



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 28, 2017



Charter School: Premier High School of Little Rock

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

Contact Information

Sponsoring Entity:	Responsive Education Solutions of Arkansas
Name of Charter School:	Premier High School Little Rock
School LEA #	6053700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Mr. Dennis Felton, Campus Director 1600 Dr. Martin Luther King Drive Little Rock, AR 72202 (501) 246-3161 (866) 677-0271 dfelton@responsiveed.com
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Mr. Richard Cromwell 10 Balsham Lane Bella Vista, Arkansas 72714 (479) 530-5621 richcromwell@gmail.com

Number of Years Requested for Renewal (1-20) 5

Renewal Application Approval Date by the School/Entity Board(s) 09/12/2017

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

Part A: Composition of Governing Board

Documentation of Proper Legal Structure of Governing Board and Sponsoring Entity

The governing structure of Premier High School 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 Premier High School and shall, except as specifically described herein, retain final decision-making authority for Premier High School 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 Premier High School in those areas delegated to it by the ResponsiveEd Board. Areas may include: (1) student discipline, (2) employee grievances, (3) parent grievances, and (4) 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 reelected an unlimited number of times.

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

As noted above the ResponsiveEd board shall have finale decision-making authority for Premier High School. 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. Premier 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 goal 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 Premier;
2. the Board shall determine the organization and support the mission of Premier;
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 Premier's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate Premier, while maintaining fiscal responsibility;
6. the Board shall establish Premier's 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 Premier's 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 Premier and shall regularly review financial statements;
12. the Board shall ensure that Premier 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 Premier student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Premier, 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.

Part B: Disclosure Information

No Board Members or Administrators have any financial interests associated with this charter. No Board Members or Administrators have any family or extended family members employed by this charter.

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).

ResponsiveEd Board

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Ben Klingenstein President Bwk786786@yahoo.com	None	None
Marvin Reynolds Vice-President educate@nationalhomes.com	None	None
Kent Sparks Secretary kents@crosstimberschurch.org	None	None
Dan Maddalena Board Member dbmadd@yahoo.com	None	None
Lance Losey Board Member Lance.losey@hotmail.com	None	None
Charles Cook CEO ccook@responsiveed.com	None	None

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 richcromewell@gmail.com	None	None
Jennifer Stephens Vice-President jstephensquest@gmail.com	None	None
Earlean Collins Secretary earlc18@aol.com	None	None
Dr. Samuel Meredith Board Member Samuelmeredith73@yahoo.com	None	None
Dr. Charity Smith Board Member Charitysmith.99@comcast.net	None	None
Steven Gast Superintendent sgast@responsiveed.com	None	None

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The mission of Premier High School of Little Rock is to provide hope for students through an encouraging, innovative learning environment, where they are academically successful and develop into lifetime learners. Premier High School of Little Rock staff will strive to inspire and implement measurable academic performance standards. Each student will be expected to meet high standards of academic performance by demonstrating the knowledge and skills required for college and career readiness. Premier High School of Little Rock understands that in order to succeed in the mission, a combined effort of community leaders, parents, students and staff must be cultivated.

NEW MISSION:

The mission of Premier High School Little Rock is to provide HOPE for all students through an INNOVATIVE, CHARACTER-BASED, PERSONALIZED learning environment where they are academically successful and develop into LIFELONG LEARNERS.

Living the Mission

Premier High School of Little Rock’s staff works as a collaborative team in order to meet individual student needs. PHSLR has routinely over the last five years reexamined the mission and put protocols in place to ensure each student that graduates from PHSLR leaves with a post-secondary plan.

According to research reported in a study titled “The Silent Epidemic”, by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation, March 2006, Forty-three percent of dropouts studied believe they missed too many days and could not catch up and 35% said that “failing in school” was a major factor for dropping out. (Bridgeland et al. 2006)

Responsive Education Arkansas believes the credit recovery approach will re-engage students who have already abandoned their education and get students back on track to graduation. Premier High School Little Rock offers a self –paced, mastery based learning approach with small classrooms and personalized instruction.

Premier High School of Little Rock utilizes a distinct methodology designed to re-engage the disengaged, recover the dropout and accelerate the advanced learner. PHSLR has graduated 68 students over the last 4 years in addition to sending students back to the traditional school setting "on track to graduate". This program has been a success due to the student centered content delivery that motivates the individual and provides personalized instruction. Decision making, goal setting, and consistent monitoring are the components of 21st century learning that are put in the hands of students who formally struggled in a conventional system.

Innovative and Personalized

The focus of Premier High School of Little Rock, from the first day students walk through the door, is differentiation. PHSLR focuses intently on the learning process. A “3D” learning system is utilized: Diagnostics, Delivery, Data.

Diagnostics:

This process begins with examining the student’s academic records and determining what courses are needed to meet the state graduation requirements. In addition to the NWEA MAP assessments, staff will administer content, learning style and engagement assessments to develop a successful learning plan.

Delivery:

The staff models “life-long learning” by continuing to train on new instructional strategies as well as working as a professional learning community to meet each individual student’s need. Four main types of instruction occurs based on individual student needs.

Direct Instruction: (10%) This instruction is provided directly by the teacher.

Independent and Accelerated Instruction (60%) This instruction allows the student to work independently with self-pacing. Teachers and technology-based programs provide additional assistance as needed.

Connected Instruction (30%) This instruction assists students in understanding the connection to real-world environments.

Based on this delivery method, the student’s work environment demonstrates the following characteristics.

- Student works in a cohort environment.
- Students have the flexibility to use technology based instruction which is available outside the school day in addition to the paper-based models.
- Students work in a learning lab environment for independent and accelerated instruction.

Data:

Premier High School implements a data-driven decision making process. Collaborative teams come together to analyze the data to better serve students and increase student learning/success. The data meetings focus on results not intentions, relevance of information and redirection as necessary.

Data is collected from state assessments, interim MAP Assessments and classroom formative and summative assessments. The collaborative teams use the data to redirect the instruction as needed and provide students with the instruction of skills they are ready to learn.

As the staff of Premier High School of Little Rock work daily to live the mission of the school, they work to mold students into independent adults and leaders. In an effort to prepare students with soft skills, the staff utilizes Stephen Covey’s “Seven Habits” and a new 9 virtues character education program as key resources that provide a systematic approach to this instruction.

Premier High School of Little Rock staff continues to grow as a professional learning community at work in order to develop the whole-school concept of campus culture. These dimensions include shared leadership, a shared vision and values, collective learning, supportive conditions and shared personal practice.

As a professional learning community, staff will focus on these four main questions:

1. What do we want students to learn? (Expectations)
2. How will we know if students learn? (Assessments/Data Analysis)
3. What will we do for students who did not learn? (Reteach)
4. What will we do for students who already know the information (Acceleration)

The collaborative teams will drive the student academic plans with these questions to meet the individual needs of students and ensure success for all learners.

Premier High School of Little Rock was one of twelve schools selected to participate in the Professional Learning Communities Pilot School Program in partnership with Arkansas Department of Education and Solution Tree.

<http://www.arkansased.gov/divisions/special-projects/professional-learning-communities-in-arkansas>

The staff is honored and excited about extending their learning in order to continuously improve the educational setting that will lead to greater student success. Through this process the instructional teams will continuously review the schools vision, mission and set SMART (Specific, Measurable, Attainable, Results-Oriented, Timely) goals on an on-going basis. Currently, (as the team goals will change over the next five years) the SMART goals for this pilot include:

PLC Project Goals:

1. During the first 12-weeks the staff will develop and publish a clear mission and vision statement and explicitly stated collective commitments that represents the future and how they will do the work together at Premier High School as measured by staff consensus and work product.
2. By the end of this academic school year, 80% of all students will gain one performance level in ELA and Mathematics as measured by using May to May ACT-Aspire assessment results.
3. By the end of the first semester, all teachers at Premier High School will use data gained from formative assessments to determine student learning needs and identify best instructional practices for re-teaching.

Stretch Goal: By the end of the 2018-19 school year Premier High School will have a 10% increase in the number of students enrolled in post-secondary education.

Community Partnerships:

Premier High Schools offers numerous opportunities for parental and community involvement as evidenced by:

- Parent Teacher Association
- Booster Club
- Community Advisory Committee Meetings/Luncheons
- PHSLR Volunteers

The stakeholders from the above groups have a voice that is reflected through the school improvement plan, parental involvement plan, and in decisions of new programs offered.

Premier High School of Little Rock offers an alternative education therefore, collaborating with other Arkansas school districts has proven successful. Premier High School of Little Rock will continue to be responsive to the community needs. Building community relationships and partnerships to meet the needs of students will continue to be priority. An on-going assessment of community needs aligned with partnerships provide students opportunities not accessible within the traditional school setting.

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 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Met Goal Yes or No
1. Premier students will pass or show growth on the state assessments.	Mandated state assessments	90% of students enrolled for one or more years will pass or show growth	Annually	Arkansas EOC Exam's	PARCC Exams	ACTAspire	ACTAspire	TBD	<u>Unable to determine growth at this time.</u>
2. Premier students will apply to an institution of higher learning.	Observations, interviews and/or survey instruments will be used to indicate status of graduates.	100% of students enrolled for two or more years	Annually	Ten Graduates 0 students enrolled for two years.	Nine Graduates 4 students enrolled for two years. 100% applied to post-secondary programs.	Twenty-nine graduates 7 students enrolled for two years or more. 100% applied to post-secondary programs.	Twenty graduates 6 students enrolled for two years or more. 100% applied to post-secondary programs.	TBD	<u>YES</u>
3. Premier students will enroll in a	Student records	100% of students enrolled for	Annually	Explore Dual Credit Partnerships	Developed Agreements with Dual	100% students meeting	100% students meeting	TBD	<u>YES</u>

minimum of one dual credit course.		two or more years			Credit Partnerships and meeting criteria.	criteria and enrolled for two years were dual enrolled	criteria and enrolled for two years were dual enrolled		
4. Premier students will be assigned an internship during their senior year that will connect the student with local business or career-oriented entities that can involve the student with authentic real-world learning.	Observations interviews and/or survey instruments to business and career mentors will be used to indicate effectiveness of internships.	100% of the first senior class and each subsequent senior class	Annually	Develop Program	Develop Partnerships	Explored incorporating CTE/JAG Program	Worked to develop LEAD program	Implement L.E.A.D Program and continue working with CACE/CTE to apply for JAG program.	<u>In Progress</u>
5. Overall school performance on SAT and ACT college entrance examinations will improve each year.	SAT and ACT college entrance examinations	Improvement from previous year.	Annually	3 seniors had an average composite score of 15.3 No juniors took assessment	4 seniors had an average composite score of 18.8 28 juniors were assessed and individual scores were provided to school (no compiled data provided by	5 seniors had an average composite score of 15.8 29 juniors were assessed and individual scores were provided to school (no compiled data provided by	Currently waiting on Spring 2017 senior data from ACT. *Began assessing all Juniors with the AR Universal ACT Assessment to provide consistent	TBD	<u>Limited</u>

					ACT on juniors)	ACT on juniors)	data for analysis. Junior composite score 14.5		
6. All students enrolled for one or more years will show effective growth and progress in their skills proficiency or learning during each school year. The school will utilize an organized benchmarking system which will be aligned with the student profile system to ensure measurable results that lead to strategies designed to improve learning.	A series of pre-test and post-test instruments, based on and aligned with state tests.	Effective growth as evidence of increasing growth of skills as documented by the completion of skill proficiencies by meeting the benchmarking standards established for each skill proficiency area	Annually	Fall to Spring NWEA MAP cohort data were used to assess within-year growth in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic years. See data below	Fall to Spring NWEA MAP cohort data were used to assess within-year growth in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic years. See data below	Fall to Spring NWEA MAP cohort data were used to assess within-year growth in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic years. See data below	Fall to Spring NWEA MAP cohort data were used to assess within-year growth in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic years. See data below	In progress	<u>Partial</u>
7. The campus will serve as a model for	The Learning Styles	This goal will be measured	Annually	Implemented Personalized	Collaborate with and replicate in	Collaborate with and replicate in	Continued Collaboration and Support	Continued Collaboration and Support	<u>YES</u>

<p>innovative, personalized learning. National and international entities committed to learning styles, such as the International Learning Style Network at St. John's University, will be able to assist in areas of diagnostics and development of personalized environments. The campus will gain credibility as a leader in innovative education.</p>	<p>Inventories, training modules and the use of data gathering instruments to create student profiles will be used.</p>	<p>through the collaboration between Responsive Education Solutions, the campus and the entities committed to innovative learning style education.</p>		<p>Learning and train staff</p>	<p>traditional schools.</p>	<p>traditional schools. Leadership team served on task force addressing alternative learning.</p>	<p>to other schools.</p>	<p>to other schools.</p>	
<p>8. Responsive Education Solutions has achieved "system accreditation" status through AdvancED</p>	<p>number of intentional interactions and involvement with AdvancED in Arkansas</p>	<p>AdvancED accreditation</p>	<p>Annually</p>	<p>Initial Meeting with Advanced ED Personnel to discuss process and plan to gain accreditation.</p>	<p>Engaged in self-assessment and consulted Advanced Ed to initiate the external review visit.</p>	<p>External review with accreditation team and Advanced Ed board of directors granted a 5</p>	<p>Began Priority Improvement Plan</p>	<p>Will submit plan for approval</p>	<p><u>YES</u></p>

<p>(formerly known as the Southern Association of Colleges & Schools) and, therefore, all campuses established have accreditation status beyond traditional school systems. The goal at Premier High School Little Rock will be to establish a highly effective and noteworthy relationship with AdvancED in Arkansas.</p>						year accreditation.			
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1. 90% of students enrolled for one or more years will pass or show growth on the state assessments.

In the last four years, the state of Arkansas has administered three different types of assessments. This consistent change in assessment partnered with the student mobility rate has made it difficult to calculate growth for a specific group of students that have been enrolled for one or more years. A single academic assessment that measures school wide academic achievement for an academic year is an invalid assessment of the school due to the high mobility of the student population and duration a student spends at PHSLR.

2013-2014
<ul style="list-style-type: none"> • The school percentage of student that scored proficient/advanced in ELA & Math on state assessment: 23.8% • The state assessment was End of Course Exams (A.C.T.A.A.P)
2014-2015
<ul style="list-style-type: none"> • The school percentage of student that scored proficient/advanced in ELA & Math on state assessment: ELA: 11.1% Math: 5.3% • The state assessment was PARCC
2015-2016
<ul style="list-style-type: none"> • The school percentage of student that scored proficient/advanced in ELA & Math on state assessment: ELA: 6.06% Math: 0% • The state assessment was ACT Aspire
2016-2017
<ul style="list-style-type: none"> • The school percentage of student that scored proficient/advanced in ELA & Math on state assessment: ELA: 11.76% Math: 0% • The state assessment was ACT Aspire • At the time of this renewal application, the window for assessment corrections is still open. Once the window is close PHSLR will share the official percentages of students that exhibit college and career readiness on the ACTAspire assessment.
<p>Interventions implemented to increase student success rates:</p> <ul style="list-style-type: none"> • Federal and state categorical funds provide teachers with supplemental instructional resources and curriculum • Provided high quality professional development to instructional staff • Collaborating with ADE Literacy and Math Specialist to provide teachers with instructional support • Collaborating with APSRC Teaching and Learning Specialist for instructional support, resources, professional development. • Developed school improvement plan that is aligned to school needs • Teachers participate in PLC Pilot project with ADE to ensure high levels of learning for all students • Teachers participate in electronic and regional PLC with teachers in same discipline and grade level.

2. 100% of students enrolled for two or more years will apply to an institution of higher learning. Upon completion of high school grades at Premier High School, a student will have a solid foundation of preparation for post-secondary education or a career as evidenced by attaining proficiency on state testing.

2013-2014
<ul style="list-style-type: none"> PHSLR graduated ten (10) students in 2014. This was the inaugural year. There were no students enrolled two or more years. Sixty-percent (60%) of the graduates applied at an institution of higher learning. Note: One student pursued military and three (3) students pursued workforce.
2014-2015
<ul style="list-style-type: none"> PHSLR graduated nine (9) students in 2015. There were no students enrolled two or more years. 100% of graduates applied at an institution of higher learning.
2015-2016
<ul style="list-style-type: none"> PHSLR graduated twenty-nine (29) students in 2016. There were 7 students enrolled two or more years. 100% of graduates attending two or more years applied at an institution of higher learning.
2016-2017
<ul style="list-style-type: none"> PHSLR graduated twenty (20) students in 2017. There were 6 students enrolled two or more years. 100% of graduates attending two or more years applied at an institution of higher learning.
<p>Interventions implemented to increase number of students attending 2 or more years.</p> <ul style="list-style-type: none"> PHSLR hired College & Career Coach during 15-16 SY to help achieve goal The College & Career Coach challenges students to develop postsecondary goals and serves as the counselor for PHSLR students. The College & Career Coach is working to devise a successful protocol to track the highly mobile population into post-secondary programs. Each year PHSLR hosts an alumni event to encourage network, mentoring, and volunteering. All PHSLR students are required to apply to an institution of higher learning. PHSLR hosts College Night and college visitors to help facilitate completing college application and FASFA. PHSLR works with admissions staff of local universities to provide student assistance with college application, scholarships, and FASFA PHSLR students visit local colleges and universities each year.

3. 100% of students enrolled for two or more years will be required during their senior year to enroll in a minimum of one dual credit course.

2013-2014
<ul style="list-style-type: none"> PHSLR starting meeting with local college (ABC) to discuss dual enrollment and concurrent enrollment options.
2014-2015
<ul style="list-style-type: none"> PHSLR meets with other academic institutions such as Virtual Arkansas, Pulaski Technical College, and Arkansas School of Mathematics, Science, and Arts (ASMSA) to discuss dual enrollment options for PHSLR students.
2015-2016
<ul style="list-style-type: none"> PHSLR signs MOU with Arkansas Tech to offer “free” concurrent credit courses to PHSLR students that meet eligibility requirements. PHSLR signs MOU with ASMSA to offer Advance Placement (AP) courses PHSLR meets with ABC academic department to discuss dual enrollment options for PHSLR students.
2016-2017
<ul style="list-style-type: none"> PHSLR students earned over college twenty (20) hours PHSLR students recognized on Dean’s List for academic performance

There are two main avenues to earning college credit in high school. 1.) Students can enroll in concurrent credit courses earn high school and college credit simultaneously. 2.) Students enrolled in AP courses earn college credit with appropriate AP exam scores established by the College Board.

Concurrent Credit Eligibility

- **ACT** (English-19, Math 19-, Reading-19)
- **ACT Aspire** (English-428, Math- 432 Reading-428)
- **SAT** (Evidence Based Reading & Writing Thinking-510 Math-500)
- **Compass** (Writing-80, Reading-83 Algebra-41)
- **Prerequisite Courses:** Students must have qualifying English and Reading scores to be enrolled in any of our concurrent classes except for math courses. They must have a qualifying **Reading** and **Math** score to enroll in College Algebra.

**Cut-off scores for admissions are determined by Arkansas Department of Higher Education.

Advanced Placement Eligibility

- 3.0 G.P.A. or higher
- Prerequisite Courses Completed with “B” average or higher

4. 100% of the first senior class and each subsequent senior class will be assigned an internship during their senior year. This internship connects the student with local business or career-oriented entities that can involve the student with authentic real-world learning.

2013-2014
<ul style="list-style-type: none"> • PHSLR personnel meeting with local business owners and community leaders to discuss community needs and workforce needs.
2014-2015
<ul style="list-style-type: none"> • PHSLR personnel meeting with local business owners and community leaders to discuss internship possibilities and options
2015-2016
<ul style="list-style-type: none"> • PHSLR meet with ADE Career Technical Education JAG program personnel to discuss JAG options for PHSLR students • PHSLR meet with JAG personnel to discuss JAG internships options and work study program.
2016-2017
<ul style="list-style-type: none"> • PHSLR implements LEADERSHIP EXPLORATION AND DEVELOPMENT PROGRAM (L.E.A.D.) • PHSLR L.E.A.D. program offers students valuable knowledge in a job/career field that they are interested in. Not only are students able to garner hands-on experience in a career/job that interests them after high school, some students can receive financial compensation for their efforts. • All requirements of the PHSLR Internship Program must be completed before completion certificate is issued.

- PHSLR has been meeting with the Arkansas Department of Higher Education to discuss implementation of the AR JAG program. The JAG program will allow PHSLR students to earn high school credit for workplace experience.
- PHSLR is also currently establishing partnerships with local business owners and corporation to provide students with internship opportunities, employment opportunities, and community service opportunities.
- PHSLR is currently tracking student's employment and internships.
- PHSLR L.E.A.D. program offers students valuable knowledge in a job/career field that they are interested in. Not only are students able to garner hands-on experience in a career/job that interests them after high school, some students can receive financial compensation for their efforts. This program will be fully implemented during the 2017-18 school year, while working to receive an approved JAG program.

5. Overall school performance on SAT and ACT college entrance examinations will improve each year.

A growth finding cannot be generalized due to sample size less than 10. Data showed that a larger number of students were taking the ACT as juniors but not electing to re-take the exam as seniors therefore, not showing up on the ACT annual report for graduating seniors. As this was discovered, the decision was made to begin administering the Universal ACT Exam to all juniors during the 2016-17 school therefore providing a more reliable sample size to compare growth over time. 2016-17 data will serve as a baseline and the comparison will be of juniors going forward. PHSLR can require the junior ACT assessment compared to senior assessments which are optional.

<p>2013-2014</p> <ul style="list-style-type: none"> • Composite: 15.3
<p>2014-2015</p> <ul style="list-style-type: none"> • Composite: 18.8 • State Average Composite was 20.4
<p>2015-2016</p> <ul style="list-style-type: none"> • Composite: 15.8 • 25% of students met college readiness benchmarks in all four (4) areas
<p>2016-2017</p> <ul style="list-style-type: none"> • Composite: 14.5

- PHSLR is hosting ACT Workshops and offering ACT Prep Classes to improve overall student performance on ACT.
- PHSLR does not participate in PSAT due to recent implementation of ACT Aspire Assessments which is aligned to College & Career Readiness Standards.

6. All students enrolled for one or more years will show effective growth and progress in their learning during each school year. The benchmarking system will be aligned with the student profile system to ensure measurable results that lead to strategies designed to improve learning.

Two-year analysis of NWEA MAP cohort data was used to assess longitudinal growth in math and reading, applying pre-test/post-test design. However, due to student mobility during the growth period of fall 2014 to fall 2016, sample size fell below 10, resulting in lack of generalizability of findings. Please see attached supporting document focused on student membership and mobility.

<p>Fall to Spring NWEA MAP cohort data were used to assess within-year growth in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic years.</p>
<ul style="list-style-type: none"> • For the 2013-2014 school year, subject level analysis showed the following percentages of students meeting NWEA’s projected fall to spring growth: <ul style="list-style-type: none"> MAP Math: 57.9% (<i>N</i> = 19) MAP Reading: 47.4% (<i>N</i> = 19) MAP Language: 42.1% (<i>N</i> = 19)
<ul style="list-style-type: none"> • For the 2014-2015 school year, subject level analysis showed the following percentages of students meeting NWEA’s projected fall to spring growth: <ul style="list-style-type: none"> MAP Math: 39.4% (<i>N</i> = 33) MAP Reading: 25.0% (<i>N</i> = 32) MAP Language: 27.3% (<i>N</i> = 33)
<ul style="list-style-type: none"> • For the 2015-2016 school year, subject level analysis showed the following percentages of students meeting NWEA’s projected fall to spring growth: <ul style="list-style-type: none"> MAP Math: 44.8% (<i>N</i> = 29) MAP Reading: 23.3% (<i>N</i> = 30) MAP Language: Not data
<ul style="list-style-type: none"> • For the 2016-2017 school year, subject level analysis showed the following percentages of students meeting NWEA’s projected fall to spring growth: <ul style="list-style-type: none"> MAP Math: 30.3% (<i>N</i> = 33) MAP Reading: 26.5% (<i>N</i> = 34) MAP Language: Not data

The attachment title Student Membership Data will provide a clear picture of the mobility found at PHSLR. In 2016-17, 75% of students returned to the traditional school. Data will be collected beginning 2017-18 to determine exact amount of progress made while at PHSLR.

- 7. The campus will serve as a model for innovative, personalized learning. National and international entities committed to learning styles, such as the International Learning Style Network at St. John’s University, will be able to assist in areas of diagnostics and development of personalized environments. The campus will gain credibility as a leader in innovative education.

<p>2013-2014</p> <ul style="list-style-type: none"> • RES Corporate trained PHSLR staff
<p>• 2014-2015</p> <ul style="list-style-type: none"> • PHSLR personnel proctored diagnostic that capture student learning style and academic needs • RES leadership team meet with local school district personnel to discuss collaboration and innovative learning models. • RES collaborate with Pea Ridge school district to implement “mastery based” learning model. • RES & PHSLR leadership team attend AAEA Conference • RES & PHSLR leadership team attend APSRC leadership conference • PHSLR leadership attend National Charter School Conference
<p>2015-2016</p> <ul style="list-style-type: none"> • PHSLR leadership team collaborate with West Memphis school district to implement “innovative” education model. • RES & PHSLR leadership team attend APSRC leadership conference • PHSLR leadership attend National Charter School Conference
<p>2016-2017</p> <ul style="list-style-type: none"> • Recognized by Arkansas Department of Education as “Best Practice” in personalized learning. This award highlights innovation taking place in Arkansas Schools.

- PHSLR has served as an innovative personalized learning model for students in the LR Metro area and state of Arkansas.
- PHSLR has developed partnerships with other AR school districts to implement reform strategies to implement personalized learning models.
- PHSLR will continue to participate in local, state, and national networks to strengthen personalized learning model initiatives.

8. Responsive Education Solutions has achieved "system accreditation" status through AdvancED (formerly known as the Southern Association of Colleges & Schools) and, therefore, all campuses established have accreditation status beyond traditional school systems. The goal at Premier will be to establish a highly effective and noteworthy relationship with AdvancED in Arkansas.

PHSLR received a five-year AdvancED Accreditation and ADE Accreditation in 2015-16 school year.

Part C: New Performance Goals

New Performance Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1.Premier students will demonstrate measurable student success in literacy.	State-mandated, Nationally normed referenced, and/or local assessments.	* Percentage of students who increase readiness levels on the state assessment, *Percentage of students who increase percentile rank on norm referenced exams,	RES will assess the goal annually, the attainment will be assessed at the end of the charter cycle.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.

		*Number of successfully passed local unit assessments.						
2. Premier students will demonstrate measurable student success in math.	State-mandated, Nationally normed referenced, and/or local assessments.	* Percentage of students who increase readiness levels on the state assessment, *Percentage of students who increase percentile rank on norm referenced examines, *Number of successfully passed local assessments.	RES will assess the goal annually, the attainment will be assessed at the end of the charter cycle.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.
3. Premier students will demonstrate measurable student success in science.	State-mandated, Nationally normed referenced, and/or local assessments.	* Percentage of students who increase readiness levels on the state assessment, *Percentage of students who increase percentile rank on norm referenced examines, *Number of	RES will assess the goal annually, the attainment will be assessed at the end of the charter cycle.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.	Increase student achievement by 2%.

		successfully passed local assessments.						
4. Premier students will apply and enroll in an institution of higher learning.	Observations, interviews and/or survey instruments will be used to indicate status of graduates.	* 100% graduating seniors applying to post-secondary institutions.	Annually	Continue 100% of students applying to post-secondary institutions. Increase enrollment by 1%	Continue 100% of students applying to post-secondary institutions. Increase enrollment by 1%	Continue 100% of students applying to post-secondary institutions. Increase enrollment by 1%	Continue 100% of students applying to post-secondary institutions. Increase enrollment by 1%	Continue 100% of students applying to post-secondary institutions. Increase enrollment by 1%
5. Increase student class participation	Attendance Records (Average of 4 quarters ADM)	Increase attendance 5% by end of year 5.	Annually	Increase student attendance by 1%	Increase student attendance by 1%	Increase student attendance by 1%	Increase student attendance by 1%	Increase student attendance by 1%
6. Demonstrate high level of community and parental involvement	Meeting agendas and/or sign in sheets.	Increase percentage of participation	Annually	Increase involvement by 2%	Increase involvement by 2%	Increase involvement by 2%	Increase involvement by 2%	Increase involvement by 2%

Five years ago, Premier High School Little Rock opened its doors and welcomed students from Little Rock that were looking for an alternative to traditional high school. This has been a learning experience and many lessons have been learned. As progress has been made in all original goal areas, self-reflection itself can be a powerful learning experience. Therefore, resulting in a focus of setting attainable, result-oriented goals within a reasonable amount of time. PHSLR would like to propose the following goals:

Goals #1 thru #3.

Premier students will demonstrate measurable student success in literacy, math and science.

The student population at Premier High School Little Rock contains many types of students. There are four main types of students:

Type 1: Students that enter on grade level looking for a more personalized learning environment. These students enter with life goals similar to the traditional high school students.

Type 2: Students that enter on or slightly below grade level due to life outside the school circumstances are looking to complete high school and begin the next phase of life. This would include our students who at a young age became parents, non-traditional students (over 18 years old) and students under 18 that work to help support their family.

Type 3: Students that enter severely behind in credits. These students often support the theory they are too far behind to catch up.

Type 4: Students that enter Premier and “catch up” and return to the local school district “BACK ON TRACK” to graduation.

The Premier model brings the portion of our mission statement “Provides HOPE to students” alive. Personalized learning is at the core of this school and begins with the personalized plan established the moment students walk through the door. With protocols in place such as goal setting, extended day services and exposure to college campuses, PHSLR is committed to assisting students in accomplishing not only their goals but their dreams. PHSLR employs committed adults that take their job personal and work every day to make a difference in their students. Premier is unique and therefore the staff must think outside the box to ensure all students succeed. Below you find the idea behind each of the new goals going forward.

PHSLR offers learning environments that meet the individual needs of our students regardless of their background or current situation. In understanding this aspect of the model, it is understandable that we must look at various data sets before determine what makes a student successful.

In setting goals 1-3, PHSLR strives to keep the diverse types of students in mind and therefore want to collect multiple measures of assessment to determine success. In addition to monitoring our graduation rate, expectations on state assessment, and college enrollment numbers (found in other goals).

PHSLR wants to look at three key pieces of data:

1. State Assessments—Do our students make progress Spring to Spring on the mandated state assessment. (Currently ACTAspire)?
2. Norm Reference National Comparisons: Are our students growing at the national norm? (Currently MAP)
3. How many units of study (credits earned) do students demonstrate mastery over the course of time they spend at Premier?

Over the past 5 years, many lessons have been learned. The number one finding is every student is unique and therefore there is no one piece of data that can tell the whole story behind our student’s success as each success story is different and comes with a different set of circumstances. Premier High School Little Rock accepts the challenge of meeting each individual students need and in return would like to measure success in multiple ways.

Goal #4:

Premier students will apply and enroll in an institution of higher learning.

During the first four years of the charter in Arkansas, PHSLR tracked the number of students applying to college. As this goal has been successfully met, the collaborative teams have reflected and asked the question: “What else should we focus on to assure students attend post-secondary education programs? The academic teams have determined the need to not only work to ensure that students are applying to college, but that they meet the requirements to be accepted and actually follow through and enroll. Baseline data will be established during the 2016-17 school years as systems are put in place to monitor student progress in this area.

Goal #5:

Increase student class participation

During the past four years, the trend data supports the challenge of extreme mobility. PHSLR has focused on student recruitment (re-engaging the dis-engaged student.) In the years going forward PHSLR to focus on retaining the students that enroll PHSLR believes a focus on daily student participation will not only increase student achievement but will increase the number of students. This goal will be measured by attendance records and use the 2016-17 attendance data as a baseline.

Goal #6:

Demonstrate high level of community and parental involvement

There is no argument that parents are the child’s first teacher. PHSLR believes in order for students to be highly successful, parents should play an active role. Over the last four years, PHSLR has worked to put parent groups in place and now want to increase the participation and diversify the type of participation offered. Record keep during the 2016-17 school year will be utilized as the baseline.

Section 3 – Waivers

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

PREMIER HIGH SCHOOL OF LITTLE ROCK APPROVED WAIVERS

District LEA:	60-53-700	Elementary School LEA:	N/A
City:	Little Rock	Middle School LEA:	N/A
Opening Date:	Fall 2013	High School LEA:	60-53-703
Grades Approved:	9-12	Expiration Date:	6/30/2018
CAP:	240	Grades Served 2017-2018:	9-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Monthly meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Pertaining to the grading scale
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401 et seq.	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law

6-17-1301 et seq. 6-17-1302	School Employees' Minimum Sick Leave Law Definitions (as teachers are excluded from the definition of school employee)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
14	Standard IX (requiring the 38 units of credit)
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program
ADE Rules Governing Minimum Qualifications for General Business Managers
Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
ADE Rules Governing Public School Student Services
ADE Rules for Gifted and Talented Program Approval Standards
ADE Rules Governing Educator Licensure
ADE Rules Governing School Board Zones and Rezoning
ADE Rules Governing School Election Expense Reimbursement
Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

Part A: New Waiver Requests

If no new waivers are requested, state this.

- Premier High School is not requesting any additional waivers with this application.

Part B: Waivers to Be Rescinded

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

- Premier High School wishes to maintain all currently approved waivers and will not be requesting any additional amendments in this application.

Section 4 – Requested Amendments

If no charter amendments are requested, state this.

- Premier High School will not be requesting any additional amendments in this application.

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.

This desegregation analysis is in support of Premier High School of Little Rock’s (Premier) application to receive approval from the state’s charter authorizer to renew its charter for five (5) years. To the extent that Ark. Code Ann. §6-23-106 applies to charter renewals, Premier 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. Premier is located within the boundaries of the LRSD. Premier currently draws students from the LRSD, PCSSD, NLRSD, and JNPSD. The charter school currently provides

instruction to students in ninth grade through twelfth grade. Premier would like to continue serving ninth grade through twelfth grade students for the duration of its renewal period.

I. The Status of Pulaski County Desegregation Litigation

Premier is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter renewal would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Premier has substantiated that LRSD has 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 then-three (3) 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 (1) 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, Premier’s requested charter renewal 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 Premier’s proposed amendment could impact LRSD’s unitary status. To be clear, Premier’s proposed amendment cannot impact LRSD’s unitary status because 1) there is no case in which LRSD’s 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) As a consequence of the 2014 Settlement Agreement, the LRSD released any claims it had concerning the charter school issues. 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 (3) 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 (5) areas of its desegregation plan: 1) Discipline; 2) School Facilities; 3) Staff; 4) Student Achievement; and 5) Monitoring.

Premier is also aware of Federal court filings by both the PCSSD and JNPSD to be declared fully unitary. Upon review, Premier believes that its request to renew its charter shall have no negative effects on the efforts of the PCSSD and JNPSD to attain unitary status.

II. The Premier High School of Little Rock Data

According to the 2016-2017 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 22,759 students, of which approximately 64.2% (14,603) are African American. Premier's 2016-2017 school year enrollment figures show a student population of 109 students, of which approximately 88.1% (96) are African American. Premier's current student population is equal to less than 1% of LRSD's current student population. Under Ark. Code Ann. §6-23-306(6)(A), Premier 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, Premier 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 Premier'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, Premier's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

Premier submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD, PCSSP, NLRSD, and JNPSD, nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from renewing its open-enrollment charter for a period of five (5) years.

1. ESEA Reports for 2014, 2015, 2016, 2017
2. College Application Data
3. Post-Secondary Plan Form utilized with students
4. AP and Dual Credit Data
5. PHSLR Leadership Exploration and Development Program
6. Student Mobility Data
7. MAP Data-Students Meeting Growth in Language
8. MAP Data-Students Meeting Growth in Reading
9. MAP Data-Students Meeting Growth in Math
10. Letter Announcing Selection for ADE Professional Learning Community Pilot Program
11. Advanced Ed Timeline and Accreditation Letter
12. PHSLR Foundation Document

District: RESPONSIVE ED SOLUTIONS PREMIER **Superintendent:** CHARLES COOK
School: PREMIER HIGH SCHOOL OF LITTLE ROCK **Principal:** EDWIN STRICKLAND
LEA: 6053703 **Grade:** 09 - 12
Address: 1621 DR. MARTIN LUTHER KING DR **Enrollment:** 90
Address: LITTLE ROCK, AR 72202 **Attendance:** 85.66
Phone: 501-246-3161 **Poverty Rate:** 70.00

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 23.8
2013 Math + Literacy
2012 Math + Literacy

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	10	16	62.50	37	38	97.37
Targeted Achievement Gap Group	9	11	81.82	28	28	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	9	13	69.23	31	32	96.88
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	9	11	81.82	27	27	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	n < 10	n < 10	n < 10	79.96	91.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	73.35	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	n < 10	n < 10	n < 10	79.96	91.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	73.35	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	67.07	
Hispanic	n < 10	n < 10	n < 10	76.80	
White	n < 10	n < 10	n < 10	84.49	
Economically Disadvantaged	n < 10	n < 10	n < 10	74.10	
English Language Learners	n < 10	n < 10	n < 10	70.97	
Students with Disabilities	n < 10	n < 10	n < 10	51.77	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6	33	18.18	82.26	92.00
Targeted Achievement Gap Group	4	25	16.00	76.54	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6	33	18.18	82.26	92.00
Targeted Achievement Gap Group	4	25	16.00	76.54	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	4	28	14.29	67.76	
Hispanic	n < 10	n < 10	n < 10	80.04	
White	n < 10	n < 10	n < 10	87.18	
Economically Disadvantaged	4	24	16.67	76.92	
English Language Learners	n < 10	n < 10	n < 10	75.24	
Students with Disabilities	n < 10	n < 10	n < 10	51.77	

2015 ESEA SCHOOL REPORT

District: RESPONSIVE ED SOLUTIONS PREMIER | **Superintendent:** CHARLES COOK | **LEA:** 6053703
School: PREMIER HIGH SCHOOL OF LITTLE ROCK | **Principal:** DENNIS FELTON | **Address:** 1621 Dr. M.L. King Drive
Grade: 09 - 12 | **Attendance:** 77.98 | **Address:** LITTLE ROCK, AR 72202
Enrollment: 130 | **Poverty Rate:** 71.54 | **Phone:** (501) 246-3161

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	ELA			MATHEMATICS			
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	62	64	96.88	53	58	91.38	
Targeted Achievement Gap Group	49	51	96.08	44	49	89.80	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	51	53	96.23	42	46	91.30	
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Economically Disadvantaged	48	50	96.00	42	47	89.36	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	5	45	11.11	21.47	
Targeted Achievement Gap Group	3	35	8.57	16.32	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	2	36	5.56	10.44	
Hispanic	n < 10	n < 10	n < 10	15.49	
White	n < 10	n < 10	n < 10	26.68	
Economically Disadvantaged	3	34	8.82	16.35	
English Language Learners	n < 10	n < 10	n < 10	8.19	
Students with Disabilities	n < 10	n < 10	n < 10	3.23	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	2	39	5.13	12.09	
Targeted Achievement Gap Group	1	32	3.13	8.91	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	0	29	0.00	4.17	
Hispanic	n < 10	n < 10	n < 10	10.85	
White	n < 10	n < 10	n < 10	16.34	
Economically Disadvantaged	1	30	3.33	8.85	
English Language Learners	n < 10	n < 10	n < 10	5.08	
Students with Disabilities	n < 10	n < 10	n < 10	3.23	

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	9	13	69.23	84.77	94.00	
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	81.11	94.00	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	9	13	69.23	84.77	94.00	
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	81.11	94.00	
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO		
African American	9	12	75.00	79.47		
Hispanic	n < 10	n < 10	n < 10	80.25		
White	n < 10	n < 10	n < 10	86.99		
Economically Disadvantaged	n < 10	n < 10	n < 10	81.05		
English Language Learners	n < 10	n < 10	n < 10	78.80		
Students with Disabilities	n < 10	n < 10	n < 10	80.75		

2015 ESEA SCHOOL REPORT

District: RESPONSIVE ED SOLUTIONS PREMIER | **Superintendent:** CHARLES COOK | **LEA:** 6053703
School: PREMIER HIGH SCHOOL OF LITTLE ROCK | **Principal:** DENNIS FELTON | **Address:** 1621 Dr. M.L. King Drive
Grade: 09 - 12 | **Attendance:** 77.98 | **Address:** LITTLE ROCK, AR 72202
Enrollment: 130 | **Poverty Rate:** 71.54 | **Phone:** (501) 246-3161

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	10
Number of enrolled students with completed EOY only:	5

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

2016 ESEA SCHOOL REPORT

PREMIER HIGH SCHOOL OF LITTLE ROCK

District: RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LIT

LEA: 6053703

Superintendent: ALAN WIMBERLEY

Principal: DENNIS FELTON

Address: 1621 DR. M.L. KING DRIVE

Grades: 09 - 12

Attendance: 78.27

LITTLE ROCK, AR 72202

Enrollment: 116

Poverty Rate: 62.93

Phone: (501) 246 - 3161

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: NEEDS IMPROVEMENT

ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	45	49	91.84	48	51	94.12
Targeted Achievement Gap Group	32	36	88.89	34	37	91.89
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	37	41	90.24	40	43	93.02
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	30	34	88.24	32	35	91.43
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	2	33	6.06	47.87
Targeted Achievement Gap Group	2	23	8.70	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	1	27	3.70	27.81
Hispanic	n < 10	n < 10	n < 10	41.05
White	n < 10	n < 10	n < 10	55.31
Economically Disadvantaged	2	21	9.52	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	n < 10	n < 10	n < 10	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	0	35	0.00	43.35
Targeted Achievement Gap Group	0	25	0.00	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	0	29	0.00	23.53
Hispanic	n < 10	n < 10	n < 10	38.01
White	n < 10	n < 10	n < 10	50.35
Economically Disadvantaged	0	23	0.00	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	n < 10	n < 10	n < 10	15.38

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	10	28	35.71	85.71
Targeted Achievement Gap Group	7	21	33.33	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	19	41	46.34	85.87
Targeted Achievement Gap Group	14	30	46.67	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	9	27	33.33	78.66
Hispanic	n < 10	n < 10	n < 10	85.43
White	n < 10	n < 10	n < 10	88.13
Economically Disadvantaged	7	21	33.33	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	n < 10	n < 10	n < 10	82.56

2016 ESEA SCHOOL REPORT

PREMIER HIGH SCHOOL OF LITTLE ROCK

District: RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LIT

LEA: 6053703

Superintendent: ALAN WIMBERLEY

Principal: DENNIS FELTON

Address: 1621 DR. M.L. KING DRIVE

Grades: 09 - 12

Attendance: 78.27

LITTLE ROCK, AR 72202

Enrollment: 116

Poverty Rate: 62.93

Phone: (501) 246 - 3161

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded April 29, 2016.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

School Performance

The school performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school performance for each subject.

Average State Performance

The average state performance statistics listed in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the state averages for each subject.

The school performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or an alternate assessment.

Report created on: 11/14/2016

2017 ESEA DISTRICT REPORT

RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LIT

Superintendent: MARY DUNCAN

LEA: 6053700

Enrollment: 109

Attendance: 71.47

Poverty Rate: 65.14

Address: 1301 WATERS RIDGE

LEWISVILLE, TX 75057

Phone: (972) 317-3663

2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	42	61	68.85	50	61	81.97
Targeted Achievement Gap Group	29	40	72.50	35	40	87.50
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	39	58	67.24	47	58	81.03
Hispanic/Latino	0	0	0.00	0	0	0.00
White	3	3	100.00	3	3	100.00
Economically Disadvantaged	29	40	72.50	35	40	87.50
English Learners	0	0	0.00	0	0	0.00
Students with Disabilities	6	9	66.67	8	9	88.89

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	2	4	33	34	6.06	11.76	8.96
Targeted Achievement Gap Group	2	3	23	25	8.70	12.00	10.42
ESEA Subgroups	# Achieved	# Tested	Percentage		Two year Composite		
Black or African American	1	4	27	32	3.70	12.50	8.47
Hispanic/Latino	0	0	2	0	0.00	0.00	0.00
White	1	0	4	2	25.00	0.00	16.67
Economically Disadvantaged	2	3	21	25	9.52	12.00	10.87
English Learners	0	0	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	5	6	0.00	0.00	0.00

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	0	0	35	36	0.00	0.00	0.00
Targeted Achievement Gap Group	0	0	25	26	0.00	0.00	0.00
ESEA Subgroups	# Achieved	# Tested	Percentage		Two year Composite		
Black or African American	0	0	29	34	0.00	0.00	0.00
Hispanic/Latino	0	0	2	0	0.00	0.00	0.00
White	0	0	4	2	0.00	0.00	0.00
Economically Disadvantaged	0	0	23	26	0.00	0.00	0.00
English Learners	0	0	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	6	7	0.00	0.00	0.00

2016 DISTRICT FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
	All Students	16	29	55.17
Targeted Achievement Gap Group	8	13	61.54	51.16
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American	13	23	56.52	50
Hispanic/Latino	0	1	0.00	33.33
White	3	5	60.00	60
Economically Disadvantaged	7	11	63.64	50
English Learners	0	0	0.00	
Students with Disabilities	1	2	50.00	66.67

2017 ESEA DISTRICT REPORT

RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LIT

Superintendent: MARY DUNCAN

LEA: 6053700

Enrollment: 109

Attendance: 71.47

Poverty Rate: 65.14

Address: 1301 WATERS RIDGE

LEWISVILLE, TX 75057

Phone: (972) 317-3663

AVERAGE STATE PERCENTAGE

ESEA Indicators	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
	State Average Percentage	State Average Percentage	State Average Percentage
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.87	37.89	83.79
ESEA Subgroups	State Average Percentage	State Average Percentage	State Average Percentage
Black or African American	31.85	26.04	81.53
Hispanic/Latino	46.45	41.95	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.60	38.42	83.79
English Learners	39.62	37.10	85.71
Students with Disabilities	14.34	16.94	84.29

Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

Average State Achievement

The average state achievement statistics listed in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the state averages for each subject.

Report created on: 08/25/2017

COLLEGE APPLICATION DATA

Graduation Year	Number of Students	Student submitted applications to the following colleges:
2014	10	Tulane, TCU, Philander Smith, Arkansas Baptist College , Hendrix, U of A, UCA, Rhodes, Grambling, UALR, Champion College, Pulaski Tech
2015	9	Philander Smith, Arkansas Baptist College , UCA, UALR, Champion College, Pulaski Tech, ASU Jonesboro, Florida Institute of Aerospace Technology
2016	29	Philander Smith, Arkansas Baptist College , UCA, Rhodes, Grambling, UALR, Champion College, Pulaski Tech,
2017	20	



Premier High School.

PHSLR

Post Secondary Plan

Name: _____

Current Address: _____

City: _____ State: _____ Zip: _____

Graduation Year (circle one): Class of 2016 Class of 2017 Class of 2018 Class of 2019

Email: _____

What are you plans after you graduate from Premier High School? _____

Are you planning to attend a college, university, technical school? _____

List your top three college, university, or trade school choices below

1. _____
2. _____
3. _____

What will be you major course of study? _____

AP AND DUAL CREDIT DATA

Premier High School Little Rock has a small population that enters with the criteria required by the State of Arkansas to enroll in dual credit courses. PHSLR has partnered with Arkansas Tech University and ASMSA to provide this opportunity. The students that choose this personalized learning plan work under the Premier Prep umbrella. In an effort to increase number of students enrolling in dual credit, PHSLR hosts ACT workshops and offers an ACT Prep Course.

<i>Advanced Placement Completion</i>		
<u>Year</u>	<u>Student Name</u>	<u>Number of AP Courses Taken</u>
2014-2015	Student 1	2
2015-2016	Student 2	2
2015-2016	Student 3	2
2016-2017	Student 4	6
Total AP Courses taken by PHSLR: 12		

<i>Dual Credit Earned</i>			
<u>Year</u>	<u>Student Name</u>	<u>Number of College Credit Earned</u>	<u>Number of Concurrent Courses Taken</u>
2015-2016	Student 1	6	2
2015-2016	Student 2	15	5
2016-2017	Student 3	15	5
2016-2017	Student 4	3	3
2016-2017	Student 5	3	1
2016-2017	Student 6	6	2
2017-2018	Student 7	6 hours (Pending)	2
Total College Credit Earned by PHSLR Students: 48			
Total Concurrent Courses taken by PHSLR Students: 20			

PLEASE SEE THE
FOLLOWING THREE
PAGES

Name _____

Blank space for application content.

PHSLR LEADERSHIP EXPLORATION AND DEVELOPMENT PROGRAM (L.E.A.D.)
APPLICATION





PHSLR L.E.A.D. PACKET

This packet contains:

1. **Timeline:** This form is a schedule of the necessary steps required to complete the PHSLR internship process
2. **Student Responsibilities:** This handout explains the expectations of the student during the PHSLR internship process.
3. **Parental Permission Form:** This form confirms the expected location of a student's internship site and MUST be signed by a parent/guardian before the student will be allowed to intern. If student is age 18 or older, they are able to sign their own consent form.
4. **Contact Sheet:** A guide to help you set up your internship experience
5. **Thank You Letter Guide: (40 points)** this form provides guidance on the process of sending a proper thank you letter to the host.
6. **Power Point Assignment or Google Presentation: (50 points)** Assignment guidelines for your power point activity/Google Presentation
7. **Host Interview: (50 points)** This is a list of questions used by the student to obtain information about the host's occupation.
8. **Job Shadow Reflection: (60 points)** This form will be used after the event to allow the students to reflect on their experiences and provide feedback to their College & Career Coach and students of PHSLR.
9. **PHSLR internship Student Evaluation: (100 points)** This form will be used by the host to evaluate the student's level of participation.

All requirements must be completed by all students

BEFORE

1. Review this packet
2. Arrange the internship of up to 20 hours for total completion of program
 - a. Call potential Internship site for confirmation and introduction
 - b. Complete all forms and get signed prior to the event
 - c. Ask host about appropriate dress

During Internship

1. Show up on time – plan to arrive 10 to 15 minutes early
2. When you arrive (remember first impression are important)
 - a. Introduce yourself
 - b. Shake hands
 - c. Maintain eye contact
3. Complete internship Host Interview Form
4. Thank your host verbally
5. Remember to take a sack lunch or lunch money
6. Ask your host to fill out the internship Student Evaluation Sheet

AFTER

1. Complete and turn in PHSLR Internship Reflection Sheet
2. Write your thank you letter
3. Complete a power point about the job and your experience
4. Upload all photos taken at your internship to your online portfolio (portfoliogen.com).



Student's Responsibilities

Discipline:

Students participating in the PHSLR Internship Program are representing Premier High School and are guests of the host business. Student conduct, dress and behavior need to be appropriate at all times. Students must also honor any additional guidelines such as special safety provision, identified by the host business. All school handbook policies are in effect.

Phones:

Students are not allowed to be on their phones during the PHSLR internship experience. We encourage you to take pictures for your power point presentation but ask the business you are interning for if you have their permission to take these photos.

Dress:

Students should wear appropriate attire for their specific work site. Students should be aware that certain current styles of dress attire may not be appropriate for an internship. Check with the job host to see what acceptable job attire for their business is.

Transportation:

Punctuality is a must when taking on the responsibility of an internship at PHSLR. These businesses and industries have schedules to keep. Transportation for the kids will be necessary for ultimate success in the program. If no transportation is available by parent or guardian, every effort will be made by the College & Career Coach and/or the Principal to accommodate the student's needs.

Parent/Guardian Permission:

Parent/Guardian permission is required to participate in the internship program. Parents please understand that students need to complete 20 hours at the job/career of their choice to get the full internship experience and the benefits that come with this endeavor.

Benefits of the PHSLR L.E.A.D. Program

Students at phslr who choose to participate in the PHSLR L.E.A.D. program gain valuable knowledge in a job/career field that they are interested in. Not only are students able to garner hands-on experience in a career/job that interests them after high school, students receive financial compensation for their efforts. All requirements of the PHSLR Internship Program must be completed before completion certificate is issued.

Premier High School Little Rock Student Membership Data

School Year Data Collected	Number of Students Enrolled Within the Year	Number of Students Attending the Full Year	Number of Students Enrolled Multiple Times Within the School Year (These students are only counted once in column 2)	Average Annual Daily Membership Quarter 4
2013-2014	172	52	4	76
2014-2015	268	80	14	120
2015-2016	230	74	18	105
2016-2017	201	91	30	100

Over the last four years, Premier has continually increased percentage of students attending the full school year.

School Year Data Collected	Percentage of Students Attending PHSLR the Entire School Year
2013-2014	30%
2014-2015	30%
2015-2016	32%
2016-2017	45%

See the following chart for further explanation.

• **Top Reasons why students do not stay a full academic year at PHSLR:**

- 1) Families/Students use Premier as academic intervention and return to the previous school after they make the necessary academic improvements.
- 2) Students relocate to another school out of town or out of state.
- 3) Students are incarcerated or court ordered to participate in youth intervention programs such as AR National Guard Youth Challenge or C-STEP.
- 4) Lack of childcare (15% of the student population are parents)
- 5) Students at PHSLR, in particular seniors, who only need a few credits to graduate do not spend the entire academic year in school. Twenty-five to thirty-five (25-35%) of the graduating class will complete graduation requirements before the end of school year. These students participate in employment opportunities, internships, concurrent credit, and volunteerism. Each year there is an influx of seniors from local school districts who come over mid-year to prevent being retained. These students usually spend a semester or less at PHSLR before graduation.
- 6) Students who are at risk of being retained at local high school may transfer over mid-year to recover lost credit and get back on track to graduate with the four-year cohort.

• **Intervention:** School personnel has implemented student/parent exit interviews and surveys to identify trends of why students leave. Students who do not enroll in another LEA are contacted by PHSLR to discuss re-enrollment opportunities. The school personnel collaborates with other charters and ISD to ensure students enroll in another LEA and do not drop out.

• **Year to Year Retention/Re-enrollment:** PHSLR student retention and re-enrollment rate has been improving over the past three (3) years.

• **Academic Measurement/Accountability:** A single academic assessment that measures school wide academic achievement for an academic year is an invalid assessment of the school due to the high mobility of the student population and duration a student spends at PHSLR.

• PHSLR serves as an alternate education model addressing the needs of the community of Little Rock. PHSLR serves as an asset to the community of Little Rock. It is an open-enrollment public charter school whose mission is primarily focused on students who have dropped out of high school or are identified as at risk of dropping out of schools. Premier provides these students hope through innovative initiatives, programs, and wrap around services. Due to the unique nature of the student population and school model, there must be multiple measures of accountability to accurately evaluate student academic performance.

PREMIER HIGH SCHOOL LITTLE ROCK % STUDENTS MEETING GROWTH GOAL IN LANGUAGE

Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2013 to Spring 2014	Lang	9	n < 10		
PHS Little Rock	Fall 2013 to Spring 2014	Lang	10			
PHS Little Rock	Fall 2013 to Spring 2014	Lang	11			
PHS Little Rock	Fall 2013 to Spring 2014	Lang	12			
Total	Fall 2013 to Spring 2014	Lang				
Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2014 to Spring 2015	Lang	9	n < 10		
PHS Little Rock	Fall 2014 to Spring 2015	Lang	10			
PHS Little Rock	Fall 2014 to Spring 2015	Lang	11			
PHS Little Rock	Fall 2014 to Spring 2015	Lang	12			
Total	Fall 2014 to Spring 2015	Lang				

PREMIER HIGH SCHOOL LITTLE ROCK % STUDENTS MEETING GROWTH GOAL IN READING

Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2013 to Spring 2014	Reading	9	n < 10		
PHS Little Rock	Fall 2013 to Spring 2014	Reading	10			
PHS Little Rock	Fall 2013 to Spring 2014	Reading	11			
PHS Little Rock	Fall 2013 to Spring 2014	Reading	12			
Total	Fall 2013 to Spring 2014	Reading				
Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2014 to Spring 2015	Reading	9	n < 10		
PHS Little Rock	Fall 2014 to Spring 2015	Reading	10			
PHS Little Rock	Fall 2014 to Spring 2015	Reading	11			
PHS Little Rock	Fall 2014 to Spring 2015	Reading	12			
Total	Fall 2014 to Spring 2015	Reading				
Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2015 to Spring 2016	Reading	9	n < 10		
PHS Little Rock	Fall 2015 to Spring 2016	Reading	10			
PHS Little Rock	Fall 2015 to Spring 2016	Reading	11			
PHS Little Rock	Fall 2015 to Spring 2016	Reading	12			
Total	Fall 2015 to Spring 2016	Reading				
Campus	Fall 2016 to Spring 2017	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2016 to Spring 2017	Reading	9	n < 10		
PHS Little Rock	Fall 2016 to Spring 2017	Reading	10			
PHS Little Rock	Fall 2016 to Spring 2017	Reading	11			
PHS Little Rock	Fall 2016 to Spring 2017	Reading	12			
Total						

PREMIER HIGH SCHOOL LITTLE ROCK % STUDENTS MEETING GROWTH GOAL IN MATH

Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2013 to Spring 2014	Math	9	n < 10		
PHS Little Rock	Fall 2013 to Spring 2014	Math	10			
PHS Little Rock	Fall 2013 to Spring 2014	Math	11			
PHS Little Rock	Fall 2013 to Spring 2014	Math	12			
Total	Fall 2013 to Spring 2014	Math		19	11	57.90%
Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2014 to Spring 2015	Math	9	n < 10		
PHS Little Rock	Fall 2014 to Spring 2015	Math	10			
PHS Little Rock	Fall 2014 to Spring 2015	Math	11			
PHS Little Rock	Fall 2014 to Spring 2015	Math	12			
Total	Fall 2014 to Spring 2015	Math		33	13	39.40%
Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2015 to Spring 2016	Math	9	n < 10		
PHS Little Rock	Fall 2015 to Spring 2016	Math	10			
PHS Little Rock	Fall 2015 to Spring 2016	Math	11			
PHS Little Rock	Fall 2015 to Spring 2016	Math	12			
Total	Fall 2015 to Spring 2016	Math		29	13	44.80%
Campus	Growth Period	Subject	Grade	Total Students	#Met	%Met
PHS Little Rock	Fall 2016 to Spring 2017	Math	9	n < 10		
PHS Little Rock	Fall 2016 to Spring 2017	Math	10			
PHS Little Rock	Fall 2016 to Spring 2017	Math	11			
PHS Little Rock	Fall 2016 to Spring 2017	Math	12			
Total				33	10	30.30%



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

August 1, 2017

**State Board
of Education**

Dear Mr. Felton,

Dr. Jay Barth
*Little Rock
Chair*

Congratulations! On behalf of the Arkansas Department of Education, I am pleased to inform you that Premier High School of Little Rock was selected for the Professional Learning Communities Pilot School Program.

Joe Black
*Newport
Vice Chair*

Your application went through a rigorous review process by the ADE and a team of Professional Learning Community experts. You will be contacted soon to have an initial conversation that will provide information about next steps. A tentative timeline and schedule for the professional development within the program will also be discussed.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

This program was designed to provide schools with what research shows is the most promising approach to deep implementation of Professional Learning Communities. We are committed to the Professional Learning Communities model and know that it will lead to better outcomes for the educators in your building and better results for your students.

Onida Newton
Poyen

Mireya Reith
Fayetteville

To learn more about the Arkansas PLC Pilot Program go to:

<http://www.arkansased.gov/divisions/special-projects/professional-learning-communities-in-arkansas>. To share your journey, please use the hashtag #PLC4AR.

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Please direct your questions to Tina Smith, tina.smith@arkansas.gov if we can help you in any way.

Again, congratulations and best wishes.

Sincerely,

Johnny Key
Commissioner of Education

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

*An Equal
Opportunity
Employer*

**Premier High School of Little Rock
Advanced ED Accreditation Timeline
2015-2016**

Date	Action/Task	Individual(s) Responsible
October 19-23	<ul style="list-style-type: none"> • Finalize timeline to complete tasks and assign teams 	Mr. Felton
October 26-30	<ul style="list-style-type: none"> • Distribute Parent Surveys via one call 	Mr. Murphy
November 9-13	<ul style="list-style-type: none"> • Administer Student Surveys /Staff & Stakeholder Surveys 	HR Teachers/Coach Johnson/Staff Members
November 9-13	<ul style="list-style-type: none"> • Start Self-Assessment • Standard 1-5 of Self-Assessment completed by team 	Standard Teams
November 16-20	<ul style="list-style-type: none"> • Weekly team meetings to Standards of Self-Assessment 	Standard Teams
November 30-Dec 4	<ul style="list-style-type: none"> • Weekly team meetings to Standards of Self-Assessment 	Standard Teams
December 7-11	<ul style="list-style-type: none"> • Final general meeting to finalize scoring and narratives for Executive Summary 	Standard Teams
December 14-18	<ul style="list-style-type: none"> • Final general meeting to finalize scoring and narratives for Executive Summary 	Standard Teams
December 18-December 30	<ul style="list-style-type: none"> • Executive Summary Completion 	Standard Teams

“What matters most is the success of our students”
Premier High School of Little Rock

Standard Teams

Standard 1 Team	Henry Murphy Dennis Felton
Standard 2 Team	Dennis Felton Curtis Shack
Standard 3 Team	Joshua Dumas Antoria Harrison Genese Obiaga Debbie Bryan
Standard 4 Team	Coach Johnson Taurus Williams Joshua Dumas
Standard 5 Team	Dr. Clayton Johnson Dennis Felton

Teams will meet Weekly on Wednesday at 2:30-5:00 to complete tasks



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480.773.6900
480.773.6846 fax

July 29, 2016

Premier High School of Little Rock
1621 Dr Martin Luther King Dr
Little Rock, Arkansas 72202-6068

Dear Administrator:

Congratulations! Premier High School of Little Rock has been awarded accreditation by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement (SACS CASI), the regional accrediting agencies that span the AdvancED global network. This action was taken by the Accreditation Commission at its meeting on June 22, 2016.

A certificate that indicates the term of your accreditation is enclosed. Throughout this term of accreditation, Premier High School of Little Rock must continue to engage in the responsibilities required of all institutions to maintain accredited status as outlined in the *AdvancED Accreditation Policies and Procedures* available on our website at www.advanc-ed.org/services/policies-and-procedures. Your accreditation signifies your commitment in pursuit of educational excellence. You can take pride in your achievement and so can your community. The regional agencies (NCA CASI, NWAC, and SACS CASI) provide your institution with a highly regarded and rigorous accreditation that is recognized throughout the world.

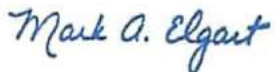
As part of your External Review report, you received an Index of Education Quality™ (IEQ™) score. The IEQ provides a holistic measure of your institution's overall performance on indicators and evaluative criteria used in the accreditation protocol. As a formative tool for improvement, it pinpoints areas of success as well as areas in need of support and/or focus. Using the IEQ, you have the opportunity to focus your attention, activities and actions resulting in positive impact and measurable improvement designed to optimize learning for every student. As your institution documents these changes and submits them for review, your IEQ scores are updated to reflect this progress and guide the next steps on your improvement journey. To learn more about the IEQ, please visit www.advanc-ed.org/services/overview-index-education-quality.

As an accredited institution, you are part of the AdvancED global network of over 32,000 schools and systems in more than 70 countries that are committed to continuous improvement through accreditation. Our state, national, and international offices offer a wide range of products and services dedicated to institutional improvement and accreditation: state-of-the-art technology solutions including student observations, surveys, and diagnostic applications; targeted improvement services; workshops and conferences. Please check the Improvement Services and Professional Learning sections at www.advanc-ed.org for a full list of services and upcoming events.

Finally, promoting your accreditation is one of the easiest things that you can do to raise awareness of the importance of continuous improvement of education in your community. To help you celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting www.advanc-ed.org/communicationskit. In the kit, you also will find brochures, accreditation seals, and other promotional items to display your pride in your institution's accreditation.

If you have questions regarding the enclosed certificate, e-mail us at accreditation-certificates@advanc-ed.org. Our AdvancED Accreditation Office is available to answer any questions you may have as well and can be reached at 888.41 EDNOW (1.888.413.3669) or 678.392.2285. We look forward to serving you now and in the future.

Sincerely,

A handwritten signature in blue ink that reads "Mark A. Elgart". The signature is written in a cursive, flowing style.

Mark A. Elgart, Ed.D.
President/CEO AdvancED

PHSLR PLC Foundation

Mission

The Mission of Premier High School of Little Rock is to provide HOPE for students through an INNOVATIVE, CHARACTER-BASED, PERSONALIZED learning environment where they are academically successful and develop into LIFELONG LEARNERS.

Vision

Premier High School of Little Rock is committed to:

- Providing our future leaders with a college prep education to increase accessibility to postsecondary education
- Developing and utilizing innovative methodologies that reinforce INDIVIDUALIZED learning environments
- Practicing the belief that EVERY CHILD CAN LEARN
- Putting the student FIRST
- Providing venues for CHARACTER DEVELOPMENT
- Building partnerships with stakeholders and community leaders
- Celebrating DIVERSITY

Collective Commitments/Shared Beliefs:

- We believe every STUDENT can LEARN
- We believe every student should be taught to be an INDEPENDENT LEARNER.
- We believe every student has WORTH and should be treated with HONESTY, DIGNITY, and RESPECT.
- We believe SELF-ESTEEM and POSITIVE MENTAL ATTITUDE are fundamental to STUDENT FULFILLMENT.
- We believe the goal of EDUCATION is to produce LIFELONG LEARNERS.
- The uniqueness of each student should be addressed through TEACHING/LEARNING PROCESS.
- We believe quality teacher-student interaction is critical to learning.
- We believe every student should be served with CONSISTENT ACADEMIC INTEGRITY.
- We believe DISCIPLINE and ACCOUNTABILITY must be CONSISTENT and APPROPRIATE.
- We believe preparing our GRADUATES to become productive parts of their COMMUNITY and SOCIETY.

Schoolwide Goals:

1. 60% of students will show growth on state assessments

2. Publicize school success, programs and initiatives weekly through marketing channels such as social media, newspapers and school website.
3. During the 2017-18 school year, Develop a PLC that meets regularly to review data, participate in high-quality PD and make data driven decisions that positively impact student outcomes.
4. Increase Highly Qualified Staff retention rate by 5% annually until 100% retained staff meet HQT Status.

PLC Project Goals:

1. During the first 12-weeks the staff will develop and publish a clear mission and vision statement and explicitly stated collective commitments that represents the future and how they will do the work together at Premier High School as measured by staff consensus and work product.
2. By the end of this academic school year, 80% of all students will gain one performance level in ELA and Mathematics as measured by using May to May ACT-Aspire assessment results.
3. By the end of the first semester, all teachers at Premier High School will use data gained from formative assessments to determine student learning needs and identify best instructional practices for re-teaching.

Stretch Goal: By the end of the 2018-19 school year Premier High School will have a comprehensive RtI pyramid of intervention focused on ensuring all students are learning the guaranteed curriculum as measured by work product and improved student progress towards Graduation.

2018-2023 Charter Goals:

1. Premier students will demonstrate measurable student success in literacy by 2% Increase in student achievement on state-mandated, Nationally normed referenced, and/or local assessments. PHSLR will assess the goal annually, the attainment will be assessed at the end of the charter cycle in 2023. State-mandated, Nationally normed Referenced, and/or local assessments.
2. Premier students will demonstrate measurable student success in math by 2% Increase in student achievement on state-mandated, Nationally normed referenced, and/or local assessments. PHSLR will assess the goal annually, the attainment will be assessed at the end of the charter cycle in 2023. State-mandated, Nationally normed Referenced, and/or local assessments.
3. Premier students will demonstrate measurable student success in science by 2% Increase in student achievement on state-mandated, Nationally normed referenced, and/or local assessments. PHSLR will assess the goal annually, the attainment will be assessed at the end of the charter cycle in 2023. State-mandated, Nationally normed Referenced, and/or local assessments.
4. 100% of graduating seniors will apply to post-secondary institutions. Premier students will apply to an institution of higher learning. Observations, interviews and/or survey Instruments will be used to indicate status of graduates.

5. PHSLR will Increase student class participation by increasing student attendance by 1% annually. School personnel will use official school attendance records (Average of 4 quarters ADM) to collect data and evaluate progress towards goal.
6. Demonstrate high level of community and parental involvement by increasing Increase Involvement and participation by 2% annually. Meeting agendas, surveys, and/or sign in sheets will be used to collect data to measure school progress towards goals..