



# DIVISION OF ELEMENTARY & SECONDARY EDUCATION

**District Conversion Public Charter School Renewal Application for**

**Academies of West Memphis**  
**Name of Charter**

- Initial Application- *Deadline September 25, 2023 at 5:00p.m.***

**Applications will not be accepted after this time.**

- Final Application - *Deadline November 13, 2023 at 5:00 p.m.***

**Applications will not be accepted after this time.**



**Department of Elementary and Secondary Education**  
**Charter School Office**  
**Four Capitol Mall**  
**Little Rock, AR 72201**  
**501.682.4472**

Event/Deadline	Renewal Applications
Initial Applications Due by 5:00 p.m. submitted to <a href="mailto:ade.charterschools@ade.arkansas.gov">ade.charterschools@ade.arkansas.gov</a>	September 25, 2023
Application Reviews with DESE	September 26-October 10, 2023
Application Revision Window	October 10 -Nov. 13, 2023
Final Application Due by 5:00 pm Submitted to <a href="mailto:ade.charterschools@ade.arkansas.gov">ade.charterschools@ade.arkansas.gov</a>	November 13, 2023
Charter Authorizing Panel Hearings	December 19-20, 2023
State Board of Education Meeting- Review of Charter Authorizing Panel Decisions	January 11, 2024

### Charter Information

<b>Name of Charter:</b>	Academies of West Memphis
<b>LEA Number:</b>	1803703
<b>Authorization Date:</b>	January 2014
<b>Expiration Date:</b>	June 30, 2024
<b>Enrollment Cap:</b>	1300
<b>Grades Served:</b>	10th - 12th
<b>Superintendent:</b>	Dr. Terrence Brown
<b>Charter Mailing Address:</b>	501 West Broadway West Memphis, AR 72301
<b>Charter Physical Address:</b>	501 West Broadway West Memphis, AR 72301
<b>Contact for Application:</b>	Jimmy Sloan, Principal, AWM Shelly Hardin, Assistant Principal
<b>Contact Email:</b>	Jimmy Sloan: <a href="mailto:jsloan@wmsd.net">jsloan@wmsd.net</a> Shelly Hardin: <a href="mailto:shardin@wmsd.net">shardin@wmsd.net</a>
<b>Contact Phone:</b>	Jimmy Sloan: (work) 870-355-3660 Shelly Hardin: (work) 870-355-3660; (cell) 901-355-2169

**Number of Years Requested for Renewal (1-5): 5**

## Section 1: Charter Data

### Current Accreditation Status/ Level of Support:

West Memphis School District will be in Level 4-Directed Support for 2023.  
Academies of West Memphis holds the status of Accredited at the school level.

### Enrollment (3rd Quarter ADM)

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1095	1058	993	971	952

### Graduation Rates

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Four-Year 90.16	Four-Year 89.1	Four-Year 89.15	Four-Year 91.08	Four-Year 85.8
Five-Year 89.08	Five-Year 88.6	Five-Year 88.56	Five-Year 89.43	Five-Year 93.42

### Letter Grades

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
D	N/A *COVID-19	N/A *COVID-19	D	D

### ESSA School Index

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall Index	59.83	N/A *COVID-19	53.1	55.43	57.1
Weighted Achievement	32.4	N/A *COVID-19	15.77	21.36	25.08
Growth	79.9	N/A *COVID-19	77.93	80.64	81.83
SQSS	47.05	N/A *COVID-19	46.39	40.99	42.88

## Section 2: Charter Mission Statement

### Previous mission statement:

The West Memphis School District and the Academies of West Memphis are committed to educating all students to the highest standards of excellence by providing a rigorous and varied curriculum in a safe and respectful environment that will empower them to become productive citizens of a culturally diverse society. The mission of the Academies of West Memphis is to provide a high quality, research based education and technical curricula which prepare students for global awareness, and appreciation for diversity, employment, and lifelong learning.

AWM's success in achieving each part of the mission statement has been measured through a variety of means. Teacher lesson plans, Professional Learning Community (PLC) products, and documentation of professional development have provided a record of providing high quality , research-based education. The master schedule has been designed to allow teachers access to collaboration. Teachers in all core areas have common conference periods, with all English and Geometry teachers having a common Planning Period for the purpose of collaboration, curriculum planning, and analysis of student work and data each day. Personal Growth Plans (PGPs) for teachers, instructional facilitators, and administrators have been developed to address specific areas for growth and improvement. All professional development is aligned to teachers' PGPs. Educator Effectiveness (EES) evaluations and campus-developed Classroom Walkthrough (CWT) forms are used to monitor and assess the success of curriculum, student engagement, and instructional and learning practices and outcomes in the classroom.

Student Achievement has been measured using various data sources:

1. State-level assessments: ACT Aspire and the 11th grade ACT
2. Interim assessments: Throughout the past five years of the 10-year charter, AWM has used multiple sources for interim assessments based on the specific purposes of the interim assessment. Sources have been the ACT Aspire, Northwest Evaluation Association (NWEA), and assessments created through collaboration by teachers and campus instructional coordinators.
3. Charter-designed unit assessments created collaboratively by teachers and campus instructional coordinators that align with instruction based on the district curriculum plan
4. Student's individual grades
5. Graduation Rates

AWM has changed the level and approach of education to provide value added skills, certificates, and meaningful experiences for students to achieve personal academic and career success. To increase and encourage college and career readiness. AWM has expanded its campus course offerings. The school Master Schedule and Course Catalog have served as documentation and measurement of the expansion of the school curriculum over the course of the charter. Courses have been added according to specific academic trade, and technology changes and demands in our field, our community, and the workforce. Examples of added courses are Critical Reading, Criminal Justice, Foundations of Law, Criminal Law, Cybersecurity

I, II, and III, Robotics, Computer Science, Quantitative Literacy, Financial Literacy, ACT Math Readiness, ACT English Readiness, ACT Science Readiness, Gaming/Coding, Marketing, Digital Marketing, and Analytics.

AWM has partnered closely with Arkansas State University Mid-South (ASUMS). This partnership has provided students unique academic opportunities. Students in grades 10 - 12 may take post-secondary academic courses as well as career and technology courses concurrently with their high school courses. Ninth grade students receive focused, technology-driven instruction designed to focus their interests in college and career pathways.

AWM has expanded access to learning and career pathways by sharing intellectual capacities and resources with our partners. We have aimed to organize around industry themes, combining academic core classes, industry-specific classes, and work-based learning activities. These key programmatic features have increased flexibility and established innovative pipelines towards jobs and economic prosperity for our high school graduates and the Delta. The effectiveness of these features has been monitored and evaluated through a variety of means such as, but not limited to

1. Quarterly meetings between AWM and ASUMS leadership. Communication is free-flowing; discussion covers topics such as need and effectiveness of programs, student and staff behavior, finances, and transportation.
2. Weekly grade report spreadsheets from ASUMS.
3. Daily attendance reports from ASUMS.
4. ASUS Career Coaches housed on the AWM campus to assist students.
5. Communication between the charter and the community through meetings and surveys to assess economic and employment needs and avoid market saturation of skills. The charter plans programs that will be needed in the community. Examples include but are not limited to the following.
  - a. The CNA program corresponds to the needs of local nursing homes and the local hospital recently built in West Memphis.
  - b. The supply-chain management corresponds to the needs of FedEx and UPS.
  - c. The Criminal Justice program corresponds to law enforcement needs in the area.
  - d. Cyber Security, E-Gaming/Programming, and other new business and technology programs have numerous applications in an increasingly technology driven society.
  - e. ACT Math, English, and Science Readiness correspond to the needs of students needing extra support for college preparation.
  - f. Pre-Educational Training courses correspond to our district's need for certified teachers.

AWM plans to increase on-campus CTE opportunities for students by. Decisions made about CTE courses or programs offered are based on community need, instructor availability, and the needs of an ever changing technical and professional workforce. Over the next five years, AWM plans to add to its on-campus CTE resources and course offerings:

1. Development of an updated STEM building.
2. Auto Mechanics training and certification

3. Housing Construction training and certification.
4. EMT training and certification

Through its partnership with ASU Midsouth, beginning in January 2024, AWM students will be able to participate in an Educator Pathway that will lead to teacher certification and licensure. Additionally, AWM plans to implement a CDL licensure program to be in place by the 2024 school year with possible partnerships with Schneider Transportation or FedEx.

**If the mission statement for the charter will change, please provide the new mission:**

The mission statement for the Academies of West Memphis will not change.

**What type of educational model does the school follow?**

**Alternative Learning Environment**

**Traditional**

**Virtual Only**

**College Prep**

**Credit Recovery**

**Other Focus Area: Career and Technical**

### Section 3: Charter Goals

**For Goals 1-3:**

See Appendix 3A: Achievement Data 2020-2022

See Appendix 3B: Achievement Data 2019

See Appendix 3C: AWM Master Schedule

Goal 1	Metric	Evaluation of Goal
The Academies of West Memphis will demonstrate higher levels of achievement in ELA.	ESSA School Index: ELA Weighted Achievement Score Details	AWM ELA goals for the past 5 years were not met.
<p><i>Baseline Year:</i> 2018: 27.27</p> <p>Goals: 2019: 60.78 2020: 63.82 2021: 67.01 2022: 70.36 2023: 73.88</p>	<p><i>Baseline Year:</i> 2018: 27.27</p> <p>Scores: 2019: 29.11 2020: COVID 2021: 22.12 2022: 18.30 2023:</p>	<p><b>Considerations:</b></p> <ol style="list-style-type: none"> <li>1. Previous leadership set very high goals considering baseline data. The starting goal for the first year of the renewal was set at more than DOUBLE the previous year's score.</li> <li>2. COVID has hindered progress toward our goals. AWM had a higher percentage in 2019 (first year of renewal) than in 2018; but post-COVID the percentage dropped.</li> <li>3. The 2021 percentage is higher than 2022 because not all students were required to test in 2021. WMSD had a high percentage of virtual students in 2021, and many of those students did not return for testing.</li> <li>4. The Scale Score formula for Combined ELA was reconfigured for 2018. The goals were not adjusted based on that reconfiguration.</li> </ol> <p><b>Steps taken toward achieving Goal:</b></p> <ol style="list-style-type: none"> <li>1. We have scheduled a common prep period in the Master Schedule to meet as grade-level content PLCs to horizontally align curriculum, plan lessons, share instructional strategies,</li> </ol>

		<p>disaggregate data, and work to create a guaranteed and viable curriculum that targets high-leverage ELA skills.</p> <ol style="list-style-type: none"> <li>2. In addition to a common prep period, 10th grade ELA teachers also have a common PLC period to meet daily for more intensive planning to address the needs of students during their first year at the academies.</li> <li>3. We have included and developed a curriculum for a Critical Reading course to address foundational reading comprehension deficiencies.</li> <li>4. Students identified as having characteristics of dyslexia receive 45 minutes of daily intervention by a trained interventionist using “Take Flight” instructional materials.</li> <li>5. ALL but three teachers (all new) at AWM have completed RISE certification and are incorporating skills learned in professional development into their classes.</li> <li>6. We have included an ACT ELA class for students who demonstrate a need or desire to improve their ACT scores.</li> </ol>
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2017-18 Baseline Year	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
27.27	29.11	COVID	12.65	13.79	
	Goal 60.78	Goal 63.82	Goal 67.01	Goal 70.36	Goal 73.88

Goal 2	Metric	Evaluation of Goal
<p>The Academies of West Memphis will demonstrate higher levels of achievement in math.</p>	<p>ESSA School Index: Math Weighted Achievement Score Details</p>	<p>AWM Math goals for the past 5 years were not met.</p>
<p><i>Baseline Year:</i> 2018: 13.79</p> <p>Goals: 2019: 34.20 2020: 35.91 2021: 37.71 2022: 39.59 2023: 41.57</p>	<p><i>Baseline Year:</i> 2018: 13.79</p> <p>Scores: 2019: 14.9 2020: COVID 2021: 6.53 2022: 9.72 2023:</p>	<p><b>Considerations:</b></p> <ol style="list-style-type: none"> <li>1. Previous leadership set very high goals considering baseline data. The starting goal for the first year of the renewal was set at more than DOUBLE the previous year's score.</li> <li>2. COVID has hindered progress toward our goals. AWM had a higher percentage in 2019 (first year of renewal) than in 2018; but post-COVID the percentage dropped. The ability to build math skills is very closely related to the previous year's learning (more so than in other subject areas). Therefore, the disruptions, virtual setting, and attendance issues accompanying COVID had a drastic negative impact on students' math abilities.</li> <li>3. When comparing students' 9th grade math scores to their 10th grade math scores, approximately 70%-80% of students show growth each year.</li> </ol> <p><b>Steps taken toward achieving Goal:</b></p> <ol style="list-style-type: none"> <li>1. We have scheduled a common prep period in the Master Schedule to meet as grade-level content PLCs to horizontally align curriculum, plan lessons, share instructional strategies, disaggregate data, and work to create a guaranteed and viable curriculum that targets high-leverage math skills.</li> <li>2. In addition to a common prep period, 10th grade teachers also</li> </ol>

		<p>have a common PLC period to meet daily for more intensive planning to address the needs of students during their first year at the academies.</p> <p>3. In the last 4 years, we have changed the progression of math courses from Algebra I, Geometry, Algebra II to Algebra I, Algebra II, and then Geometry because our students needed additional time with algebraic concepts before moving to Geometry.</p> <p>4. We have included an ACT Math class to address the needs of students who are deficient in Algebra skills.</p>
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<i>2017-18 Baseline Year</i>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
13.79	14.9	COVID	6.53	9.72	
	Goal 34.20	Goal 35.91	Goal 37.71	Goal 39.95	Goal 41.57

Goal 3	Metric	Evaluation of Goal
<p>The Academies of West Memphis will demonstrate higher levels of achievement in Science.</p>	<p>ESSA School Index: Science Weighted Achievement Score Details</p>	<p>AWM Science goals for the past 5 years were not met.</p>
<p><i>Baseline Year:</i> 2018: 16.54</p> <p>Goals: 2019: 32.36 2020: 35.36 2021: 38.36 2022: 41.36 2023: 43.36</p>	<p><i>Baseline Year:</i> 2018: 16.54</p> <p>Scores: 2019: 13.04 2020: COVID 2021: 12.65 2022: 13.79 2023:</p>	<p>Considerations:</p> <ol style="list-style-type: none"> <li>1. Previous leadership set very high goals considering baseline data. The starting goal for the first year of the renewal was set at almost DOUBLE the previous year's score.</li> <li>2. COVID has hindered progress toward our goals. However, 2022 scores were higher than the 2019 scores (the year before COVID).</li> </ol> <p>Steps taken toward achieving Goal:</p> <ol style="list-style-type: none"> <li>1. We have scheduled a common prep period in the Master Schedule to meet as grade-level content PLCs to horizontally align curriculum, plan lessons, share instructional strategies, disaggregate data, and work to create a guaranteed and viable curriculum that targets high-leverage math skills.</li> <li>2. In addition to a common prep period, 10th grade teachers also have a common PLC period to meet daily for more intensive planning to address the needs of students during their first year at the academies.</li> <li>3. We have included an ACT Science class for students who demonstrate a need or desire to improve their ACT scores.</li> </ol>

2017-18 Baseline Year	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
16.54	13.04	COVID	12.65	13.79	
	Goal 32.36	Goal 35.36	Goal 38.36	Goal 41.36	Goal 43.36

**Additional consideration regarding ACT Aspire scoring:**

See Appendix 3D: Growth Data 2019-2023

See Appendix 3E: Office for Education Policy (OEP) “Outstanding Educational Performance Awards 2023” Table 90, p. 66

See Appendix 3F: The New York Times. (2023, May 11). *Parents don’t understand how far behind their kids are in school.* The New York Times.

See Appendix 3G: 2019-2022 Change in Average Reading and Math Achievement vs Percent Free/reduced-price Lunch in the U.S

- Although AWM has not met the achievement goals set for ELA, math, and science set by prior leadership, our ESSA Value Added Growth Scores have been near or above 80 over the past 5 years.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Value Added Growth Score	79.9	N/A *COVID-19	77.93	80.64	81.83

- AWM was recognized by the Office for Education Policy (OEP) in 2023 as one of the “Top 5 ‘High Poverty’ High Schools in Northwest Region based on ELA ACT Aspire Growth.”
- The impact of the COVID pandemic, in schools with characteristics and demographics similar to AWM according to research:  
Source: The New York Times. (2023, May 11). *Parents don’t understand how far behind their kids are in school.* The New York Times.
  - “In 2019, the typical student in the poorest 10 percent of districts scored one and a half years behind the national average for his or her year—and almost four years behind students in the richest 10 percent of districts in both reading and math.”
  - “By 2022, the typical student in the poorest districts had lost three-quarters of a year in math, more than double the decline of students in the richest districts. The declines in reading scores were half as large as in math and were similarly much larger in poor districts than rich districts.”

- “The pandemic left students in low-income and predominantly minority communities even further behind their peers in richer, whiter districts than they were.”
- “...the effects of the pandemic were, surprisingly, evenly distributed among different types of students *within* each community....Within any school district, test scores declined by similar amounts within all groups of students—rich and poor, white, Black, and Hispanic.”
- “Test scores declined more in places where the Covid death rate as high, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of children and families were most significantly restricted...These factors put enormous strain on parents, teachers and kids—making it unlikely that adults could help kids focus on school.”
- “Curtailed social activities were particularly harmful: On average both math and reading scores declined by roughly a tenth of a year more in the 10 percent of districts where social activities were most curtailed than they did in the 10 percent least restricted.”
- Test score declines were greater in communities with low voting rates and low census response rates—indicators of “institutional trust.”
- “In the hardest-hit communities...schools would have had to teach 150 percent of a typical year’s worth of material for three years in a row just to catch up.”

**For Goals 4 and 5:**

See Appendix 4A: ASU Mid-South: Academies of West Memphis Enrollment, Credits Earned, and Certificates Awarded 2018-2023

Goal 4	Metric	Evaluation of Goal
<p>The Academies of West Memphis will, at least, maintain enrollment numbers for concurrent courses.</p>	<p>ASUMS Enrollment Report</p>	<p>AWM / AUSMS enrollment goals for the past 5 years were not met.</p>
<p>Goal:                      2019: &gt;100                      2020: &gt;100                      2021: &gt;100                      2022: &gt;100                      2023: &gt;100</p>	<p>Enrollment:                      2018-2019: 58                      2019-2020: 67                      2020-2021: 63                      2021-2022: 65                      2022-2023: 82</p>	<p>Considerations:</p> <ol style="list-style-type: none"> <li>1. AWM enrollment numbers have dropped by approximately 150 students.</li> <li>2. During COVID students were less inclined to enroll into virtual concurrent college courses. This has continued to impact the number of students involved in programs at ASU Midsouth.</li> <li>3. AWM is preparing to offer on-campus concurrent credit offerings in English and Science through certified teachers.</li> </ol>

Goal 5	Metric	Evaluation of Goal
The Academies of West Memphis will, at least, maintain enrollment numbers for technical courses.	ASUMS Enrollment Report	AWM / AUSMS enrollment goals for the past 5 years were not met.
2019: >700 2020: >700 2021: >700 2022: >700 2023: >700	Enrollment:  2018-2019: 569 2019-2020: 598 2020-2021: 468 2021-2022: 387 2022-2023: 362	<ol style="list-style-type: none"> <li>1. ASUMS no longer offers several of the courses that were offered in 2018. Among courses no longer offered to AWM students are Aviation Maintenance, Culinary Arts, Film and Video Production, Mechatronics, and Food Service Management.</li> <li>2. During COVID students were less inclined to enroll into virtual CTE courses at ASU Midsouth. This has continued to impact the number of students involved in programs at ASU Midsouth.</li> <li>3. AWM has added CTE courses that can be taken at the AWM campus with plans to add even more, so a number of students are choosing pathways offered on campus. Our plan is to continue to add CTE courses to our campus to extend more opportunities to our students. Planned courses to be added to our on-campus offerings over the next five years are Commercial Driver's License (CDL), auto mechanics, construction, and Emergency Medical Technician (EMT) certification.</li> </ol>

**Additional consideration regarding CTE Course Offerings at ASU Mid-South and AWM:**

See Appendix 4A: ASU Mid-South: Academies of West Memphis Enrollment, Credits Earned, and Certificates Awarded 2018-2023

See Appendix 4B: AWM Master Schedule

Student Success Plans will be referenced by students and counselors to plan for CTE pathways and courses.

**Technical Courses Currently Offered at ASU Mid-South:**

Certified Nursing Assistant, Automotive and Diesel Maintenance; Emergency Medical Technician (EMT), Information Systems, Phlebotomy, and Welding

<b>Credits Earned at ASU-Midsouth</b>					
	2018-19	2019-20	2020-21	2021-22	2022-23
Technical	2976	3088	2341	1838	1961
General Education Concurrent	347	381	360	415	449
Total	3323	3469	2701	2253	2410

<b>ASU Mid-South Certificates Earned</b>					
	2018-19	2019-20	2020-21	2021-22	2022-23
Certified Nursing Assistant	18	12	9	12	14
Auto-Diesel Maintenance*	0	0	0	0	16
EMT	4	11	4	5	5
Diesel Maintenance*	10	15	21	18	17
Food Service Management***	14	9	3	3	1
Film and Video Production***	2	8	0	1	1
Mechatronics**	10	4	0	0	0
Information Systems	7	10	9	3	8
Phlebotomy	8	7	2	6	2
Welding	31	28	6	16	14
Total Certificates Awarded	104	104	54	64	78

\* In 2022-23 Heavy Truck Diesel Maintenance was expanded into the Automotive and Diesel Maintenance Program.

\*\* This program is currently on pause due to the lack of an instructor.

\*\*\*These programs have been discontinued

**CTE Courses Offered at AWM:**

Journalism, Business Law, Business Process, Market Analytics, Digital Marketing, Transportation and Distribution, Supply Chain Management, Foundations of Law, Criminal Law, Criminal Justice, Fitness and Nutrition, Food Safety, Child Growth, Blueprint, Personal Finance, Human Relations, Robotics, AP Computer Science, Cybersecurity, JROTC

<b>Certificates Earned at AWM</b>					
	2018-19	2019-20	2020-21	2021-22	2022-23
Personal Finance	276	142	157	59	54
First Aid/Cardiopulmonary Resuscitation (CPR)	–	–	–	70	110
Microsoft Word	91	131	50	77	114
Microsoft Powerpoint	–	–	–	22	3
Microsoft Excel	–	32	14	48	36
Microsoft Outlook	–	–	13	–	–
Adobe		3	1	4	14
Comp TIA IT Fundamentals	–	–	–	–	3
IT Specialist Cybersecurity	–	–	–	–	2
IT Specialist Computational Thinking	–	–	–	–	2
IT Specialist Network Security	–	–	–	–	1

## Section 4: New Goals

Select performance goals for the period of time requested for renewal that are related to the specific mission of the charter.

SMART Goal
<b>Goal 1: Literacy</b> The school will narrow the achievement gap between the schools performance as compared to the state's performance on statewide assessment by 2% each year.
<b>Goal 2: Math</b> The school will narrow the achievement gap between the schools performance as compared to the state's performance by 2% each year.
<b>Goal 2: Science</b> The school will narrow the achievement gap between the schools performance as compared to the state's performance by 2% each year.
<b>Goal 3: CTE</b> AWM will increase the number of students receiving certifications in CTE courses by at least 2% each year.
<b>Goal 4: CTE</b> At least five new CTE pathways will be added as offerings to AWM students on the AWM campus or through ASU Midsouth. Planned pathways are Commercial Driver's License (CDL), Emergency Medical Technician (EMT), auto mechanics, construction, and education.

**Section 5: Waivers**

Please provide the appropriate waiver topic and citations for all waivers the charter is requesting to continue receiving or rescind.

**The Waiver Topic Names with Arkansas Code Annotated, Standards, and DESE Rules (when applicable) can be found at the end of this application.**

**Failure to provide rationale for each waiver request will result in the application being marked as incomplete.**

Waiver #1	Statute/Standard/Rule	Rescind or Continue Waiver
Attendance	Statute: A.C.A §§ 6-18-213 (f) (2)	Continue
<p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b></p>		
<p>To ensure that all students in the WMSD are properly accounted for and enrolled, AWM is seeking this waiver. Issues such as poverty, homelessness, custody situations, and court orders sometimes interfere with students' attendance, especially at the beginning of the school year. Although these instances are few, the waiver will allow AWM time to identify and locate missing students so that we can address attendance obstacles and bring students to the campus. The applicant ensures that learning loss will be addressed upon the students' return.</p>		
<p><b>If the waiver is continued, will the service be provided in an alternate way?</b></p>		
<p>The service will not be provided in an alternate way.</p>		

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
Attendance	Mandatory Attendance Requirements for Students in Grades Nine through Twelve	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
Class Size	Ark. Code Ann. §6-17-812 Standard: 1-A.5; DESE Rules Governing Class Size	Continue
<p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b></p>		
<p>This waiver helps and will continue to help AWM provide students with equitable access to effective teachers by aiding the campus in addressing multiple issues.</p> <ol style="list-style-type: none"> <li>1. Career &amp; Technical Education courses—Class size in CTE courses is sometimes affected by the availability of a quality CTE teacher and in instances where a career pathway has a large number of students interested in participating.</li> <li>2. Teacher shortage—We are currently facing teacher shortages, perhaps more so in the Mississippi River Delta Region of the state than in other areas. If class size does not go over more than five or fewer students, AWM recommends that it is usually better to have students in the classroom of a certified, quality teacher than in the classroom of an uncertified, unqualified teacher if that is the option otherwise. <ol style="list-style-type: none"> <li>a. Going over class size numbers would be a rare occurrence and would only be done if necessary to best benefit students.</li> <li>b. In such a situation, a teacher would be supported.</li> </ol> </li> </ol>		
<p><b>If the waiver is continued, will the service be provided in an alternate way?</b></p>		
<p>The service will not be provided in an alternate way.</p>		

Waiver #4	Statute/Standard/Rule	Rescind or Continue Waiver
Teaching Load	Standard: 1-A.6; DESE Rules Governing Teaching Load	Continue
<p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b></p>		
<p>This waiver helps and will continue to help AWM provide students with equitable access to effective teachers by aiding the campus in addressing multiple issues. Going over the teaching load would be a rare occurrence and would only be done if absolutely necessary to best benefit students. In such a situation, a teacher would be supported.</p> <ol style="list-style-type: none"> <li>1. Career &amp; Technical Education courses—Teaching load may need to be increased in instances where a career pathway has a large number of students interested in participating.</li> <li>2. Teacher shortage—We are currently facing teacher shortages, perhaps more so in the Mississippi River Delta Region of the state than in other areas. If the teaching load does not go over 180 students, AWM recommends that it is better to have students in the classroom of a certified, quality teacher than in the classroom of an uncertified, unqualified teacher if that is the option otherwise. Because the AWM daily schedule is divided into eight periods, an increased teaching load does not necessarily mean that class size would be impacted.</li> </ol>		
<p><b>If the waiver is continued, will the service be provided in an alternate way?</b></p>		
<p>The service will not be provided in an alternate way.</p>		

Waiver #5	Statute/Standard/Rule	Rescind or Continue Waiver
Clock Hours	Standard: 1-A.2	Continue
<p><b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b></p>		
<p>Students taking certain CTE courses at ASU Mid-South or participating in internships may be required to devote a certain number of hours to those programs. In rare instances, these requirements may interfere with them being able to complete 120 clock hours in a particular course. In such an instance, provisions would be made to ensure learning is taking place.</p>		
<p><b>If the waiver is continued, will the service be provided in an alternate way?</b></p>		
<p>The service will not be provided in an alternate way.</p>		

<b>Waiver #6</b>		
Flexible Schedule	Ark. Code Ann. §6-16-102, except (a)(5)	Continue
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<p>Due to the nature of the Academies experience, AWM is requesting a continuance of a waiver of the instructional day requirements. The programmatic offerings of the Academies, while meeting all curriculum requirements, may be capable of being provided in less than six hours per day or 30 hours per week. Business and industry partners are a valuable asset to provide real-world, on-the-job experiences for students as they prepare to enter the workforce. This waiver accommodates factors such as career exploration, job and internship opportunities, and work permits, as well as travel time between the AWM campus and MSCC or between the AWM campus and career related experiences. All required content will be provided to students, but the schedule may need to be flexible to accommodate the complete Academies experience.</p>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
The service will not be provided in an alternate way.		

<b>Waiver #7</b>		
Instructional Day	Standard 1-A.4.2	Continue
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<p>Due to the nature of the Academies experience, AWM is requesting a continuance of a waiver of the instructional day requirements. The programmatic offerings of the Academies, while meeting all curriculum requirements, may be capable of being provided in less than six hours per day or 30 hours per week. Business and industry partners are a valuable asset to provide real-world, on-the-job experiences for students as they prepare to enter the workforce. This waiver accommodates factors such as career exploration, job and internship opportunities, and work permits, as well as travel time between the AWM campus and MSCC or between the AWM campus and career related experiences. All required content will be provided to students, but the schedule may need to be flexible to accommodate the complete Academies experience.</p>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
The service will not be provided in an alternate way.		

Waiver #8	Statute/Standard/Rule	Rescind or Continue Waiver
Curriculum	Standard: 1-A.1.3.1	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
The service will not be provided in an alternate way.		

Waiver #9	Statute/Standard/Rule	Rescind or Continue Waiver
Curriculum	Standard: 1-A.1.3.7	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
The service will not be provided in an alternate way.		

Waiver #10	Statute/Standard/Rule	Rescind or Continue Waiver
Board of Directors	Ark. Code Ann. §§ 6-13-609	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #10	Statute/Standard/Rule	Rescind or Continue Waiver
Superintendent Licensure	Standard 4-B.2	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #11	Statute/Standard/Rule	Rescind or Continue Waiver
Principal	Standard 4-C.1 Ark. Code Ann. §6-17-302; Standard 4.C.2	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #12	Statute/Standard/Rule	Rescind or Continue Waiver
School Counselor Licensure	Standard 4-E.1	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #13	Statute/Standard/Rule	Rescind or Continue Waiver
School Counselor Ratio	Standard 4-E.2	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #14	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Specialist Program	ACA 6-25-103	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #15	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Specialist Licensure	ACA 6-25-103; Standard 4-F.1	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #16	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Specialist Ratio	Standard 4-F.2	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #17	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	Ark. Code Ann. §§ 6-15-1004; Ark. Code Ann. §§ 6-17-309; Ark. Code Ann. §§ 6-17-401; Ark. Code Ann. §§ 6-17-418; Ark. Code Ann. §§ 6-17-902; Ark. Code Ann. §§ 6-17-908; Ark. Code Ann. §§ 6-17-919; Standard 4.D.1; Section 7 of the DESE Rules Governing Educator Licensure; Standard for Accreditation 4-D.1	Continue
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<p>AWM is seeking a continuance to a waiver of these statutes and rules to the extent that is necessary to hire professionals in the community who possess outstanding credentials and work history or industry-recognized certifications in the various areas of coursework provided in the Academies, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.</p> <p>Additionally, our district is experiencing a severe shortage of teacher applicants. While certified teachers are preferred and sought, this waiver has allowed us to find highly qualified teachers who are not certified, but hold degrees in their areas of expertise. All teachers of core content are supported through instructional coaching, PLC meetings, and common planning times. WMSD does intend for all teachers to seek licensure through traditional or alternative pathways. This waiver provides flexibility to hire teachers with experience beyond the classroom and allows those teachers to work towards licensure through traditional or alternative pathways while simultaneously providing students with expert and engaging instruction.</p>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		
The service will not be provided in an alternate way.		

Waiver #18	Statute/Standard/Rule	Rescind or Continue Waiver
Comprehensive School Counseling Plan	Standard 2-C.1; 2-C.2	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

Waiver #19	Statute/Standard/Rule	Rescind or Continue Waiver
Monitoring Procedures to Ensure Curriculum Alignment	Standard 1-A.3	Rescind
<b>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</b>		
<b>If the waiver is continued, will the service be provided in an alternate way?</b>		

### Section 6: New Waivers

Provide information on new waivers that are being requested.

**The Waiver Topic Names with Arkansas Code Annotated, Standards, and DESE Rules (when applicable) can be found at the end of this application.**

The Academies of West Memphis is not requesting any new waivers.

Waiver Topic	Statutes/Standards/Rules	Rationale

### Section 7: Amendment Requests

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

The Academies of West Memphis is not requesting any charter amendments.

	Topic	Rationale
1		
2		
3		
4		
5		

## **Section 8: 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.**

The West Memphis School District and the Academies of West Memphis will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner so as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The West Memphis School District is not under any court orders concerning the desegregation of its schools.

**Waiver Topic Names with Arkansas Code Annotated, Standards, and DESE Rules (when applicable)**

<b><u>178 Instructional Days – standard only</u></b>	<b><u>Acquisition of Commodities</u></b>	<b><u>Adopt School Calendar</u></b>	<b><u>Alternative Learning Environment (ALE)</u></b>	<b><u>Arkansas History</u></b>
Standard 1-A.4.1	Ark. Code Ann. § 6-21-303	Ark. Code Ann. § 6-10-106	Ark. Code Ann. §§ 6-15-1005(b)(5) 6-18-503(a)(1)(C)(i) 6-48-102 6-48-103  DESE Rules Governing Student Special Needs Funding – Section 4  Standard 2-I.1	Ark. Code Ann. §§ 6-16-124(a)(2) 6-17-418 6-17-703  Standard 1-A.1.2.8

<p><b><u>Attendance</u></b></p> <p>Ark.Code Ann. § 6-18-213(a)(2)</p>	<p><b><u>Board of Directors</u></b></p> <p>Ark. Code Ann. §§</p> <p>6-13-608 6-13-611 6-13-612(c) 6-13-613 6-13-615 6-13-616(a) 6-13-617 6-13-618 6-13-619(a), (c), (d)(1)(A), (d)(4) 6-13-620(5) 6-13-622(b) 6-13-630 6-13-631 6-13-634 6-13-635 6-13-1303 6-14-101, et seq.</p>	<p><b><u>Body Mass Index (BMI) Assessment</u></b></p> <p>DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Section 5.02.5, 12.00</p>	<p><b><u>Class Size &amp; Teaching Load</u></b></p> <p>Ark. Code Ann. § 6-17-812</p> <p>Standard 1-A.5 (Class Size) Standard 1-A.6 (Teaching Load)</p> <p>DESE Rules Governing Class Size and Teaching Load</p>	<p><b><u>Classified Employee Minimum Salary</u></b></p> <p>Ark. Code Ann. §§ 6-17-2201, et seq. 6-17-2403</p>
<p><b><u>Clock Hours</u></b></p> <p>Standard 1-A.2</p>	<p><b><u>Comprehensive School Counseling Program &amp; School Counselor</u></b></p> <p>Ark. Code Ann. §§ 6-18-2002(2)(A) 6-18-2003(a)(2)(A)</p> <p>Standard 4-E.1 4-E.2</p>	<p><b><u>Credit for College Courses</u></b></p> <p>Ark. Code Ann. § 6-18-223</p>	<p><b><u>Curriculum – Advanced Placement Courses</u></b></p> <p>Ark. Code Ann. §§ 6-16-1203(a) 6-16-1204(a), (c), and (d) DESE Rules Governing Grading and Course Credit – Sections 4-1.00 &amp; 6.00</p> <p>Standard 1-A.1.3-10</p>	<p><b><u>Curriculum – Career &amp; Technical Education</u></b></p> <p>Standard 1-A.1.2.7 (5-8) 1-A.1.3.9 (9-12)</p>

<p><b><u>Curriculum – Concurrent Credit</u></b>  Ark. Code Ann. §§ 6-16-1203(b) 6-16-1204(b) and (e)   DESE Rules Governing Grading and Course Credit – Sections 5.00</p>	<p><b><u>Curriculum – CPR</u></b>  Ark. Code Ann. § 6-16-143  Standard 1-C.2.5  Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable unless the charter is fully virtual.</p>	<p><b><u>Curriculum – Fine Arts</u></b>  Standard  1-A.1.1.5 (K-4)  1-A.1.2.5 (5-8)  1-A.1.3.6 (9-12)</p>	<p><b><u>Curriculum – Foreign Language 9-12</u></b>  Standard  1-A.1.3.5</p>	<p><b><u>Curriculum – Visual Art or Music</u></b>  Ark. Code Ann. §§ 6-16-130(a) – elementary 6-16-130(b) – grades 7-8 and some 6<sup>th</sup> grade   DESE Rules Governing Visual Art and Music   Standard 1-A.1.1.5, 1-A.1.2.5, &amp; 1-A.1.3.6</p>
<p><b><u>Eye and Vision Screening</u></b>  Ark. Code Ann. §§ 6-18-1501 6-18-1502   DESE Rules Governing Eye &amp; Vision Screening Report in Arkansas Public Schools</p>	<p><b><u>Financial Management – Business Manager</u></b>  Ark. Code Ann. § 6-15-2302(b)   DESE Rule Governing the Arkansas Fiscal Assessment and Accountability Program – Section 12</p>	<p><b><u>Flag Display</u></b>  Ark. Code Ann. §§ 6-16-105 6-16-106</p>	<p><b><u>Flexible Schedule</u></b>  Ark. Code Ann. § 6-16-102, except (a)(5)</p>	<p><b><u>Food Services</u></b>  Ark. Code Ann. §§ 6-18-705 (breakfast program) 6-20-701, et seq. (school lunch program)   DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools   Standard 3-D.1</p>

<p><b><u>Gifted and Talented</u></b> Ark. Code Ann. §§ 6-20-2208(c)(6) 6-42-109</p> <p>DESE Rules Governing Gifted and Talented Program Approval Standards</p> <p>Standard 2-G.1</p>	<p><b><u>Grading Scale</u></b> Ark. Code Ann. § 6-15-902(a)</p> <p>DESE Rules Governing Grading and Course Credit – Section 2-2.01</p>	<p><b><u>Health Services = School Nurse</u></b> Ark. Code Ann. § 6-18-706</p>	<p><b><u>Health and Safety Services</u></b></p> <p>Standard 2-E.1 2-E.2</p>	<p><b><u>Instructional Day (includes delay/early release of school and recess)</u></b></p> <p>Ark. Code Ann. §§ 6-16-102 6-10-126 – Delay or early release of school due to emergency circumstances</p> <p>Standard 1-A.4.2 1-A.4.3 (Recess)</p>
<p><b><u>Instructional Materials</u></b></p> <p>Ark. Code Ann. § 6-21-413</p> <p>DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2</p>	<p><b><u>Leased Academic Facilities</u></b></p> <p>Ark. Code Ann. § 6-21-117(2)-(5)</p> <p>Standard 6-A.1, 6-A.2</p>	<p><b><u>Library Media Services – includes standard for balance of instructional materials</u></b></p> <p>Ark. Code Ann. § 6-25-103</p> <p>Standard 2-D.1</p>	<p><b><u>Library Media Specialist</u></b></p> <p>Ark. Code Ann. § 6-25-104</p> <p>Standard 4-F.1, 4-F.2</p>	<p><b><u>Maintain School Facilities</u></b></p> <p>Standard 6-A.1</p>

<p><b><u>Parent &amp; Family Engagement Plan</u></b></p> <p>Ark. Code Ann. § 6-15-1701, et seq.</p> <p>DESE Rules Governing Parental Involvement Plans and Family and Community Engagement</p> <p>Standard 5-A.1</p>	<p><b><u>Period of Silence</u></b></p> <p>Ark. Code Ann. § 6-10-115</p>	<p><b><u>Personnel Policies – Classified Employees Personnel Policies</u></b></p> <p>Ark. Code Ann. §§ 6-17-2301(c) 6-17-2301(c)(1) &amp; (d)(2) 6-17-2302 6-17-2303 6-17-2304 6-17-2305</p>	<p><b><u>Personnel Policies – Committee on Personnel Policies</u></b></p> <p>Ark. Code Ann. §§ 6-17-203 6-17-205 6-17-209</p>	<p><b><u>Personnel Policies – Daily Planning Period</u></b></p> <p>Ark. Code Ann. § 6-17-114</p>
<p><b><u>Personnel Policies – Duty-Free Lunch Period</u></b></p> <p>Ark. Code Ann. § 6-17-111</p>	<p><b><u>Personnel Policies – Employment of Licensed Personnel</u></b></p> <p>Ark. Code Ann. § 6-17-301</p>	<p><b><u>Personnel Policies – Grievance Procedure</u></b></p> <p>Ark. Code Ann. §§ 6-17-208 6-17-210</p>	<p><b><u>Personnel Policies – Non-instructional Duties</u></b></p> <p>Ark. Code Ann. § 6-17-117</p>	<p><b><u>Personnel Policies – Personnel Policies Incorporated into Teacher Contracts</u></b></p> <p>Ark. Code Ann. § 6-17-204</p>
<p><b><u>Personnel Policies – Public School Employees’ Fair Hearing Act</u></b></p> <p>Ark. Code Ann. §§ 6-17-1701, et seq.</p>	<p><b><u>Personnel Policies – Requirements</u></b></p> <p>Ark. Code Ann. § 6-17-201(a) &amp; (c)</p>	<p><b><u>Personnel Policies – Right to Join Professional Organization</u></b></p> <p>Ark. Code Ann. § 6-17-202</p>	<p><b><u>Personnel Policies – School Employees’ Minimum Sick Leave</u></b></p> <p>Ark. Code Ann. §§ 6-17-1301, et seq.</p>	<p><b><u>Personnel Policies – Teachers’ Minimum Sick Leave</u></b></p> <p>Ark. Code Ann. §§ 6-17-1201, et seq.</p>

<p align="center"><b><u>Personnel Policies – Teachers’ Fair Dismissal Act</u></b></p> <p>Ark. Code Ann. §§ 6-17-1501, et seq.</p>	<p align="center"><b><u>Personnel Policies – Teacher Excellence and Support System (TESS)</u></b></p> <p>Ark. Code Ann. §§ 6-17-2801, et seq.</p> <p>DESE Rules Governing Educator Support and Development</p>	<p align="center"><b><u>Personnel Policies – Use of Personal Leave</u></b></p> <p>Ark. Code Ann. § 6-17-211</p>	<p align="center"><b><u>Personnel Policies – Website Requirements</u></b></p> <p>Ark. Code Ann. § 6-11-129</p> <p>DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites – Sections 5&amp;6</p>	<p align="center"><b><u>Physical Education</u></b></p> <p>Ark. Code Ann. § 6-16-132</p> <p>DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools – Sections 7.01, 7.01.1, 7.01.1.1, 7.01.1.2, 7.01.3, 7.09</p> <p>Standards 1-A.1.1.6, 1-A.1.2.6, &amp; 1-A.1.3.8</p>
<p align="center"><b><u>Pledge of Allegiance</u></b></p> <p>Ark. Code Ann. § 6-16-108</p>	<p align="center"><b><u>Principal</u></b></p> <p>Ark. Code Ann. § 6-17-302</p> <p>Standards 4-C.1, 4-C.2</p>	<p align="center"><b><u>Professional Development</u></b></p> <p>Ark. Code Ann. §§ 6-17-703 6-17-704 6-17-705</p> <p>DESE Rules Governing Professional Development</p> <p>Standard 4-G.1</p>	<p align="center"><b><u>Report Cards</u></b></p> <p>Ark. Code Ann. § 6-15-903(a)(2)</p>	<p align="center"><b><u>Required Instruction K-4</u></b></p> <p>Standard 1-A.1.1</p>

<p align="center"><b><u>Required Instruction</u></b> <b><u>5-8</u></b></p> <p>Standard 1-A.1.2</p>	<p align="center"><b><u>Required Instruction</u></b> <b><u>9-12</u></b></p> <p>Standard 1-A.1.3</p>	<p align="center"><b><u>Salaries and Compensation</u></b></p> <p>Ark. Code Ann. §§ 6-17-807 6-17-812 6-17-908 6-17-2401 et seq. 6-21-303(b)</p>	<p align="center"><b><u>School Calendar – School Start Date</u></b></p> <p>Ark. Code Ann. § 6-10-106</p>	<p align="center"><b><u>School Counselor</u></b></p> <p>Standard 4-E.1 &amp; 4-E.2</p>
<p align="center"><b><u>School Property and Supplies – Rules</u></b></p> <p>Ark. Code Ann. § 6-21-303(b)</p>	<p align="center"><b><u>School Safety Policies &amp; Procedures</u></b></p> <p>Standard 6-A.2</p>	<p align="center"><b><u>Statewide Assessment System</u></b></p> <p>Ark. Code Ann. § 6-15-2907</p> <p>Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable.</p>	<p align="center"><b><u>Written Student Discipline Procedures</u></b></p> <p>Ark. Code Ann. § 6-18-503(b)(2)</p> <p>DESE Rules Governing Student Discipline and School Safety, 4.11</p>	<p align="center"><b><u>Superintendent</u></b></p> <p>Ark. Code Ann. §§ 6-13-109 6-17-427</p> <p>DESE Rules Governing the Superintendent Mentoring Program</p> <p>Standard 4-B.1, 4-B.2</p>
<p align="center"><b><u>Teacher Excellence &amp; Support System (TESS)</u></b></p> <p>Ark. Code Ann. §§ 6-17-2801, et seq.</p> <p>DESE Rules Governing Educator Support and Development</p>	<p align="center"><b><u>Teacher Licensure</u></b></p> <p>Ark. Code Ann. §§ 6-15-1004 6-17-309 6-17-401 6-17-418 6-17-902 6-17-908 6-17-919</p> <p>DESE Rules Governing Educator Licensure – Section 7</p> <p>Standard 4-D.1</p>	<p align="center"><b><u>Teachers’ Salaries – 12-mo. Contract for Vocational Agri Teachers</u></b></p> <p>Ark. Code Ann. § 6-17-802</p>	<p align="center"><b><u>Tornado &amp; Earthquake Safety Drills</u></b></p> <p>Ark. Code Ann. § 6-10-121</p> <p>Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable unless the charter is fully virtual.</p>	<p align="center"><b><u>Transportation</u></b></p> <p>Ark. Code Ann. §§ 6-19-101, et seq.</p>

**APPENDICES**

**WEST MEMPHIS SCHOOL DISTRICT**

**DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**RENEWAL APPLICATION**

# Appendix 3A: Achievement Data 2020-2022



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2021-2022  
LEA# 1803703

The Academies of West Memphis Charter School - 1903703

MODULE: Achievement

	2019-2020					2020-2021					2021-2022											
	% Tested 2021-2022	% Not Tested 2021-2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding			
10th Grade English Language Arts (ELA)																						
All Students	>95%	<5%	CV	CV	CV	CV	CV	56.68	21.20	12.90	9.22	22.12	22.02	36.55	64.04	17.67	10.41	7.89	18.30	18.24	37.51	
Percentage of Students																						
All Students Number of Students	RV	RV	CV	CV	CV	CV	CV	123	46	28	20	48	16.23	15.16	71.26	17.81	33	25	58	10.93	16.05	
African American																						
Hispanic	N<10	N<10	CV	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	0.00	29.01	N<10	N<10	N<10	N<10	N<10	0.00	27.27	
Caucasian	>95%	<5%	CV	CV	CV	CV	CV	32.76	29.31	RV	RV	37.93	37.29	44.03	34.92	17.46	23.81	23.81	47.62	47.62	46.16	
Economically Disadvantaged	>95%	<5%	CV	CV	CV	CV	CV	56.68	21.20	12.90	9.22	22.12	22.02	26.36	64.04	17.67	10.41	7.89	18.30	18.24	27.34	
Non-Economically Disadvantaged																						
Students with Disabilities	>95%	<5%	CV	CV	CV	CV	CV	RV	RV	<5%	<5%	<5%	0.00	3.58	RV	<5%	<5%	<5%	<5%	2.38	4.44	
Students without Disabilities	>95%	<5%	CV	CV	CV	CV	CV	52.76	23.12	14.07	10.05	24.12	24.12	41.01	59.64	19.64	12.00	8.73	20.73	20.65	42.37	
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)																						
Current English Learners (EL)	N<10	N<10	CV	CV	CV	CV	CV								N<10	N<10	N<10	N<10	N<10	0.00	4.14	
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	CV	CV	CV	CV	CV	56.68	21.20	12.90	9.22	22.12	22.02	36.69	63.92	17.72	10.44	7.91	18.35	18.30	40.13	
Former English Learner (Monitored 1-4 years)																						
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)	80.00	20.00	CV	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	0.00	10.78	RV	8.33	8.33	<5%	8.33	7.69	21.22	
Homeless																						
Children in Foster Care																						
Children with Parent that is Military Connected																						



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MY SCHOOL INFO  
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2021-2022  
LEA# 1803703

	2018-2019				2019-2020				2020-2021				2021-2022							
	% Tested 2021- 2022	% Tested 2021- 2022	% Not Tested 2021- 2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
Gifted and Talented	>95%	<5%	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	76.00	85.14
Female Students	>95%	<5%	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	76.00	43.40
Male Students	>95%	<5%	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	76.00	43.40
Migrant	---	---	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	CV	14.09	31.84

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.  
CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



MODULE: Achievement

	2019-2020				2020-2021				2021-2022															
	% Not Tested 2021-2022	% Tested 2021-2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding								
<b>10th Grade Mathematics</b>																								
All Students	RV	RV	CV	CV	CV	CV	CV	CV	14.29	RV	14.29	RV	RV	6.53	6.50	21.56	78.68	11.60	RV	RV	9.72	9.69	25.90	
Percentage of Students																								
All Students Number of Students			CV	CV	CV	CV	CV	CV	184	RV	35	RV	RV	16	2.34	5.17	251	37	RV	RV	31	5.20	7.92	
African American	>95%	<5%	CV	CV	CV	CV	CV	CV	91.23	RV	6.43	RV	RV	<5%			85.14	9.64	RV	RV	5.22			
Hispanic	N<10		CV	CV	CV	CV	CV	CV	N<10	RV	N<10	N<10	N<10	N<10	0.00	14.60	N<10	N<10	N<10	N<10	N<10	0.00	16.90	
Caucasian	>95%	<5%	CV	CV	CV	CV	CV	CV	53.85	RV	28.23	RV	RV	16.92	16.67	27.35	53.97	19.05	RV	RV	26.98	26.98	32.53	
Economically Disadvantaged	RV	RV	CV	CV	CV	CV	CV	CV	79.18	RV	14.29	RV	RV	6.53	6.50	12.75	78.68	11.60	RV	RV	9.72	9.69	16.50	
Non-Economically Disadvantaged	---	---	CV	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Students with Disabilities	>95%	<5%	CV	CV	CV	CV	CV	CV	89.29	RV	RV	RV	RV	<5%	0.00	2.73	RV	RV	<5%	RV	<5%	0.00	2.72	
Students with Disabilities without	>95%	<5%	CV	CV	CV	CV	CV	CV	77.68	RV	14.75	RV	RV	7.37	7.37	24.13	75.81	13.00	RV	RV	11.19	11.15	29.30	
Disabilities																								
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)																								
Current English Learners (EL)	N<10		CV	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	0.00	3.21	
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	RV	CV	CV	CV	CV	CV	CV	78.18	RV	14.29	RV	RV	6.53	6.50	22.96	78.62	11.64	RV	RV	9.75	9.72	27.09	
Former English Learner (Monitored 1-4 years)	---	---	CV	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)																								
Homeless	86.67	13.33	CV	CV	CV	CV	CV	CV	N<10	RV	N<10	N<10	N<10	N<10	0.00	8.83	RV	RV	<5%	RV	<5%	0.00	12.56	
Children in Foster Care	---	---	CV	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	CV	CV	CV	CV	CV	CV	N<10	RV	N<10	N<10	N<10	N<10	0.00	27.10	---	---	---	---	---	---	---	



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2021-2022  
LEA# 1803703

	2019-2020		2020-2021		2021-2022		2019-2020		2020-2021		2021-2022			
	% Tested 2021- 2022	% Not Tested 2021- 2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
Gifted and Talented	>95%	<5%	CV	CV	CV	CV	CV	RV	RV	RV	RV	RV	48.00	69.13
Female Students	RV	RV	CV	CV	CV	CV	CV	77.14	15.71	RV	RV	7.14	7.09	26.03
Male Students	>95%	<5%	CV	CV	CV	CV	CV	81.00	12.33	RV	RV	5.71	5.71	25.76
Migrant	---	---	CV	CV	CV	CV	CV	---	---	---	---	---	---	---

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.  
CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



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2021-2022  
LEA# 1803703

West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

MODULE: Achievement

	2019-2020					2020-2021					2021-2022				
	% Tested 2021- 2022	% Not Tested 2021- 2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	
<b>10th Grade Science</b>															
All Students	RV	RV	CV	CV	CV	CV	CV	70.36	17.00	RV	12.65	12.60	28.35	23.81	
Percentage of Students															
All Students Number of Students			CV	CV	CV	CV	CV	178	43	RV	32	7.07	8.84	44	
African American	RV	RV	CV	CV	CV	CV	CV	80.43	12.50	RV	7.07	7.07	8.84	10.77	
Hispanic	N<10	N<10	CV	CV	CV	CV	CV	N<10	N<10	N<10	N<10	0.00	20.09	19.73	
Caucasian	>95%	<5%	CV	CV	CV	CV	CV	47.54	24.59	RV	27.87	27.42	35.50	37.82	
Economically Disadvantaged	RV	RV	CV	CV	CV	CV	CV	70.36	17.00	RV	12.65	12.60	19.19	21.06	
Non- Economically Disadvantaged Students with Disabilities	---	---	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	
Students without Disabilities	RV	RV	CV	CV	CV	CV	CV	67.40	18.50	RV	14.10	14.10	31.66	33.63	
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)	N<10	N<10	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	
Current English Learners (EL)	N<10	N<10	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	RV	CV	CV	CV	CV	CV	70.36	17.00	RV	12.65	12.60	30.22	32.10	
Former English Learner (Monitored 1-4 years)	---	---	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	
Former English Learner (Monitored 1-4 years)	---	---	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)	93.33	6.67	CV	CV	CV	CV	CV	N<10	N<10	N<10	N<10	0.00	15.99	17.68	
Homeless	---	---	CV	CV	CV	CV	CV	N<10	N<10	N<10	N<10	0.00	15.99	17.68	
Children in Foster Care	---	---	CV	CV	CV	CV	CV	---	---	---	---	---	---	---	
Children with Parent that is Military Connected	---	---	CV	CV	CV	CV	CV	N<10	N<10	N<10	N<10	100.00	34.71	---	



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2021-2022  
LEA# 1803703

	2019-2020		2020-2021		2021-2022		2019-2020		2020-2021		2021-2022			
	% Tested 2021- 2022	% Not Tested 2021- 2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
Gifted and Talented	>85%	<5%	CV	CV	CV	CV	CV	RV	RV	RV	RV	RV	56.00	75.28
Female Students	>85%	<5%	CV	CV	CV	CV	CV	68.92	17.57	RV	RV	RV	13.42	31.56
Male Students	RV	RV	CV	CV	CV	CV	72.38	16.19	RV	RV	RV	11.43	28.33	
Migrant	---	---	CV	CV	CV	CV	---	---	---	---	---	---	---	---

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown. CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.

# Appendix 3B: Achievement Data 2019



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2018-2019  
LEA# 1803703

West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803705

MODULE: Achievement

	% Tested 2018-2019	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>All Grades All Students Reading</b>								
All Students Percentage of Students	---	55.06	23.81	14.88	6.25	21.13	---	41.27
<b>10th Grade English Language Arts (ELA)</b>								
All Students Percentage of Students	>95%	51.87	19.02	14.99	14.12	29.11	29.11	41.51
All Students Number of Students		180	66	52	49	101		
African American	>95%	56.04	20.51	13.19	10.26	23.44	23.44	19.99
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	14.29	32.94
Caucasian	>95%	31.25	RV	RV	31.25	54.69	54.69	49.66
Economically Disadvantaged	>95%	51.87	19.02	14.99	14.12	29.11	29.11	30.80
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---
Students with Disabilities	>95%	RV	RV	<5%	<5%	<5%	0.00	8.74
Students without Disabilities	>95%	46.00	20.33	17.33	16.33	33.67	33.67	46.19
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						11 (3.17 %)		
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	0.00	22.99
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	51.73	19.08	15.03	14.16	29.19	29.19	43.55
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	33.33	26.18
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	100.00	54.91
Gifted and Talented	>95%	RV	RV	21.74	65.22	86.96	86.96	83.35
Female Students	>95%	38.95	22.67	18.60	19.77	38.37	38.37	49.46
Male Students	>95%	64.57	15.43	11.43	8.57	20.00	20.00	34.00
Migrant	---	---	---	---	---	---	---	---

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

**Module: Achievement**

	% Tested 2018-2019	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>5th Grade Mathematics</b>								
All Students Percentage of Students	RV	63.61	21.49	RV	RV	14.90	14.90	28.89
All Students Number of Students		222	75	RV	RV	52		
African American	RV	70.55	18.18	RV	RV	11.27	11.27	9.22
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	0.00	21.30
Caucasian	>95%	32.81	35.94	RV	RV	31.25	31.25	36.09
Economically Disadvantaged	RV	63.61	21.49	RV	RV	14.90	14.90	18.95
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---
Students with Disabilities	>95%	RV	RV	6.12	<5%	6.12	6.12	6.19
Students without Disabilities	>95%	59.67	24.00	11.00	5.33	16.33	16.33	32.14
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						11 (3.15 %)		
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	0.00	15.24
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	63.51	21.55	RV	RV	14.94	14.94	30.40
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	15.77
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	0.00	40.17
Gifted and Talented	>95%	RV	RV	47.83	30.43	78.26	78.26	69.66
Female Students	RV	60.47	22.09	RV	RV	17.44	17.44	29.43
Male Students	RV	66.67	20.90	RV	RV	12.43	12.43	28.38
Migrant	---	---	---	---	---	---	---	---

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

MODULE: Achievement

	% Tested 2018-2019	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>10th Grade Science</b>								
All Students Percentage of Students	RV	61.74	25.22	RV	RV	13.04	13.04	32.64
All Students Number of Students		213	87	RV	RV	45		
African American	RV	67.53	23.99	RV	RV	8.49	8.49	12.02
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	0.00	23.20
Caucasian	>95%	35.94	31.25	RV	RV	32.81	32.81	40.93
Economically Disadvantaged	RV	61.74	25.22	RV	RV	13.04	13.04	22.48
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---
Students with Disabilities	>95%	RV	RV	<5%	<5%	<5%	0.00	6.38
Students without Disabilities	>95%	56.00	29.00	9.67	5.33	15.00	15.00	36.27
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)		
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	0.00	16.08
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	61.63	25.29	RV	RV	13.08	13.08	34.71
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	17.76
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	0.00	45.80
Gifted and Talented	>95%	RV	RV	30.43	26.09	56.52	56.52	73.34
Female Students	RV	57.89	28.65	RV	RV	13.45	13.45	34.40
Male Students	>95%	65.52	21.84	RV	RV	12.64	12.64	31.36
Migrant	---	---	---	---	---	---	---	---

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value, RV is used instead of a value so that information identifiable for individual students will not be shown.

## Appendix C: AWM Master Schedule

English		1st	2nd	3rd	4th	5th	6th	7th	8th
Hybeck	317	B	Honors Eng 10	Honors Eng 10	Honors Eng 10	Honors Eng 10	Team Planning	CONF.	Ath-West Cheer
Presley, B.	319	B	English 10 (CT)	CONF.	English 10	English 10	Team Planning	English 10 (CT)	English 10
Spencer	320	B	English 10	English 10	English 10 (CT)	English 10	Team Planning	English 10 (CT)	English 10
Allison	302	B	Honors Eng 11	AP Eng 11	CONF.	AP Eng 11	Honors Eng 11	Honors Eng 11	Honors Eng 11
Franklin	303	B	English 11 (CT)	English 11	CONF.	English 11	English 11	English 11	English 11
Donald	301	B	English 11	Creative Writing	CONF.	Creative Writing	English 11	English 11	English 11
Minnis	311	B	AP Eng 12	AP Eng 12	AP Eng 12	English 12	English 12	CONF.	ACT Prep/ACT Prep
Smith, T.	309	B	English 12 (CT)	English 12 (CT)	English 12	Journalism	English 12	CONF.	ACT Prep/ACT Prep
Wilson	307	B	English 12	English 12	English 12	Yearbook	English 12	CONF.	Yearbook
Jefferson, Aja	308	B	Critical Reading	Critical Reading	Critical Reading	Critical Reading	ALE	ALE	ALE
Hunter	310	B	Literacy Strat	Literacy Strat	Literacy Strat	Literacy Strat	Literacy Strat	CONF.	INSTRUCTIONAL CTR.
<b>Math</b>									
Reid	112	A	Team Planning	Geometry	Honors Alg II	Honors Alg II	CONF.	Honors Alg II	Geometry
Madison	114	A	Team Planning	I Geometry (C/T)	Geometry	Geometry	I Geometry (C/T)	CONF.	Geometry
Farmer	121	A	Team Planning	Geometry	Geometry	Geometry	Geometry	CONF.	Geometry
Cunningham	116	A	ACT M/ACT M	Algebra II	Algebra II	ACT M/ACT M	ALE-Math	CONF.	Algebra II
Altman	113	A	Algebra II	Algebra II	Algebra II	Algebra II	Algebra II	CONF.	Ath-Football
Sharpe	117	A	Algebra II	Algebra II (C/T)	Algebra II (C/T)	Algebra II (C/T)	Algebra II	CONF.	Algebra II (C/T)
Crowder	115	A	Algebra III	Algebra III	Quant. Lit.	Algebra III	Algebra III	CONF.	CONF.
Waggner	120	A	Quant. Lit. (CT)	Quant. Lit. (CT)	Quant. Lit.	Quant. Lit.	Quant. Lit.	Quant. Lit.	Study Hall
Long, T.	118	A	CONF.	Honors Pre-Calc	AP Statistics	Honors Pre-Calc	Honors Pre-Calc	Honors Pre-Calc	AP Planning
<b>History</b>									
Halliburton	203	B	W. History	W. History	AA Hist/AA Hist	W. History	W. History	C/T W. History	W. History
Stober	210	B	W. History	W. History	W. History	W. History	W. History	W. History	W. History
Reynolds	208	B	Honors W. History	AP W. History	Honors W. History	Tardy Window	AP W. History	Honors W. History	Honors W. History
Long, L.	206	B	Honors Civics/Econ	Honors Civics/Econ	Honors Civics/Econ	Honors Civics/Econ	Civics/Econ	Test Prep	CONF.
Adams	201	B	Civics/Econ	Civics/Econ	Civics/Econ	Civics/Econ	Civics/Econ	CONF.	Ath-Football
Sloan, Jaylin	209	B	AP Psychology	Psy/Psy	Psy/Psy	Civics/Econ	AP Psychology	CONF.	Ath-Track
Norville	202	A	Soc/W/Geo	ALE- History	Soc/W/Geo	Soc/W/Geo	US History	CONF.	Soc/W. Geo
<b>Science</b>									
Brown, K.	130	A	Biology	Honors Biology	CONF.	Biology	Biology	Biology	Biology
Nemati	128	A	Honors Biology	C/T Biology	CONF.	Biology	C/T Biology	Biology	Honors Biology
Widby	125	A	C/T Biology	Biology	CONF.	C/T Biology	Honors Biology	Honors Biology	C/T Biology
Gillette	131	A	Chemistry	Chemistry	Programming 1	Programming 2	AP Physics	CONF.	Office
Messer	132	A	CONF.	AP Chemistry	Chemistry	Honors Chem	Honors Chem	Honors Chem	Chemistry
Sloan, Juwan	124	A	Env. Science	Env. Science	Physical Science	Env. Science	Env. Science	CONF.	Ath-Cross Country
Troxler	133	A	ACT SCI/ACT SCI	Physics	Physics	ACT SCI/ACT SCI	Physics	CONF.	Ath-Soccer



Thomas	207	B	FIC	CONF.	FIC	FIC	FIC	FIC	FIC	FIC
Williams, C.	314	B	English 11 (C/T)	English 12 (C/T)	Life Skills 10-12	Life Skills 11-12	Life Skills 10-11	English 10 (C/T)		FIC
Bowens, W		A	C/T Biology	C/T Biology	C/T Biology	PE	C/T Biology	C/T W. History	C/T Biology	CONF.
West	V-4	B	ISS	ISS	ISS	ISS	ISS	CONF.	Ath-Football	
Mansfield	Office	A	Tardy Window	Tardy Window	Tardy Window	CONF.	Tardy Window	ISS	ISS	ISS
Flowers	315	B	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery
Levy	123	B	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	CONF.
Sparkmon	213	B	ALE-PE	CONF.	ALE	ALE	ALE	ALE-Char. Ed	ALE	ALE
Bryant	211	B	CONF.	ALE	ALE	ALE	ALE	ALE	ALE	ALE

# Appendix 3D: Growth Data 2019-2022



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2018-2019  
LEA# 1803703

West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

MODULE: Growth

	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
<b>Grade 10</b>						
All Students	80.2238	79.5205	79.8561	80.9568	N=10	79.8591
African-American	79.6918	79.0538	79.3544	80.8712	N=10	---
Hispanic	N=10	N=10	N=10	N=10	N=10	N=10
Caucasian	83.0398	81.3345	82.1871	81.7762	N=10	---
Economically Disadvantaged	80.2238	79.5205	79.8561	80.9568	N=10	79.8591
Non-Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	83.1227	79.4703	80.5740	82.7632	N=10	---
Students without Disabilities	79.8798	79.6522	79.7660	80.7302	N=10	79.8137
Current English Learners (EL)	N=10	N=10	N=10	N=10	N=10	N=10
Non-English Learners (includes Former EL Monitored 1-4 years)	80.1826	79.5515	79.8510	80.9215	N=10	---
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---
Homeless	N=10	N=10	N=10	N=10	N=10	---
Children in Foster Care	---	---	---	---	---	---
Children with Parent that is Military Connected	N=10	N=10	N=10	N=10	N=10	---
Gifted and Talented	83.0404	81.5888	82.3146	79.1830	N=10	---
Female Students	80.3045	80.1267	80.2166	80.0122	N=10	80.2990
Male Students	80.1440	78.9068	79.5041	81.8789	N=10	---
Migrant	---	---	---	---	---	---

\*ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.

	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
<b>Grade 12</b>						
All Students	N/A	N/A	N/A	N/A	N=10	---
African-American	N/A	N/A	N/A	N/A	---	---
Hispanic	N/A	N/A	N/A	N/A	N=10	---
Caucasian	N/A	N/A	N/A	N/A	---	---
Economically Disadvantaged	N/A	N/A	N/A	N/A	N=10	---
Non-Economically Disadvantaged	N/A	N/A	N/A	N/A	---	---
Students with Disabilities	N/A	N/A	N/A	N/A	---	---
Students without Disabilities	N/A	N/A	N/A	N/A	N=10	---
Current English Learners (EL)	N/A	N/A	N/A	N/A	N=10	---
Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A	N/A	---	---
Former English Learner (Monitored 1-4 years)	N/A	N/A	N/A	N/A	---	---
Homeless	N/A	N/A	N/A	N/A	---	---
Children in Foster Care	N/A	N/A	N/A	N/A	---	---
Children with Parent that is Military Connected	N/A	N/A	N/A	N/A	---	---
Gifted and Talented	N/A	N/A	N/A	N/A	---	---
Female Students	N/A	N/A	N/A	N/A	N=10	---
Male Students	N/A	N/A	N/A	N/A	---	---
Migrant	N/A	N/A	N/A	N/A	---	---

\*ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.



West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

**MODULE: Growth**

	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
All Grades						
All Students	80.2238	79.5205	79.8561	80.9568	N=10	79.8537
African-American	79.6918	79.0538	79.3544	80.8712	N=10	---
Hispanic	N=10	N=10	N=10	N=10	N=10	N=10
Caucasian	83.0398	81.3345	82.1871	81.7762	N=10	---
Economically Disadvantaged	80.2238	79.5205	79.8561	80.9568	N=10	79.8537
Non-Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	83.1227	78.4703	80.5740	82.7632	N=10	---
Students without Disabilities	79.8798	79.6522	79.7660	80.7302	N=10	79.7640
Current English Learners (EL)	N=10	N=10	N=10	N=10	N=10	N=10
Non-English Learners (includes Former EL Monitored 1-4 years)	80.1826	79.5515	79.8510	80.9215	N=10	---
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---
Homeless	N=10	N=10	N=10	N=10	N=10	---
Children in Foster Care	---	---	---	---	---	---
Children with Parent that is Military Connected	N=10	N=10	N=10	N=10	N=10	---
Gifted and Talented	83.0404	81.5588	82.3145	79.1838	N=10	---
Female Students	80.3045	80.1287	80.2166	80.0122	N=10	80.2035
Male Students	80.1440	78.9268	79.5041	81.8789	N=10	---
Migrant	---	---	---	---	---	---

\*ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.



West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

**MODULE: Achievement**

	% Tested 2020-2021	% Not Tested 2020-2021	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>10th Grade English Language Arts (ELA)</b>									
All Students Percentage of Students	63.64	36.36	56.68	21.20	12.90	9.22	22.12	22.02	36.55
All Students Number of Students			123	46	28	20	48		
African American	60.16	39.84	67.53	16.23	RV	RV	16.23	16.23	15.16
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	29.01
Caucasian	77.33	22.67	32.76	29.31	RV	RV	37.93	37.29	44.03
Economically Disadvantaged	63.64	36.36	56.68	21.20	12.90	9.22	22.12	22.02	26.36
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---
Students with Disabilities	45.00	55.00	RV	RV	<5%	<5%	<5%	0.00	3.58
Students without Disabilities	66.11	33.89	52.76	23.12	14.07	10.05	24.12	24.12	41.01
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)									RV (RV %)
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	63.64	36.36	56.68	21.20	12.90	9.22	22.12	22.02	38.69
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)									RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	19.78
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	43.45
Gifted and Talented	90.00	10.00	RV	RV	16.67	61.11	77.78	77.78	81.59
Female Students	65.99	34.01	48.46	23.85	15.38	12.31	27.69	27.48	43.52
Male Students	60.42	39.58	68.97	17.24	RV	RV	13.79	13.79	29.61
Migrant	---	---	---	---	---	---	---	---	---

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CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

**MODULE: Achievement**

	% Tested 2020-2021	% Not Tested 2020-2021	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>10th Grade Mathematics</b>									
All Students Percentage of Students	71.85	28.15	79.18	14.29	RV	RV	6.53	6.50	21.56
All Students Number of Students			194	35	RV	RV	16		
African American	66.80	33.20	91.23	6.43	RV	RV	<5%	2.34	5.17
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	14.60
Caucasian	86.67	13.33	53.85	29.23	RV	RV	16.92	16.67	27.35
Economically Disadvantaged	71.85	28.15	79.18	14.29	RV	RV	6.53	6.50	12.75
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---
Students with Disabilities	70.00	30.00	89.29	RV	RV	<5%	<5%	0.00	2.73
Students without Disabilities	72.09	27.91	77.88	14.75	RV	RV	7.37	7.37	24.13
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							RV (RV %)		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	71.85	28.15	79.18	14.29	RV	RV	6.53	6.50	22.96
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	8.83
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	27.10
Gifted and Talented	95.00	5.00	RV	RV	26.32	5.26	31.58	31.58	61.05
Female Students	71.07	28.93	77.14	15.71	RV	RV	7.14	7.09	21.18
Male Students	72.92	27.08	81.90	12.38	RV	RV	5.71	5.71	21.93
Migrant	---	---	---	---	---	---	---	---	---

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The Academies of West Memphis Charter School - 1803703

MODULE: Achievement

	% Tested 2020-2021	% Not Tested 2020-2021	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>10th Grade Science</b>									
All Students Percentage of Students	74.19	25.81	70.36	17.00	RV	RV	12.65	12.60	28.36
All Students Number of Students			178	43	RV	RV	32		
African American	71.88	28.12	80.43	12.50	RV	RV	7.07	7.07	8.84
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	20.09
Caucasian	81.33	18.67	47.54	24.59	RV	RV	27.87	27.42	35.50
Economically Disadvantaged	74.19	25.81	70.36	17.00	RV	RV	12.65	12.60	19.19
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---
Students with Disabilities	65.00	35.00	RV	RV	<5%	<5%	<5%	0.00	4.11
Students without Disabilities	75.42	24.58	67.40	16.50	RV	RV	14.10	14.10	31.66
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							RV (RV %)		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	74.19	25.81	70.36	17.00	RV	RV	12.65	12.60	30.22
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	15.99
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	34.71
Gifted and Talented	90.00	10.00	RV	RV	27.78	22.22	50.00	50.00	71.19
Female Students	75.13	24.87	68.92	17.57	RV	RV	13.51	13.42	29.37
Male Students	72.92	27.08	72.38	16.19	RV	RV	11.43	11.43	27.39
Migrant	---	---	---	---	---	---	---	---	---

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MODULE: Achievement

	% Tested 2021-2022	% Not Tested 2021-2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>10th Grade English Language Arts (ELA)</b>									
All Students Percentage of Students	>95%	<5%	64.04	17.67	10.41	7.89	18.30	18.24	37.51
All Students Number of Students			203	56	33	25	58		
African American	RV	RV	71.26	17.81	RV	RV	10.93	10.89	16.05
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	27.27
Caucasian	>95%	<5%	34.92	17.46	23.81	23.81	47.62	47.62	46.16
Economically Disadvantaged	>95%	<5%	64.04	17.67	10.41	7.89	18.30	18.24	27.34
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---
Students with Disabilities	>95%	<5%	RV	RV	<5%	<5%	<5%	2.38	4.44
Students without Disabilities	>95%	<5%	59.64	19.64	12.00	8.73	20.73	20.65	42.37
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							RV (RV %)		
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	4.14
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	63.92	17.72	10.44	7.91	18.35	18.30	40.13
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)		
Homeless	80.00	20.00	RV	RV	8.33	<5%	8.33	7.69	21.22
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---
Gifted and Talented	>95%	<5%	RV	RV	32.00	44.00	76.00	76.00	83.14
Female Students	>95%	<5%	57.40	20.71	13.02	8.88	21.89	21.89	43.40
Male Students	>95%	<5%	71.62	14.19	7.43	6.76	14.19	14.09	31.84
Migrant	---	---	---	---	---	---	---	---	---

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MODULE: Achievement

	% Tested 2021-2022	% Not Tested 2021-2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>10th Grade Mathematics</b>									
All Students Percentage of Students	RV	RV	78.68	11.00	RV	RV	9.72	9.69	25.90
All Students Number of Students			251	37	RV	RV	31		
African American	>95%	<5%	85.14	9.64	RV	RV	5.22	5.20	7.92
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	18.90
Caucasian	>95%	<5%	53.97	19.05	RV	RV	26.98	26.98	32.53
Economically Disadvantaged	RV	RV	78.68	11.00	RV	RV	9.72	9.69	16.50
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---
Students with Disabilities	>95%	<5%	RV	RV	<5%	<5%	<5%	0.00	2.72
Students without Disabilities	>95%	<5%	75.81	13.00	5.42	5.78	11.19	11.15	29.30
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)	
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	3.21
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	RV	78.62	11.64	RV	RV	9.75	9.72	27.69
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)	
Homeless	86.67	13.33	RV	RV	<5%	<5%	<5%	0.00	12.56
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---
Gifted and Talented	>95%	<5%	RV	RV	20.00	28.00	48.00	48.00	69.13
Female Students	RV	RV	75.29	13.53	RV	RV	11.18	11.18	26.03
Male Students	>95%	<5%	82.55	9.40	RV	RV	8.05	8.00	25.76
Migrant	---	---	---	---	---	---	---	---	---

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West Memphis School District - 1803000

The Academies of West Memphis Charter School - 1803703

**MODULE: Achievement**

	% Tested 2021-2022	% Not Tested 2021-2022	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
<b>10th Grade Science</b>									
All Students Percentage of Students	RV	RV	70.22	15.99	RV	RV	13.79	13.79	29.91
All Students Number of Students			224	51	RV	RV	44		
African American	RV	RV	78.31	13.25	RV	RV	8.43	8.43	10.77
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	19.73
Caucasian	>95%	<5%	38.10	26.98	RV	RV	34.92	34.92	37.82
Economically Disadvantaged	RV	RV	70.22	15.99	RV	RV	13.79	13.79	21.06
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---
Students with Disabilities	>95%	<5%	RV	RV	<5%	<5%	<5%	0.00	4.56
Students without Disabilities	RV	RV	66.06	16.05	RV	RV	15.88	15.88	33.63
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							RV (RV %)		
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	3.26
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	RV	70.13	16.04	RV	RV	13.84	13.84	32.10
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)		
Homeless	93.33	6.67	RV	RV	14.29	<5%	14.29	14.29	17.68
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---
Gifted and Talented	>95%	<5%	RV	RV	24.00	32.00	56.00	56.00	73.28
Female Students	>95%	<5%	64.33	19.30	RV	RV	16.37	16.37	31.56
Male Students	RV	RV	77.03	12.16	RV	RV	10.81	10.81	28.33
Migrant	---	---	---	---	---	---	---	---	---

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**Appendix 3E: Office for Education Policy (OEP) “Outstanding Educational Performance Awards 2023” Table 90, p. 66**

*Tables 89-93: Top 5 High-Poverty High Schools in Arkansas by Region, ELA Growth*



*Table 89: Top 5 “High-Poverty” High Schools in Northwest Region based on ELA ACT Aspire Growth*

	School (District)	Grades Served	% FRL	# of Test Takers	ELA Content Growth
1	Booneville High (Booneville)	10-12	67%	63	85.28
2	Danville High (Danville)	9-12	71%	115	85.09
3	Berryville High (Berryville)	9-12	69%	253	84.69
4	Decatur High (Decatur)	9-12	71%	70	84.47
5	Oark High (Jasper)	7-12	85%	41	83.43



*Table 90: Top 5 “High-Poverty” Middle Schools in Northeast Region based on ELA ACT Aspire Growth*

	School (District)	Grades Served	% FRL	# of Test Takers	ELA Content Growth
1	Cave City High Career & Collegiate Preparatory (Cave City)	9-12	72%	176	84.17
2	Highland High (Highland)	9-12	71%	226	82.91
3	The Academies of West Memphis Charter (West Memphis)	10-12	72%	314	82.88
4	Marked Tree High (Marked Tree)	7-12	71%	144	82.48
5	Rural Special High (Mountain View)	7-12	67%	52	82.14

## Appendix 3F: New York Times Article

9/14/23, 2:18 PM

Opinion | Parents Don't Understand How Far Behind Their Kids Are in School - The New York Times

The New York Times | <https://nyti.ms/3HZVGN0>

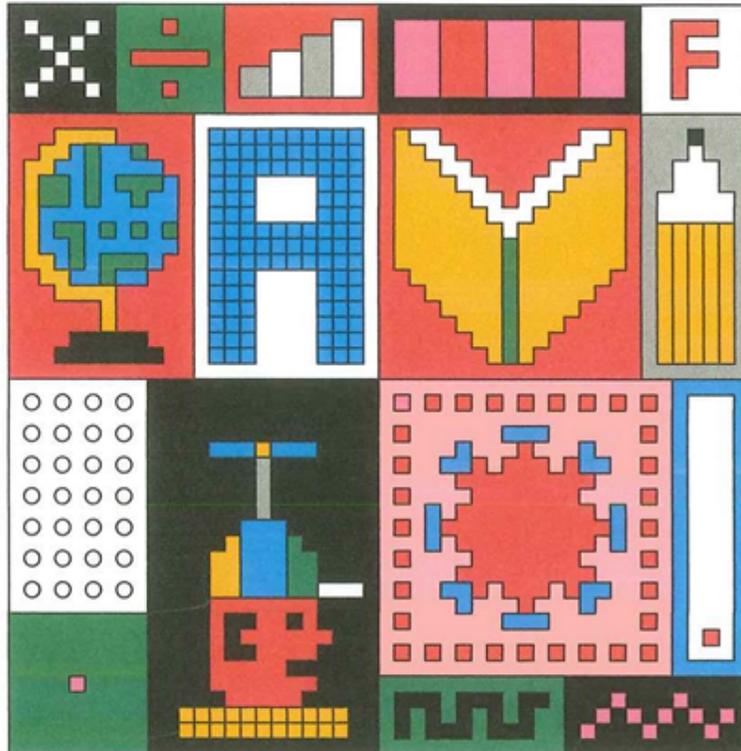


Illustration by Mathieu Labrecque

OPINION

# Parents Don't Understand How Far Behind Their Kids Are in School

May 11, 2023

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By Tom Kane and Sean Reardon

Graphics by Quoc Trung Bui

Dr. Kane is a professor of education and economics at Harvard. Dr. Reardon is a professor of education and sociology at Stanford.

Parents have become a lot more optimistic about how well their children are doing in school.

In 2020 and 2021, a majority of parents in the United States reported that the pandemic was hurting their children's education. But by the fall of 2022, a Pew survey showed that only a quarter of parents thought their children were still behind; another study revealed that more than 90 percent thought their child had already or would soon catch up. To hear parents tell it, the pandemic's effects on education were transitory.



connected people are to others in their communities and Facebook survey data on both family activities and mental health during the pandemic.

And to get a sense of how probable it is that students will make up the ground they lost over the next few years, we looked at earlier test scores to see how students recovered from various disruptions in the decade before the pandemic.

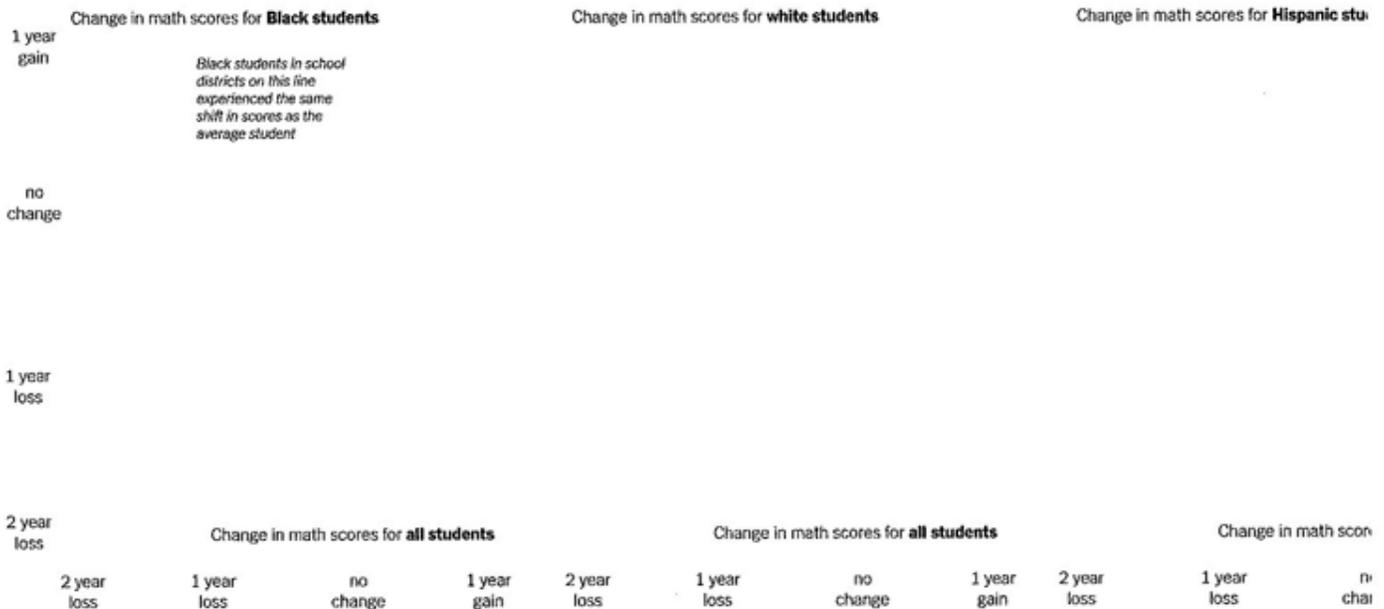
Our detailed geographic data reveals what national tests do not: The pandemic exacerbated economic and racial educational inequality.

In 2019, the typical student in the poorest 10 percent of districts scored one and a half years behind the national average for his or her year – and almost four years behind students in the richest 10 percent of districts – in both math and reading.

By 2022, the typical student in the poorest districts had lost three-quarters of a year in math, more than double the decline of students in the richest districts. The declines in reading scores were half as large as in math and were similarly much larger in poor districts than rich districts. The pandemic left students in low-income and predominantly minority communities even further behind their peers in richer, whiter districts than they were.

But while the effects of the pandemic on learning were quite different across communities, they were, surprisingly, evenly distributed among different types of students within each community. You might expect that the more affluent children in a district would be better protected from the educational consequences of the pandemic than their lower-income classmates. But that's not what we found.

Within school districts, learning loss was similar across racial groups



Source: The Educational Opportunity Project, Stanford University and the Center for Education Policy Research, Harvard University

Instead, within any school district, test scores declined by similar amounts in all groups of students – rich and poor, white, Black, and Hispanic (we didn't have enough data on Asian and Native American students to measure their learning). And the extent to which schools were closed appears to have affected all students in a community equally, regardless of income or race.

Overall, it mattered a lot more which school district you lived in than how much money your parents earned.

Once we know that there was much more variation between districts than within them, the obvious question is: Which community factors determined how children were affected? One primary suspect is school closures. And indeed, our study — like other studies, one of which members of the team worked on — shows that test scores declined more in districts where schools were closed longer. In districts closed for 90 percent or more of the 2020-21 school year, math scores declined by two-thirds of a year, nearly double the decline in districts that were closed for less than 10 percent of the school year.

But school closures are only part of the story. Students fell behind even in places where schools closed very briefly, at the start of the pandemic in spring 2020, and then re-opened and stayed open for the next few years. Clearly, there were other factors at work.

What were they? We found that test scores declined more in places where the Covid death rate was high, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of children and families were most significantly restricted. In combination, these factors put enormous strain on parents, teachers and kids — making it unlikely that adults could help kids focus on school. Curtailed social activities were particularly harmful: On average, both math and reading scores declined by roughly a tenth of a year more in the 10 percent of districts where social activities were most curtailed than they did in the 10 percent least restricted.

We also found that the test score declines were smaller in communities with high voting rates and high census response rates — indicators of what sociologists call “institutional trust.” School closures were also less harmful in such places.

What all this means is that the educational impacts of the pandemic were not driven solely by what was happening (or not happening) in schools. The disruption in children's lives outside of school also mattered: the constriction of their social lives, the stress their parents were feeling, the death of family members, the signals that the world was not safe and the very real fear that you

or someone you love might get very sick and die. The pandemic was a public health and economic disaster that reshaped every area of children's lives, but it did so to different degrees in different communities, and so its consequences for children depended on where they lived.

Regardless of how exactly the pandemic caused educational harm, the overall effect has been devastating.

So what do we do now?

Schools cannot just "hurry up." Especially in math, teachers build students' understanding sequentially — from arithmetic to fractions to exponents to algebra. Schools have curriculums, and teachers have their lesson plans for each topic. In theory, a school district could rethink its curriculum following a disruption — skimming and paring to move more quickly — but that would be difficult to coordinate across hundreds or thousands of teachers. And do we really want students to have an abbreviated understanding of fractions?

When students fall behind, they don't just catch up naturally. Reviewing data from the decade preceding the pandemic, we identified numerous instances where a school district's test scores suddenly declined or suddenly rose in a particular grade. Our data does not reveal the causes. But we can see what happened afterward: Students resumed learning at their prior pace, but they did not make up the ground they lost or lose the ground they gained. Years later, the affected cohorts remained behind or ahead.

Over the past two years, many school districts have used the \$190 billion in federal pandemic relief money to add tutors and other school staff and to raise summer school enrollment — all in an attempt to accelerate learning. To a limited extent, they succeeded. In one widely used math and reading assessment, the average student in grades three through eight resumed learning at a slightly faster than normal rate — making up about 25 percent of their pandemic loss in math and reading during the 2021-22 school year and the summer of 2022. But even if schools are able to maintain that pace after the federal dollars to pay for tutors and summer school run out, it will take four years or more to return to pre-pandemic achievement levels.

The truth is children are already paying the price. In the coming weeks, 3.5 million high school seniors are set to graduate — less prepared, on average, for college and a career. They will be joining the more than 10 million students who have already graduated since the pandemic began.

In the hardest-hit communities — where students fell behind by more than one and a half years in math — like Richmond, Va.; St. Louis; and New Haven, Conn. — schools would have had to teach

150 percent of a typical year's worth of material for three years in a row just to catch up. It is magical thinking to expect they will make this happen without a major increase in instructional time.

For those districts that lost more than a year's worth of learning, state leaders should require districts to resubmit their plans for spending the federal money and work with them and community leaders to add instructional time.

Parents are relieved to see their children learning again. But most parents remain ill informed about how far behind their children are. To help change that, we've made our data public and will continue doing so as new data become available.

Public officials could — and should — help get the word out as well. This summer, mayors and governors should be launching public service campaigns to promote summer learning. And school boards should begin negotiating to extend the next school year (and use the federal dollars to pay teachers for the extra time).

Especially given the mental toll of the pandemic, students need more than math and reading this summer. Rather than school districts trying to do it all themselves, they should link with other organizations — museums, summer camps, athletic programs — that already offer engaging summer programming, and add an academic component to those programs. For instance, Boston After School and Beyond provides an average of \$1,500 per student in financial incentives and teaching support to add three hours of academic programming per day from a certified teacher at summer camps enrolling Boston students. The incentives are largely paid for by Boston Public Schools. The program is a potential model for other communities.

While summer learning can be part of a solution, it cannot be the sole solution. Research on programs like the one in Boston suggests that participants make up about one-quarter of a year's worth of learning in math during a six-week summer program. That takes us part of the way, but nowhere near as far as we need to go.

Communities must find other ways to add learning opportunities outside the typical school calendar. Most educational software — like Zearn and Khan Academy — makes it possible to track students' use and progress. Schools could incentivize organizations working with students after school, on weekends or during school vacation weeks to include time for students to learn online and then reimburse them based on students' progress. Some districts are even paying tutoring providers based on student outcomes.

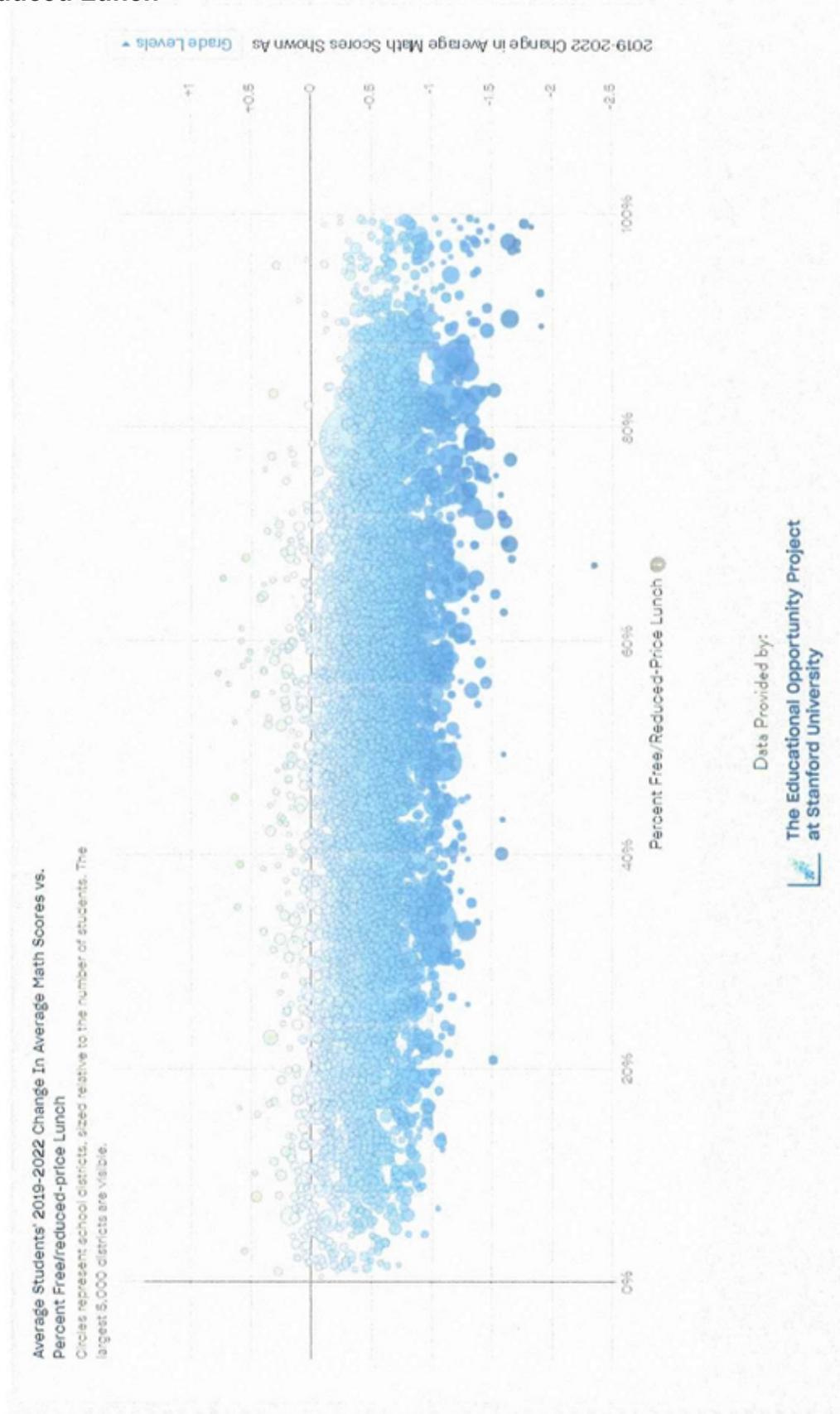
Especially in the hardest-hit communities, it is increasingly obvious that many students will not have caught up before the federal money runs out in 2024. School boards and state legislatures should start planning now for longer-term policy

changes. One possibility would be to offer an optional fifth year of high school for students to fill holes in academic skills, get help with applying to college or to explore alternative career pathways. Students could split their time among high schools, community colleges and employers. Another option would be to make ninth grade a triage year during which students would receive intensive help in key academic subjects.

As enticing as it might be to get back to normal, doing so will just leave in place the devastating increase in inequality caused by the pandemic. In many communities, students lost months of learning time. Justice demands that we replace it. We must find creative ways to add new learning opportunities in the summer, after school, on weekends or during a 13th year of school.

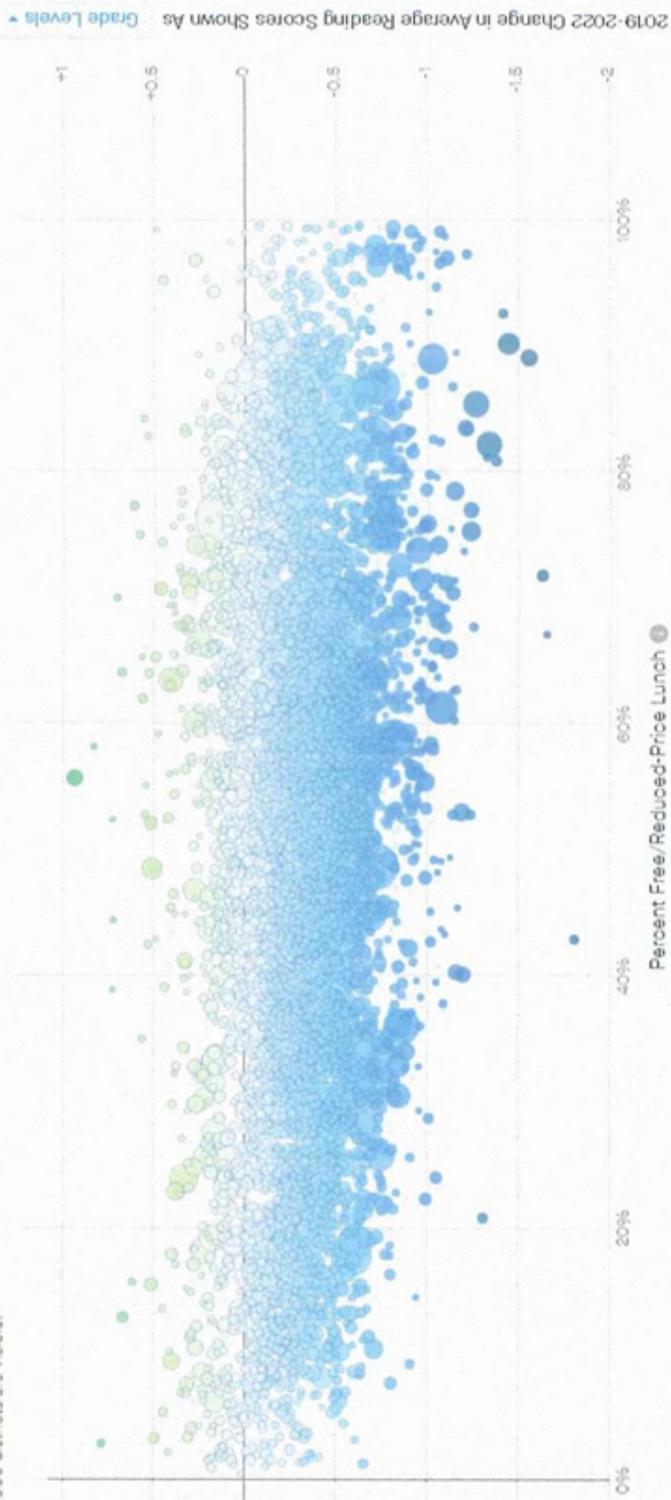
If we fail to replace what our children lost, we — not the coronavirus — will be responsible for the most inequitable and longest-lasting legacy of the pandemic. But if we succeed, that broader and more responsive system of learning can be our gift to America's schoolchildren.

### Appendix 3G: Change in Average Reading and Math Achievement vs. Percent Free/reduced Lunch



**2019-2022 Change In Average Reading Achievement In The U.S.**  
shown by 2019-2022 change in average reading scores for all students by school district

**Average Students' 2019-2022 Change In Average Reading Scores vs. Percent Free/Reduced-price Lunch**  
Circles represent school districts, sized relative to the number of students. The largest 5,000 districts are visible.



Data Provided by:  
**The Educational Opportunity Project**  
at Stanford University

**Appendix 4A: ASU Mid-South: Academies of West Memphis Enrollment, Credits Earned, and Certificates Awarded 2018-2023**

**ASU Mid-South: Academies of West Memphis Headcount, Credits Earned and Certificates Awarded 2018-2023**

Headcount	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Secondary Technical	302	267	333	265	266	202	212	175	201	161	209
General Education Concurrent	32	26	29	38	36	27	35	30	43	39	43
<b>Total</b>	<b>334</b>	<b>293</b>	<b>362</b>	<b>303</b>	<b>302</b>	<b>229</b>	<b>247</b>	<b>205</b>	<b>244</b>	<b>200</b>	<b>252</b>

Credits Earned	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Secondary Technical	1607	1369	1753	1335	1347	994	1010	828	1109	852
General Education Concurrent	194	153	165	216	203	157	226	189	231	218
<b>Total</b>	<b>1801</b>	<b>1522</b>	<b>1918</b>	<b>1551</b>	<b>1550</b>	<b>1151</b>	<b>1236</b>	<b>1017</b>	<b>1340</b>	<b>1070</b>

Certificates Earned	2018-19	2019-20	2020-21	2021-22	2022-23
Certified Nursing Assistant	18	12	9	12	14
Auto-Diesel Maintenance*	0	0	0	0	16
EMT	4	11	4	5	5
Diesel Maintenance*	10	15	21	18	17
Food Service Management***	14	9	3	3	1
Film and Video Production***	2	8	0	1	1
Mechatronics**	10	4	0	0	0
Information Systems	7	10	9	3	8
Phlebotomy	8	7	2	6	2
Welding	31	28	6	16	14
<b>Total Certificates Awarded</b>	<b>104</b>	<b>104</b>	<b>54</b>	<b>64</b>	<b>78</b>

\* in 2022-23 this Heavy Truck Diesel Maintenance was expanded into the current Automotive and Diesel Maintenance program

\*\* This program is currently on pause due to the lack of an instructor.

\*\*\* These programs have been discontinued.

## Appendix 4B: AWM Master Schedule

English		1st	2nd	3rd	4th	5th	6th	7th	8th
Hybeck	317	B	Honors Eng 10	Honors Eng 10	Honors Eng 10	Honors Eng 10	Team Planning	CONF.	Ath-West Cheer
Presley, B.	319	B	English 10	CONF.	English 10	English 10	Team Planning	English 10 (CT)	English 10
Spencer	320	B	English 10	English 10	English 10 (CT)	English 10	Team Planning	English 10 (CT)	English 10
Allison	302	B	Honors Eng 11	AP Eng 11	AP Eng 11	AP Eng 11	Honors Eng 11	Honors Eng 11	Honors Eng 11
Franklin	303	B	English 11	English 11	CONF.	English 11	English 11	English 11	English 11
Donald	301	B	English 11	English 11	CONF.	English 11	English 11	English 11	English 11
Minnis	311	B	AP Eng 12	AP Eng 12	AP Eng 12	English 12	English 12	CONF.	ACT Prep/ACT Prep
Smith, T.	309	B	English 12	English 12 (CT)	English 12	English 12	English 12	CONF.	ACT Prep/ACT Prep
Wilson	307	B	English 12	English 12	English 12	English 12	English 12	CONF.	Yearbook
Jefferson, Aja	308	B	Critical Reading	Critical Reading	Critical Reading	Critical Reading	ALE	ALE	ALE
Hunter	310	B	Literacy Strat	Literacy Strat	Literacy Strat	Literacy Strat	Literacy Strat	CONF.	INSTRUCTIONAL CTR.
<b>Math</b>									
Reid	112	A	Team Planning	Geometry	Honors Alg II	Honors Alg II	CONF.	Honors Alg II	Geometry
Madison	114	A	Team Planning	I Geometry (C/T)	Geometry	Geometry	I Geometry (C/T)	CONF.	Geometry
Farmer	121	A	Team Planning	Geometry	Geometry	Geometry	Geometry	CONF.	Geometry
Cunningham	116	A	ACT M/ACT M	Algebra II	Algebra II	ACT M/ACT M	ALE-Math	CONF.	Algebra II
Altman	113	A	Algebra II	Algebra II	Algebra II	Algebra II	Algebra II	CONF.	Ath-Football
Sharpe	117	A	Algebra II	Algebra II (C/T)	Algebra II (C/T)	Algebra II (C/T)	Algebra II	CONF.	Algebra II (C/T)
Crowder	115	A	Algebra III	Algebra III	Quant. Lit.	Algebra III	Algebra III	CONF.	CONF.
Waggner	120	A	Quant. Lit. (CT)	Quant. Lit. (CT)	Quant. Lit.	Quant. Lit.	Quant. Lit.	Quant. Lit.	Study Hall
Long, T.	118	A	CONF.	Honors Pre-Calc	AP Calculus	Honors Pre-Calc	Honors Pre-Calc	Honors Pre-Calc	AP Planning
<b>History</b>									
Halliburton	203	B	W. History	W. History	AA Hist/AA Hist	W. History	W. History	C/T W. History	W. History
Stober	210	B	W. History	W. History	W. History	W. History	W. History	W. History	W. History
Reynolds	208	B	Honors W. History	AP W. History	Honors W. History	CONF.	AP W. History	Honors W. History	Honors W. History
Long, L.	206	B	Honors Civics/Econ	Honors Civics/Econ	Honors Civics/Econ	Honors Civics/Econ	Civics/Econ	Test Prep	CONF.
Adams	201	B	Civics/Econ	Civics/Econ	Civics/Econ	Civics/Econ	Civics/Econ	CONF.	Ath- Football
Sloan, Jaylin	209	B	AP Psychology	Psy/Psy	Psy/Psy	Civics/Econ	AP Psychology	CONF.	Ath- Track
Norville	202	A	Soc/W/Geo	ALE- History	Soc/W/Geo	Soc/W/Geo	US History	CONF.	Soc/W. Geo
<b>Science</b>									
Brown, K.	130	A	Biology	Honors Biology	CONF.	Biology	Biology	Biology	Biology
Nemati	128	A	Honors Biology	C/T Biology	CONF.	Biology	C/T Biology	Biology	Honors Biology
Widby	125	A	C/T Biology	Biology	CONF.	C/T Biology	Honors Biology	Honors Biology	C/T Biology
Gillette	131	A	Chemistry	Chemistry	Programming 1	Programming 2	AP Physics	CONF.	Office
Messer	132	A	CONF.	AP Chemistry	Chemistry	Honors Chem	Honors Chem	Honors Chem	Chemistry
Sloan, Juwan	124	A	Env. Science	Env. Science	Physical Science	Env. Science	Env. Science	CONF.	Ath-Cross Country
Troxler	133	A	ACT SCI/ACT SCI	Physics	Physics	ACT SCI/ACT SCI	Physics	CONF.	Ath-Soccer



Thomas	207	B	FIC	CONF.	FIC	FIC	FIC	FIC	FIC	FIC	FIC
Williams, C.	314	B	English 11 (C/T) C/T Biology	English 12 (C/T) C/T Biology	Life Skills 10-12 C/T Biology	Life Skills 11-12 PE	Life Skills 10-11 C/T Biology	English 10 (C/T) C/T W. History	CONF.	C/T Biology	CONF.
Bowens, W		A									
West	V-4	B	ISS	ISS	ISS	ISS	ISS	CONF.	Ath-Football		
Mansfield	Office	A	Tardy Window	Tardy Window	Tardy Window	CONF.	Tardy Window	ISS	ISS	ISS	ISS
Flowers	315	B	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery
Levy	123	B	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall	CONF.
Sparkmon	213	B	ALE-PE	CONF.	ALE	ALE	ALE	ALE	ALE-Char. Ed	ALE	ALE
Bryant	211	B	CONF.	ALE	ALE	ALE	ALE	ALE	ALE	ALE	ALE