



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 27, 2018



Charter School: Exalt Academy of Southwest Little Rock

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

Contact Information

Sponsoring Entity:	Exalt Academy of Southwest Little Rock
Name of Charter School:	Exalt Academy of Southwest Little Rock
School LEA #	6055700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Christina (Tina) Long, Superintendent 6111 West 83 rd Street, Little Rock, AR 72209 501-683-0085 501-683-1847 tina.long@exaltacademies.org
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Barry Jefferson 1811 Cloverdale Jacksonville Arkansas 72076 Bjefferson@exaltacademies.org 501-744-0538

Number of Years Requested for Renewal (1-20) _____ 3 _____

Renewal Application Approval Date by the School/Entity Board(s) _____ September 26, 2018 _____

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Exalt Academy of Southwest Little Rock (EASW) has a strong, independent Board that governs in accordance with all applicable state and federal laws. The Board of EASW uses the Policy Governance Model for non-profit organizations, which was developed by John and Miriam Carver. As part of this model, the Board has developed Ends Statements and Executive Limitations that clearly define the goals for the school and the parameters in which management must operate. Through monthly board meetings, submissions of quarterly school performance dashboard reports, and other means, the Board reviews how the school is being managed and works with the Executive Management Team to proactively make course corrections when needed.

The Board of Directors of EASW is self-governed and self-perpetuating, and exists for the purpose of governing the school. The Board is a distinguished and well-rounded representation of the community, and includes individuals with professional expertise in non-profit leadership, finance and accounting, business management, communication, and education. Three members of the board have served as directors since the board was first assembled in 2014.

The administration of the Exalt Academy of Southwest Little Rock does not serve on the Board of Directors, but manages the school in accordance with state and federal laws, and in alignment with the board's policies. The administration, in conjunction with the teacher led teams, serve as the academic leadership team of the school. The teaching faculty is the primary agent in serving our students and families.

Selection & Composition

The Board of Directors (“the Board”) shall consist of at least five Directors and no more than nine Directors. All Directors shall have identical rights and responsibilities.

Board members shall be sought who reflect the qualities, qualifications, and diversity outlined in the Job Description of the Board of Directors. The Board of Directors also created a comprehensive selection process that includes the use of a board selection matrix that has been developed internally. Potential board members tour the school, meet management, and are interviewed by board members to assure they are mission aligned. Background checks are conducted and alignment is checked against the matrix. The Board then votes in open session to appoint a board member.

Board Responsibilities

The school Board acts as the public fiduciary agent with the Arkansas State Board of Education. It is responsible for making sure that Exalt Academy of Southwest Little Rock meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The Board oversees the finances, management and operations of the Academy.

Final Decision-Making Authority

As the fiduciary agent, EASW’s Board of Directors have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; and (3) hiring and firing of staff.

The Board holds regular monthly meetings and complies with the Open Meetings Law and all other applicable laws. During these meetings, members of the management team provide the board with reports on all major aspects of the school, including but not limited to:

Finance/Operations

- Budget formation & position
- Cash flow management
- Audit
- Accounting & financial reporting
- Regulatory compliance
- Ancillary services (transportation, food, janitorial, maintenance)

Stakeholder Engagement/Representation

- Parent demand & engagement
- Parent satisfaction
- Student engagement (attendance, tardiness, retention, behavior)
- Authorizer relations/reporting
- Funder relations/reporting
- Community involvement

Performance Management

- Setting of Ends Statement policies
- Approval of annual performance goals
- Formative assessments
- Summative assessments
- Reporting against performance goals
- College preparation & matriculation

Managerial Practices

- Setting of Executive Limitations policies
- Review of monitoring reports
- Adherence to Executive Limitations policies

Teaching and Learning

- Human resources
- Teacher qualifications
- Teacher effectiveness
- Curriculum & instruction

Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator's or board member's family member has or had a financial interest.

None.

Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Barry Jefferson 1811 Cloverdale Jacksonville Arkansas 72076 Bjefferson@exaltacademies.org 501-744-0538	None	
Steven Bell 6111 West 83 rd Little Rock, AR 72209 sbell@exaltacademies.org 501-960-7347	None	
Derek Cox 114 Miramar Dr. Maumelle AR 72113 Derek.cox@arheart.com 870-557-0132	None	
Tim Zimmerman 559 Skyline Dr. Little Rock Arkansas 72213 tzimmerman@exaltacademies.org 501-517-7256	None	
Joshua Walker P.O. Box 13308 Maumelle, AR 72113 jwalker@exaltacademies.org 501-519-1864	None	
Ruth Nash 1008 Independence LN Little Rock Arkansas 72209 Stepup1333@yahoo.com 501-672-1069	None	

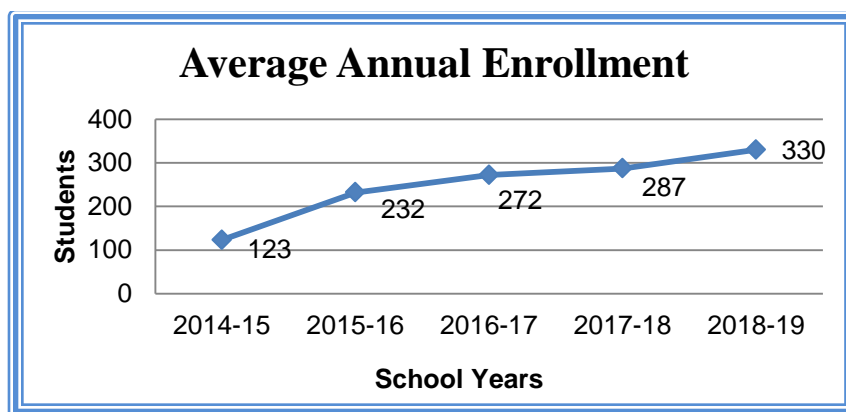
Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The Exalt Academy of Southwest Little Rock (EASW) will prepare students from educationally underserved areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Serving the Greatest Need

Exalt Academy remains steadfast in serving our mission. EASW students and families are the reason for the school's existence as well as the need for our student-focused educational model. Because 96.6% of our students qualify for the Federal Free and Reduced Lunch Program, all of our students receive free breakfast and lunch through the Community Eligibility Program. Because we serve students who come from poverty, we address many of the environmental challenges that our children face. Ignoring those issues often present huge implications for our students including but not limited to: an inability to control emotions, poor health and hygiene, violent tendencies, inappropriate sexual conduct, and difficulty establishing healthy relationships. We recognize that many of our students are trauma affected; and our educational program has been designed to teach much more than academics. The enrollment trend the last five years has demonstrated a need for this school. Each year, we continue to serve more students whose parents believe we are the best school to educate their child.



Major Milestones

Over the past four years, EASW has put a strong operating foundation in place from which to achieve our mission and vision. We have accomplished such priorities as:

- Acquiring and outfitting an excellent facility centrally situated in Southwest Little Rock on an attractive property;
- Expanding grade-level by grade-level to full elementary enrollment;
- Building a broad, loyal following among parents and community members;
- Facilitating the development of a highly functional, mission-aligned governing board;
- Establishing strong family recruitment ties and partnerships in the community; and
- Developing the core of highly qualified, dedicated teaching and administrative talent that we need to be effective.

For a community public charter school with a singular mission and orientation such as ours, putting in place such strong human networks, community roots, family relationships, and other supports and practices takes years – it should not be underestimated.

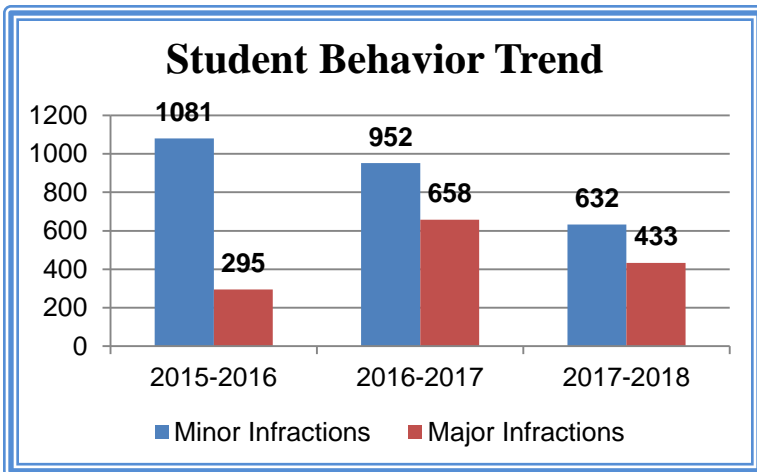
In the past year, we have retained an experienced principal, built up a significant financial reserve, and taken a hard look at what our organizational leadership needs to do so that EASW can succeed. As a result, the team that manages EASW, led by superintendent Tina Long and chief operating officer Dennis

Tiede, has concluded management of another school in Central Little Rock, the Little Rock Preparatory Academy, so that we can dedicate ourselves to EASW and the Southwest Little Rock community.

We recognize that EASW has a mixed performance record. Over the past four years, we have faced – and are navigating – very challenging adversity on many levels. For example, one central challenge that our school, and many of the schools around us, face is that we are serving a population that struggles with transience. Transience is deeply problematic because it is undermining of strong, coherent identity, culture, and community. Transience has a major impact on the lives of the students we serve, and is precipitated by such factors as poverty, joblessness and relocation.

Our Students Are Our Mission

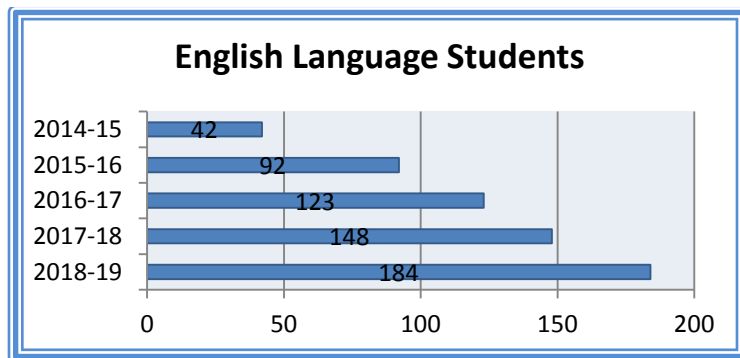
We are driven by the mission of serving low-income students. We understand the urgency of the cause and that our students’ futures are at stake. An Exalt Academy education is so much more than teaching academics. Our staff has created a Positive Behavior Plan that is built on an RTI (Response to Intervention) behavior model with Restorative Justice practices. Because we teach behavior the same way we teach academics, through a data informed approach, we document all behavior that takes away more than five minutes of instruction. All of our team members are trained in lifting up and encouraging our students to strive to be their best. We create a culture where doing the right thing is rewarded and recognized; students are set up for success through clear expectations that are taught and then retaught. If our students do not meet the expectations, they are directed back to them and then rewarded for meeting



them. This positive spirit and heart for our students creates a culture that breeds success. As the chart shows, behavior infractions for the last three years have decreased significantly. This is particularly impressive because the population of students grew each year while the number of behavior infractions decreased. Our students are demonstrating the key behaviors needed for success in college and career. Students are ambassadors and leading other students in developing the positive behaviors required for success in college and leadership.

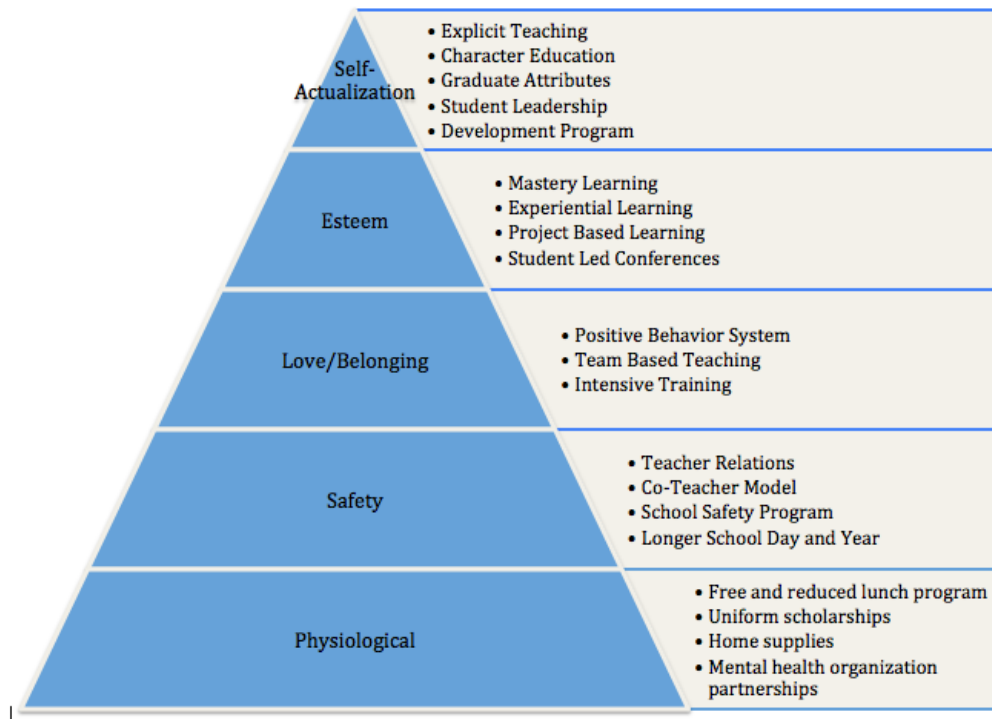
Diverse Student Body

Exalt Academy of Southwest Little Rock’s student population is made up of 63% Hispanic, 34% African American and 3% other races. Of EASW’s student body 55% are English Language Learners. Each year our English Language Learner population has increased. Because we offer a full immersion English Language program along with a safe and positive school culture, members of the Hispanic population are drawn to our program. The chart below shows the growing number of English Language students served in our school.



How We Serve Our Students to Fulfill Our Mission

Exalt Academy of Southwest Little Rock is 100% dedicated to fulfilling our mission, and it is at the core of everything we do. Our free and reduced lunch program statistics demonstrate that we help the students we strive to serve. Many of our students come to us several years behind or not speaking fluent English. Often they have significant behavior challenges and are trauma affected. Teachers work within our established academic model that is structured to prepare students from our community for college and advanced careers. This approach is based on Explicit Instruction and the framework of Maslow’s Hierarchy of Needs, and places significant emphasis on teaching the whole child, moving students up through the pyramid in a systematic way. At each level, we have carefully chosen approaches and systems to address our student’s needs. Programs including our mental health organization partnerships, uniform programs, extended learning time through a longer school day and year, positive behavior RTI system, mastery learning standards, cross graded homogeneous small group instruction, language immersion programs and character education programs are the tools we use to educate the whole child. Teachers and staff are trained using data to inform the successful implementation of each system to ensure our students move up the triangle to self-actualization, becoming tomorrow’s leaders.



Data Informed to Meet Our Mission

Academic and behavior data is gathered and analyzed weekly during check-in meetings and weekly Professional Learning Communities (PLCs). Each week when a standard is not mastered the teacher or interventionist schedule intensive small group or one on one time to reteach and retest the standard. Academic intervention time is built into our daily schedule to assure that this reteach is done quickly without much time lapse. Teaching behavior expectations are handled the same way. Students who have behavior data that are not demonstrating a mastery of expectation are put on a daily plan for more intensive reinforcement and support. Deans, who serve as behavior interventionists, proactively check in with the student every few hours to encourage expectations being met. If students are not meeting expectations, they are retaught those expectations until mastered.

Development of Mission Driven Educators

EASW realizes the greatest resource in educating our students is outstanding educators. The work we do is difficult and our teachers need to be fully equipped to serve our students. We have put the following measures in place to make sure our teaching team continues to improve for the sake of our students and communities.

- Two weeks of summer training for newly hired teachers
- One week of summer training for returning teachers
- Weekly professional development sessions (40 weeks)
- Commitment to the RISE initiative and the science of reading
- Eleven full days of professional development sessions over the course of each school year
- Every teacher placed on track 1 of Teacher Excellence and Support System (TESS) for observations, PGPs, and continuous feedback
- Multi-faceted mentoring programs
- Professional Development by experts in the field of Explicit Instruction
- 25 weekly classroom check-ins made by administrators
- A commitment to professional learning communities; with a weekly focus on RTI and interventions
- Teacher led committees including curriculum committees, teacher assistance team, child study team, school culture team, health and wellness team, parent involvement team, and events team.

The development of our staff has inspired us to promote Associate Teachers into Lead Teacher positions and Lead Teachers into Administrative positions. Giving our teachers the opportunity to grow in their careers while making a significant impact in the lives of our students is actively creating a healthy, long lasting educational environment.

Recruiting new educators to our mission has also emerged as a high priority in our pursuit of student excellence. We have built a partnership with Arkansas Academy for Educational Equity at the University of Arkansas to secure new staff members with high potential. Additionally, we have built relationships with schools of education in the region to ensure that we are attracting the best and brightest young professionals to our school.

Strong Financial Management

Exalt Academy has contracted with Arkansas Public Schools Resource Center (APSRC) to focus on continuing to adhere to all of the best compliance and financial practices. APSRC works with the Exalt Academy Director of Finance and Compliance who has over 20 years of finance experience and the Chief Operating Officer with 12 years of background in charter school finance to ensure fiscal health continues to be a core strength of the organization. Even through a staffing transition, the school is able to maintain strong practices and clean audits due to the solid financial processes and internal controls. Additionally, the school has a growing reserve of over 30% and works hard to be good stewards of the school's resources. These practices allow us to invest our funds into the school and provide the resources our teachers need to be successful and fulfill our mission.

Improvement Implemented to Achieve Our Mission

Our school Improvement Team set priorities for the current year to help us continue to achieve our mission. It is our practice to continually focus on the improvement of practices to better serve our students. Below is a list of our new incentives and areas of focus for the current year.

- Increase staffing support for our students and teachers. Five additional interventionist/paraprofessional positions and two administrative support positions brought online. This will increase the capacity in the Response To Intervention (RTI) process specifically for reading proficiency to ensure every student is at mastery on every standard before they move forward.

- Exit Interviews with departing staff have stated that while teachers love the mission and makeup of the school, these roles are just too hard to be successful without additional support over that of a traditional school. Because of this feedback we have increased our support staff by seven FTE this year.
- Increase focus on English Language programs and professional development for teachers instructing a full immersion program.
- Increase focus on Math and Science proficiency.
- Increase focus on attendance and tardies. We are undertaking an incentive initiative for on-time students and a time owed program for frequent offenders.

These initiatives were set based on formative and summative data and areas of need for the school. We believe the increased focus in these areas will drive achievement at our school.

Part B: Current Performance Goals

Goals as stated in the prior application:

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Met Goal Yes or No
1. EASW will seek to excel against the individualized math and literacy annual measurable objectives (AMO's) for All Students and the TAGG group or meet the established growth AMO's for the same group so that it can be designed as "Achieving" or "Exemplary." To be classified as "Exemplary," EASW must demonstrate high performance, high progress, high TAGG performance or high TAGG progress.	ACTAAP	Meet or Exceed AMO	Annually	K-2 No Students Tested	No AMOs or Growth Index Benchmark Year	No AMOS ESSA Growth Index 77.98	No AMOS ESSA Growth Index 79.14	Not Yet Tested	Not Applicable
2. In grades 3-8, over 15% of returning students will achieve a gain of one proficiency level or greater each year when compared with the previous year's testing in all tested subjects. A proficiency-level gain is defined as a gain from one category of proficiency to another, which means from "Below Basic" to "Basic" to "Proficient" to "Advanced."	ACTAAP	Over 15% returning students gain one proficiency level in all subjects	Annually	K-2 No Students Tested	No AMOs or Growth Index Benchmark Year	Criteria met in 3 of 4 Subjects	Criteria met in 2 of 4 Subjects	Not Yet Tested	Yes in 5 out of 8 areas.
3. By the spring of their 5th grade year, a higher percentage of students at the EASW will achieve proficient	ACTAAP	5 th graders exceed surrounding	Annually	K-2 Served	K-3 Served	k-4 Served	5 th grade did not meet this	Not Yet Tested	Did Not Meet

or advanced in all tested subjects than the average among students in surrounding school districts.		districts in proficiency					goal		
4. By the spring of their 8th grade year, a higher percentage of students at the Exalt Academy will achieve proficient or advanced in all tested subjects than the average among all students in the state of Arkansas.	ACTAAP	8 th graders exceed surrounding districts in proficiency	Annually	K-2 Served	K-3 Served	K-4 Served	K-5 Served	Not Yet Tested	N/A
5. In grades K-5, over 15% of returning students will achieve a gain of 5% or greater national percentile rank compared to the previous year.	NWEA MAP	over 15% of returning students will achieve a gain of 5% or greater	Annually	Did Not Meet	Did Not Meet	Did Not Meet	Did Not Meet	Not Yet Tested	Did Not Meet
6. From one spring to the next, over 60% of returning students to EASW will meet their individual growth targets on the NWEA MAP.	NWEA MAP	over 60% of returning students to EASW will meet their individual growth targets	Annually	Did Not Meet	Did Not Meet	Did Not Meet	Did Not Meet	Not Yet Tested	Did Not Meet
7. By the spring of their 5th grade year, over 50% of returning students who take the spring NWEA MAP testing will score above the 50th percentile.	NWEA MAP	over 50% of returning students in 5 th grade will score above the 50th percentile	Annually	K-2 Served	K-3 Served	K-4 Served	Did Not Meet	Not Yet Tested	Did Not Meet
8. By the spring of their 8th grade year, a higher percentage of students in the 8th grade classes at the EASW will score above the 50th percentile than among all schools that are part of the national sampling population.	NWEA MAP	a higher percentage of 8th grade students will score above the 50th percentile than among all schools that are	Annually	K-2 Served	K-3 Served	K-4 Served	K-5 Served	Not Yet Tested	N/A

		part of the national sampling population							
9. One hundred percent (100%) of 8th grade students will complete the requirements of the yearlong Capstone course that all students will be required to take in their 8th grade year, including: a. Completing a thesis research paper and delivering a thesis presentation; b. Completing and exhibiting a multimedia portfolio; c. Completing a job shadowing with a business professional; d. Visiting at least 4 college campuses over the course of the year; and e. Completing over 50 hours of community service and/or experiential learning.	Capstone	100% of 8 th grade students complete requirements	Annually	K-2 Served	K-3 Served	K-4 Served	K-5 Served	Not Yet Tested	N/A
10. Over 75% of students will achieve a score that is indicative of college readiness and/or preparation to take Advanced Placement (AP) courses on the ACT EXPLORE in the spring of their 8th grade year.	ACT Explore	Over 75% of students college ready	Annually	K-2 Served	K-3 Served	K-4 Served	K-5 Served	Not Yet Tested	N/A
11. Over 85% of students will be admitted to college-preparatory high school programs in the spring of their 8th grade year.	College Prep High school admission	Over 85% of students admitted	Annually	K-2 Served	K-3 Served	K-4 Served	K-5 Served		N/A

1. EASW will seek to excel against the individualized math and literacy annual measurable objectives (AMO's) for All Students and the TAGG group or meet the established growth AMO's for the same group so that it can be designed as "Achieving" or "Exemplary." To be classified as "Exemplary," EASW must demonstrate high performance, high progress, high TAGG performance or high TAGG progress.

The charter goals were written prior to the change in the state assessment system from the ACTAAP to ESSA. Additionally the first year of the charter, the school served grades Kindergarten through second grade. Therefore, our students did not test. The equivalence to ACTAAP AMOs would be the ESSA growth index target. The first year we received a growth score was the 2016-2017 school year. Below is the table with EASW's ESSA Growth Index Scores for the last two years showing an upward trend in growth achievement.

ESSA Growth Index Scores	
2016-2017	77.98
2017-2018	79.14

2. In grades 3-8, over 15% of returning students will achieve a gain of one proficiency level or greater each year when compared with the previous year's testing in all tested subjects. A proficiency-level gain is defined as a gain from one category of proficiency to another, which means from "Below Basic" to "Basic" to "Proficient" to "Advanced."

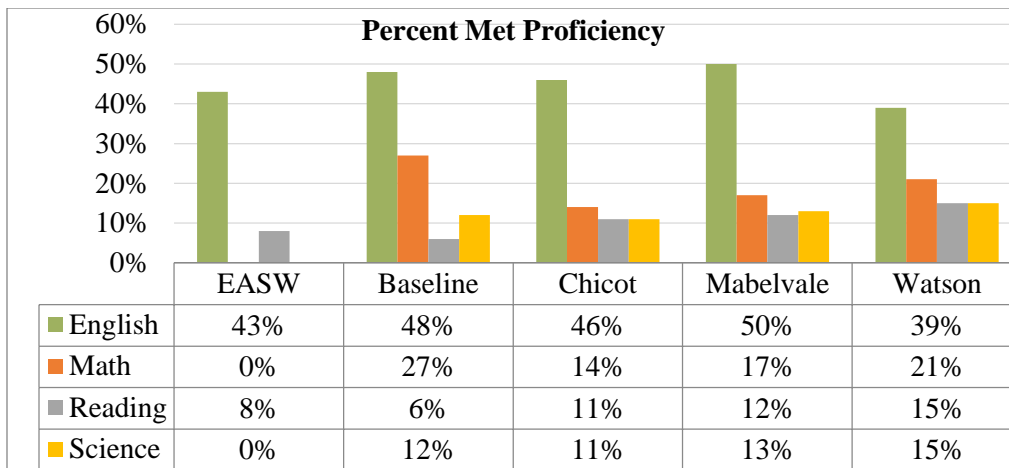
Although the state test has changed, there are still four proficiency levels that students can fall between. Below is a chart that shows the percentage of returning students who gained a proficiency level from one level to another.

Subject	2017	2018
English	0	60%
Reading	30%	10%
Math	30%	15%
Science	20%	10%

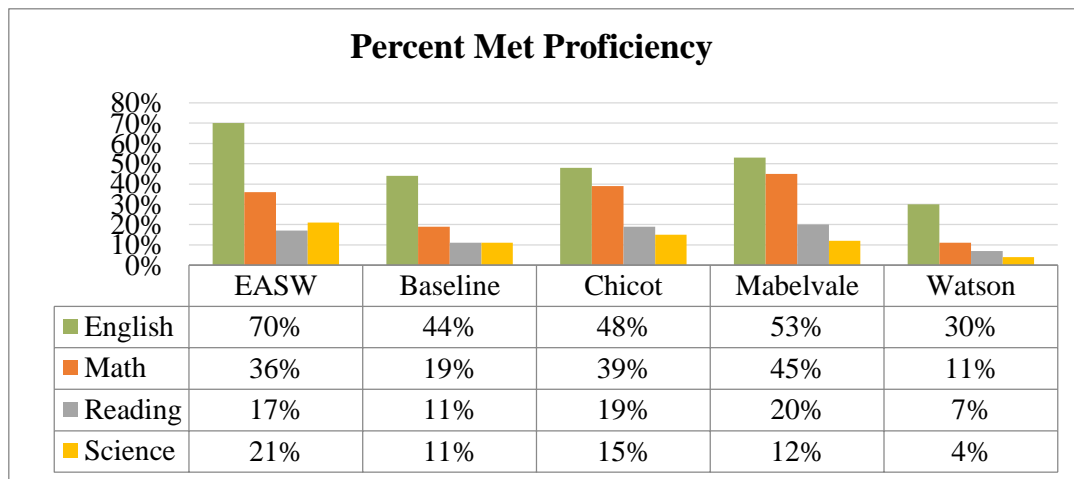
In 2017 we met the goal of 15% of our students gaining an achievement level in 3 of the 4 subjects. Last year on the 2018 ACT Aspire we met the goal of 15% in 2 of the 4 subjects. Also in 2018 we made huge gains in moving achievement levels for English. We are pleased to see that our English Language Development program is having a positive impact for our students.

3. By the spring of their 5th grade year, a higher percentage of students at the EASW will achieve proficient or advanced in all tested subjects than the average among students in surrounding school districts.

EASW did not meet this goal. The majority of students who are in this tested 5th grade class have not been with us for the last 4 years. Often the students who transfer in to our school in upper grades do so because they have not been successful at their previous school. They are several years behind academically and experience behavior challenges. Below is a chart showing how 5th grade schools performed compared to similar schools.



The narrative is different for our 3rd grade class. Unlike the 5th grade students, many of the students in 3rd grade started school with us in kindergarten or first grade. Although they came into school behind their more affluent peers, we were able to make gains more rapidly. Below is a chart showing proficiency levels for our 3rd grade students.



Exalt Academy has had three years of state testing. Below is a chart that shows the Overall ESSA Index Scores for Exalt Academy the last three years. The scores have not been where we want them to be; however, the school has demonstrated an upward trend in achievement. We have also seen an upward trend in our Value-added Growth Score.

	2016	2017	2018
Overall Index Score	53.37	56.71	57.35
Value-added Growth Score		77.98	79.14

We are particularly pleased that our 2018 Overall Index went up considering the ACT Aspire cut off scores changed. However, our team believes that is just the beginning. Now that school culture and student behavior is exemplary, we are set up to see a significant rise in achievement in future years.

- By the spring of their 8th grade year, a higher percentage of students at the Exalt Academy will achieve proficient or advanced in all tested subjects than the average among all students in the state of Arkansas.

Exalt Academy started serving Kindergarten through Second grade in its first year of operation 2014-2015 and has added a grade level each year thereafter. For the 2018-2019 school-year, we are serving students in grades Kindergarten through Sixth grade. We will have our first graduating 8th grade class the year 2020-2021.

5. In grades K-5, over 15% of returning students will achieve a gain of 5% or greater national percentile rank compared to the previous year.

We did not meet this goal. Exalt Academy did not perform as well as we would have liked on the NWEA MAP. The school has been 100% aligned to the Arkansas Standards and committed to performing well on the ACT Aspire. During start up years, we believed it was too much for teachers to align all assignments to two different tests while learning our unique academic approach. As a result, our scores have not reflected the growth our students have made academically. Now that the school has successfully made it through start up, we will be increasing our focus to include NWEA Map as well as the ACT Aspire.

6. From one spring to the next, over 60% of returning students to EASW will meet their individual growth targets on the NWEA MAP.

We did not meet this goal. Exalt Academy did not perform as well as we would have liked on the NWEA MAP. The school has been 100% aligned to the Arkansas Standards and committed to performing well on the ACT Aspire. During start up years, we believed it was too much for teachers to align all assignments to two different tests while learning our unique academic approach. As a result, our scores have not reflected the growth our students have made academically. Now that the school has successfully made it through start up, we will be increasing our focus to include NWEA Map as well as the ACT Aspire.

7. By the spring of their 5th grade year, over 50% of returning students who take the spring NWEA MAP testing will score above the 50th percentile.

We did not meet this goal. Exalt Academy did not perform as well as we would have liked on the NWEA MAP. The school has been 100% aligned to the Arkansas Standards and committed to performing well on the ACT Aspire. During start up years, we believed it was too much for teachers to align all assignments to two different tests while learning our unique academic approach. As a result, our scores have not reflected the growth our students have made academically. Now that the school has successfully made it through start up, we will be increasing our focus to include NWEA Map as well as the ACT Aspire.

8. By the spring of their 8th grade year, a higher percentage of students in the 8th grade classes at the EASW will score above the 50th percentile than among all schools that are part of the national sampling population.

Exalt Academy started serving Kindergarten through Second grade in its first year of operation 2014-2015 and has added a grade level each year thereafter. For the 2018-2019 school year, we are serving students in grades Kindergarten through Sixth grade. We will have our first graduating 8th grade class the year 2020-2021.

9. Exalt Academy started serving Kindergarten through Second grade in its first year of operation and has added a grade level each year thereafter. For the 2018-2019 school year, we are serving students in grades Kindergarten through Sixth grade. We will have our first graduating 8th grade class the year 2020-2021. One hundred percent (100%) of 8th grade students will complete the requirements of the yearlong Capstone course that all students will be required to take in their 8th grade year, including:
 - a. Completing a thesis research paper and delivering a thesis presentation;
 - b. Completing and exhibiting a multimedia portfolio;

- c. Completing a job shadowing with a business professional;
- d. Visiting at least 4 college campuses over the course of the year; and
- e. Completing over 50 hours of community service and/or experiential learning.

Exalt Academy started serving Kindergarten through Second grade in its first year of operation 2014-2015 and has added a grade level each year thereafter. For the 2018-2019 school-year, we are serving students in grades Kindergarten through Sixth grade. We will have our first graduating 8th grade class the year 2020-2021.

10. Over 75% of students will achieve a score that is indicative of college readiness and/or preparation to take Advanced Placement (AP) courses on the ACT EXPLORE in the spring of their 8th grade year.

Exalt Academy started serving Kindergarten through Second grade in its first year of operation 2014-2015 and has added a grade level each year thereafter. For the 2018-2019 school-year, we are serving students in grades Kindergarten through Sixth grade. We will have our first graduating 8th grade class the year 2020-2021.

11. Over 85% of students will be admitted to college-preparatory high school programs in the spring of their 8th grade year.

Exalt Academy started serving Kindergarten through Second grade in its first year of operation 2014-2015 and has added a grade level each year thereafter. For the 2018-2019 school-year, we are serving students in grades Kindergarten through Sixth grade. We will have our first graduating 8th grade class the year 2020-2021.

Part C: New Performance Goals

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5
<u>1.</u>	ESSA School Index ACT Aspire	The Overall ESSA Index Score will grow each year	Annually					
<u>2.</u>	ESSA with ACT Aspire	The school will meet the growth expectation set by the state	Annually					
<u>3.</u>	ESSA with ACT Aspire	The weighted achievement score will increase each year	Annually					
<u>4.</u>	NWEA MAP	60% of students will meet their growth goals set by NWEA from Fall to Spring	Annually					

Overall Goals

Exalt Academy of Southwest Little Rock will not waiver from our mission. We will continue to have a student-focused approach concentrating our efforts on reaching the student population of Southwest Little Rock. Although we are an open enrollment charter school and will not turn any student away, we will continue to provide an educational program that best meets the needs of low-income students.

Exalt Academy will continue to execute against our data informed Positive Behavior Plan to teach students the key behaviors required for success, citizenship and leadership in their communities and beyond.

Exalt Academy fully embraces the ESSA accountability system measures. The ESSA reports are all encompassing, measuring growth and proficiency of English, Reading, Math and Science. This is why we have chosen ESSA reports as our assessment instrument to measure performance goals.

By aligning our goals with Arkansas State’s achievement goals, we are better equipped to provide professional development, coaching, and mentoring to our teachers ensuring we reach their goals.

Section 3 – Waivers

Topic	Waiver Type	Statute/Standard/Rule	Notes/Comments
Alternative Learning Environment	Standard	19.03	
Alternative Learning Environment	Statute	A.C.A §§ 6-15-1005(b)(5)	
Alternative Learning Environment	Statute	A.C.A §§ 6-18-503(a)(1)(C)(i)	
Alternative Learning Environment	Statute	A.C.A §§ 6-48-101 et seq.	
Alternative Learning Environment	ADE Rule	Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds	Section 4
Board of Directors	Statute	A.C.A §§ 6-13-601 et seq.	
Class Size and Teaching Load	Standard	10.02	
Employee Dismissal	Statute	A.C.A §§ 6-17-1501 et seq.	
Employee Dismissal	Statute	A.C.A §§ 6-17-1701 et seq.	
Flexible Schedule	Statute	A.C.A §§ 6-10-106	
Flexible Schedule	Statute	A.C.A §§ 6-16-102	
Gifted and Talented	Standard	18	
Gifted and Talented	Statute	A.C.A §§ 6-20-2208(c)(6)	
Gifted and Talented	Statute	A.C.A §§ 6-42-101 et seq.	
Guidance and Counseling	Standard	16.01	
Health and Safety	Standard	16.03	
Health and Safety	Statute	A.C.A §§ 6-18-706	
Library Media	Standard	16.02.3	
Library Media	Statute	A.C.A §§ 6-25-103	
Library Media	Statute	A.C.A §§ 6-25-104	
Non instructional Duties	Statute	A.C.A §§ 6-17-117	
Personnel Policies	Statute	A.C.A §§ 6-17-2301 et seq.	
Personnel Policies, Salaries/Compensation	ADE Rule	School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites	Sections 5, 6, 7, and 8
Planning periods	Statute	A.C.A §§ 6-17-114	
Salaries/Compensation	Statute	A.C.A §§ 6-17-2201 et seq.	
Salaries/Compensation	Statute	A.C.A §§ 6-17-2401 et seq.	
School Elections	Statute	A.C.A §§ 6-14-101 et seq.	
Student Services	Statute	A.C.A §§ 6-18-1001 et seq.	
Student Services	ADE Rule	Public School Student Services	
Substitute Teachers	ADE Rule	Waivers for Substitute Teachers	
Teacher Licensure	Standard	15.03	
Teacher Licensure	Statute	A.C.A §§ 6-15-1004	
Teacher Licensure	Statute	A.C.A §§ 6-17-201 et seq.	
Teacher Licensure	Statute	A.C.A §§ 6-17-301	
Teacher Licensure	Statute	A.C.A §§ 6-17-902	
Teacher Licensure	Statute	A.C.A §§ 6-17-919	
Teacher Licensure	ADE Rule	Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days	

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

No new waivers are requested at this time.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

The charter is maintaining all current approved waivers at this time.

Section 4 – Requested Amendments

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

No charter amendments are requested at this time.

Section 5 –Desegregation Analysis

Exalt Academy (Exalt) is seeking the renewal of its open-enrollment charter from the State’s charter authorizer. Exalt is located within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to continue to obtain most of its students from within the boundaries of the Little Rock (LRSD), North Little Rock (NLRSD), Pulaski County Special (PCSSD) and Jacksonville-North Pulaski (JNPSD) School Districts. This analysis is provided to inform the decision making of the charter authorizer regarding the effect, if any, that the granting of the requested charter renewal to Exalt would have on the efforts of the LRSD, NLRSD, PCSSD and the JNPSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Exalt, in this analysis, has carefully reviewed the potential impact that the renewal would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Exalt has substantiated that the LRSD and NLRSD have been found by the Federal District Court to be unitary in all respects of their school operations. The PCSSD and JNPSD (having assumed the desegregation obligations of the PCSSD) are unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD and JNPSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of a renewal of Exalt’s charter to continue to operate an open-enrollment public charter school cannot be said to have a negative impact on the LRSD, NLRSD, PCSSD and the JNPSD’s ability to comply with the districts’ court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

According to the 2017-2018 school year enrollment figures as maintained by the ADE Data Center, the LRSD had a student population of 22,338 students; the NLRSD had a student population of 8,427 students; the PCSSD had a student population of 12,101 students, and the JNPSD had a student population of 4,306 students. Exalt’s student population was 287 students. Ark. Code Ann. §6-23-106 requires that Exalt be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project future racial composition; with that being said, Exalt’s 2017-2018 student population was comprised of approximately 60.3% Hispanic students and 37.9% African-American students and 1.8% Other. LRSD’s student population was comprised of approximately 62.9% African-American students, 17.8% Caucasian students and 15% Hispanic students. NLRSD’s

student population was comprised of approximately 60.2% African-American students, 28.5% Caucasian students and 8.8% Hispanic students. PCSSD's student population was comprised of approximately 43.1% Caucasian students, 42.2% African-American students and 8.7% Hispanic students. JNPSD's student population was comprised of approximately 51.5% African-American students, 35% Caucasian students and 7% Hispanic students. Ark. Code Ann. §6-23-106 also requires that Exalt's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Exalt's careful review of the relevant statutes and court orders affecting the four (4) Pulaski County School Districts, and the student populations of such districts, shows that such negative effect is not present here.

In January 2014, Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern District of Arkansas, Western Division) involving the then three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of LRSD's appeal to the Eighth District Court of Appeals concerning charter school issues.

In conclusion, Exalt submits that upon the basis of its review, no existing federal District Court desegregation order affecting the LRSD, NLRSD, PCSSD and JNPSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from renewing a charter for an open-enrollment public charter school in Pulaski County.