



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application for

Hot Springs World Class High 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:	Hot Springs World Class High School
LEA Number:	2603703
Authorization Date:	November 19, 2015
Expiration Date:	June 30, 2020
Enrollment Cap:	1,200
Grades Served:	10-12
Superintendent:	Stephanie Nehus
Charter Mailing Address:	701 Emory Street Hot Springs, AR 71913
Charter Physical Address:	701 Emory Street Hot Springs, AR 71913
Contact for the Application:	Dr. Taryn Echols
Contact Email:	echolst@hssd.net
Contact Phone Number:	(501) 624-3372

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

5

Section 1: Charter Data

Current Accreditation Status: Accredited

Level of Support: Collaborative

Enrollment (3 Quarter ADM)

2016-17	2017-18	2018-19	2019-20
920.52	917.79	913.67	948.64

Graduation Rates

	2016-17	2017-18	2018-19	2019-20
4 Year	70.78	87.77	75.97	-
5 Year	76.11	72.73	89.78	-

Letter Grades

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

ESSA SCHOOL INDEX

	2016-17	2017-18	2018-19	2019-20
Overall Index	57.36 State Avg = 67.43	60.99 State Avg = 66.28	59.21 State Avg = 66.48	N/A
Weighted Achievement	33.39 State Avg = 55.81	34.98 State Avg = 49.4	36.04 State Avg = 49.1	N/A
Growth	78.86 State Avg = 79.84	80.33 State Avg = 79.74	80.37 State Avg = 79.69	N/A
SQSS	46.97 State Avg = 52.54	54.81 State Avg = 52.4	42.52 State Avg = 52.95	N/A

Section 2: Charter Mission Statement

Previous mission statement:

The mission to "provide a positive climate in which all students have the opportunity to acquire a quality education, develop marketable skills, and enhance personal development," drives Hot Springs High to continuously strive to also achieve its motto to be a school where all students graduate college and career ready. At the heart of every decision is what is best for HSHS students based on the core beliefs that school should be a safe, supportive and nurturing environment where the bar is raised and high expectations for all students are set, and all students are taught to become critical thinkers, problem solvers, and life-long learners prepared with 21st century skills, promoting Trojan pride. Students are continuously encouraged to follow the behavioral expectations for the school: be respectful, be responsible, and be safe.

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

The Mission of HSWCHS is to do whatever it takes to guarantee high levels of learning for all students to graduate prepared for career success in a global society.

What type of educational model does the school follow?

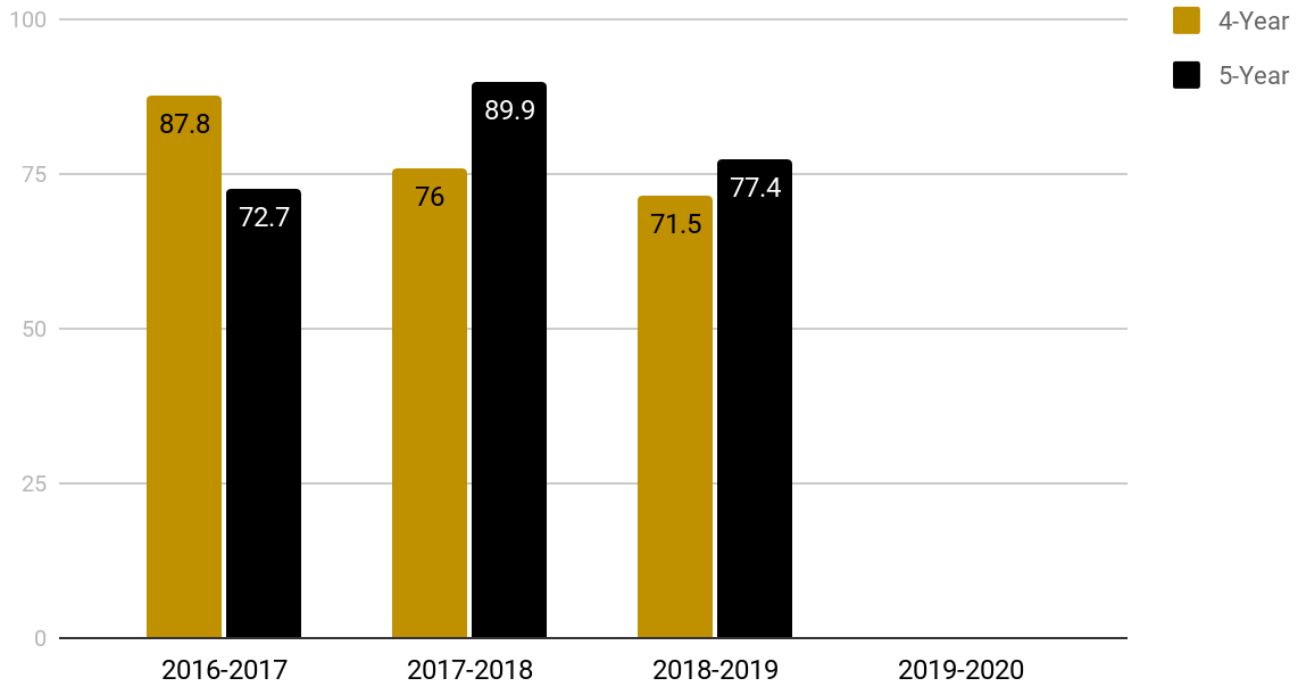
- Alternative Learning Environment
- Traditional
- Virtual Only
- College Prep
- Credit Recovery
- Other Focus Area: _____

Section 3: Charter Goals

Goal 1	Metric	Evaluation of Goal
<p>Increase the graduation rate by 2% each year to reach the state rate of 86.9% in 5 years</p>	<p>DESE Report Card</p>	<p>While we have not met our initial goal in increasing the graduation rate each year by 2% to meet the state average of 86.9%, we have learned a lot about <i>how</i> to track and properly document students who move in/ out of our district. The data reflects the leadership of 4 principals, all who had their own methods for this.</p> <ul style="list-style-type: none"> ● Part of the issue in having a quality method of keeping appropriate data for our graduation rate was that through the 2018-2019 school year we still had students who had been reclassified for not earning the appropriate number of credits in a year. We stopped this practice in the school year 2017-2018. ● Additionally in 2017-2018 we began tracking students and keeping comprehensive data/ noted in the students' entry/ withdraw tab of eSchool ● The implementation of Student Success Plans in grades 7-12 has also helped achieve a greater impact on our tracing of students and ensuring that students are placed in Summer School and Credit Recovery as needed. ● Our counseling team works to meet with at-risk students after each report card cycle to lay out a plan to get students on track to graduate. In their senior year, counselors meet with the students and their parents/ guardians in the fall to lay out a formal plan for students. ● We implemented the PLC's at Work process in October 2017. In this time, we have created a guaranteed and viable curriculum that is vertically articulated, culminating in skills that meet the ACT College and Career Readiness Benchmarks. This has helped our Tier 1 instruction in the classroom become more comprehensive. ● We have also assigned the "right" people to serve as Summer School and Credit Recovery teachers. Our teacher placement has increased the number of credits recovered during the normal school day rather than relying on students staying after school or attending summer school to complete these requirements

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

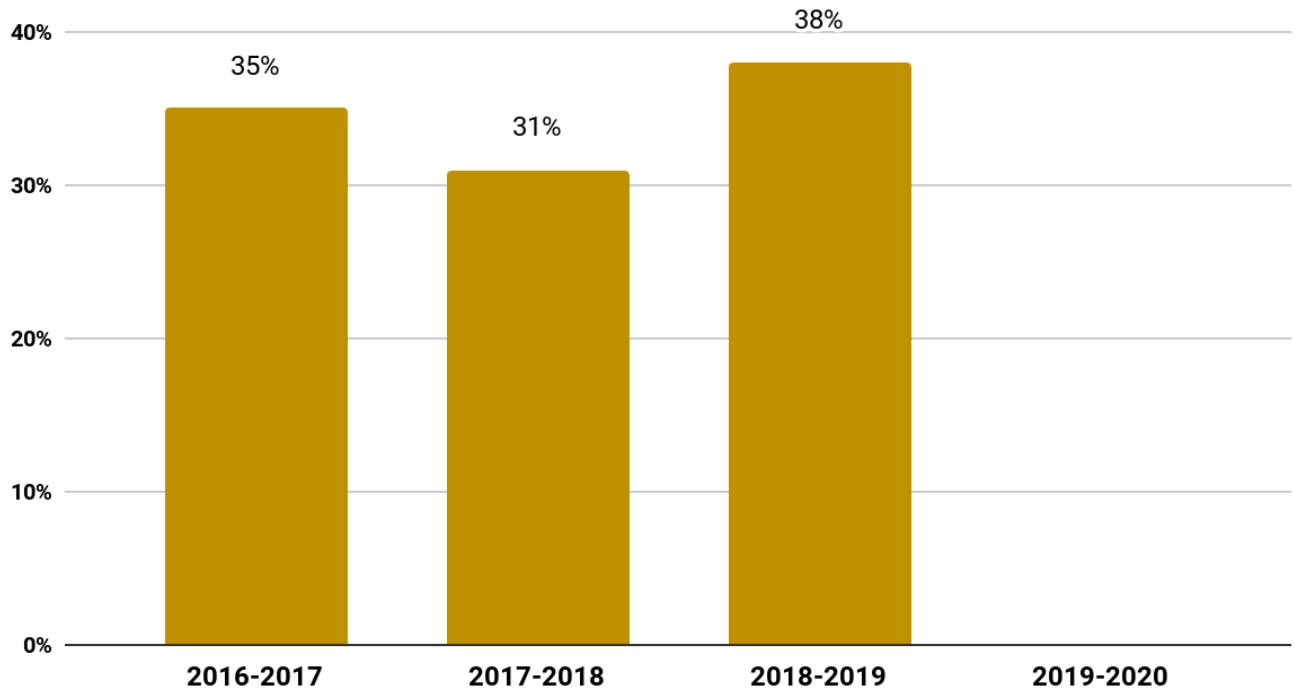
Graduation Rate



Goal 2	Metric	Evaluation of Goal
Increase college going rate	DESE Report Card	<p>Many of the steps that we have taken to focus on our graduation rate also apply to our efforts in increasing our college-going rate, especially preparing students to post-secondary life by ensuring the curriculum we use is aligned to the ACT College and Career Readiness Benchmarks. In addition to aligning core instruction we have also taken the following steps:</p> <ul style="list-style-type: none"> ● Establishing an Instructional Facilitator of College and Career Readiness. This person works to promote our academy options to students as young as 7th grade. She works to match students with internship/ externship opportunities, brings community partners to our campus to provide exposure to students in various career pathways. ● Increased the number of school-led college visits to 2-4 per year, based on student interest. Additionally, we have The University of Pine Bluff visit our campus each year (band, dance team, and academic advisors) as a college recruitment tool. ● Strengthened our partnership with National Park Technical Center to create a Promise Scholarship that provides students who complete a 2-year technical center program with 50% off tuition. ● Partnered with Henderson State University to create the Trojan Reddie Gap Scholarship that provides students with the opportunity to earn a scholarship to cover any leftover tuition and fees expenses.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

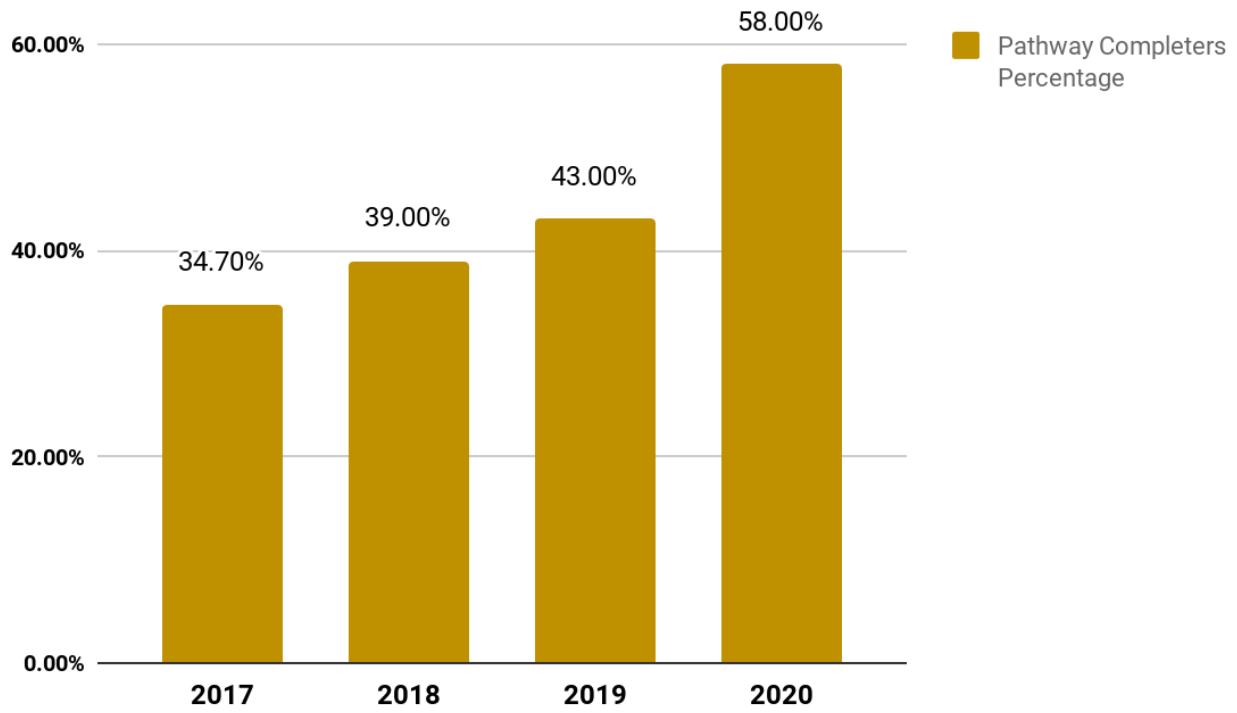
College Going Rate



Goal 3	Metric	Evaluation of Goal
<p>Increase Pathway Completers by 6% in 5 years (Baseline 34.4% from 2013-2014)</p>	<p>ACE Performance and Local Targets Report</p>	<p>Our academy model has gained traction through strategic implementation of the following initiatives:</p> <ul style="list-style-type: none"> ● Our partnership with the National Coalition of Career Academies has strengthened our post-secondary counseling. By implementing their standards of practice, we have forged a comprehensive approach to helping students choose a pathway that suits them ● By using two 45-minute Seminar blocks, students have the opportunity to explore themselves as learners and to explore post-secondary pathways. This time is spent with a teacher in a small setting (13:1) that encourages conversation. After students have selected their academy at the end of 9th grade, they are placed with the same seminar teacher for the duration of their high school experience. ● Seminar experiences are aligned 7-12 to provide students a comprehensive approach to choosing an academy and pathway. Interest surveys are conducted frequently to ensure that the school offers pathways in areas students express interest in. ● We provide Professional Development monthly to all staff in order to target NCAC Standards of Practice. ● We have Academy Teams that meet within the context of the school day at least 3 times per month. These academy teams work to strengthen the Academy Lens used in approaching coursework in the classroom and also work as data teams to tailor instruction to students based on assessment/ needs data.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

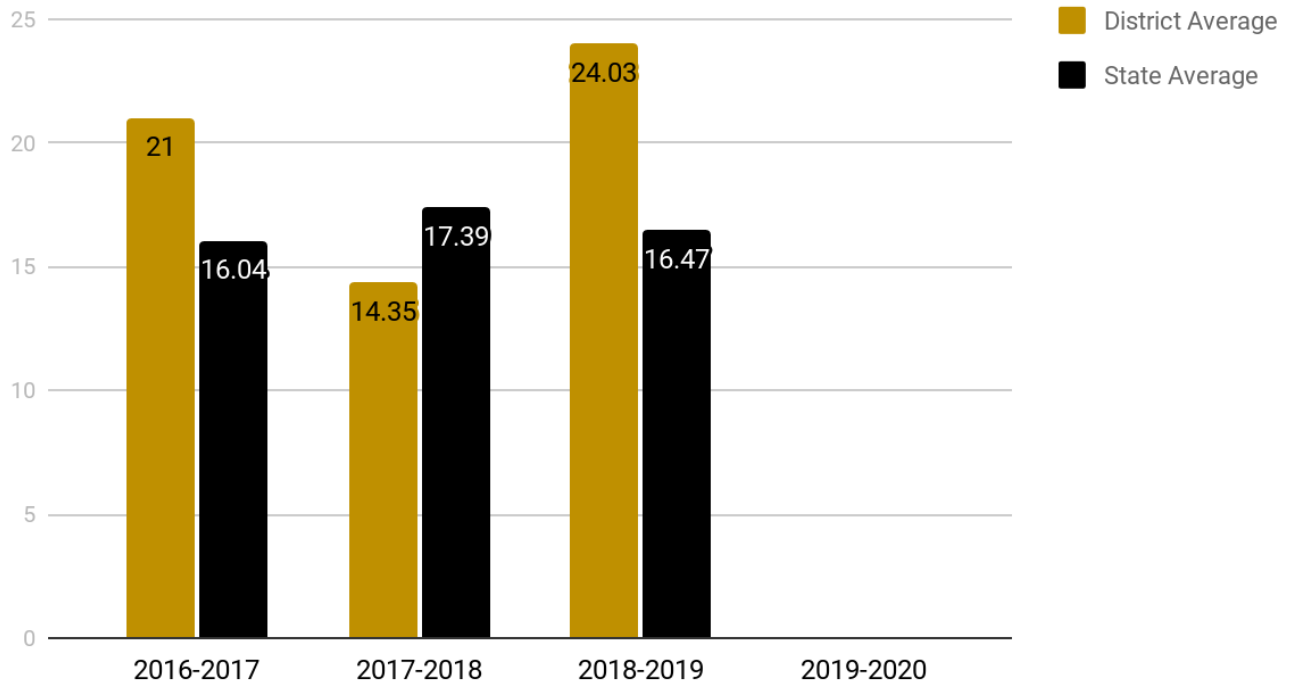
Pathway Completers



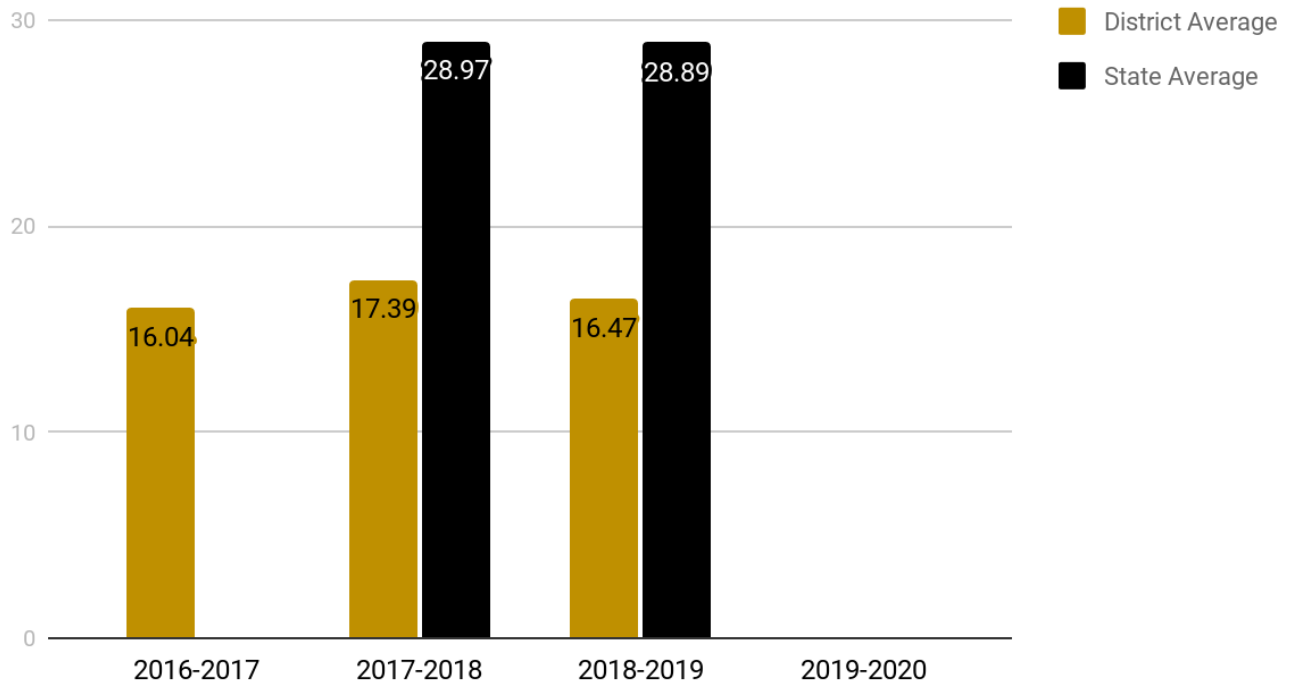
Goal 4	Metric	Evaluation of Goal
Increase Math scores - Meet or exceed the state average in Math	ACT Aspire	<p>We have approached our mathematics scores as comprehensively as possible.</p> <ul style="list-style-type: none"> ● In the last 3 years, we have changed the articulation of math courses from 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. ● In making this change, our mathematics teachers have worked to create a guaranteed and viable curriculum that targets high-leverage math skills that will prepare students for their next course and that align with the ACT College and Career Readiness. ● Our math team meets 3 times per week and works through the PLC process ensuring that students who have not learned skills are given the appropriate time to remediate and that students who demonstrate proficiency in areas are encouraged to extend their learning. ● Math teachers are on a 10-day extended contract to help with planning for student learning and data disaggregation as well. These days are spent in teaching teams determining how to best approach the students who will be in their classes the following year. ● We have changed our NWEA testing from only 10th grade to testing all students. This decision was made as a result of visiting Greenbrier to learn more about their RtI program. ● We have included an ACT Math class for students who demonstrate a need or desire to improve their ACT scores.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

9th Grade ACT Aspire Mathematics



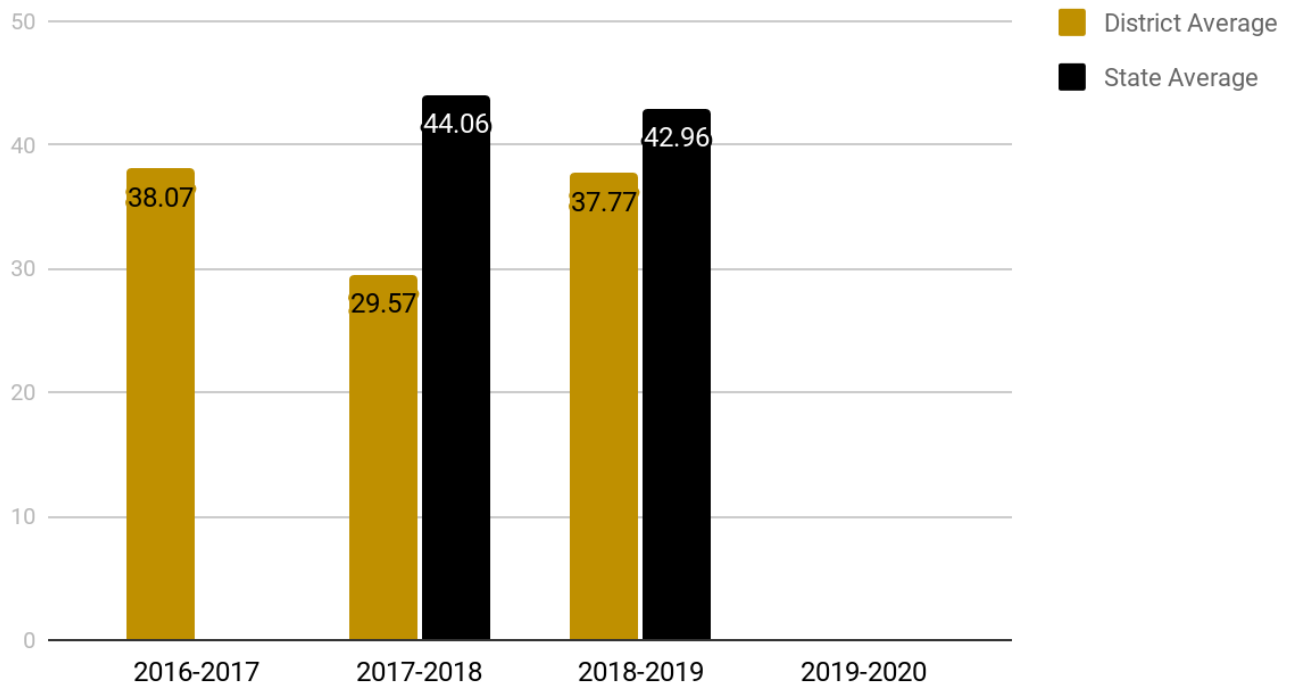
10th Grade ACT Aspire Mathematics



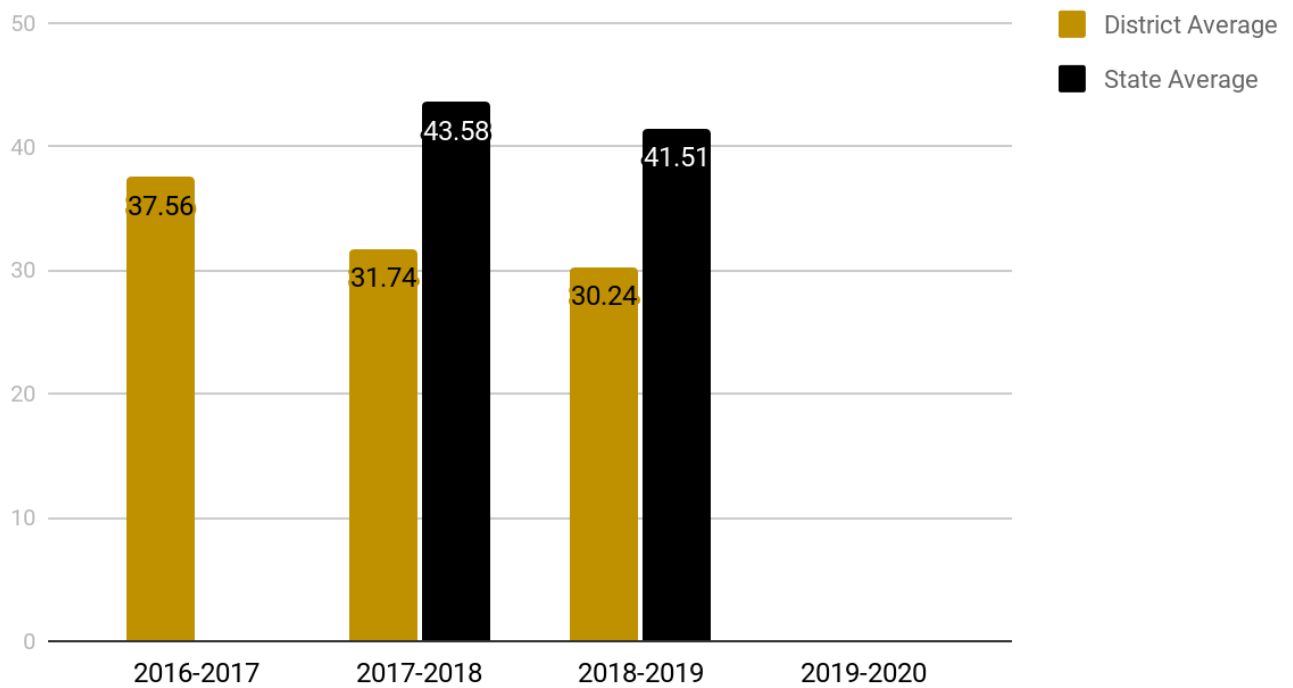
Goal 5	Metric	Evaluation of Goal
Increase Literacy scores - Meet or exceed the state average in Literacy	ACT Aspire Reading, Language, and Writing	<p>Our ELA scores do not reflect the steps that we have taken to align our curriculum using the PLC process.</p> <ul style="list-style-type: none"> ● Teachers have identified high-leverage skills on the ACT College and Career Readiness Benchmarks and coupled that with NWEA, ACT, and ACT Aspire data to create a vertically articulated guaranteed and viable curriculum. ● Teachers are working toward creating CFA's that align with both ACT-like questions and real-world situations. ● We have added critical and academic reading classes to address tier 3 interventions as the English/ Reading scores that comprise the ELA score show that students need additional assistance in reading skills. ● We have been awarded the Arkansas Comprehensive State Literacy Development Grant to bring a focus to reading on our campus over the next two school years. ● General Education teachers have completed (all but 1 teacher who will be trained by early February) RISE Pathway D and are incorporating skills learned in professional development into their classes.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

9th Grade ACT Aspire ELA



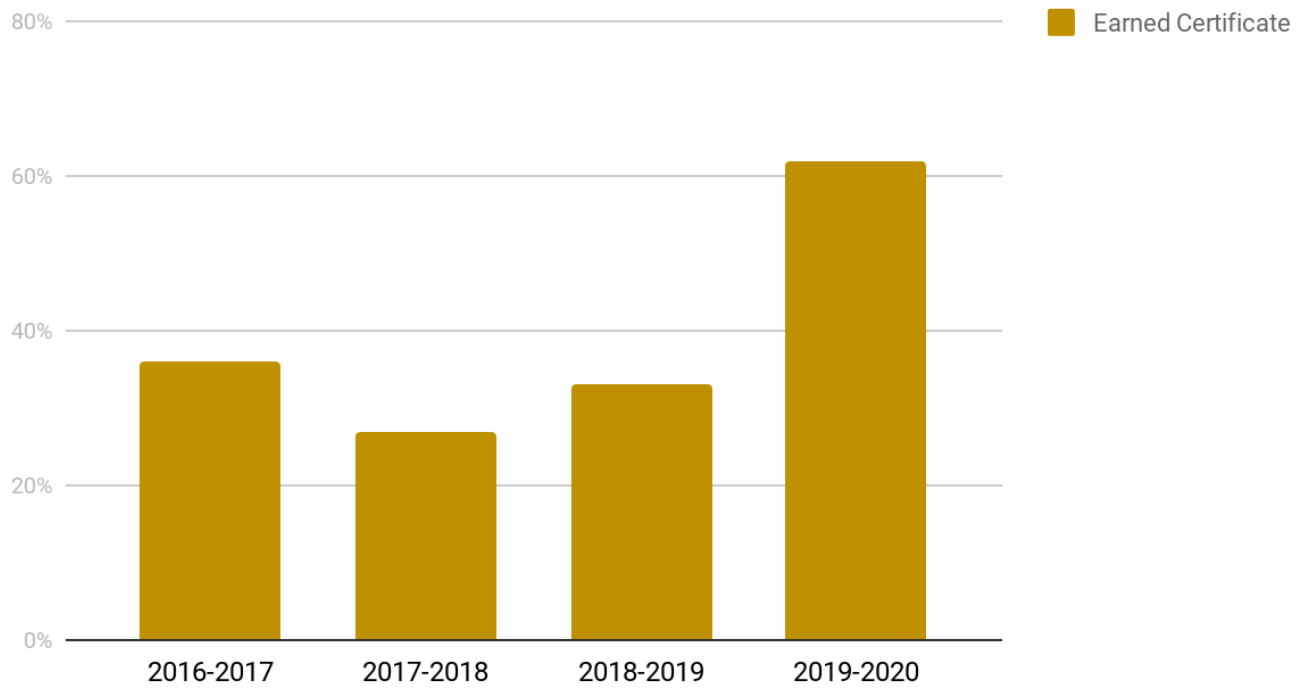
10th Grade ACT Aspire ELA



Goal 6	Metric	Evaluation of Goal
<p>IB Certificates - Increase the IB Career-related recipients by 8% in 5 years</p>	<p>IB Career-related Certificate recipients</p>	<p>Much of the work that has been done to support our academy completers has directly supported the growth of our International Baccalaureate Career-Related Program.</p> <p>School leaders past and current principals completed a 6-week IB course called Excellence in Equity. The program highlighted the ways that schools could bring equity across all demographic areas to the program, including but not limited to race, socio-economic, and disabilities. This course has significantly changed the way that school leaders and teachers view the IB program.</p> <p>The role of the IB Coordinator has shifted from one of teacher, data entry, counselor to one of teacher, data entry, facilitator. Having the role of the Coordinator shift from one-on-one student focused to learning experience-focused has helped shift the mindset of IB classes being only for a certain type of student.</p> <p>In increasing the IB Coordinator's visibility, we also identified a need to expand our electives offerings to include student-interests. This has helped more students realize that when they are passionate about something, digging a little deeper in coursework is easier, thus enticing more students to take college-prep classes.</p>

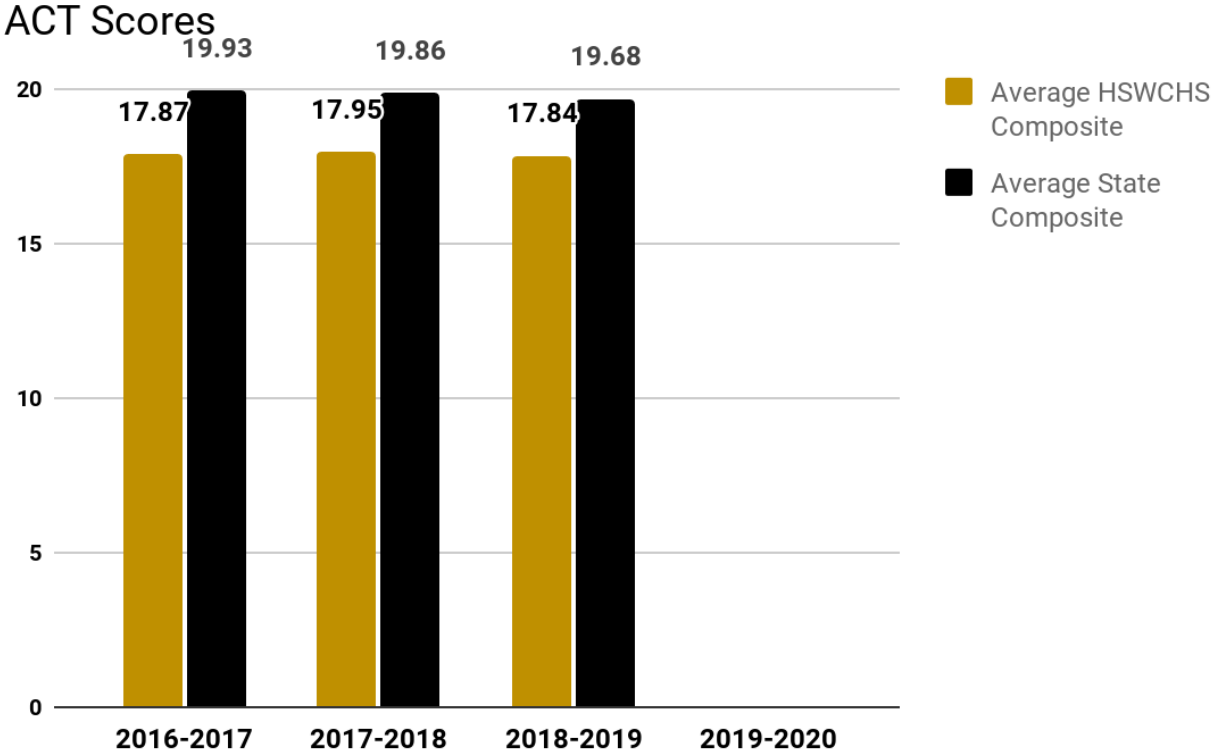
*Insert graph or data table below reflecting the progress toward the goal over the last five years.

IBCP Recipients



Goal 7	Metric	Evaluation of Goal
Increase ACT scores - Meet or exceed the state composite	ACT	<p>Although our ACT scores have held steady, the gap between our composite score and the state average has decreased.</p> <ul style="list-style-type: none"> • We have implemented alternating ACT English and ACT Math courses to aid students in improving skills. While Juniors and Seniors have priority, we allow any interested student to take them. These courses often become Tier 3 interventions, allowing additional time within the instructional day for students to improve personal skills. • Additionally, in writing our guaranteed, viable curriculum, teachers use the ACT College and Career Readiness Benchmarks as a way to differentiate students in skills they need based on where they are. This coupled with the curriculum allows teachers to provide targeted feedback to students. • Teachers also use ACT questions to transition students from demonstrating skills using application-based assignments to multiple choice questions as a way of preparing students to take the ACT.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.



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 Goals
By 2025, 90% of students will graduate with a value-added diploma (IB Diploma, IB CP Certificate, CTE Certification, and/ or Bi-Literacy Seal).
By 2025, at least 38% graduates will have taken at least one college preparatory class (IB, concurrent credit, AP).
Our ESSA report card scores related to student achievement and growth will increase each year and will move the school to the next letter grade by 2025. <ul style="list-style-type: none">○ Weighted Achievement<ul style="list-style-type: none">■ ACT Aspire Math■ ACT Aspire ELA■ Alternative Assessment○ Growth<ul style="list-style-type: none">■ ACT Aspire Math■ ACT Aspire ELA■ English Learner Proficiency
Our ESSA report card scores related to student engagement will increase each year and will move the school to the next letter grade by 2025. <ul style="list-style-type: none">○ SQSS<ul style="list-style-type: none">■ Engagement■ Growth in Science Achievement■ On-Time Credits■ ACT composite■ Computer Science Credits■ Community Service Learning Credits○ Graduation Rate<ul style="list-style-type: none">■ 4-Year Graduation Rate■ 5-Year Graduation Rate

Section 5: Waivers

Waiver #1	Statute/Standard/Rule	Rescind or Continue Waiver
Unit of Credit Meets for Minimum of 120 Clock Hours	Standard 1-A.2	<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.		
<p>This waiver provides students and families flexibility to attend virtually, regardless of pandemic. Students who choose this option are typically faced with the decision to support their families by working or caring for a child or family member or to continue attending traditional school. In an effort to reach all learners and their diverse needs, we offer a virtual school that allows students the ability to do both.</p> <p>Digital learning through Apex offers students the opportunity to demonstrate mastery of subject matter (subject matter competency) at their own pace- often this is more than 120 clock hours per course, but sometimes it is less. Apex coursework is aligned with the student learning expectations of our on-site classes and is supported through additional video instruction and support materials to help students achieve success virtually. Hot Springs World Class High school adheres to all state curriculum and graduation requirements.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
Will not be used in an alternate way.		

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
Attendance	A.C.A § 6-18-213(a)(2) DESE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve	<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.		
A.C.A §6-18-211 was repealed in 2017; therefore, no waiver is necessary. The rules were also repealed in 2017; therefore, no waiver is necessary.		
If the waiver is continued, will the service be provided in an alternate way?		
Empty space for response		

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Licensure	§6-25-104 Standards 4-F.1	<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.		
<p>Library Media Specialists continue to be a critical needs area in Arkansas. For this reason, we wish to continue our use of this waiver as a safety measure to ensure that we are able to have a person to fill this role even if they do not have licensure.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
<p>No, the waiver will not be used in an alternate method.</p>		

Waiver #4	Statute/Standard/Rule	Rescind or Continue Waiver
Superintendent Licensure	Standard 4-B.2	<input checked="" type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver

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

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

Waiver #5	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	DESE Rules Governing Educator Licensure- section 7	<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.		
<p>As the number of licensed teachers continues to decrease, it is imperative that we continue this waiver. Under this waiver, we have been able to secure many non-traditional teachers who bring experience to our campus. Teachers work through ALP's with post-secondary institutions, but simply knowing that we have the flexibility to hire without having ALP/ collegiate paperwork in hand has allowed us to act quickly in the hiring process and has allowed us to secure teachers with experience beyond the classroom which is very helpful in our career academies.</p> <p>While the intent of this waiver is primarily for elective courses, it may also be used to secure teachers for core content areas when necessary.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
<p>This waiver will not be used in an alternate manner.</p>		

Waiver #6	Statute/Standard/Rule	Rescind or Continue Waiver
School Counselor Licensure	Standard 4-E.1	<input checked="" type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Secondary school counselor licensure has been a difficult area for us to staff in the past. Right now, all three of our high school counselors have elementary backgrounds and have been valuable members of this change process.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
<p>The waiver will not be altered.</p>		

Waiver #7	Statute/Standard/Rule	Rescind or Continue Waiver
Class Size and Teaching Load	Standard 1-A.5 A.C.A. § 6-17-812 DESE Rules Governing Class Size and Teaching Load	<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.		
<p>This waiver is used only in circumstances where a specific career pathway has a large number of interested students. In this case, internships can still be conducted regardless of class size. This waiver is only used on an as-needed basis when an internship presents a large number of students in one area, not to exceed 40 students in any single class or 180- students served by a single teacher, maximum.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
<p>No, this waiver will not be used in an alternate way.</p>		

Waiver #8	Statute/Standard/Rule	Rescind or Continue Waiver
Principal Licensure	Standards 4-C.1 and 4-C.2	<input checked="" type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver

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

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

Waiver #9	Statute/Standard/Rule	Rescind or Continue Waiver
Salaries	A.C.A. § 6-17-902	<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.		
<p>This waiver is used in conjunction with the licensure waivers. This allows us to pay full salaries regardless of licensure helping us attract the best applicants to our positions.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
<p>This waiver will not be altered.</p>		

Provide information on new waivers that are being requested.

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)

	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.