



ARKANSAS DEPARTMENT OF EDUCATION

Public Charter School Renewal Application for

Deadline for Initial Submission: 5:00 PM on October 4, 2021



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

EVENT/DEADLINE	Renewal Applications
Initial Applications Due by 5:00 p.m. Submitted to ade.charterschools@ade.arkansas.gov	October 4, 2021
Application Reviews with DESE	October 15-31, 2021
Application Revision Window	November 1-15, 2021
Final Applications Due by 5:00 p.m. Submitted to ade.charterschools@ade.arkansas.gov	November 15, 2021
Charter Authorizing Panel Hearings	December 14-15, 2021
State Board of Education Meeting – Review of Charter Authorizing Panel Decisions	January 13, 2022

Charter Information

Name of Charter:	Cross County Elementary Technology Academy
LEA Number:	1901701
Authorization Date:	December 2016
Expiration Date:	June 2022
Enrollment Cap:	500
Grades Served:	K-6
Superintendent:	Nathan Morris
Superintendent Email:	nathan.morris@crosscountyschools.com
Charter Mailing Address:	2622 HWY 42, Cherry Valley, AR 72324
Charter Physical Address:	2622 HWY 42, Cherry Valley, AR 72324
Contact for the Application:	Mindy Searcy Stephen Prince
Contact Email:	mindy.searcy@crosscountyschools.com stephen.prince@nt.crosscountyschools.com
Contact Phone:	870-588-3338

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

Section 1: Charter Data

Current Accreditation Status: Accredited
Level of Support: General

Enrollment (3 Quarter ADM)

2017-18	2018-19	2019-20	2020-21
303.33	307.48	312.76	310.44

Graduation Rates

	2017-18	2018-19	2019-20	2020-21
4 Year	NA	NA	NA	NA
5 Year	NA	NA	NA	NA

Letter Grades

2016-2017	2017-18	2018-19	2019-20	2020-21
B	A	A	N/A	N/A

ESSA School Index

	2016-17	2017-18	2018-19	2019-20	2020-21
Overall Index	77.53 State Avg: 72.29	80.06 State Avg: 70.86	80.2 State Avg: 71.3	N/A	74.89 State Avg: 66.93
Weighted Achievement	78.15 State Avg: 67.1	81.44 State Avg: 63.82	81.02 State Avg: 64.28	N/A	67.9 State Avg: 52.2
Growth	84.4 State Avg: 80.26	87.15 State Avg: 80.26	87.0 State Avg: 80.64	N/A	85.68 State Avg: 80.26
SQSS	53.15 State Avg: 57.82	53.23 State Avg: 55.97	55.6 State Avg: 56.58	N/A	55.22 State Avg: 56.89

Section 2: Charter Mission Statement

Previous mission statement:

The mission of Cross County Elementary is to prepare students that are proficient in requisite academic content areas and that are deeply versed in 21st century skills, are strong critical thinkers, and excellent problem solvers based on the Project Based Learning Rubrics (SWLOs).

The mission of Cross County School District is to educate the whole child by preparing them to be lifelong learners and responsible citizens in a global society. In order to succeed in a rapidly changing world, all students will be able to:

- Think analytically
- Solve problems creatively
- Utilize technology appropriately
- Collaborate effectively
- Communicate articulately

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: _____

How is the selected educational model incorporated in the day-to-day operations of the school, curriculum, class offerings, etc.?

Cross County Elementary Technology Academy operates a traditional school model with project and problem-based learning being a key component. Teachers create engaging lessons and projects to foster problem-solving skills, creative thinking, and analytical thinking. Being aligned with the high school, which is a New Tech school, ensures students are prepared for the transition from the elementary to the high school. That preparation begins in kindergarten as all students are assessed on specific learning outcomes in addition to content. K-3 students are assessed on written communication, oral communication, and problem-solving. 4-6 students are assessed on the aforementioned skills with collaboration added as an additional skill to ensure scaffolding of these skills are occurring before high school. Innovation has

been key to ensuring all students find success at CCETA and beyond. These 21st Century Skills focus has proven students not only need to learn content, but soft skills are just as important to provide students experiences and opportunities necessary to succeed in a rapidly changing world. Using 1:1 technology allows every student more access to information as this information is constantly changing. CCETA was recently recognized as an Apple Exemplary School for 2021 (fourth cycle). Teachers balance teaching the adopted curricula for each grade level while implementing best practices for technology use in the classroom, assessment of the learning outcomes, and using Kagan Structures to tie it together in engaging ways. Teachers meet weekly in PLC meetings to analyze student work, data, and to learn best practices to become more effective and ways to implement school-wide strategies that are field tested for effectiveness with our students.

Section 3: Charter Goals

Please use the following space to evaluate the goals approved in the last charter application.

SMART Goal 1	Metric	Evaluation of Goal
<p>English Language Arts CCETA will increase the percentage of students who score in the ready and exceeding categories by three percentage points each year.</p> <p>Year 1: 57.99 (2017) Year 2: 60.99 (2018) Year 3: 63.99 (2019) Year 4: 66.99 (2020) Year 5: 69.99 (2021)</p>	<p>State mandated test (ACT Aspire)</p>	<p>Since 2017, Cross County Elementary has made substantial gains in ELA. In 2017 to 2018 there was a decrease by .1% in the overall ELA average, however when you look at the individual reading scores, there was a 10% increase in reading scores exceeding the state by 7% with a 2% increase the following year in 2019 exceeding the state average again by 7%. This was the first year that the school was awarded an “A” ranking. (Chart A). As trends of growth continued, 2021 yielded scores that exceeded the state average by 15% despite a 2% drop from the 2019 scores. Meeting our charter goals each year has been a key focus, and while the ELA scores overall did not hit the mark each year, our students showed growth and did exceed state average percentages of students scoring proficient. The overall ELA goal was missed by 3% in 2018 and 2% in 2019, but seeing the breakdown of the individual Reading and English scores indicated more growth and progress than the ELA combined scores which factored in writing. Breaking those scores down by grade level (Chart B) for 2021, CCETA exceeded the state average scores in every grade with the exception of 4th grade Reading which met the state average. After a year of addressing loss of learning and student academic needs following 2020, it is evident that CCETA demonstrated great growth and progress. CCETA exceeded state averages 75% of the time (3 out of 4 years) since 2017.</p> <p>During the school shut down in the spring of 2020, our students continued learning through AMI assignments. Our focus was on reading skills and the continuation of foundational phonics skills. Each grade level did a novel study that required all students to continue reading for the entirety of the time that school</p>

		<p>was closed. Upon returning in the fall, our focus shifted to loss of learning and virtual learning. In an effort to continue learning both in-person and virtually, weekly PLCs developed strategies for effective virtual learning lessons for all students that our teachers taught to ensure that learning loss was at a minimum.</p> <p>Without having the 2020 ACT Aspire data to begin the 2020-2021 school year, CCETA used the iReady "Beginning Of Year" data to determine student deficits. The data collected helped drive the decision for interventions and the implementation of a school wide vocabulary strategy. In 2021, there was a decrease in the ELA scores however, when you break down how each grade level performed as compared to the state, ALL grade levels exceeded the state average in both reading and English. (Chart B) Given the circumstances of how school was impacted from COVID-19, we were very pleased with how our students performed.</p> <p>Recently, the ESSA index scores were released for 2021. CCETA received a 74.89 ESSA score. If score tables remain the same, CCETA would have been awarded a "B" rating.</p>
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*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Chart A: ACT Aspire Growth and Change Between Years

Subject	2017 Baseline	2018	Change	2019	Change	2021	Change
ELA	57.9	57.8	-1	61.4	+3.6	54.5	-6.9
ELA STATE AVG	51.7	42.8		44		34.4	
Reading	39.3	49.4	+10.1	51.3	+1.9	49.3	-2
Reading State Avg	40.3	41.2		41.9		35.4	
English	81.1	84	+2.9	82.5	-1.5	72	-10.5
English State Avg	72	72.5		72		65.2	

Chart B: Cross County Elementary vs. State Average

2021	Grade	CC	State
Reading	3	50	30
	4	40	40
	5	46	34
	6	61	37
English	3	70	62
	4	64	63
	5	74	69
	6	80	68

SMART Goal 2	Metric	Evaluation of Goal
<p>Mathematics CCETA will increase the percentage of students who score in the ready and exceeding categories by two percentage points each year.</p> <p>Year 1: 68.82 (2017) Year 2: 70.82 (2018) Year 3: 72.82 (2019) Year 4: 74.83 (2020) Year 5: 76.82 (2021)</p>	State mandated test (ACT Aspire)	<p>Over the course of five years, CCETA has seen positive growth. In 2018, the goal was to have 70.82% of students proficient in math, the actual performance was 69% missing the goal by 1.5% and missing the 2019 goal by 1%. CCETA did exceed the state average by 14.8% in 2018 and by 16% in 2019 (Chart C). 2021 did see a significant decrease, as well as state average declines, missing the 2021 goal by 17% with a decrease of 12% from the 2019 scores but exceeding the state average by 17%. This decrease was an expected outcome but plans began to quickly take shape on addressing this decrease. As we compare scores to the state averages since 2017, CCETA exceeded the state average 100% of the time. 2021 yielded similar results with all grades, with the exception of 4th grade, exceeding the state average (Chart D).</p> <p>Based on the decrease in the 2021 math scores and an analysis of our current iReady Math implementation, it has been determined that Cross County Elementary will focus on math during the current school year. This analysis and data from teacher and student observations indicates that a stronger focus on the use of math manipulatives is needed to supplement the current program and help strengthen student's understanding of critical mathematical standards. Therefore, the CRA (Concrete, Representational, Abstract) Strategy will be implemented school wide. This strategy is rooted in the theories of Jerome Bruner</p>

		<p>and Jean Piaget. The CRA Strategy serves as a bridge from the concrete to the abstract and yields a deeper understanding in all math domains including number & operations in base ten, operations & algebraic thinking, measurement & data, and geometry. This research-based strategy is being field tested on a group of students identified based on their math performance on the ACT Aspire and iReady EOY (end of year). The field test will be rolled out school wide during our weekly embedded professional development meetings where teachers will be able to plan and collaborate to differentiate for the particular needs of their students. Planning will revolve around the backward design model, deconstructing standards that showed a deficit to enhance learning and deepen mathematical understanding.</p> <p>The schools overall Value-Added scores (Chart E) determined that the school showed at least a year's growth in 2017. In 2018 and 2019, the school grew a substantial amount above a year's growth as indicated by the value-added scores of 5. Although we did not take the ACT Aspire in 2020, NIET was able to calculate a value-added score by using the ACT Aspire interim assessment data. By using the first interim as our pre and the fourth interim as the post, the comparison between the two assessments showed that we grew more than a year's growth with a score of a 4. The value added reports along with standardized test data derives the ongoing applied professional growth (weekly cluster meetings), which occurs during the regular school day. Cluster group meetings allow teachers to examine student data together, engage in collaborative planning, and learn instructional strategies to increase student achievement.</p>
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*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Chart C: ACT Aspire Growth and Change Between Years

Subject	2017 <i>Baseline</i>	2018	Change	2019	Change	2021	Change
Math	69.4	69.3	-0.1	71.6	+2.3	59.4	-12.2
Math State Avg	57	54.5		54.7		42	

Chart D: Cross County Elementary vs. State Average

2021	Grade	CC	State
Math	3	58	49
	4	39	43
	5	53	35
	6	86	42

Chart E: Elementary Value-Added Scores

Year	Assessment	Value-Add Score
2017	ACT Aspire	3
2018	ACT Aspire	5
2019	ACT Aspire	5
2020	ACT Aspire Interims	4

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. Please include how the goals will be monitored.

SMART Goals
<p>The percentage of students scoring Ready or Exceeding in reading and English 2% each year for the next five years as measured by ACT Aspire or the state mandated assessment.</p> <p>The goals will be monitored annually by analyzing test data and other assessment data during the school year to determine progress toward the goal.</p>
<p>The percentage of students scoring Ready or Exceeding in mathematics will increase by 2% each year for the next five years as measured by ACT Aspire or the state mandated assessment.</p> <p>The goals will be monitored annually by analyzing test data and other assessment data during the school year to determine progress toward the goal.</p>

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Section 5: Waivers

Existing Waivers

Please list every waiver the charter school currently holds. Please check either “rescind” or “continue waiver” in the top-right box. If you plan to continue the waiver, please provide thorough answers to the questions provided.

Waiver #1 Topic	Statutes/Standards/Rules	Rescind or Continue Waiver
School Calendar	A.C.A §§ 6-10-106	<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.

While many schools operate on the standard, traditional school calendar, Cross County School District uses this waiver to begin the school calendar earlier in an effort to narrow the learning gap and skill loss from the summer break. This was even more important as we worked to address learning loss during the Covid-19 Pandemic. Having this in place provides an opportunity to further close the achievement gap as we have seen in our increased growth and proficiency, the overall improvement in our overall letter grade, and some areas in SQSS indicators as compared to the state average. The elementary school moved from a B rating in 2017 to maintaining an A rating in 2018 and 2019. Recent data indicates the elementary school was the equivalent to a B rating for 2021 when using the ESSA Index score. Despite the pandemic, this demonstrated that learning loss was kept at a minimum. Additionally, providing summer school and “bootcamps” to address learning loss during the shorter summer also assisted in learning retention for those students as they prepare for the new school year. This waiver has been utilized since the initial charter approval. Cross County School District follows all calendar guidelines, such as the mandatory 178 student contact days, etc. This waiver is used to allow flexibility on the school’s start date.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

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Waiver #2 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	<ul style="list-style-type: none"> • Standard 4.D.1 • A.C.A §§ 6-17-401 • A.C.A §§ 6-17-309 • A.C.A §§ 6-17-908 • A.C.A §§ 6-17-919 	<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 continued use of our teacher licensure waiver will give us the maximum opportunity to access the best, most effective teachers for the classroom. For example, a teacher that is licensed in 7-12 Math, may also demonstrate the skills and knowledge to be effective 6th grade math/science teacher. Allowing this person to teach in that class, while still demonstrating adherence to Arkansas Qualified Teacher parameters, is very beneficial to student achievement. A teacher that has a business degree and meets AQT qualifications when applicable, but no teacher license, can be a great addition to the Business department bringing knowledge from the field that can be very beneficial to student success. This waiver allows us to put the best teachers in the right places providing more equitable access to effective educators and instructors. This waiver has been used since the initial charter approval.

Being a very rural school has proved difficult at times to find a highly qualified, certified teacher for some content areas. This waiver has allowed us to find highly qualified teachers that may not be certified in a specific area but are licensed in another area. All of our teachers are provided very structured support throughout the year to coach them to be effective and grow each year. The TAP System provides weekly PLC meetings to address effective instructional practices, 4-5 observations each year for each teacher with specific areas of reinforcement and refinement, a structure for tracking teacher growth plans, and continued support and coaching between observations to help teachers grow instructionally and to increase student achievement. Because of the support provided, many of our teachers not licensed in that area seek a pathway to become licensed in the out of area field they teach.

Cross County Elementary School has seen great success utilizing this waiver. The school employed a 7-12 English certified teacher to teach 6th grade ELA and SS. During her time in that classroom, her students demonstrated great gains in reading and writing. This was this educator's first year teaching and she did obtain licensure in mid-level during her tenure. Eventually, this teacher became a teacher leader in the District. During her first year teacher, she was rated effective and now an above proficient teacher. Another veteran teacher was hired on this waiver to teach 6th math/science, again with a 7-12 licensure. Again this teacher was also rated above proficient and became a teacher leader in the District. Finally, our most recent hire, a Kindergarten teacher, began with us holding a K-12 Counseling license.

Recently, the National Institute for Excellence in Teaching released a research study of NIET's impact on several schools, with Cross County School District being one of the selected in that study. It found the percentage of effective teachers increased 19

points from 2015-2016 to 2018-2019 and the retention of these effective teachers rose 21 points from 2016-2017 to 2019-2020. The percentage of effective teachers at CCSD are as follows based on the study:

Effective Teachers		Effective Teachers Retained	
2015-2016	75%	2016-2017	75%
2016-2017	84%	2017-2018	84%
2017-2018	88%	2018-2019	86%
2018-2019	94%	2019-2020	96%

This waiver has not only allowed Cross County Elementary School to find effective teachers in a different way, it has afforded us an opportunity to coach and motivate these teachers and help them find pathways to licensure through a culture of support in an effort for those teachers to continue a successful career in education even growing them to be teacher leaders. Another benefit from growing effective teachers is improved student achievement which Cross County High School is seeing growth each school year.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #3 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Duty-Free Lunch	<ul style="list-style-type: none"> A.C.A. §§ 6-17-111 	<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.

This waiver provides the opportunity for teachers to see social settings of their students outside the classroom, connecting that to teacher knowledge of students (TKS) and differentiation while also increasing flexibility to conduct cluster meetings (PLCs). This creates an effective balance, allowing for some teachers to cover classes and some to

cover lunch duty if needed. Additionally, this waiver allows a teacher to complete their maximum sixty minutes of duty during lunch. This waiver has been in place since the initial charter approval. While this waiver has allowed maximum flexibility, teachers only cover lunch duty on an “as needed” basis. The teachers who help with duty do still get a lunch break. It is typically non-classroom, support staff teachers who cover lunch duty. Their schedules are more flexible and allow for an alternative lunch time.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #4 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Services, Licensure	<ul style="list-style-type: none"> • A.C.A §§ 6-25-103(b)(1) • A.C.A §§ 6-25-104 • Standard 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.

Cross County Elementary School currently houses a traditional library with access to books, resources and research materials and a full-time employee. Cross County Elementary School is a 1:1 school providing every K-6 student with a device with internet accessibility in an effort to further provide access to resources and research materials that the library may not have to enhance students’ learning experiences in and out of the classroom. With this, classrooms also become media centers for students and teachers. Since the traditional media center is not solely located in one location in the building, with classrooms functioning as a media center, teachers have a greater impact on what students select as research and reading. Additionally, the time statute mandate’s time be essentially divided into thirds for administrative duties, etc. This waiver has provided us the opportunity to have flexibility on that time requirement having a maximum impact on student learning, including, but not limited to instruction of library courses, keyboarding, and reading interventions. This waiver has been used since the initial charter approval.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Students still have access to the library weekly as part of the student’s pullout schedule. K-6 students continue to attend the library weekly as part of their schedule along with PE, Art, and Music. During this time, the library media specialist continues to teach library skills, supplementary reading skills, and even keyboarding skills with 6th grade. This waiver also provides the opportunity for the library teacher to conduct interventions with struggling students, provide instructional coverage while teachers are engaging in weekly PLC meetings, and keyboarding instruction.

Waiver #5 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Alternative Pay Programs	<ul style="list-style-type: none"> A.C.A. §§ 6-17-119 	<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.

Our school implements the TAP System (The System for Student and Teacher Advancement) as our teacher observation system in partnership with NIET (National Institute for Excellence in Teaching). TAP is a comprehensive educator effectiveness model that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for educators through the implementation of four interrelated key elements. Those four elements are: instructionally focused accountability, multiple career paths, ongoing professional development, and performance-based compensation. This program tethers our cluster meetings (PLCs) for teacher professional development, and student growth through school-wide strategies. Since the implementation of TAP, teachers have become more effective in the classroom and students have shown growth in key areas over many years. Further, CCSD entered a partnership with NIET through the AREN (Arkansas Rural Educators Network) with other Arkansas schools to focus even more on increasing teacher effectiveness. Implementing strategies, such as, strengths-based coaching as part of classroom learning walks to highlight teacher strengths. This waiver was approved in 2016. The chart below illustrates the growth in effective teachers.

Effective Teachers		Effective Teachers Retained	
2015-2016	75%	2016-2017	75%
2016-2017	84%	2017-2018	84%
2017-2018	88%	2018-2019	86%
2018-2019	94%	2019-2020	96%

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #6 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Gifted and Talented	<ul style="list-style-type: none"> Standard 2-G.1 A.C.A. §§ 6-20-2208(c)(6) DESE Rules Governing Gifted and Talented Approval Standards A.C.A. §§ 6-42-109 	<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.

Project and problem-based learning in the classroom allows for optimal differentiation, which will benefit not only gifted students, but all learners. Teachers engage students in relevant, motivating lessons that have real-world connections. Further, assessing learning outcomes ensures students are being held to a higher standard of learning as they learn to engage in 21st Century skill sets. This waiver has been used since the initial charter approval.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

These services are being provided by the classroom teacher who has created a rapport with all students daily through meaningful interactions and relevant lessons and projects. The classroom teacher has the most optimal environment to know their students and the best methods of differentiation for their students.

Waiver #7 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
School Counselor Licensure	<ul style="list-style-type: none">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.

Cross County Elementary School is rescinding this waiver.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #8 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Superintendent Licensure	<ul style="list-style-type: none"> 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.

Cross County Elementary School is rescinding this waiver.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

Waiver #9 Topic	Statute/Standard/Rule	Rescind or Continue Waiver
Class Size and Teaching Load	<ul style="list-style-type: none"> • DESE Rule: Class Size and Teaching Load • Standard 1-A.5 • A.C.A. §§ 6-17-812 	X Rescind Continue Waiver

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

Cross County Elementary School is rescinding this waiver.

If the waiver is for a student service (ex: counseling, nursing, library media, gifted and talented, ALE, etc.) please explain how the services are being provided and how the needs of students are being met.

New Waivers

Please list any waivers the charter wishes to add to its charter. For each waiver topic, please be sure to add the appropriate statute, Standard for Accreditation, and DESE Rule related to the waiver topic. For each topic the school must provide a detailed rationale explaining: (1) why the waiver is necessary to allow the charter to achieve its stated goals and mission, (2) how the waiver will be used, and (3) if related to a student service (ex: nursing, counseling, library media, gifted and talented, ALE, etc.) how the

school will meet the needs of students and how the student service is being provided in an alternative way.

Waiver Topic	Statutes/Standards/Rules	Rationale
Teacher Licensure	<ul style="list-style-type: none"> • A.C.A §§ 6-15-1004 • A.C.A §§ 6-17-902 • Section 7 of DESE Rules Governing Teacher Licensure 	Upon reviewing rules and statutes, these three additional requests are being made in order to compliment the current waivers on teacher licensure.

Section 7: Amendment Requests

List any non-waiver 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 only if the charter intends to add a campus, add grades, increase enrollment cap, or change location.

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.

Pursuant to Ark. Code Ann. §6-23-106, the Cross County School District has carefully reviewed the impact that the renewal of Cross County Elementary Technology Academy's (CCETA) conversion charter would have upon the efforts of Cross County School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of CCETA's conversion charter will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public

schools. The Cross County School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the CCETA will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.