



# ARKANSAS DEPARTMENT OF EDUCATION

## **Open-Enrollment Public Charter School Renewal Application**

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



**Charter School: Quest Academy of West Little Rock**

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

## Contact Information

<b>Sponsoring Entity:</b>	ResponsiveEd.
<b>Name of Charter School:</b>	Quest Academy of West Little Rock
<b>School LEA #</b>	6054
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	Rhonda Bradford 1815 Rahling Rd Little Rock, AR 72223 501-821-0382 <a href="mailto:rbradford@responsiveed.com">rbradford@responsiveed.com</a>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	Mr. Richard Cromwell 10 Balsham Lane Bella Vista, AR 72714 479-530-5621 <a href="mailto:richcromwell@gmail.com">richcromwell@gmail.com</a>

**Number of Years Requested for Renewal (1-20) 10**

**Renewal Application Approval Date by the School/Entity Board(s) September 14, 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.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

The governing structure of Quest Academy of West Little Rock is illustrated as follows: (1) ResponsiveEd Board of Directors (“ResponsiveEd Board”), Arkansas Board of Directors (Arkansas Board), (3) Superintendent, (4) Directors (Operations, Academic), (5) Campus Director, and (6) Teachers/Paraprofessionals.

### **ResponsiveEd Board**

The ResponsiveEd Board will serve as the ultimate governing authority of Quest Academy of West Little Rock and shall, except as specifically described herein, retain final decision-making authority for Quest Academy of West Little Rock in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Arkansas Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

### **Arkansas Board of Directors ("Arkansas Board")**

The Arkansas Board shall have final decision-making authority for Quest Academy of West Little Rock in those areas delegated to it by the ResponsiveEd Board. Areas may include: (1) student discipline, (2) employee grievances, (3) Budget development and approval, (4) parent grievances, and (5) community complaints/concerns. The Arkansas Board shall be composed of not less than five (5) members selected by majority vote of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be re-elected an unlimited number of times. Board members will be nominated to the board by community members, staff members, parents or business members. Before an individual is brought to the board an extensive interview process will be conducted with prospective board members. A small committee of no more than three members one of which must be the Superintendent will conduct screening interviews and select the two top candidates for an open position. These candidates will then be interviewed by the local Arkansas board. After the interviews the board will nominate and approve the new member. Once the local Arkansas board approves the candidate the local board candidate will be approved by the ResponsiveEd Board. Once the approval process is complete the new board member can begin serving on the Arkansas Board.

### **Planned Relationship between the ResponsiveEd Board and the Arkansas Board of Directors**

As noted above the ResponsiveEd board shall have final decision-making authority for Quest Academy of West Little Rock. The ResponsiveEd Board and the Arkansas Board will be comprised of different members. The ResponsiveEd board will have the authority to appoint and remove members of the Arkansas board. The ResponsiveEd board may delegate finale decision making authority as it deems necessary to the Arkansas Board. The Arkansas board is comprised of five members representing each of the four charter schools and one at-large member.

### **Governing Board's Roles and Responsibilities**

ResponsiveEd Board members elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. In like fashion, the Arkansas board

will also elect a president, vice-president, and secretary. Criminal history checks will be conducted annually on each current Board member. Quest Academy of West Little Rock will be under the overall management and control of the ResponsiveEd Board, which will work closely with the Arkansas Board, school superintendent and principal in promoting school goals achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The ResponsiveEd Board will focus on policy issues and will entrust the day-to-day management of the school to the superintendent and principal, the principal will be accountable to the superintendent and Board for the overall performance of the school. The Board will be accountable to the people for whose benefit this school will be established and will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

The powers and duties of the ResponsiveEd Board include the following:

1. the Board as a corporate body has the power and duty to govern and oversee the management of Quest Academy of West Little Rock;
2. the Board shall determine the organization and support the mission of Quest Academy of West Little Rock;
3. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. the Board shall set policies for Quest Academy of West Little Rock operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate Quest Academy of West Little Rock, while maintaining fiscal responsibility;
6. the Board shall establish Quest Academy of West Little Rock short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. the Board shall ensure that Quest Academy of West Little Rock fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. the Board shall ensure that ResponsiveEd of Arkansas remains in good standing as an organization exempt from taxation under Section 501 ( c )(3 ), Internal Revenue Code;
10. the Board shall approve and ratify all contracts;
11. the Board shall adopt an annual budget for Quest Academy of West Little Rock and shall regularly review financial statements;
12. the Board shall ensure that Quest Academy of West Little Rock maintains adequate resources for school activities; and
13. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

### **Policies and Procedures for Board Operation**

The Board will function according to existing ResponsiveEd by-laws.

**Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School.** The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each Quest Academy of West Little Rock student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Quest Academy of West Little Rock, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

**Describe the plan for providing school board members with continuous professional development.**

All board members will be monitored by the Program Director to insure state required training hours are completed. The program director will also provide a monthly report to each board member and to the board president that highlights all future training opportunities available. At each board meeting an update on training hours needed and completed will be provided by the Director of Programs. This information will be reflected in the minutes of each meeting.

**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.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Complete the table on the following page.

**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).**

<b>Charter School Board Member’s/ Administrator’s Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
Ben Klingenstein President <a href="mailto:Bwk786786@yahoo.com">Bwk786786@yahoo.com</a>	None	None
Marvin Reynolds Vice-President <a href="mailto:educate@nationalhomes.com">educate@nationalhomes.com</a>	None	None
Kent Sparks Secretary <a href="mailto:kents@crosstimberschurch.org">kents@crosstimberschurch.org</a>	None	None

Dan Maddalena Board Member <a href="mailto:dbmadd@yahoo.com">dbmadd@yahoo.com</a>	None	None
Charles Cook CEO <a href="mailto:ccook@responsiveed.com">ccook@responsiveed.com</a>	None	None
Lance Losey Board Member <a href="mailto:Lance.losey@hotmail.com">Lance.losey@hotmail.com</a>	None	None

**Duplicate this page, if necessary.**

## Arkansas Board of Directors

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Richard Cromwell President <a href="mailto:richcromewell@gmail.com">richcromewell@gmail.com</a>	None	None
Jennifer Stephens Vice-President <a href="mailto:jstephensquest@gmail.com">jstephensquest@gmail.com</a>	None	None
Dr. Charity Smith Board Member <a href="mailto:Charitysmith.99@comcast.net">Charitysmith.99@comcast.net</a>	None	None
Steven Gast Superintendent <a href="mailto:sgast@responsiveed.com">sgast@responsiveed.com</a>	None	None

## **Section 2 – School Mission and Performance Goals**

### **Part A: Current School Mission**

The charter’s school mission, as approved by the authorizer, is provided. Describe the charter’s progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

#### **Current Mission:**

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

**Part B: Current Performance Goals**

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5	Met Goal Yes or No
1. In Reading, performance gaps for Economically Disadvantaged, English Language Learner, and Special Education identified in Quest’s first year of operation will be narrowed by 25% by the end of Quest’s fourth year of operation as demonstrated by student performance on mandated state assessments.	benchmarks, end-of-course exams, and mandated state assessments	Performance gaps narrowed by 25%	2018	Targeted Achievement Gap Group English Language Arts baseline score of 20.83 percent.	Targeted Achievement Gap Group for English Language Arts is 37.21 percent.	Targeted Achievement Gap Group for English Language Arts is 33.33 percent.	Targeted Achievement Gap Group for English Language Arts is 38 percent.	N/A	YES
2. In Mathematics, performance gaps for Economically Disadvantaged, English Language Learner, and Special	benchmarks, end-of-course exams, and	Performance gaps narrowed by 25%	2018	Targeted Achievement Gap Group Mathematics	Targeted Achievement Gap Group for	Targeted Achievement Gap Group for	Targeted Achievement	N/A	YES



Education identified in Quest's first year of operation will be narrowed by 25% by the end of Quest's fourth year of operation as demonstrated by student performance on mandated state assessments.	mandated state assessments			score of 16.67 percent.	Mathematics is 20.00 percent.	Mathematics is 22.92 percent.	Gap Group for Mathematics is 15 percent.		
--	----------------------------	--	--	-------------------------	-------------------------------	-------------------------------	--	--	--

1. In Reading, performance gaps for Economically Disadvantaged, English Language Learner, and Special Education identified in Quest's first year of operation will be narrowed by 25% by the end of Quest's fourth year of operation as demonstrated by student performance on mandated state assessments.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

The past four years the state of Arkansas has administered two different assessments. The change in assessment has made it difficult to calculate growth for the TAG group over time. With the finalization of 2017-18 ACT Aspire scores, a three year calculation can be made. The achievement for all students in ELA on the ACT Aspire from 2016 to 2018 has remained consistent with a slight dip in 2017 (2016: 71.36%, 2017: 66.86%, & 2018: 71% (pre-appeals percentage)).

<p>2014-2015</p> <p>The school percentage of students who scored proficient or advanced is 49.63%.</p> <p>The TAG group percentage who scored proficient or advanced is 20.83%.</p> <p>The state assessment was PARCC</p>
<p>2015-2016</p> <ul style="list-style-type: none"> <li>The school percentage of students grades 6-10 who met readiness in ELA on state assessment: <b>71.36%</b> (State Average 47.87%)</li> <li><b>The TAG group percentage for readiness level was 37.21%.</b></li> </ul> <p>The state assessment was ACT Aspire</p>
<p>2016-2017</p> <ul style="list-style-type: none"> <li>The school percentage of students grades 6-10 who scored readiness level in ELA on state assessment: <b>66.86%</b> (State Average 52.55%)</li> <li>The TAG group percentage for readiness level was 33.33% (State Average 41.91%)</li> </ul> <p>The state assessment was ACT Aspire</p>
<p>2017-2018</p> <ul style="list-style-type: none"> <li>The school percentage of students grades 6-10 who scored readiness level in ELA on state assessment: <b>66.86%</b> ***Pre-appeal percentage</li> </ul> <p>The TAG group percentage for readiness level was 30% ***Pre-appeal percentage</p>

The state assessment was ACT Aspire
<p>Interventions implemented to increase student success rates:</p> <ul style="list-style-type: none"> <li>• Federal and state categorical funds provide teachers with supplemental instructional resources and curriculum</li> <li>• Began review of curriculum and frameworks to determine if alignment issues existed.</li> <li>• Provided high quality professional development to instructional staff in areas such as curriculum alignment, developing culture, and effectiveness of instruction.</li> <li>• Collaborating with APSRC Teaching and Learning Specialist for instructional support, resources, professional development.</li> <li>• Developed school improvement plan that is aligned to school needs</li> <li>• Implemented Flex Mod schedule to incorporate Personalized Learning Time for all students.</li> <li>• Required mandatory PLT (Personalized Learning Time) for students not performing at proficiency levels</li> <li>• PLT is built into daily schedule at a minimum of 50 minutes per day.</li> <li>• Incorporated small group and individual instruction during PLT.</li> </ul> <p>Utilize Moby Max (computer software) to assist in addressing gaps in learning.</p>

2. In Mathematics, performance gaps for Economically Disadvantaged, English Language Learner, and Special Education identified in Quest’s first year of operation will be narrowed by 25% by the end of Quest’s fourth year of operation as demonstrated by student performance on mandated state assessments.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

The past four years the state of Arkansas has administered two different assessments. The change in assessment has made it difficult to calculate growth for the TAG group over time. With the finalization of 2017-18 ACT Aspire scores, a three year calculation can be made. The achievement for all students in math on the ACT Aspire from 2016 to 2018 has remained consistent until 2018. The 2018 readiness percentage level dropped to 32% for all students. (2016: 45.35%, 2017: 45.77%, & 2018:32% (pre-appeals percentage)).

<b>2014-2015</b>
<ul style="list-style-type: none"> <li>• The school percentage of students who scored proficient or advanced in math is 27.41%.</li> <li>• The TAG group percentage who scored proficient or advanced is 16.67%.</li> <li>• The state assessment was PARCC</li> </ul>
<b>2015-2016</b>
<ul style="list-style-type: none"> <li>• The school percentage of students grades 6-10 who met readiness level in math on state assessment: 45.35% (State Average 43.35%)</li> <li>• The TAG group percentage for readiness level was 20%. (State Average 34.25)</li> <li>• The state assessment was ACT Aspire</li> </ul>

**2016-2017**

- The school percentage of students grades 6-10 who scored readiness level in math on state assessment: **45.77%** (State Average 47.12%)
- The TAG group percentage for readiness level was 22.92% (State Average 38%)
- The state assessment was ACT Aspire

**2017-2018**

- The school percentage of students grades 6-10 who scored readiness level in math on state assessment: 40% \*\*\*Pre-appeal percentage
- The TAG group percentage for readiness level was 15% \*\*\*Pre-appeal percentage
- The state assessment was ACT Aspire

**Interventions implemented to increase student success rates:**

- Federal and state categorical funds provide teachers with supplemental instructional resources and curriculum
- Began review of curriculum and frameworks to determine if alignment issues existed.
- Provided high quality professional development to instructional staff in areas such as curriculum alignment, developing culture, and effectiveness of instruction.
- Collaborating with APSRC Teaching and Learning Specialist for instructional support, resources, professional development.
- Developed school improvement plan that is aligned to school needs
- Implemented Flex Mod schedule to incorporate Personalized Learning Time for all students.
- Required mandatory PLT (Personalized Learning Time) for students not performing at proficiency levels
- PLT is built into daily schedule at a minimum of 50 minutes per day.
- Incorporated small group and individual instruction during PLT.
- Utilize Moby Max (computer software) to assist in addressing gaps in learning.

**Part C: New Performance Goals**

**Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.**

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

<b>Goal</b>	<b>Assessment Instrument For Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of Goal will be Assessed</b>	<b>Year 1 Following Renewal</b>	<b>Year 2 Following Renewal</b>	<b>Year 3 Following Renewal</b>	<b>Year 4 Following Renewal</b>	<b>Year 5 Following Renewal</b>
<p><u>1.</u> Continue to demonstrate measurable student success in literacy</p>	<p><b>State-mandated assessments and nationally normed assessment</b></p>	<p>Meet or exceed state average in overall literacy.  80% of students who attend two or more years will perform at or above the 75<sup>th</sup> percentile on a nationally normed assessment such as NWEA MAP.</p>	<p>Assessed annually and measured for attainment by year 10.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>
<p><u>2.</u> Continue to demonstrate measurable student success in math</p>	<p><b>State-mandated assessments and nationally normed assessment</b></p>	<p>Meet or exceed state average in overall literacy.  80% of students who attend two or more years will perform at or above the 75<sup>th</sup> percentile on a nationally normed</p>	<p>Assessed annually and measured for attainment by year 10.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>	<p>Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75<sup>th</sup> percentile.</p>

		assessment such as NWEA MAP.						
<b>3.</b> Continue to demonstrate measurable student success in science	State Mandated Assessments and ACT Science Scores	Meet or exceed state average in science.	Assessed annually and measured for attainment by year 10.	Perform at or above the state average on mandated assessments	Perform at or above the state average on mandated assessments.	Perform at or above the state average on mandated assessments.	Perform at or above the state average on mandated assessments.	Perform at or above the state average on mandated assessments.
<b>4.</b> Prepare students for college entry	College acceptance rates	85% of graduates accepted in college or military	Assessed annually and measured for attainment by year 10.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.

## Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Topic	Waiver Type	Statute/Standard/Rule	Notes/Comments
Alternative Learning Environment	Standard	19.03	
Alternative Learning Environment	Standard	19.04	
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	Section 4
Attendance	Statute	A.C.A §§ 6-18-211	
Board of Directors	Statute	A.C.A §§ 6-13-619	
Board of Directors	Statute	A.C.A §§ 6-13-620	
Board of Directors	Statute	A.C.A §§ 6-13-622	
Board of Directors	Statute	A.C.A §§ 6-13-634	
Board of Directors	ADE Rule	School Board Zones and Rezoning	
Business Manager	Statute	A.C.A §§ 6-15-2302	
Business Manager	ADE Rule	Minimum Qualifications for General Business Managers	
Class Size and Teaching Load	Standard	10.02	
Credit Hours	Standard	14.03	
Curriculum	Standard	9.03.4	
Duty-Free Lunch	Statute	A.C.A §§ 6-17-111	
Employee Dismissal	Statute	A.C.A §§ 6-17-1501 et seq.	
Employee Dismissal	Statute	A.C.A §§ 6-17-1701 et seq.	
Facilities	Statute	A.C.A §§ 6-21-117	
Flag Display	Statute	A.C.A §§ 6-16-105	
Flag Display	Statute	A.C.A §§ 6-16-106	

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.	
Gifted and Talented	ADE Rule	Gifted and Talented Program Approval Standards	
Grading Scale	Statute	A.C.A §§ 6-15-902(a)	
Health and Safety	Statute	A.C.A §§ 6-18-706	
Library Media	Statute	A.C.A §§ 6-25-101 et seq.	
Noninstructional Duties	Statute	A.C.A §§ 6-17-117	
Personnel Policies	Statute	A.C.A §§ 6-17-1201 et seq.	
Personnel Policies	Statute	A.C.A §§ 6-17-1301 et seq.	
Personnel Policies	Statute	A.C.A §§ 6-17-211	
Personnel Policies	Statute	A.C.A §§ 6-17-2301 et seq.	
Planning periods	Statute	A.C.A §§ 6-17-114	
Principal	Standard	15.02	
Principal	Statute	A.C.A §§ 6-17-302	
Salaries/Compensation	Statute	A.C.A §§ 6-17-2201 et seq.	
Salaries/Compensation	Statute	A.C.A §§ 6-17-2401 et seq.	
Salaries/Compensation	Statute	A.C.A §§ 6-17-908(a)(4)(B)	
Salaries/Compensation	Statute	A.C.A §§ 6-21-303	
Salaries/Compensation	ADE Rule	School Election Expense Reimbursement	
School Elections	Statute	A.C.A §§ 6-14-101 et seq.	
Student Services	Standard	16	
Student Services	Standard	21	
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	
Superintendent	Standard	15.01	

Superintendent	Statute	A.C.A §§ 6-13-109	
Superintendent	Statute	A.C.A §§ 6-17-427	
Superintendent	ADE Rule	Superintendent Mentoring	
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 §§ 6-17-309	
Teacher Licensure	Statute	A.C.A §§ 6-17-401 et seq.	
Teacher Licensure	Statute	A.C.A §§ 6-17-902	
Teacher Licensure	Statute	A.C.A §§ 6-17-919	
Teacher Licensure	ADE Rule	Educator Licensure	
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	
Transportation	Statute	A.C.A §§ 6-19-101 et seq.	

**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.

**If no new waivers are requested, state this.**

**Respond below in 11 point Times New Roman font.**

**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.

**If the charter wishes to maintain all currently approved waivers, state this.**

**Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.**



## **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).

A budget to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

A request to add or change a location must be accompanied by a **Facilities Utilization Agreement**.

**Add grade levels K – 5 to West Little Rock Classical Academy Campus**

**Create an upper school (grades 7 – 12) and lower school (grades K – 6) in West Little Rock beginning in the 2021 – 2022 school year.**

ResponsiveEd is requesting an amendment to the Quest Academy of West Little Rock Charter. The conversion to a classical format would take effect at the end of the 2018 – 2019 school year. This will facilitate and allow us to begin the conversion process in West Little Rock over to a classical school model. Due to current space limitations and three years remaining on our lease at the current location in West Little Rock, Grades K – 5 will be added at the start of the 2021 – 2022 school year. A maximum of three sections will be offered at each grade level. K – 6. This will also allow time for the construction of a permanent K – 12 school in Pulaski County. The classical model will be implemented in grades K – 6 and be phased in as a classical track in the high school as the 6<sup>th</sup> grade moves up through grade levels. The high school will continue to offer a blended curriculum which allows students to continue their current course of study.

### **Increase the enrollment Cap from 485 to 750**

ResponsiveEd is requesting an enrollment cap increase to accommodate the additional students added to the District in West Little Rock.

### **New building construction in West Little Rock (Pulaski County)**

ResponsiveEd Arkansas is in the process of securing land for the construction of a K - 12 campus in West Little Rock. This campus will have an upper school and a lower school. We are requesting a ten-year renewal to facilitate the financing and construction of a new building. The building will be very similar to the new classical campus we have recently constructed and opened in Frisco, TX.



### New Mission

**We are committed to providing our future leaders with a college preparatory education focused on the Classical Liberal Arts. West Little Rock Classical Academy will promote a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning. The school will work with parents to instill in students a strong sense of personal responsibility and the moral courage to contribute to our global community.**

### **K-6 Educational plan to emphasize classical educational approach**

The lower school component of West Little Rock Classical Academy will offer a distinctly different learning environment to parents and students seeking a classical approach to early learning. This educational program places an emphasis on fundamentals of all required subjects at the K-4 levels. This is known as the “Grammar stage” of classical education. Students learn Latin which requires students to spend a large amount of time learning its vocabulary and grammatical structure. During the 5-8 grade years, also known as the “Logic stage”, students begin to apply what they learned (mastered) during the Grammar stage. During the logic stage students continue to work on an academically rigorous, content rich curriculum. Students at this phase have an increased ability for logic in their thinking, speaking and writing. The elementary component will remain small by design, focusing on proven Classical instruction, emergent technology and advanced educational techniques.

The classical model moves early learners to increased levels of content learning while installing qualities of scholarly perception and response to that content. This methodology is teacher directed within a contained classroom. Educators are focused on teaching students to think for themselves, analyze and integrate learning as relevant to everyday life.

### **Curriculum Distinctives:**

- Classical virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content
- Curriculum is knowledge-rich and built around the belief that there is a common body of knowledge all members of our society should master in the core areas and in the Fine Arts

- ❑ Emphasis is placed on minds-on learning and on fostering a spirit of inquiry in students
- ❑ Literacy is taught through explicit phonics and traditional grammar and composition.
- ❑ Greek and Latin root words are taught beginning in third grade through sixth grade, and formal Latin begins in 7th grade. Students are required to take at least two years of Latin.
- ❑ Mathematical and scientific knowledge are pursued for their own sakes, not merely for their practical applications.
- ❑ Literature and history instruction are rooted in primary sources and in great books.
- ❑ Instruction in the fine arts includes theory, history, and performance.
- ❑ Students are trained in study skills, planning and organization, close reading of text, and note taking.
- ❑ Importance is placed on bodily fitness and physical education in concert with fit minds.

### **Delivery of Instruction:**

The method of delivery is planned and constructed in an aligned sequence by the instructor who leads students to develop skills that deepen the learning, increases capacity to learn more and expands the potential for sustainable success in later years. Literature and language, core knowledge and proven mathematical instruction form the basis for relevant and reliable success and achievement.

### **Data:**

The faculty/staff of West Little Rock Classical Academy will work as a Professional Learning Community to collaborate, analyze data and adjust instruction to ensure all students are learning at high levels successfully. Staff utilize state assessments, NWEA MAP and classroom formative/summative assessments to drive their instructional plans. Grade levels work to create common assessments to ensure all students are being held to the same level of expectations.

To live the mission of the school, West Little Rock Classical Academy will utilize strategies focused on knowing a student, consistently measuring student progress, and creating environments for learning based on that knowledge. Students will receive differentiated instruction through technology and self-directed learning experiences to ensure all students are successful.

As a Professional Learning Community, the staff at WLRCA will focused on these four questions:

1. What do we want students to learn? (Student expectations)
  2. How will we know if the students learn? (Student Assessments)
  3. What will we do for those who didn't learn? (Re-teaching)
  4. What will we do for those students who already knew it? (Extension of learning)
- West Little Rock Classical Academy will not only concentrate on the learner who did not learn, but also a focus is placed on the learner that already knew the information. Utilizing these four guided questions, the faculty consistently work as collaborative teams to determine the next step in each student learning path. While our curriculum can be challenging for many students, we believe there is value in hard-work and understanding that learning does not always come easy. By training teachers to push students to understand the “why” of things, they begin to truly own their learning. To make the most

successful students, we believe that a team of committed parents, diligent students, and quality teachers with the common goal to provide a rigorous education is necessary to develop informed citizens with a rich cultural literacy who truly have learned how to learn.

**Goals**

<b>Goal</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of Goal will be Assessed</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 5</b>	<b>Year 8</b>	<b>Year 10</b>
<b>1.</b> Demonstrate measurable student success in literacy	<b>State-mandated assessments and nationally normed assessment</b>	Meet or exceed state average in overall literacy. 80% of students who attend two or more years will perform at or above the 75 <sup>th</sup> percentile on a nationally normed assessment such as NWEA MAP.	Assessed annually and measured for attainment by year 10.	Year 1 will be a used to establish a baseline mark for each student.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.
<b>2.</b> Demonstrate measurable student success in math	<b>State-mandated assessments and nationally normed assessment</b>	Meet or exceed state average in overall literacy. 80% of students who attend two or more years will perform at or above the 75 <sup>th</sup> percentile on a nationally normed assessment such as NWEA MAP.	Assessed annually and measured for attainment by year 10.	Year 1 will be a used to establish a baseline mark for each student.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.
<b>3.</b> Demonstrate measurable student success in science	State Mandated Assessments and ACT Science Scores	Meet or exceed state average in science.	Assessed annually and measured for	Year 1 will be a used to establish a	Perform at or above the state average on mandated	Perform at or above the state average on mandated	Perform at or above the state average on mandated	Perform at or above the state average on mandated

		80% of students who attend two or more years will perform at or above the 75 <sup>th</sup> percentile on a nationally normed assessment such as NWEA MAP.	attainment by year 10.	baseline mark for each student.	assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.
--	--	---	------------------------	---------------------------------	--	--	--	--

4. Prepare students for college entry	College acceptance rates	85% of graduates accepted in college or military	Assessed annually and measured for attainment by year 10.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.
5. Increase community involvement with student capstone projects	Student Records	100% of students will participate in a capstone project. Increase student community involvement each year	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.

**Goals #1 #2 and #3:**

West Little Rock Classical Academy will model its program after North West Arkansas Classical Academy, which continues to perform as one of the state’s highest performing schools on state assessments. The staff will work as a professional learning community to ensure student needs are met while keeping high expectations of all students. Teachers will continue to participate in the intensive week-long summer trainings at the Founders Classical Academy in Frisco, TX. This training not only strengthens each teacher’s skills, but also encourages teachers to reflect on student performance and understand strategies that will move every student to higher learning.

**Goals #4:**

While the expectation is that every student will be prepared for, apply and attend college. West Little Rock Classical Academy recognizes each student is unique and may select to attend options such as technical school or the military. WLRCA will ensure that students have a full understanding of career options with guest speaker and fieldtrips. WLRCA will encourage students to pursue their interests through job shadowing, internships and other field experiences.

**Goal #5:**

All seniors will be expected to complete a Capstone Project. The Capstone Project is a two-semester process in which students pursue independent research on a question or problem of their choice, engage with scholarly debates in the relevant disciplines, and - with the guidance of a faculty mentor - produce a substantial paper that reflects a deep understanding of the topic. As this portion of the program expands, it is the desire of WLRCA to increase the student's involvement in the community. WLRCA will work with business partners to provide a variety of opportunities for the students to participate as well as bring more community members into the school. When personalizing this portion of the student's experience at WLRCA, one size does not fit all. Staff will work together to ensure each student has a unique experience based on their personal interests, goals and dreams.

**If no charter amendments are requested, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

## **Section 5 –Desegregation Analysis**

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.

Respond below in 11 point Times New Roman font.

This desegregation analysis is in support of Quest Academy of West Little Rock (Quest WLR) to renew its agreement with the Arkansas Department of Education for ten years. To the extent that Ark. Code Ann. §6-23-106 applies, Quest WLR is required to carefully review the potential impact its operations would have upon the efforts of Little Rock School District (LRSD), Pulaski County Special School District (PCSSD), North Little Rock School District (NLRSD), and Jacksonville-North Pulaski School District (JNPSD) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Quest WLR is located on the boundary line of the PCSSD and the LRSD. Quest WLR currently draw students from the LRSD, PCSSD, and NLRSD. The charter school currently provides instruction to students in sixth grade through twelfth grade. Quest WLR would like to continue serving sixth grade through twelfth grade for the duration of the new charter agreement with the Arkansas Department of Education.

### **I. The Status of Pulaski County Desegregation Litigation**

Quest WLR is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its application would have upon the efforts of PCSSD and LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Quest WLR has substantiated that PCSSD and LRSD have been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et al.*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD’s motion, stating:

“The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.”

*Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD’s pending appeal concerning the

charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, Quest WLR's proposed renewal application cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that Quest WLR's proposed application could impact LRSD and PCSSD unitary status. To be clear, Quest WLR's proposed application renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD and PCSSD unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

## II. The Quest Academy of West Little Rock Data

According to the 2017-2018 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 22,338 students, PCSSD had a student population of 12,101, and NLRSD had a student population of 8,427. Quest WLR's 2017-2018 school year enrollment figures show a student population of 188 students. The current student population of Quest WLR is equal to less than 1% of both LRSD and PCSSD current student population. Under Ark. Code Ann. §6-23-306(6)(A), Quest WLR must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Quest WLR will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that Quest WLR'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. As explained in more detail above, Quest WLR's careful review of the relevant statutes and court orders affecting surrounding districts and its student population shows that such negative impact is not present here.

## III. Conclusion

Quest WLR submits that upon the basis of its review, neither any existing federal desegregation order affecting Little Rock School District, Pulaski County School District, North Little Rock School District, and Jacksonville-North Pulaski School District, nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from renewing the charter agreement with the Arkansas Department of Education for ten years.