

**Arkansas Department of
Education**

**District Conversion Charter School
2016 Application**

SCORING RUBRIC

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

Fully Responsive

Concerns and Additional Questions:

- Verify that the overall student enrollment cap is 750.

Applicant Response: Because Prairie Grove High School is applying for a District Conversion Charter School; the overall student enrollment will include “all students” in grades 9-12. The projected enrollment cap is verified on the attached “Enrollment Projection” sheet we have used over the past few years. We realize student enrollment is a moving target and adjustments may need to be made over time.

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

C2: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

Fully Responsive

Concerns and Additional Questions

- Explain if there will be any direct cost to the student for the following offerings: summer school, before/after school, transportation.

Applicant Response:

- 1) Summer school and before/after school is provided at no direct cost to the students. Those students attending summer school for credit recovery are asked to pay a \$25 fee to enroll, however the money is refunded upon successful completion of the course(s) with a passing grade.
- 2) Transportation will be provided during the traditional school day as it is currently. Transportation for summer school and before/after school will be the responsibility of the student, however much of the work can be completed off campus with Internet access. PGHS will work with students on an as need basis should a reasonable transportation issue arises to allow the student equitable access.

Remaining concerns: The \$25 credit recovery fee and the lack of transportation for summer school and before/after school programming could limit the participation of some students who have a need for the services.

C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions:

- Explain how a 2% increase on students' AP scores is a reasonable growth goal for a 5 year time period.
- In reference to goal number 5 in the chart, confirm that the attainment of the goal is to be assessed in 2023-24, even though the initial charter, if granted, will expire in 2022-23.
- Given that high school science standards will be fully implemented during the 2018-19 school year, provide a goal tied to science for that year and the following years.

Applicant Response:

- 1) PGHS already has extremely high participation in Pre-AP and AP courses. Due to our goal of increasing participation in these courses, raising the percentage for those scoring 3, 4, or 5's is more difficult. We are already very competitive with our percentage passing, even with the high participation. Therefore, any increase in scores while maintaining or increasing participation would be a significant achievement. We have been recognized in the Washington Post list of "America's Most Challenging High Schools," as one of the top performing high schools in Arkansas for the last few years, including last year when we were the second highest rated comprehensive traditional public high school in the state.
- 2) We believe that the attainment of Goal #5 should be assessed in the baseline year of 2018-2019 and after 4 years, rather than 5 years as noted in the chart.
- 3) Because the 9-12 high school science standards will be fully implemented in 2018-2019, PGHS would like to provide an additional goal (#7): Meet or exceed the state average in Science on the ACT Aspire. The attainment of the goal will be assessed after 3 years.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions:

- List the courses that will be offered to meet requirements in the following categories: 4 science credits, 4 social studies credits, drama, journalism, and 6 math courses.
- List the 38 required courses for graduation to be offered on an annual basis.
- Specify which AP Computer Science course(s) will be offered.

Applicant Response: 1) Prairie Grove High School meets the requirements of the following courses: Drama, Journalism; **4 Science:** Biology, Physical Science, Chemistry, Physics; **4 Social Studies:** ½ credit-Civics, ½ credit-Economics, ½ credit-Psychology, ½ credit-Sociology; ½ credit-American Government; ½ credit-World Geography; World History, US History; AP World History; AP US History; **6 Math:** Algebra I, Geometry, Algebra II, Algebra III, Pre-Calculus, Trigonometry, Statistics, Calculus.

2) GRADUATION REQUIREMENTS:

Reading, writing, and mathematics shall be incorporated into all curriculum areas.
The following courses shall be taught annually for a total of 38 units:

Language Arts - 6 units 4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama 1 unit journalism (Other options as approved by the Department)

Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.) 1 unit biology 1 unit chemistry 1 unit physics (Other options as approved by the Department)

Mathematics - 6 units 1 unit Algebra I 1 unit geometry 1 unit Algebra II 1 unit pre-calculus mathematics to include trigonometry (Other options as approved by the Department)

Computer Science -1 unit 1 Unit Essentials of Computer Programming, Computer Science and Mathematics, AP Computer Science, IB Computer Science, or other options as approved by the Department

Foreign Languages - 2 units of the same language

Fine Arts - 3 ½ units 1 unit art 1 unit instrumental music 1 unit vocal music ½ unit survey of fine arts or an advanced art or an advanced music course

Computer Applications with emphasis on current applications-1 unit

Social Studies - 4 units 1 unit American history with emphasis on 20th Century America 1 unit world history ½ unit civics ½ unit of Arkansas history if not taught in grade 7 or 8 (Other options as approved by the Department)

Economics - ½ unit

Health and Safety Education and Physical Education - 1½ units 1 unit physical education ½ unit health and safety education

Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.

3) PGHS currently offers Project Lead the Way Computer Science and in the future will offer AP Computer Science Principles and AP Computer Science-A courses. Once our licensed teacher completes trainings we will implement those into the offerings at the high school.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

Concerns and Additional Questions:

- Provide any written documentation of any formal agreements that exist between Prairie Grove and business partners and/or industry partners.

Applicant Response: Prairie Grove School District has attached written documentation of formal agreements that exist between Prairie Grove and the business/industry partners through the form of Memoranda of Understanding (MOU) agreements.

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

Fully Responsive

Concerns and Additional Questions

- Provide any documentation of existing financial commitments.
- Provide documentation of any existing course approvals for embedded courses or confirm that that the charter, if approved, will work with the ADE and/or ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses.

Applicant Response: Prairie Grove School District and/or Prairie Grove High School have no existing financial commitments in reference to this charter application. PGHS will work with the ADE and/or ACE to receive course approval for any unapproved and/or blended courses or replace those courses with approved courses if approved.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan; and
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

Concerns and Additional Questions

- Explain how frequently the ACSIP team will meet to address the plan for school improvement.

Applicant Response: The PGHS ACSIP Leadership Team will meet at least twice monthly to review the effectiveness of the plan and make recommendations to the Conversion Charter Advisory Committee which includes teachers, parent, business partners and administrators, who will meet at least one time per semester.

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the Common Core State Standards

Fully Responsive

C12: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;

- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions:

- Confirm that transportation will be provided to accommodate extended hours, summer school, labs, and apprenticeships at no cost to the students.
- Confirm that the charter, if approved, will comply with all state and federal special education regulations.
- Confirm that appropriate accommodations for state assessments will be provided to students with disabilities.
- Explain how gifted and talented (GT) students will have their social and emotional needs met and how GT students who do not choose to enroll in AP courses will be served.

Applicant Response: 1) Transportation will be provided during the traditional school day as it is currently. Transportation for extended hours, summer school, labs or apprenticeships will be the responsibility of the student. PGHS will work with students on an as need basis should a reasonable transportation issues arise to allow the student equitable access to participate.

2) Prairie Grove High School will continue to comply with all state and federal special education regulations and continue to provide the full range of services needed through this program.

3) Prairie Grove High School will continue to provide the appropriate accommodations for state assessment for students with disabilities as required by federal and state regulations.

4) Prairie Grove High School will continue to provide access to all GT services in its current capacity, meeting their social and emotional needs. GT students are provided the opportunity to be serviced through AP courses, special projects and regularly meeting with the GT Coordinator/Teacher for special seminars. Academic activities and competitions are available that allow students extended curricula, independent studies or special interest projects.

C13: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Concerns and Additional Questions:

- Verify that the report will be in the newspaper and will be presented to the school board in a regularly scheduled public board meeting separately from the district's annual report to the public.

Applicant Response: PGHS will continue to provide meetings allowing for updates and overviews of progress being made by the school. Staff, students and community will be invited for various meetings to hear reports concerning test scores, the number of industry-recognized certifications, graduation rate of subpopulations and other information. Data will be reported at public meetings, published in the local newspaper, posted electronically on the school website and through social media as appropriate. This information, including progress made by the school in reaching performance objectives during the previous year, will be presented, at least annual, at a local school board meeting and in a meeting separate from the district’s annual report to the public. This information will also be shared with the state board and/or charter-authorizing panel as required. These meetings are generally held each fall with updates as the year progresses.

C14: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter; and
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C16: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C19: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students; and
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

C20: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Concerns and Additional Questions

- Explain how frequently the advisory committee will meet.

Applicant Response: There will be an additional Conversion Charter Advisory Committee made up of business partners, members of the community, parents and school personnel that will meet at least once a semester. More meetings of this committee may be necessary during the initial "set up" year, should we be approved. The committee will review how the school is doing and make recommendations on programs and operations.

C21: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

Concerns and Additional Questions

- Explain how often the “regular meetings to review, revise and modify the career pathways” will be held.

Applicant Response: PGHS charter founders and other leaders will have regular meetings to review, revise and modify the career pathways based upon the current market needs, stakeholder input and the needs of the students. These meetings will be held at least twice a year or once a semester and may be held more as deemed necessary to ensure the success of the school.

C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

C23: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter’s mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.