Admin, Coordinator and counselors are members of ACTE and attend annual state and national conferences	Begin process for all CTE teachers to be members of ACTE and the professional organization tied to their area.	Increase number of CTE teachers who are members of ACTE and the professional organization tied to their area.	Increase number of CTE teachers who are members of ACTE and the professional organization tied to their area.	Increase number of CTE teachers who are members of ACTE and the professional organization tied to their area.	All CTE teachers members of ACTE and the professional organization tied to their area.

Appendix G: Amendment and Waiver Request



Charter Amendment Request Form

Charter Name: Arkansas Virtual Academy
LEA Number: 6043700 Phone Number: 501-664-4225 Submission Date: 09/24/2019
Charter Leader: Amy Johnson
Email Address: amjohnson@arva.org

Type of Amendment Requested:

Increase enrollment cap

Current cap 3,000

Proposed cap 3,750

Waiver

Waiver Topic: Act 641

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● <u>6-16-102(a)</u>	Concerning the School Day (amended to include 40 minute recess)

Rationale for Waiver

Arkansas Virtual Academy currently holds a waiver from ACA 6-16-102 due to the need for a larger window for school day for our students who can complete work at any of the day. Additionally, students can also take breaks as needed and step away for play as desired while moving through the required daily work. With a flexible class schedule and flexible work times afforded for our students, the requirement of specific duration of recess is not applicable or feasible for the virtual environment. Finally the Act makes provision in E(i)(b) for a virtual school approved by the state to receive such a waiver.

Appendix H: Amendment Request Financials

Arkansas Virtual Academy(ARVA) Projected P&L (Years 1 - 5)

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Managed Enrollments					
K-5	882	882	882	882	882
MS	1,103	1,133	1,163	1,193	1,223
HS	1,166	1,286	1,406	1,526	1,646
Ending Enrollment (Avg. for Totals)	3,150	3,300	3,450	3,600	3,750
Funding Sources					
Basic / SPED Formula Funding - K-8 and HS	\$ 21,290,693	\$ 22,527,581	\$ 23,787,078	\$ 25,069,512	\$ 26,375,215
Federal Fund - Title	\$ 1,356,416	\$ 1,421,007	\$ 1,485,599	\$ 1,550,190	\$ 1,614,781
State Restricted - ARMAC	\$ 71,488	\$ 74,892	\$ 78,296	\$ 81,700	\$ 85,104
Other	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Total Funding	\$ 22,730,597	\$ 24,035,481	\$ 25,362,973	\$ 26,713,402	\$ 28,087,101
Total Instruction - Teachers	\$ 7,757,425	\$ 8,375,805	\$ 8,851,742	\$ 9,519,822	\$ 10,215,693
Total Instruction - Students	\$ 12,773,153	\$ 13,359,464	\$ 14,125,410	\$ 14,572,961	\$ 15,160,394
Total Student and Family Services	\$ 994,415	\$ 1,041,578	\$ 1,088,740	\$ 1,135,902	\$ 1,183,065
Total School Administration & Governance	\$ 697,813	\$ 854,714	\$ 875,059	\$ 1,043,307	\$ 1,068,348
Total Insurance / Facilities / Other	\$ 349,816	\$ 366,813	\$ 384,237	\$ 402,937	\$ 420,428
Total School Expenditures This Period	\$ 22,572,623	\$ 23,998,374	\$ 25,325,188	\$ 26,674,929	\$ 28,047,930
Surplus (Deficit)	\$ 157,975	\$ 37,107	\$ 37,785	\$ 38,473	\$ 39,171
Reserve Fund Beginning Balance	\$ 480,746	\$ 638,721	\$ 675,827	\$ 713,612	\$ 752,085
Incremental 3% Reserve on General Fund	\$ 638,721	\$ 675,827	\$ 713,612	\$ 752,085	\$ 791,256
3% Reserve Adjustment/Fund balance	\$ 157,975	\$ 37,107	\$ 37,785	\$ 38,473	\$ 39,171

Appendix I: Desegregation Data Detail

District of Residence	Number of Students Enrolled in ARVA as of September 2019	% of Total Enrollment
1002000 - Arkadelphia School Dist	10	0.5%
1003000 - Gurdon School Dist	6	0.8%
101000 - DeWitt School Dist	8	0.6%
104000 - Stuttgart School Dist	16	1%
1101000 - Corning School District	6	0.7%
1104000 - Piggott School Dist	5	0.6%
1201000 - Concord School Dist	4	0.9%
1202000 - Heber Springs School Dist	22	1.4%
1203000 - Quitman School Dist	7	1%
1204000 - West Side Cleburne Cty School Dist	9	1.9%
1304000 - Woodlawn School Dist	2	0.3%
1305000 - Cleveland County School Dist	2	0.2%
1402000 - Magnolia School Dist	7	0.2%
1408000 - Emerson-Taylor-Bradley School Dist	1	0.009%
1503000 - Nemo Vista School Dist	1	0.2%
1507000 - South Conway County School Dist	11	0.4%
1601000 - Bay School Dist	1	0.1%
1602000 - Westside Consolidated School Dist	7	0.4%
1603000 - Brookland School Dist	15	0.5%
1605000 - Buffalo Island School Dist	4	0.5%
1608000 - Jonesboro School Dist	30	0.4%
1611000 - Nettleton School Dist	26	0.7%
1612000 - Valley View School Dist	6	0.2%
1701000 - Alma School Dist	7	0.2%
1702000 - Cedarville School Dist	3	0.4%
1703000 - Mountainburg School Dist	6	0.9%
1704000 - Mulberry-Pleasant View School Dist	3	0.7%
1705000 - Van Buren School Dist	24	0.4%
1802000 - Earle School District	1	0.1%
1803000 - West Memphis School Dist	20	0.3%
1804000 - Marion School Dist	13	0.3%
1901000 - Cross County School Dist	8	1.3%
1905000 - Wynne School Dist	16	0.6%
2002000 - Fordyce School Dist	6	0.7%
201000 - Crossett School Dist	18	1.1%
203000 - Hamburg School Dist	5	0.2%
2104000 - Dumas School Dist	9	0.7%
2105000 - McGehee School Dist	7	0.5%
2202000 - Drew Central School Dist	10	0.9%
2203000 - Monticello School Dist	3	0.1%
2301000 - Conway School Dist	62	0.6%
2303000 - Greenbrier School Dist	18	0.5%
2304000 - Guy-Perkins School Dist	2	0.5%

2305000 - Mayflower School Dist	3	0.2%
2306000 - Mt Vernon/enola School Dist	7	1.4%
2307000 - Vilonia School Dist	24	0.07%
2402000 - Charleston School Dist	2	0.2%
2404000 - Ozark School Dist	15	0.8%
2501000 - Mammoth Spring School Dist	4	0.8%
2502000 - Salem School Dist	1	0.1%
2503000 - Viola School District	5	1.3%
2601000 - Cutter-Morning Star School Dist	2	0.3%
2602000 - Fountain Lake School Dist	10	0.7%
2603000 - Hot Springs School Dist	22	0.6%
2604000 - Jessieville School Dist	3	0.3%
2605000 - Lake Hamilton School Dist	29	0.6%
2606000 - Lakeside (Garland Cty) School Dist	12	0.3%
2607000 - Mountain Pine School Dist	5	0.8%
2703000 - Poyen School Dist	8	1.3%
2705000 - Sheridan School Dist	19	0.4%
2803000 - Marmaduke School Dist	5	0.6%
2807000 - Greene County Tech School Dist	9	0.2%
2808000 - Paragould School Dist	23	0.7%
2901000 - Blevins School Dist	2	0.4%
2903000 - Hope School Dist	4	0.1%
3001000 - Bismarck School Dist	11	1.1%
3002000 - Glen Rose School Dist	4	0.3%
3003000 - Magnet Cove School Dist	3	0.4%
3004000 - Malvern School Dist	17	0.8%
302000 - Cotter School District	3	0.4%
303000 - Mountain Home School Dist	31	0.8%
304000 - Norfork School Dist	3	0.7%
3104000 - Mineral Springs School Dist	2	0.5%
3105000 - Nashville School Dist	1	0.05%
3201000 - Batesville School Dist	16	0.5%
3209000 - Southside (Independence) School Dist	2	0.1%
3211000 - Midland School Dist	4	0.7%
3212000 - Cedar Ridge School Dist	6	0.8%
3301000 - Calico Rock School Dist	5	1.3%
3302000 - Melbourne School Dist	5	0.5%
3306000 - IZARD County School Dist	6	1.1%
3403000 - Newport School District	4	0.3%
3405000 - Jackson County School Dist	6	0.6%
3502000 - Dollarway School Dist	3	0.3%
3505000 - Pine Bluff School Dist	31	0.9%
3509000 - Watson Chapel School Dist	18	0.7%
3510000 - White Hall School Dist	24	0.8%
3601000 - Clarksville School Dist	10	0.3%
3604000 - Lamar School Dist	5	0.3%
3606000 - Westside (Johnson Cty) school Dist	8	1.2%
3704000 - LaFayette County School Dist	5	0.9%
3804000 - Hoxie School Dist	2	0.2%
3806000 - Sloan-Hendrix School Dist	6	0.8%
3810000 - Lawrence County School Dist	9	1%
3904000 - Lee County School Dist	6	0.8%
4003000 - Star City School Dist	5	0.3%

401000 - Bentonville School Dist	73	0.4%
402000 - Decatur School Dist	4	0.7%
403000 - Gentry School District	1	0.06%
404000 - Gravette School Dist	19	1.0%
405000 - Rogers School Dist	59	0.3%
406000 - Siloam Springs School Dist	13	0.3%
407000 - Pea Ridge School Dist	11	0.5%
4101000 - Ashdown School Dist	4	0.2%
4102000 - Foreman School Dist	2	0.3%
4201000 - Booneville School Dist	5	0.4%
4203000 - Paris School Dist	7	0.6%
4301000 - Lonoke School Dist	12	0.6%
4302000 - England School Dist	1	0.1%
4303000 - Carlisle School Dist	5	0.7%
4304000 - Cabot School Dist	69	0.6%
4401000 - Huntsville School Dist	14	0.6%
4501000 - Flippin School Dist	8	0.9%
4502000 - Yellville-Summit School Dist	8	1.0%
4602000 - Genoa Central School Dist	1	0.08%
4603000 - Fouke School Dist	10	0.9%
4605000 - Texarkana School Dist	14	0.3%
4702000 - Blytheville School Dist	6	0.3%
4706000 - Rivercrest School Dist	5	0.4%
4708000 - Gosnell School Dist	2	0.1%
4712000 - Manila School Dist	3	0.2%
4713000 - Osceola School Dist	6	0.5%
4801000 - Brinkley School Dist	8	1.7%
4802000 - Clarendon School Dist	5	1.0%
4901000 - Caddo Hills School Dist	1	0.1%
4902000 - Mt Ida School Dist	2	0.4%
5006000 - Prescott School Dist	3	0.3%
5008000 - Nevada School Dist	1	0.2%
501000 - Alpena School Dist	5	0.9%
502000 - Bergmann School Dist	5	0.4%
503000 - Harrison School Dist	20	0.7%
504000 - Omaha School Dist	2	0.5%
505000 - Valley Springs School Dist	1	0.1%
5102000 - Jasper School Dist	2	0.2%
5201000 - Bearden School Dist	2	0.4%
5204000 - Camden-Fairview School Dist	17	0.7%
5301000 - East End School Dist	4	0.6%
5303000 - Perryville School Dist	8	0.8%
5401000 - Barton-Lexa School Dist	1	0.1%
5403000 - Helena/W. Helena School Dist	10	0.8%
5502000 - Centerpoint School Distrct	2	0.2%
5503000 - Kirby School Dist	4	1.1%
5504000 - South Pike County School Dist	4	0.5%
5602000 - Harrisburg School Dist	9	0.7%
5604000 - Marked Tree School Dist	6	1.2%
5605000 - Trumann School Dist	6	0.4%
5608000 - East Poinsett County School Dist	3	0.4%
5703000 - Mena School Dist	7	0.4%
5706000 - Ouachita River School Dist	3	0.4%

5707000 - Cossatot River School Dist	4	0.4%
5801000 - Atkins School Dist	6	0.6%
5802000 - Dover School Dist	6	0.4%
5803000 - Hector School Dist	1	0.1%
5804000 - Pottsville School Dist	5	0.2%
5805000 - Russellville School Dist	33	0.6%
5901000 - Des Arc School Dist	4	0.7%
5903000 - Hazen School Dist	10	1.7%
6001000 - Little Rock School Dist	113	0.5%
6002000 - North Little Rock School Dist	57	0.6%
6003000 - Pulaski County School Dist	185	1.5%
602000 - Warren School Dist	6	0.3%
6102000 - Maynard School Dist	6	1.2%
6103000 - Pocahontas School Dist	12	0.5%
6201000 - Forrest City School Dist	21	0.9%
6301000 - Bauxite School Dist	16	0.9%
6302000 - Benton School Dist	34	0.6%
6303000 - Bryant School Dist	50	0.5%
6304000 - Harmony Grove(Saline Cty) School Dist	4	0.3%
6401000 - Waldron School Dist	13	0.9%
6502000 - Searcy County School Dist	8	0.9%
6601000 - Fort Smith School Dist	55	0.3%
6602000 - Greenwood School Dis	16	0.4%
6603000 - Hackett School Dist	5	0.6%
6605000 - Lavaca School Dist	4	0.4%
6606000 - Mansfield School Dist	2	0.2%
6701000 – DeQueen School District	4	0.1%
6703000 - Horatio School Dist	4	0.4%
6802000 - Cave City School Dist	2	0.1%
6804000 - Highland School Dist	16	0.9%
6901000 - Mountain View School Dist	9	0.5%
7001000 - El Dorado School Dist	5	0.1%
7003000 - Junction City School Dist	2	0.3%
7008000 - Smackover-Norphlet School Dist	3	0.2%
701000 - Hampton School Dist	1	0.1%
7102000 - Clinton School Dist	15	1.2%
7104000 - Shirley School Dist	11	3.1%
7105000 - South Side (Van buren) School Dist	5	0.9%
7201000 - Elkins School Dist	6	0.4%
7202000 - Farmington School Dist	5	0.1%
7203000 - Fayetteville School Dist	20	0.19%
7204000 - Greenland School Dist	6	0.7%
7205000 - Lincoln School Dist	7	0.6%
7206000 - Prairie Grove School Dist	15	0.7%
7207000 - Springdale School Dist	59	0.2%
7208000 - West Fork School Dist	5	0.5%
7301000 - Bald Knob School Dist	5	0.4%
7302000 - Beebe School Dist	14	0.4%
7303000 - Bradford School District	3	0.6%
7304000 - White County Central School Dist	5	0.6%
7307000 - Riverview School Dist	8	0.6%
7309000 - Pangburn School Dist	6	0.7%
7310000 - Rose Bud School Dist	4	0.5%

7311000 - Searcy School Dist	28	0.6%
7401000 - Augusta School Dist	1	0.2%
7403000 - McCrory School Dist	13	2.0%
7504000 - Dardanelle School Dist	8	0.3%
7509000 - West Yell County School Dist	2	0.5%
7510000 - Two Rivers School Dist	7	0.8%
801000 - Berryville School Dist	6	0.3%
802000 - Eureka Springs School Dist	13	2.1%
803000 - Green Forest School Dist	5	0.3%
903000 - Lakeside (chicot Cty) School Dist	2	0.2%