



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application for

Cave City High School Career & Collegiate Preparatory School

****FINAL APPLICATION SUBMITTED 12/7/20****



Department of Elementary and Secondary Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Charter Information

Name of Charter:	Cave City High School Career & Collegiate Preparatory School
LEA Number:	6802703
Authorization Date:	November 18, 2015
Expiration Date:	June 30, 2020
Enrollment Cap:	1,200
Grades Served:	9-12
Superintendent:	Steven Green
Charter Mailing Address:	P.O. Box 600 Cave City, AR 72521
Charter Physical Address:	620 North Main Cave City, AR 72521
Contact for the Application:	
Contact Email:	
Contact Phone:	

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

5

Section 1: Charter Data

Current Accreditation Status: Accredited
Level of Support: General

Enrollment (3 Quarter ADM)

2016-17	2017-18	2018-19	2019-20
404.41	368.06	410.74	403.82

Graduation Rates

	2016-17	2017-18	2018-19	2019-20
4 Year	98.84	94.55	97.33	-
5 Year	92.16	100	96.3	-

Letter Grades

2016-17	2017-18	2018-19	2019-20
B	B	B	N/A

ESSA School Index

	2016-17	2017-18	2018-19	2019-20
Overall Index	70.14 State Avg = 67.43	70.27 State Avg = 66.28	70.74 State Avg = 66.48	N/A
Weighted Achievement	55.81 State Avg = 55.81	55.83 State Avg = 49.4	55.56 State Avg = 49.1	N/A
Growth	81.58 State Avg = 79.84	81.69 State Avg = 79.74	81.69 State Avg = 79.69	N/A
SQSS	50.4 State Avg = 52.54	51.22 State Avg = 52.4	54.34 State Avg = 52.95	N/A

Section 2: Charter Mission Statement

Previous mission statement:

The Career and Collegiate Preparatory School of Cave City (CCPS) will provide rigorous and academically diverse programs of study using research-based methods to teach students strong skills of analysis, critical thinking, creative thought, digital literacy, and independent thinking skills needed for success through extensive yet personalized industry-based training opportunities. Through these training opportunities, students will acquire the skills necessary to meet local and regional business and industry needs. CCPS is dedicated to assisting students in preparation for entry into the workforce or the pursuit of postsecondary education. CCPS will strive to create an environment of excellence and joy of learning in a nurturing community while preparing students to live principled and fulfilling lives after high school.

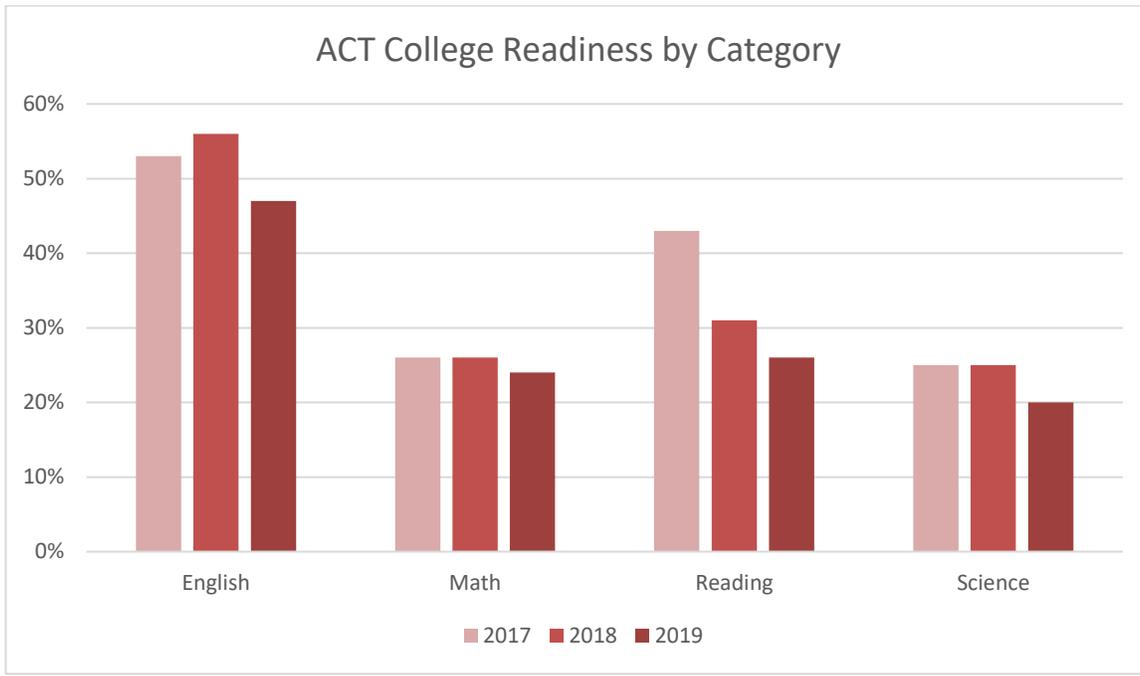
If the mission statement for the charter will change, please provide the new mission:

What type of educational model does the school follow?

- Alternative Learning Environment
- Traditional
- Virtual Only
- College Prep
- Credit Recovery
- Other Focus Area: _____

Section 3: Charter Goals

Goal 1	Metric	Evaluation of Goal
<p>CCPS will increase the number of Seniors who meet the four ACT College Readiness Benchmarks by 3% annually.</p>	<p>ACT</p>	<p>2017 Goal met 2018 Goal not met 2019 Goal not met</p> <p>Data reveals that scores are steady between 2017 and 2018 except for Reading. There is a drop overall between the 2018 and 2019 scores. Further analysis of data showed that college-bound students increased their ACT scores between 11th and 12th grade; however, most economically disadvantaged students did not raise their overall ACT score. Since the district has a 77% Free and Reduced lunch rate, this number becomes a significant factor as the charter prepares to move forward.</p> <p>Also, there were some notable areas of growth. For example, economically disadvantaged female students show an increased ACT score in Science.</p> <p>Additionally, CCPS students also take the ACCUPLACER exam provided free by U.A.C.C.B. in coordination with Project College Bound. It is common for a CCPS student to take the ACCUPLACER more than the ACT. At least twelve students have qualified for the Arkansas Academic Challenge Scholarship based on ACCUPLACER scores instead of ACT scores. Students have also earned the equivalent score to a 21 on the ACCUPLACER, which qualifies students for tuition at U.A.C.C.B. CCPS did not make a conscious decision to promote the ACCUPLACER over the ACT. Still, the ACCUPLACER is a good option for many CCPS students who will not sit for a Saturday ACT exam.</p> <p>The overall scores did not increase by 3%; however, growth still occurred within targeted groups. The district has developed a new plan of action to help meet this goal moving forward.</p>



ACT did not provide the profile report as in the past. The data below was pulled from the new online ACT Success account for 2019-2020.

Group	Year	Composite	Math	Science	STEM	English	Reading
		Mean Score					
CAVE CITY HIGH SCHOOL	2019-2020	20.1	19.3	20.4	20.1	20.1	20.3

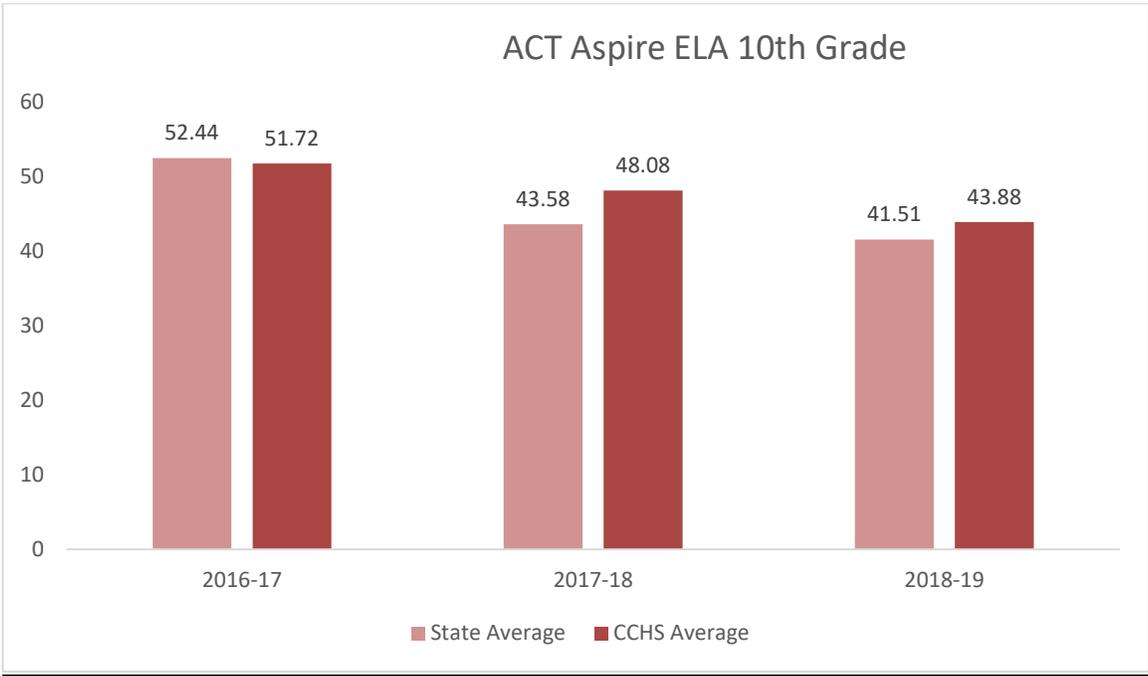
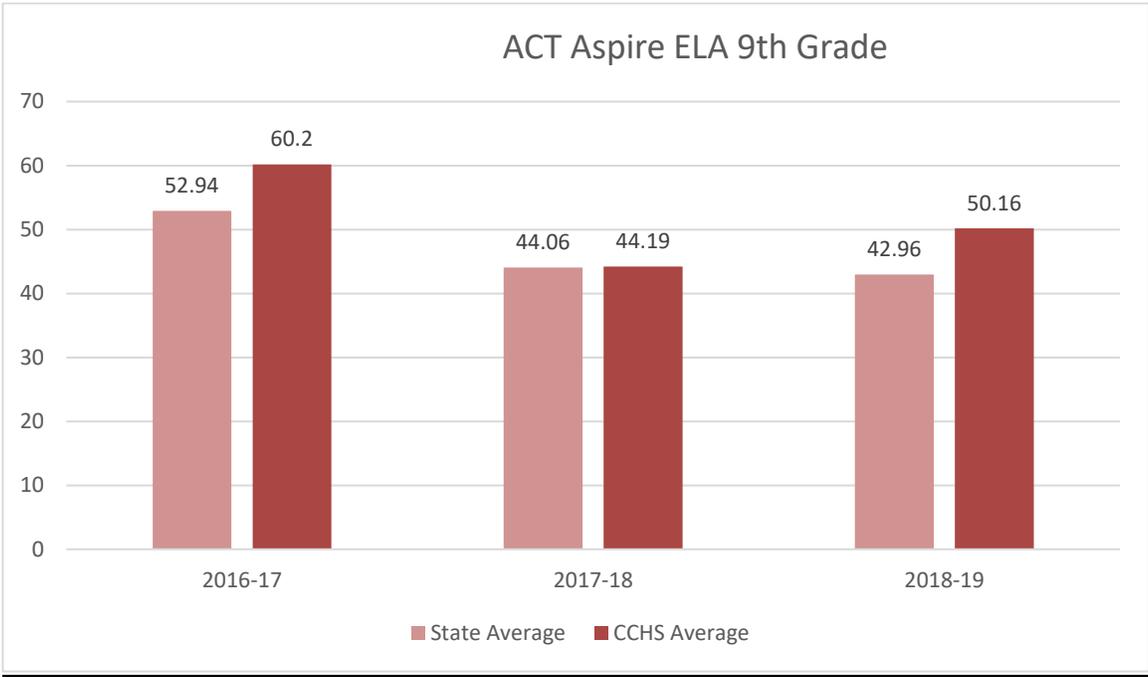
What we are doing

An ACT preparatory course is held each summer. Scores typically increase 3-5 points from students who attend the program. Due to COVID, the program was held virtually in the summer of 2020. The number of students who participated in the program increased with the virtual offering. CCPS will continue the in-person ACT preparatory program each summer but will also continue to add additional ACT preparatory material available virtually. CCPS will expand access to this program throughout the school year to encourage participation. Traditionally, roughly 20% of CCPS students each year attend the ACT prep course, score well on the ACT, and easily earn concurrent credit and go on to earn a college degree. They often earn their Bachelor's Degree in less than four years. CCPS is successfully preparing students to achieve success in college and beyond. Four recent graduates of CCPS have been accepted into medical school and are now in year 3 or 4 of the medical school or recent graduates. Before becoming a charter, the last CCPS graduate to achieve this goal graduated in 1971. Also, CCPS has several students who have earned degrees in speech pathology, occupational therapy, pharmacy, engineering, accounting, agriculture, nursing, and teaching. Each year we have a student who qualifies for the Arkansas Governor's Scholarship, which requires an ACT score of 32 or higher. We currently have one senior and one junior who earned a 32+.

Other students, however, are struggling with their ACT scores. This becomes the focus of the renewed charter. The newly developed College-Ready Recognition program encourages students to take the ACT more frequently, participate in ACT preparatory material, job shadow and be active in school and community, and build the skills necessary to be a successful postsecondary student.

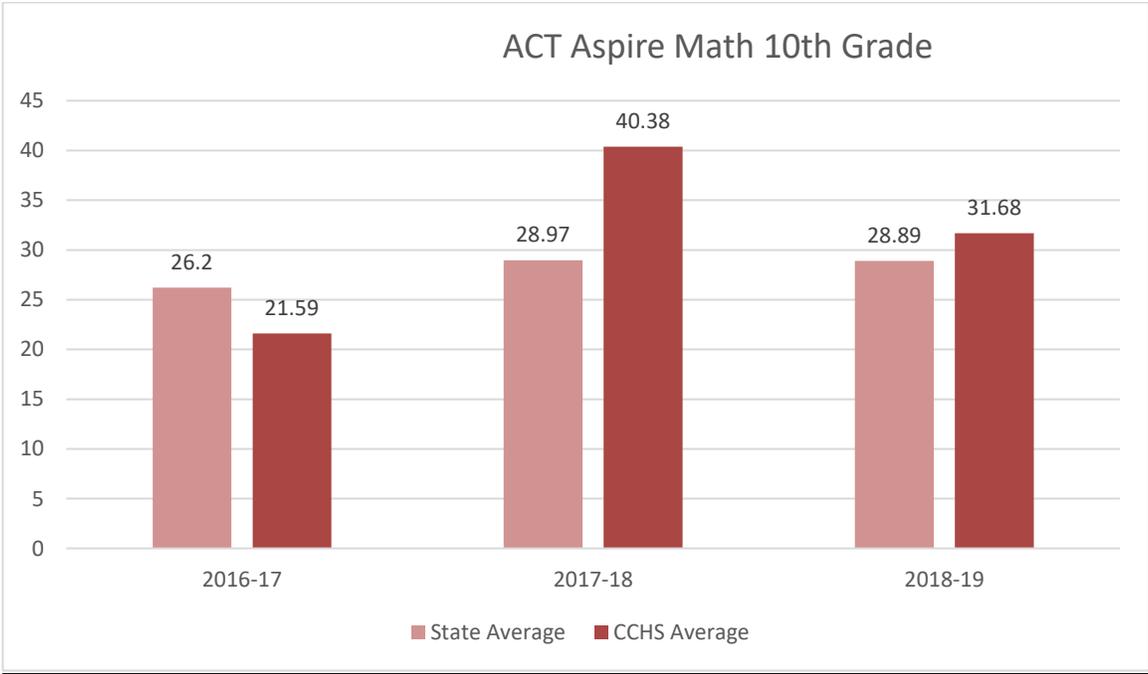
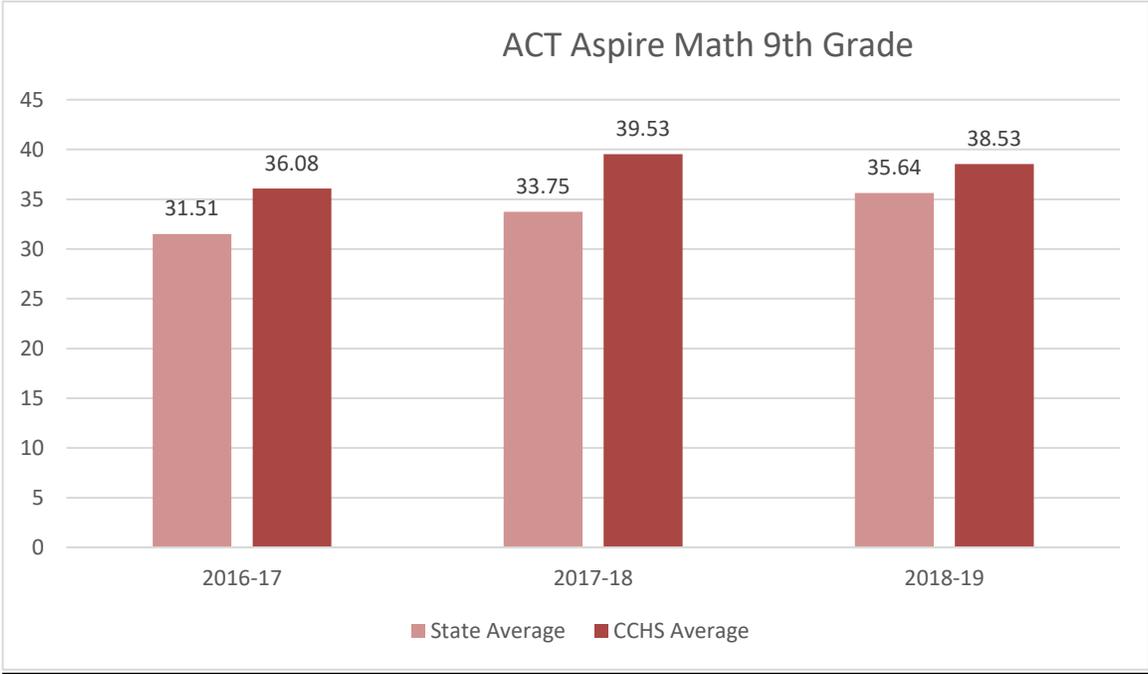
College scholarships are more competitive and require higher ACT scores and GPAs. To remedy the increasing rigor of scholarships, CCPS has developed the College-Ready Recognition program. To complete this program, students must attempt the ACT 4 times, complete 2 college tours, score a 19 or higher on the ACT, and be active in an extracurricular activity or community service. Through strong community partnerships, the College-Ready Recognition program will be monetarily supported by The Bank of Cave City. BCC is a strong partner with CCPS and will fund a scholarship for students who graduate CCPS and have completed the college-ready requirements.

Goal 2	Metric	Evaluation of Goal
CCPS will meet or exceed the state average in reading, writing, and language on the Aspire assessment.	ACT Aspire	Goal Met



Cave City High Career and Collegiate Preparatory school overall achieved the goal of meeting or scoring higher than the State Average on the ACT Aspire. CCPS consistently scored above the state average for grades 9 and 10 for three years except grade 10 in 2017, where CCPS scored 0.72 below. The overall average can vary between student cohorts, but growth scores compare students in the same cohort from one year to the next. The growth scores for CCPS are higher than the state average. CCPS achieved recognition from the Office of Educational Measurement in 2019 for Beating the Odds in statewide high overall growth. Additionally, OEM also recognized CCPS for beating the odds for ELA scores. The Arkansas Schools Recognition Program has recognized Cave City High School Career & Collegiate Preparatory School with financial awards for scores earned in 2017, 2018, and 2019. Awards were earned for achievement growth as well as the highest achieving. CCPS will continue to strive to find what educational strategies are working with students and discover new and innovative strategies to better educate students.

Goal 3	Metric	Evaluation of Goal
CCPS will meet or exceed the state average in Mathematics on the Aspire assessment.	ACT Aspire	Goal Met



Grade 9 ACT Aspire scores exceeded the State average. In the first year of the charter 2016-17, the 10th grade Aspire scores were lower than the state average. A targeted effort was made for the following academic year for CCPS students, which included more targeted interventions and tutoring starting in grade 9.

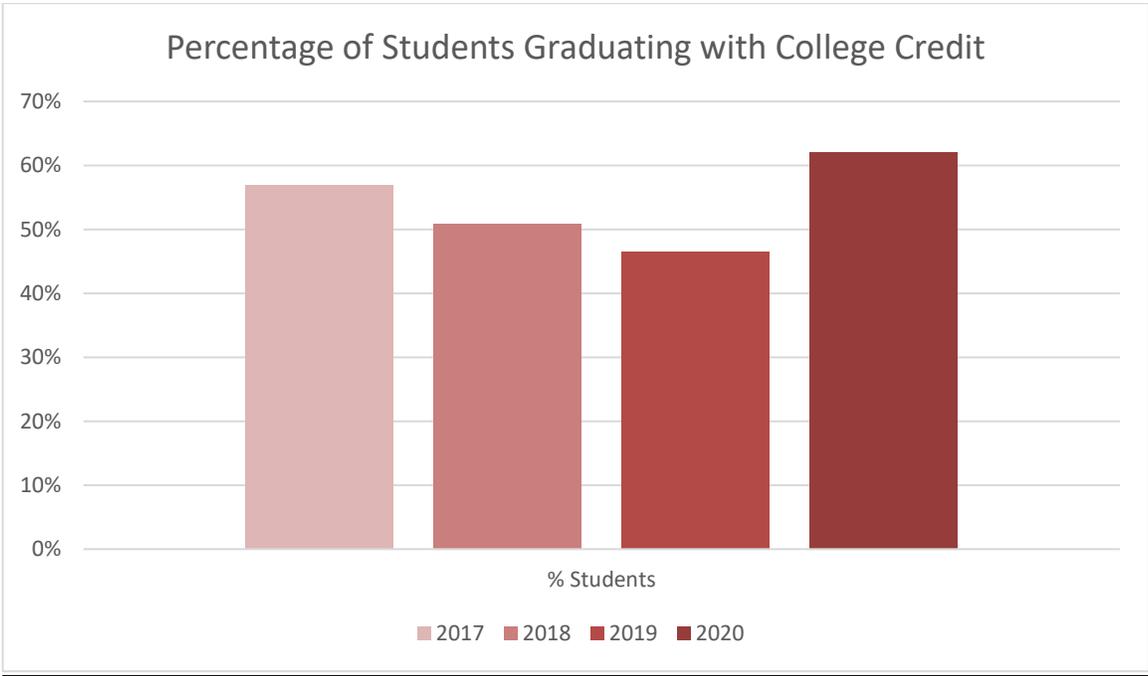
All 9th-grade students started taking Keystone, which is a foundation course for all of the educational pathways offered at CCPS. Keystone provides the opportunity for students to learn the navigation skills necessary to complete secondary and postsecondary platforms. Students have more opportunities than ever before while in high school, and this can be overwhelming and confusing. The majority of CCPS students would be considered first-generation college students and are from a disadvantaged background. Currently, 77% of the study body qualifies for the school lunch program. Keystone helps lay a solid foundation for future student success. Students have the opportunity for self-discovery about their interests and values. Educational pathways are explored further, and personal success plans are strengthened and modified. The Keystone instructor also has experience teaching 8th-grade math, and Keystone provides students with additional opportunities to develop 21st-century skills, which are critical for lifelong learning. The educational future success of students depends not only on learning how to navigate high school and postsecondary education but also on succeeding academically. Furthermore, the Keystone instructor acts as a mentor to help establish good study habits to ensure success academically. Since Keystone has been implemented with additional interventions, the number of students who need to repeat a core class in grade 9 has decreased.

Goal 4	Metric	Evaluation of Goal
Increase the number of students by 5% annually that participate in job shadowing, industry tours, and/or internships.	Personalized Success Plan	Goal Met



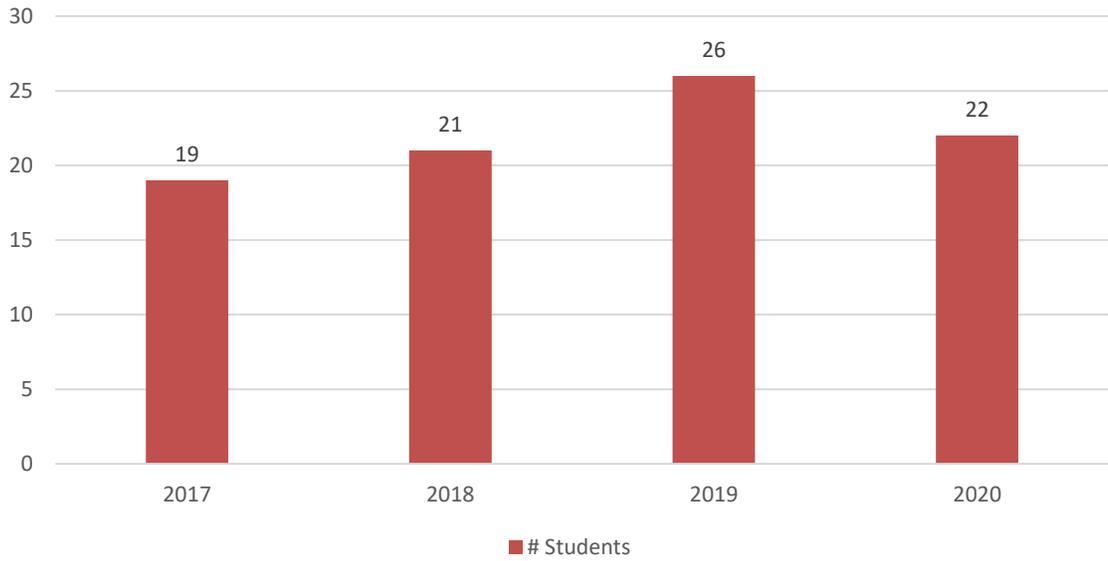
CCPS students have the opportunity to tour several local businesses and industries throughout the four years they spend at CCPS. The charter ignited and facilitated CCPS to form solid relationships with area businesses, which in turn provide internships, job shadowing, and tours for CCPS students. Industry and business tours are started at grade 9 to give students more experiences at a younger age to further encourage self-discovery. CCPS encourages students to start a career path even if they change their minds and begin a new path rather than not starting down a path at all. Students get a firsthand experience to see and understand what it is like to work in area businesses and industries. Students also have the opportunity to meet and interact with area professionals to gain real-world knowledge about career paths.

Goal 5	Metric	Evaluation of Goal
Increase the percentage of students annually who will complete at least 3 hours of college credit upon graduation. Maintain a 90% achievement by 2020.	Personalized Success Plan	



The number of CCPS students earning concurrent hours has increased since the charter formation, and students on average are earning more concurrent hours than ever before. A 2017 graduate is on schedule to graduate having earned the Accelerated Masters of Accounting Program at ASU in December 2021. The student graduated with 39 concurrent hours, which will secure her a master's degree in accounting in 4.5 years. Another class of 2017 graduate is on track to graduate with a bachelor's degree in Elementary Education in December 2020, and she had completed 30 hours of concurrent credit. Preliminary data indicates a higher percent of CCPS graduates enrolled in four-year colleges are on track to graduate from college. While it is still early, CCPS has more students still enrolled in college than ever before. Currently, all concurrent credit courses are free to CCPS students. Sources of funding include NSLA, Arkansas Concurrent Challenge Scholarship, business partners, and private individuals. CCPS loans students a laptop or Chromebook and pays for all books and additional materials. They are loaned a laptop or Chromebook, all books are paid for, and any additional materials including scrubs and certification fees. This head start for CCPS students is critical to their future success. CCPS students are a high-risk group due to socioeconomic status. Most will be a first-generation student, and many live with either a single parent, grandparent, or others. Students need the resources and scaffolding provided by CCPS to succeed. Students can leave CCPS with up to 60 hours of concurrent credit. Several students have been motivated to earn more than 27 college credit hours.

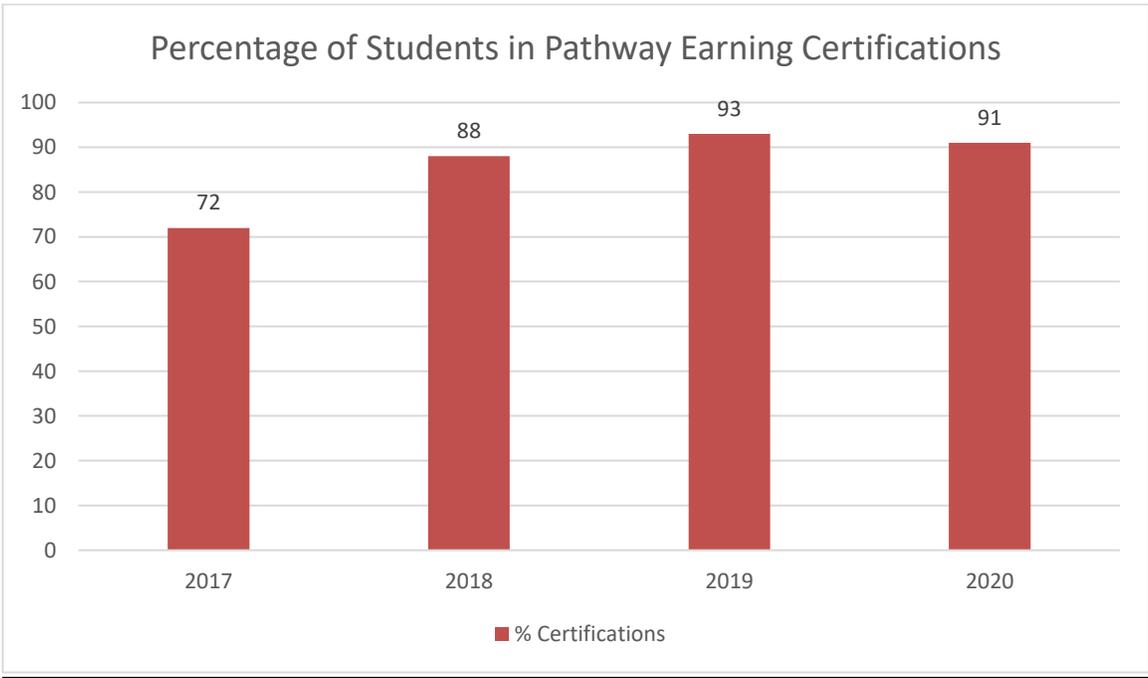
Certificates of Proficiency and/or Technical Certificate



Goal 6	Metric	Evaluation of Goal
Increase the percentage of students annually that participate in a program of study to obtain one industrial certification before graduation. Maintain a 90% achievement by 2020.	Personalized Success Plan	

The number of students graduating with a Certificate of Proficiency and/or Technical Certificates has increased since the charter formation as the chart indicates. There was a decline in 2020. Six students were enrolled in coursework for either a Certificate of Proficiency or Technical Certificate, and they did not complete the coursework due to COVID in the spring of 2020. Two students live in such remote places the internet provided by the district would not work. CCPS students need the resources and scaffolding provided by the district to ensure success. The middle school charter, which was just approved, will help CCPS achieve the goal of graduating more students with Certificates of Proficiency and Technical Certificates. The newly established CCMS charter will provide opportunities during the formative years of middle school.

Student personal success plans are very individualized, living documents that are tailored for each student. Beginning in middle school, students choose an educational pathway that can transition with students to the high school. Frequently, it is not unusual for two students who wish to enter the same career to have different success plans. While this is necessary, it can also be overwhelming. CCPS has streamlined and created stackable tiered educational pathways that incorporate C.T.E. completer programs, certificates of proficiency, and technical certificates, as well as internship and apprenticeship opportunities. Student success plans will still be personalized for all students, but this creates a more crystalized pathway for students, parents, and faculty.



CCPS currently is achieving the goal of 90 percent of students enrolled in technical educational pathways achieving an industrial certification. Certifications earned include certified nursing assistant, radio operator certification, Microsoft Office, IC3, beef quality assurance certification, and OSHA10. Students in college educational pathways are also earning certifications.

Section 4: New Goals

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

SMART Goals
Increase the percentage of students completing a stackable educational pathway. Current data shows an average of 50% of the students currently complete high school with a certificate of proficiency, technical certificate, or as a CTE completer. CCPS would like to increase from 50% to 70% under the new educational pathways.
Implement a new Career Preparatory and Collegiate Preparatory recognition program and obtain a 70% completion rate for the graduating class by 2026. Baseline data will be set with the graduating class of 2021.
Increase the completion rate of students enrolled in concurrent and technical coursework to over 90%.
CCPS will meet or exceed the state average in Mathematics and ELA on the Aspire assessment over the next five years.
Increase the number of students graduating high school with a 19 ACT or a comparable ACCUPLACER score from the baseline data to be set with the graduating class of 2021.

Section 5: Waivers

Waiver #1	Statute/Standard/Rule	Rescind or Continue Waiver
Planned Instruction Day	Standard 1-A.4.2 A.C.A 6-16-102 excluding (a)(5)	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.

The planned instructional day waiver is necessary to allow the integration of necessary graduation credit courses with other courses. This waiver will allow CCPS the flexibility in student schedules to allow for more substantial instruction in relevant and meaningful career pathways to meet the goals determined in students' Personalized Success Plan. All curriculum frameworks are followed in compliance with the Arkansas Department of Education. Students who are enrolled in the Secondary Career Center must be bussed to and from UACCB. UACCB has had to adjust the end time for the Secondary Career Center to a later time, and Cave City is one of the schools with the greatest travel time. Students returning from the Career Center arrive approximately 6 minutes after the start of the 3rd hour. While this is the norm, unforeseen events such as traffic can further delay their arrival. The waiver is necessary to continue to send students to the Secondary Career Center. The waiver is also necessary to continue to allow for job shadowing, internships, and college visits, which all are vital to the success and vision of the charter. CCPS is not a large high school, and schedule conflicts are impossible to avoid when the goal of the charter is to personalize each student's educational plan. In one instance, a student needed health to graduate, but it was offered at the same time as the Certified Nursing Assistant college course. The C.N.A. course meets three days a week for two periods. The student was able to attend health class two days a week and complete additional work outside the traditional classroom. The integrity of the health curriculum was maintained, and all frameworks were covered just in a different way than a more traditional course. The waiver allows CCPS the flexibility to provide opportunities for students that would not be there without the waiver. The student completed high school, having completed all of the L.P.N. prerequisite courses, and is now enrolled in an L.P.N. program. The waiver assists CCPS to achieve the goal of increasing the number of students who graduate having completed an educational pathway.

CCSD needs this waiver to better individualize offerings through the charter while still meeting all curriculum requirements. These individual needs may be met in less than thirty hours per week. It is important to note that even though these students' schedules may look different, traditional education will still be occurring throughout the instructional week as usual. And, these students will comply with all other educational activities and instruction that occur during any time remaining after completing their various technical courses. Also, CCPS would like to keep the option to shorten the school day for two hours for four days per week only for students of specific technical certification programs. Two students were unable to take the C.N.A. class at the time it was offered. The district used NSLA funds to pay for Health Care Skills to obtain their C.N.A. The class was taught two nights a week for 3 hours. The educational day was different

for these students. The waiver provides the flexibility to meet individual student goals established in their personal success plans.

If the waiver is continued, will the service be provided in an alternate way?

Instruction could be offered virtually in the future in certain areas. CCSD believes this is not in the best interest of the majority of the students; however, it could benefit students in certain circumstances. CCPS is also adding internship and apprenticeship options for students as the charter moves forward. This waiver will be necessary for these students who will not have a traditional 30 hour a week schedule.

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Licensure and Ratio	Standards 4-F.1 and 4-F.2 A.C.A §§ 6-25-103 A.C.A §§ 6-25-104	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.</p>		
<p>CCSD is required to have a Licensed Media Specialist overseeing the library during all school hours. The applicant is seeking to continue this waiver to utilize a library aide to manage hourly duties as assigned by the Media Specialist. This aide will allow the Media Specialist to leave the library for an hour at a time. The waiver will allow the Media Specialist to work with CCPS staff in locating resources for classroom instruction and instructional materials concerning career pathways or college concurrent credit courses and provide support for ELA instruction. The library media specialist is also a licensed English teacher. The waiver provides the flexibility to utilize the Media Specialist to supplement ELA instruction. The Library Media Specialist works with students to build the skills necessary for success on the ACT Aspire assessment. The current librarian has a passion for education and CCPS students. The Secondary Career Center and concurrent credit courses all have the test score requirements for admission. The waiver allows the Media Specialist to visit classrooms and/or pullout students to help the students earn the score needed for admission into their educational pathway.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>The waiver will be continued to be utilized, as noted above.</p>		

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	Standard 4-D.1 A.C.A. § 6-15-1004 A.C.A. § 6-17-309 A.C.A. § 6-17-401 A.C.A. § 6-17-919 A.C.A. § 6-17-902 Section 7 DESE Rules Governing Educator Licensure	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation, or increased equitable access to effective teachers.

The Applicant needs this waiver to utilize individuals outside the current certified staff. CCSD would like the flexibility this waiver provides in order to potentially utilize individuals employed by a higher educational institution or a technical institution who possess outstanding credentials and/or work history but do not hold a valid Arkansas Teaching License. Additionally, as the charter moves forward, the wavier could be utilized to employ local area experts in their field, which brings valuable experience to CCSD students. CCPS would like this waiver to apply to CTE programs and core curriculum. CCPS leadership is steadfast, and many are graduates of CCPS. CCPS administration firmly believes in traditional educational programs of study and will always first seek to employ individuals who have completed traditional educational teacher training programs. The wavier has not been utilized in any core classes over the past five years; however, the district would like to retain the wavier in all areas. Not using the wavier in core areas should not imply that it is not needed, but rather than the district would only use it in the right circumstances for the best interests of CCPS students. CCPS will always seek to employ fully licensed credentialed teachers, but with teacher shortage areas increasing, other alternatives could be utilized. CCPS could envision using the wavier for a local civil engineer to teach a math class or place a local electrician in an electricity class. CCPS is located in a disadvantaged remote area, and if the opportunity presented itself for a qualified professional to teach core classes that cannot be filled by licensed teachers, CCPS would like to reserve the right to utilize this waiver. In the event CCPS employs a non-licensed expert to teach on campus, CCPS will provide training for the non-licensed instructor to help them acclimate to the classroom setting. Any individual utilized in this manner will meet all other requirements, such as Highly Qualified Teacher status, criminal background checks, and Child Maltreatment Registry Checks. All teachers, including Special Education, will meet Arkansas Highly Qualified Teacher Requirements.

This waiver may be used when no other option is available. This waiver has allowed CCPS students to take a technical course taught by a Master Electrician with the National Apprenticeship Training Foundation. Every graduating class for the past several years has at least one student enter this career path. There are several employment opportunities locally to become an electrical apprentice, and students in this career path are gainfully employed. Two members of last year's graduating class completed the NATF course and are now employed by local electrical companies. The flexibility provided by this waiver also enables CCPS to

meet the goals set in students' success plans. CCPS currently has the waiver for technical areas as well as core areas and would like to keep the waiver. As it currently exists. These individuals would be helping the district because they believe in our school and its mission but would not be willing to seek alternative licensure pathways. The waiver for core classes has not been used, but instead of this indicating CCPS does not need the waiver, it should indicate CCPS believes in the traditional licensure requirements and will not use this part of the waiver unless absolutely necessary.

This waiver has enabled CCPS to attain the goals set forth in the charter.

If the waiver is continued, will the service be provided in an alternate way?

The waiver will continue to be utilized as it has been in the past five years.

Provide information on new waivers that are being requested.

Waiver Topic	Statutes/Standards/Rules	Rationale
School Counselor	4-E.2	<p>The current high school counselor has a license to teach Biology, Chemistry, Physical Science, and Physics. CCSD is in a rural area, and faculty can be difficult to find, and CCPS wants to retain the science curriculum in the pre-professional medical pathway. Should the need arise, the district would like to use the current counselor to teach a science class if necessary. With these enrollment numbers, the counselor is available to teach one class; however, enrollment numbers change, and that would put CCPS out of compliance on the student counselor ratio. A waiver of 4-E-2 would only be utilized when no other option is available, and only if the counselor ratio is only slightly exceeded. There is a full-time registrar at the high school who can supervise the classroom in an emergency situation. Additionally, two other licensed school counselors are available in a crisis situation. The district also employs a full-time career coach. The requirements of the counseling program and comprehensive guidance plan will be upheld as well as curriculum standards.</p>

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)

	Topic	Rationale
1		
2		
3		
4		
5		

Section 8: Desegregation Analysis

*Required for Amendment Requests Only

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.

Not applicable