



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

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

**Deadline for Submission: 4:00 PM on September 29, 2016**



**Charter School: Jacksonville Lighthouse Charter School**

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

## **Contact Information**

<b>Sponsoring Entity:</b>	<b>Lighthouse Academies of Arkansas, Inc.</b>
<b>Name of Charter School:</b>	<b>Jacksonville Lighthouse Charter School</b>
<b>School LEA #</b>	<b>6050700- District; 6050701, 6050702, 6050703, 6050705</b>
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Lenisha Broadway, Regional Vice President</b> <b>401 Main Street, Suite 401</b> <b>North Little Rock, AR 72116</b> <b>(501) 258-9584</b> <b>(501) 985-1201</b> <b>lbroadway@lhacs.org</b>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Keri Urquhart</b> <b>17 Vixon Tr</b> <b>(501) 786-0917</b> <b>(501) 374-5010</b> <b>Kju822@centurytel.net</b>

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

**Renewal Application Approval Date by the School/Entity Board(s) 9/21/2016**

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

## **Part A: Composition of Governing Board**

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

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

The six member Lighthouse Academies of Arkansas (LAA) Board of Directors is a stable team that provides competent governance and oversight of the institution through a wide range of expertise and professional experiences. Community members including parents make an application and are appointed by the existing board members as required by the Board’s bylaws. An effective Board of Directors is essential to the success of the school. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. The Board of Directors makes crucial decisions regarding the school’s long term strategy and direction. These decisions include, hiring and firing of the principal, approving the principal’s recommendations concerning the employment of other staff, approval of the budget, engaging of auditors, management of the property, oversight of Lighthouse Academies and the establishment of policies regarding such issues as curriculum, employment and discipline.

Mrs. Keri Urquhart serves as Board Chair for Lighthouse Academies of Arkansas She is the Department Head of the Rehabilitation Department at Woodland Hills Nursing and Rehab. Ms. Urquhart started her occupational therapy career at the University of Arkansas for Medical Sciences working with critical care patients. She was born and raised in Jacksonville. Ms. Urquhart has been an active member of the Jacksonville Junior Auxiliary and is now a Lifetime Member. Ms. Urquhart holds a B.S. in Occupational Therapy from University of Central Arkansas.

Mr. Kevin McCleary is an Alderman in Jacksonville, Ward 1. He holds a City Council seat as well as seats on the boards of the Boys and Girls Club and Senior Citizens. He has also served on the Board of Adjustment and the Planning Commission. Mr. McCleary has been an active member of the Jacksonville community for more than 25 years.

Mrs. Angie Curran is the Administrator at Woodland Hills Health & Rehab of Jacksonville. She holds a B.S. in Business Management from Troy State University. Mrs. Curran grew up in a military family and moved to Jacksonville 17 years ago with her husband who is now retired Air Force. She has two children that attend Jacksonville Lighthouse Charter School. Mrs. Curran serves as a Board Parent Representative and as the Board's Treasurer.

Ms. Lenisha Broadway is the Regional Vice President for Lighthouse Academies Inc. (LHA) in Arkansas. She served as the Regional Director of the Southern Region for two years. Ms. Broadway served as the Principal at Ridgeroad Middle Charter School in North Little Rock, AR for five years, and as the Assistant Principal for four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for FISH! for Schools Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

Roger Sundermeier, Jr. is a life-long resident of the city of Jacksonville and graduate of Delta State University in Cleveland, MS with a BFA in Graphic Design. He is currently the Vice President of Marketing for First Arkansas Bank & Trust. During his time with the bank, he has received several awards and accolades, including: Arkansas Bank Marketer of the Year, Arkansas Business 40 Under 40, 20 to Watch by the Arkansas Democrat-Gazette; and has been a keynote speaker at various marketing events and trade shows, as well as profiled in American Banker magazine and The Financial Brand. Roger is also active in his community by being a member of the Jacksonville Chamber of Commerce,

where he served on the Board of Directors, the Executive Board, as well as President of the Chamber of Commerce. He serves as the Marketing Chair of the Little Rock Air Force Base Community Council, and helped create, design and implement a state-issued license plate with the proceeds directly benefitting military spouses and children through scholarships. For his work with the military, he was awarded the Cornerstone Award in 2014, which is an annual award presented to the civilian who has made the greatest contribution to the people and the mission of Little Rock Air Force Base. He is a past president of the Jacksonville Lions Club, as well as an Honorary Commander of the 48th Airlift Squadron at Little Rock Air Force Base. He and his wife, Randi have two daughters, Emily is a junior at Lighthouse, and Alyson is in Sixth Grade at Lighthouse.

Colonel William E. Brooks is the Group Commander of the 19th Mission Support Group, 19th Airlift Wing, Little Rock Air Force Base, Arkansas. He leads 1,800 military and civilian personnel in 6 Squadrons, directs operations for AAFES/DECA activities for 5.5 thousand military families, and 51 thousand retirees. He directs communications and contracting actions, security, logistics, personnel, facilities and repair, and services culminating in \$2.9B of assets. Colonel Brooks also provides \$48M BOS to the 19th Airlift Wing, 314th Airlift Wing (AETC), USAF Weapon School, 189th Airlift Wing (ANG), 20 tenants, and the 6K+ acres totaling the installation. Finally, he ensures timely deployment operations as well as chairs installation boards, councils to lead and enhance quality of life programs.

### ***Board Member Selection***

Each Board member serves a term of two years and may be reappointed for additional terms. Prospective board members are required to complete an application. The applicant is required to provide details on their work and education background and what expertise they believe that they will bring to the board. A board subcommittee interviews prospective board members and then shares its recommendations with the full board. The board votes to appoint new board members subject to completion of a background check. New board members are provided with an orientation and are also required to complete annual training required by Arkansas regulations. Board members are also required to complete a conflict of interest form annually.

### ***Shared Authority***

The Board of Directors intends to continue to contract with Lighthouse Academies Inc. (LHA) to provide business and education services. LHA provides the same services to twenty schools across the country. To insure appropriate controls, the Board contracts with an independent auditor to conduct an annual audit.

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. Each school in the LHA Network contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles.

### ***Board of Directors***

The Board's governance role requires that the Board perform the following functions:

- Strategic Oversight: Through the charter application the Board adopts and upholds the Lighthouse Academies' mission and vision for the school.
- Operational Oversight: The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA and the school's Principal.
- Financial Oversight: The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- Personnel: The Board approves all employment compensation at the school, including benefits through approval of the annual budget.
- Contracts: The Board, in consultation Lighthouse Academies, approves all major contracts.

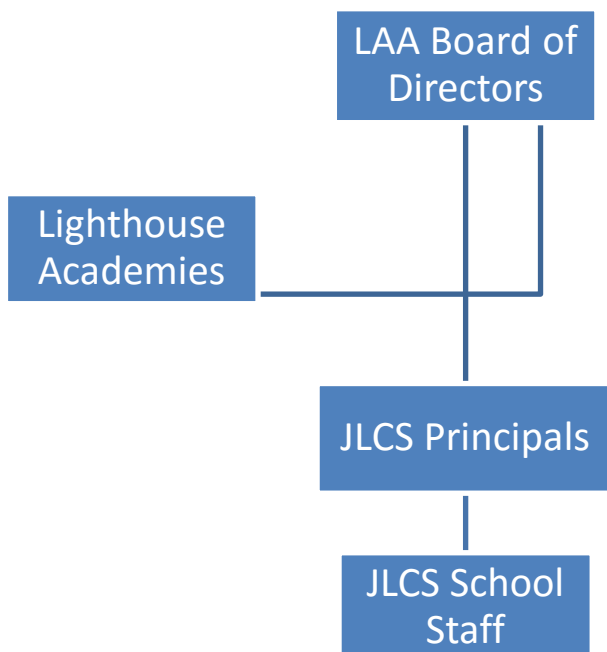
- Consultant Support: The Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- Community Relationships: The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

### *Lighthouse Academies*

Lighthouse Academies is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any Lighthouse Academies school depends on a true partnership between the Board and LHA. In this partnership, LHA may hold one or more Board seats and works closely with both the Board and the Principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- Charter Application: LHA develops the master charter application and coordinates the charter application and renewal process.
- Principal Recruitment: LHA recruits, screens and proposes principal candidates to the Board. The Board makes the decision on hiring.
- Curriculum: LHA assists the schools with curriculum development and alignment, provides strategic recommendations on programs, instructional resources, and professional development.
- Evaluation & Assessment: LHA works with school leaders to create an accountability plan, school improvement plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the scholars and the school.
- Manuals and Handbooks: LHA provides the school with an Operations and Procedures Manual, an Employee Handbook and a Scholar Handbook that are customized to meet Arkansas rules and regulations.
- Operations Assistance and Oversight: LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- Administrative Support: LHA provides administrative support including purchasing, financial management and human resources services.
- Budget: LHA develops the annual school budget with the principal for approval by the Board.
- Professional Development: LHA provides the school with initial pre-opening staff development and ongoing staff development for the school's administrators.
- Marketing: LHA develops an initial marketing plan for recruiting and enrolling scholars using methods best suited to the local community

See below organizational chart showing the relationship of the LAA Board of Directors, the JLCS schools, and Lighthouse Academies Inc.



## Part B: Disclosure Information

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

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

Complete the table on the following page.

### Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Angie Curran 405 Forest Glen Cv. Jacksonville, AR 72076 501-960-0200 Acurran08@gmail.com	NONE	
	NONE	

<b>Kevin McCleary</b> <b>416 Oak Street</b> <b>Jacksonville, AR 72076</b> <b>501-982-5144</b> <a href="mailto:keveve69@yahoo.com">keveve69@yahoo.com</a>		
<b>Keri Urquhart</b> <b>17 Vixon Tr</b> <b>Jacksonville, AR 72076</b> <b>501-786-0917</b> <a href="mailto:Kiu822@centurytel.net">Kiu822@centurytel.net</a>	NONE	
<b>Lenisha Broadway</b> <b>401 Main St. Suite 202</b> <b>NLR, AR 72116</b> <b>501-374-5001</b> <b>501-985-1201 (fax)</b> <a href="mailto:lbroadway@lhacs.org">lbroadway@lhacs.org</a>	NONE	
<b>Roger Sundermeier</b> <b>1218 Commons Dr.</b> <b>Jacksonville, AR 72076</b> <b>501-258-7041</b> <a href="mailto:rsundermeier@fabandt.com">rsundermeier@fabandt.com</a>	<b>Jerry Sundermeier,</b> <b>Child Nutrition</b>	<b>Mother</b>
<b>Colonel William E. Brooks</b> <b>13 Herk Dr.</b> <b>Jacksonville, AR 72076</b> <b>501-554-0603</b> <a href="mailto:William.brooks@us.af.mil">William.brooks@us.af.mil</a>	NONE	

**Duplicate this page, if necessary.**

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

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

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

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

**Current Mission:** JLCS will prepare students for college through a rigorous arts-infused program. Our vision is that all students will be taught by an outstanding teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills, and values necessary for responsible citizenship and lifelong learning.

Lighthouse Academies of Arkansas (LAA) is the sponsoring entity for Jacksonville Lighthouse Charter School (JLCS). The mission of JLCS is to prepare scholars for college through a rigorous, arts-infused program. College is the overarching goal. Arts-infusion is a strategy to achieve this goal.

JLCS goals measure progress toward achieving this mission and preparing scholars academically and socially for college.

JLCS opened in 2009 with 344 scholars in grades K-6. These students were enrolled in several different school districts and home schools the previous year. After only four years of operation, JLCS enrolls over 950 scholars and continues to have one of the most diverse student populations in the state. JLCS enjoys strong community support and a healthy wait list.

JLCS is a part of Lighthouse Academies, Inc., national nonprofit network of charter schools. Through that network, JLCS is connected to a growing community of more than 7,100 students and families and more than 830 teachers, principals and staff members.

**LHA Student Development and Engagement Framework** builds on the mission and core values and was created to:

- Further articulate the vision for how Social Development and Arts Infusion take shape in and across LHA schools;
- Uncover the assumptions that will guide implementation across the network;
- Make visible the connections among existing tenets of Arts Infusion and Social Development, showing clearly how things relate and fit into the larger landscape and
- Define the Social Development and Arts Infusion practices that should be visible and felt inside all LHA schools,

#### **Use of Arts infusion:**

An approach in which students engage in the creative process to construct and demonstrate understanding through the arts. Arts infusion connects an art form to another subject area to meet evolving objectives in both disciplines.

Culture Techniques (incorporated daily):

- Habits of Scholars are actionable skills that scholars and staff practice in service of excellent work and meaningful contribution to the learning community.
- Shine Qualities are Character attributes that scholars and staff embody towards being their best selves.
- Every student in grades 8-12 has an advisory class in which they attend every day. An advisory is a group of approximately 15-20 students that form a small community of peers within the larger school. Students remain in the same advisory (led by a teacher or administrator called the “Advisor”) for four years. Advisories meet for a minimum of 30 minutes each day and follow a curriculum path that focuses on four goals. 1) Community-building among students, promoting a positive peer culture, 2) Academic advising and coaching, 3) Prepare students for college and career, 4) Social and emotional learning
- A Town Hall Meeting is a formal school-wide or grade-span wide meeting that includes all of the students, faculty, and staff. It is a time for the school community to reaffirm its core values and share special common experiences. Students participate in weekly or bi-weekly town hall meetings. Teachers, students, and/or administrators lead activities. Students assume leadership roles in activities as appropriate.

#### **Curriculum/Assessment**

JLCS has recently adopted new ELA and Math curricula for K-8

- As the basis of our academic program JLCS has adopted research-based, rigorous curricula that align to the CCSS. These curricula were vetted by both internal and external content and pedagogy experts to ensure their alignment to CCSS and the ability to be adapted to meet the needs of our students. Teachers utilize these curricula as a foundation for their scope and sequence, unit plans, and as a starting point for daily instruction. Teachers work diligently to modify and supplement these curricula in order to meet the needs of their students while ensuring that they maintain fidelity to the rigor of the curricula and the standards.



- In grades K-8, Pine Bluff Lighthouse School has adopted the Eureka Math program. This program is not only aligned to the CCSS, but was developed in response to the rigor of these standards. Eureka has a heavy emphasis on real world problem solving, conceptual understanding, mathematical justification, and mathematical fluency. The program also includes a rigorous set of formative assessments that enable the teacher to monitor student progress and adjust course as needed to ensure growth towards and mastery of the grade level standards.
- In grades K-2, JLCS has adopted a balanced literacy approach to language arts instruction that emphasizes foundational skills, read aloud and shared reading instruction, and independent or guided reading. The Core Knowledge Language Arts curriculum is the source of both the foundational skills instruction and the read aloud/shared reading instruction. In line with the CCSS, the CKLA program heavily emphasizes informational texts and utilizes these routinely during read aloud and shared reading instruction. During independent or guided reading, students use texts from their classroom library that match or are just above their individual reading level. In grades 3-8, JLCS has adopted Expeditionary Learning as its English Language Arts program. Expeditionary Learning reflects the balanced literacy approach introduced at the K-2 level and furthers the emphasis on close reading of complex informational texts required by the CCSS and Arkansas State Standards.
- Benchmark and Quarterly Interim Assessments: JLCS now uses benchmark and quarterly interim assessments to monitor student progress and ensure all students reach ambitious academic outcomes. In grades K-2, DIBELS is now used to monitor the acquisition of early literacy skills. In grades 3-8, JLCS has now partnered with LinkIt! for the creation, administration, scoring and analysis of quarterly ELA and math assessments that are aligned to the scope and sequence of the Expeditionary Learning (ELA) and Eureka Math curricula. The Lighthouse Academies LinkIt! assessments are highly rigorous, matching the rigor of high stakes assessments, such as the ACTAspire assessments. In addition, JLCS now utilizes the data visualization capabilities of the LinkIt! platform to identify trends, group students, identify students at risk, and predict student performance on high stakes tests. Teachers and leaders use this data to create detailed Instructional Plans that specifically meet the needs of the students in each class.
- Technical School Support Visit from LHA network, as well as, Local School Support Visits from Local Leaders to monitor use and fidelity of curriculum, school culture, arts infusion practices and data analysis

#### Professional Development

- 160 hours of onsite professional development with includes arts-infusion professional development per teacher during the course of each academic year. The professional development includes all required ADE trainings.
- Each and every teacher is observed frequently (weekly) and provided with ongoing coaching using the Danielson Framework.
- Teachers are active participants in the feedback process as they are asked to reflect on effectiveness and participate in generating improvement targets.

#### ***JLCS Academic Success***

Four individual schools make up the JLCS District. The JLCS Main campus includes two schools, JLCS Lower Academy (K-6) and JLCS College Prep Academy (7-12).

The fourth school is Flightline Upper Academy (5-8) located on the Little Rock Air Force base. One way to examine JLCS's success as a local educational option is to compare how JLCS scholars perform in comparison to other Jacksonville public schools. In general, JLCS outperformed most local schools in Literacy and many comparable local schools in Math. Comparable schools are those with similar percentages of Free and Reduced Lunch students (FRL).

### ***College Readiness Analysis***

JLCS is preparing its scholars well for success in college. Data from the ACT Explore exam suggests that JLCS scholars are taking the necessary coursework and are exposed to a level of rigor that puts them in a good position to do well in college level course work. The data also suggests that JLCS scholars are prepared *early* for college success, which gives JLCS the opportunity to build on a solid college ready foundation for scholars while they are still in high school. Over half of JLCS 8<sup>th</sup> graders are already college ready in at least one subject area.

### **Advanced Placement/Concurrent Credit Courses**

Jacksonville Lighthouse College Preparatory Academy offers Advanced Placement courses as well as concurrent credit courses. In the 2016-2017 school year, the College Preparatory Academy has over 13 different AP courses available to students in grades 9-12. The scholars currently have the opportunity in grades 10-12 to take concurrent credit courses through Pulaski Technical College or through Virtual Arkansas. The increase in enrollment in AP or Concurrent credit courses as drastically increased over the last three years. In 2014-2015, students in grades 9<sup>th</sup>-12<sup>th</sup> were enrolled in 66 Advanced Placement courses, whereas in 2016-2017, students in grades 9<sup>th</sup>-12<sup>th</sup> were enrolled in 262 Advanced Placement courses. In 2016-2017, JLCS College Preparatory Academy also have twenty 11<sup>th</sup> and 12<sup>th</sup> graders enrolled in 42 concurrent courses.

### **Gifted and Talented**

Identification of gifted and talented students in the Lighthouse Academies of Arkansas is an ongoing process extending from grades K-12, serving at least 5% of the student population.

#### **Program Description**

#### **Grades K-2: Whole Group Enrichment Program**

The G/T Specialist designs whole group enrichment lessons emphasizing creativity, problem solving, logic, and critical/reflective thinking. All K-2 students receive weekly enrichment lessons. One lesson per week is delivered by the G/T Specialist.

#### **Grades 3-6: Pull Out Program**

Students are pulled-out of the elective class-room for one hour 2 times a week and 30 minutes on Fridays. Students are not required to make up work missed while attending their G/T class. At this level, the gifted and talented teacher aims to enrich or extend the curriculum taught in the regular classroom. Content may be remediated, accelerated, or enriched using basic or more complex curriculum for gifted students.

- **Critical Thinking Skills:** analysis, synthesis, evaluation, logical reasoning, inference, problem-solving, interpretation, and decision making
- **Creative Thinking Skills:** flexibility, originality, elaboration, curiosity, imagination, and risk-taking
- **Independent and Group Investigation Skills:** questioning, listening, information gathering, organization, and product development
- **Personal Growth Skills:** self-concept, interpersonal relations, coping with failure, communication, and personal decision making

#### **Grades 7-8: Weekly G/T Seminar**

During this time, students are provided with opportunities for growth in the following areas:

- Self-awareness
- Identifying and establishing priorities
- Scheduling time
- Organization
- Interacting with teachers
- Study skills

### **Grades 7-12: Pre-Advanced Placement/Advanced Placement**

At this level, students are served through pre-advanced or advanced placement coursework. All teachers (Pre-AP and AP) are encouraged to differentiate their curriculum. Content may be remediated, accelerated, or enriched using basic or more complex resources.

**Part B: Current Performance Goals**

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

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.*****Goals as stated in the prior application:***

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

**Goals**

<b>Goal</b>	<b>Assessment Instrument For Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of Goal will be Assessed</b>	<b>Progress in Year 1</b>	<b>Progress in Year 2</b>	<b>Progress in Year 3</b>	<b>Met Goal Yes or No</b>
1. The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Literacy.	State Benchmark Exams	Meeting AMO or Growth AMO	Annually	In the 2013-2014 school year, the Jacksonville Lighthouse Charter School grades 3 <sup>rd</sup> -8 <sup>th</sup> district met the AMO in three year average performance of all students, TAGG, African American, White, and ELL students on the ACTAAP	In the 2014-2015 school year, Jacksonville Lighthouse Charter School grades 3 <sup>rd</sup> -10 <sup>th</sup> met the AMO in all groups for English Language Arts on the PARCC assessment in grades	In the 2015-2016 school year, Jacksonville Lighthouse Charter School took the ACT Aspire assessment however, the state has not set AMOs for the school year. The Jacksonville Lighthouse Charter School District outscored more than 80% of the surrounding schools with comparable demographics in ELA.	YES

2. Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as measured by Northwest Evaluation Association's Measurement of Academic Progress (NWEA MAP) in reading.	NWEA's MAP Reading Assessment	At least 125% growth in reading is achieved by each scholar	Annually	In the 2013-2014 school year, Jacksonville Lighthouse Charter in grades K-7 gain on average 125.1% of typical growth according to national norms in Reading.	In the 2014-2015 school year, Jacksonville Lighthouse Charter in grades K-7 gain on average 93.6% of typical growth according to national norms in Reading.	In the 2015-2016 school year, Jacksonville Lighthouse Charter in grades K-7 gain on average 93.3% of typical growth according to national norms in Reading.	NO
3. The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Math.	State Benchmark Exams	Meeting AMO or Growth AMO	Annually	In the 2013-2014 school year, the Jacksonville Lighthouse Charter School grades 3rd-8th district did not meet the AMO for Mathematics	In the 2014-2015 school year, Jacksonville Lighthouse Charter School grades 3rd- 10th met the AMO in all groups for Mathematics assessment on the PARCC assessment except for the ESEA subgroup for Hispanic and English Language Learners	In the 2015-2016 school year, Jacksonville Lighthouse Charter School took the ACTAspire assessment however, the state has not set AMOs for the school year. The Jacksonville Lighthouse Charter School District outscored more than 94% of the surrounding schools with comparable demographics in Mathematics.	YES

4. Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Mathematics as measured by Northwest Evaluation Association's Measurement of Academic Progress (NWEA MAP) in Mathematics.	NWEA's MAP Math Assessment	At least 125% growth in reading is achieved by each scholar	Annually	In the 2013-2014 school year, Jacksonville Lighthouse Charter School in grades K-7 gain on average 114.3% of typical growth according to national norms in Mathematics	In the 2014-2015 school year, Jacksonville Lighthouse Charter School in grades K-7 gain on average 99.4% of typical growth according to national norms in Mathematics.	In the 2015-2016 school year, Jacksonville Lighthouse Charter School in grades K-7 gain on average 120.1% of typical growth according to national norms in Mathematics.	NO
5. Scholars will take rigorous courses.	Course enrollment, ReadStep, PSAT, SAT, Explore Testing, and ACT	100% of 10 <sup>th</sup> -12 <sup>th</sup> graders will take a Pre-AP or AP course.	Annually	In the 2013-2014 school year, JLCS highest grade was 10 <sup>th</sup> grade. All students in 10 <sup>th</sup> grade took at least 1 pre-AP Course	In the 2014-2015 school year, JLCS highest grade was 11 <sup>th</sup> . 100% of the 10 <sup>th</sup> and 11 <sup>th</sup> grade scholars were enrolled in at least one Pre-AP course or one AP Course.	In the 2015-2016 school year, 100% of the 10 <sup>th</sup> -12 <sup>th</sup> grade scholars were enrolled in at least 1 Pre-AP or AP course.	YES

6. 100% of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in JLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years.	Credit completion	Annual completion of 8 credits successfully by each scholar.	Annually	JLCS did not have a graduating class in 2013-2014. The College Preparatory Academy only had grades 7 <sup>th</sup> grade-10 <sup>th</sup> grade.	JLCS did not have a graduating class in 2014-2015. The College Preparatory Academy only had grades 7 <sup>th</sup> grade-11 <sup>h</sup> grade.	JLCS first graduating class had a 100% graduation rate with all students that entered JLCS in the 9 <sup>th</sup> grade co-hort in 2015-2016.	YES
7. 100% of 12th grade graduates are accepted to at least one four-year college.	College acceptance	Acceptance status of each scholar during his/her Senior year.	Annually	JLCS did not have a graduating class in 2013-2014. The College Preparatory Academy only had grades 7 <sup>th</sup> grade-10 <sup>th</sup> grade.	JLCS did not have a graduating class in 2014-2015. The College Preparatory Academy only had grades 7 <sup>th</sup> grade-10 <sup>th</sup> grade.	JLCS had its first graduating class with 100% of the seniors receiving an acceptance to at least one four year institution. The seniors were accepted to over 25 different colleges around the United States.	YES

1. The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Literacy.

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

Goal Met -YES

Explanation/Analysis – Jacksonville Lighthouse Charter School met the Annual Measureable Objective set forth by the state in 2013-2014 and 2014-2015 for most of the subpopulations. The JLCS District received Achieving status in the 2013-2014 school year whereas meeting AMO in five of the established groups.

Table 1 JLCS District Performance vs. State AMO (2013-2014)

Population	JLCS District	State AMO
All Students	74.89	75
TAGG	68.24	70.23
All Students (3 year performance)	76.19	75
TAGG (3 year performance)	70.27	70.23
African American	69.32	67.86
Hispanic	71.74	78.57
White	82.10	81.97
Economically Disadvantaged	70.76	71.43
English Language Learners	71.43	62.50
Students with Disabilities	20.00	52.27

In the 2014-2015 school year, JLCS participated in the PARCC assessment. The state AMO for English Language Arts was 22.73, JLCS District scored 42.50. All subgroups exceeded the AMOs established by the state. In the 2015-2016,

JLCS District participated in the ACTAspire assessment. The state did not set AMOs for the ACTAspire data. The table below compares Jacksonville Lighthouse Charter School ELA scoring ready or exceeding to the surrounding schools

in the area with comparable demographics in which JLCS outscored more than 80% of the schools/grade levels.



Table 2 JLCS Literacy ACTAspire Ready/Exceeding vs. Schools in surrounding area with comparable demographics

Schools	Grade	Percentage Ready/Exceeding	Jacksonville Lighthouse Charter School Percentage Ready/Exceeding
Murrell Taylor	3	6.0%	24.5%
	4	25%	24.1%
	5	43.8%	42.8%
Warren Dupree	3	18.6%	24.5%
	4	12.5%	24.1%
	5	30.9%	42.8%
Pinewood Elementary	3	26.8%	24.5%
	4	14.3%	24.1%
	5	36.5%	42.8%
Jacksonville Middle	6	38.7%	42.95%
	7	33.7%	43.6%
	8	25.5%	56.2%
North Pulaski High	9	20.8%	38.6%
	10	39.2%	44.2%
Jacksonville High	9	15.4%	38.6%
	10	22.5%	44.2%

2. Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as measured by Northwest Evaluation Association's Measurement of Academic Progress (NWEA MAP) in reading.

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

Goal Met: NO

Explanations/Analysis: In 2013-2014, Jacksonville Lighthouse Charter School met the growth goal of 125.1% on the Northwest Evaluation Assessment (NWEA). During the 2014-2015 and the 2015-2016 school years, JLCS did not meet the 125% typical growth goal. According to the NWEA typical growth for scholars, 50% of scholars would typical achieve the national norm growth. In evaluating the Jacksonville Lighthouse Charter School NWEA (MAP) data, all grade levels exceed the typical growth goal. One of the major contributing factors in the district is receiving scholars that are scoring far lower than the national average than in previous years. These scholars are achieving over 100% growth, however, it is not 100% growth typical to their grade level. For example the average RTI score for a Kindergarten in the Fall of 2013-2014 was 144.4 however, in the Fall of 2015-2016, the average RTI score for a Kindergarten in Reading was 137.7. According to the 2015 Norms chart, the average Kindergarten should be at 141 at the beginning of the year. JLCS recognizes that this trend will continue to occur unless it is addressed with Response to Intervention. All grades and all schools have embedded a response to intervention time within the regular scheduled school day for Math and Reading. Scholars are divided using their Northwestern Evaluation Association (NWEA) Measurement of Academic Progress scores (MAP) scores. Every teacher and administrator has an assigned response to intervention group. The focus of the group is to provide interventions in the area in which the scholars need focus.

Table 3. Jacksonville Lighthouse Percentage of Growth per grade level as relative to typical growth norms in Reading.

Reading			
	2013-2014	2014-2015	2015-2016
Kindergarten	112.0%	97.0%	107.0%
1st Grade	77.0%	69.0%	75.0%
2nd Grade	100.0%	100.0%	104.0%
3rd Grade	101.0%	81.0%	90.3%
4th Grade	113.0%	114.0%	92.0%
5th Grade	145.0%	81.0%	72.0%
6th Grade	180.5%	123.0%	102.0%
7th Grade	172.5%	83.5%	104.0%
Average	125.1%	93.6%	93.3%

The longitudinal data does not illustrate a positive trajectory across all of the schools at all grade levels. The lack of positive longitudinal growth is related to teacher investment in NWEA, curriculum, and transition to middle school. In the 2014-2015 school year, the K-4 campus had a significant drop in NWEA growth in which we attribute to the change in Literacy curriculum. The school adopted a new curriculum that did not meet the rigor of the common core standards. In 2015-2016, all Lighthouse schools adopted Core Knowledge in grades K-2 and Expeditionary Learning in grades 3-8.

3. The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Math.

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

Goal Met - YES

Explanation/Analysis – Jacksonville Lighthouse Charter School district did not meet the Annual Measureable Objective set forth by the state in 2013-2014 for mathematics. The JLCS District did meet the goals in 2014-2015 in all areas except the ESEA subgroups of Hispanic and English Language Learners on the PARCC assessment. During the 2015-2016 school year, JLCS participated in the ACT Aspire assessment. JLCS has not received AMO per the state. However, the table below compares Jacksonville Lighthouse Charter School Math scholars scoring ready or exceeding to the surrounding schools in the area with comparable demographics in which JLCS outscored more than 94% of the schools/grade levels.

Table 4 JLCS **Mathematics** ACT Aspire Ready/Exceeding vs. Schools in surrounding area with comparable demographics

Schools	Grade	Percentage Ready/Exceeding	Jacksonville Lighthouse Charter School Percentage Ready/Exceeding
Murrell Taylor	3	43.9%	44.4%
	4	45.1%	38.9%
	5	28.1%	35%
Warren Dupree	3	36.1%	44.4%
	4	26.8%	38.9%
	5	27.7%	35%
Pinewood Elementary	3	37%	44.4%
	4	30.2%	38.9%
	5	26.7%	35%
Jacksonville Middle	6	42%	42%
	7	19.4%	39.7%
	8	13.0%	42.5%
North Pulaski High	9	6.4%	15.7%
	10	18.8%	12.8%
Jacksonville High	9	4.4%	15.7%
	10	8.7%	12.8%

In the summer of 2015, Jacksonville Lighthouse Charter School adopted Eureka Math for grade levels K-8. *Eureka Math* remains the clear leader for its focus/coherence, rigor, and usability, according to EdReports.org, the independent nonprofit specifically established to vet K–12 curricula. EdReports.org released its initial K-8 reviews in March 2015.

But after pushback from the textbook establishment, it modified its criteria for determining if a curriculum was aligned to the Common Core standards, and then re-reviewed low-scoring textbooks. In the organization’s October 2015 updates, some gained ground, others didn’t, and all remained far behind *Eureka Math*. Jacksonville Lighthouse Charter school teachers cite that as the Eureka Math lessons progress, student increases in their critical thinking and ability to reason. It is no wonder, Eureka earns top marks!

JLCS math teachers attended a one day training during the summer of 2015 as well as a follow up training through the summer of 2016.

- Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Mathematics as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in Mathematics.

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

Goal Met: NO

Explanations/Analysis: In 2013-2014, Jacksonville Lighthouse Charter School did not meet the growth goal of 125% on the Northwest Evaluation Assessment (NWEA), the district average was 114%. During the 2014-2015 and the 2015-2016 school years, JLCS did not meet the 125% typical growth goal as noted in the table below. According to the NWEA typical growth for scholars, 50% of scholars would typically achieve the national norm growth. In evaluating the Jacksonville Lighthouse Charter School NWEA (MAP) data, all grade levels exceed the typical growth goal. One of the major contributing factors in the district is receiving scholars that are scoring far lower than the national average than in previous years. These scholars are achieving over 100% growth, however, it is not 100% growth typical to their grade level. For example the average RTI score for a Kindergarten in Fall of 2013-2014 was 144.4 however, in the Fall of 2015-2016, the average RTI score for a Kindergarten in Reading was 136.525. According to the 2015 Norms chart, the average Kindergarten should be at 140 in the Fall. JLCS recognizes that this trend will continue to occur unless it is addressed with Response to Intervention. All grades and all schools have embedded a response to intervention time within the regular scheduled school day for Math and Reading. Scholars are divided using their Northwestern Evaluation Association (NWEA) Measurement of Academic Progress scores (MAP) scores. Every teacher and administrator has an assigned response to intervention group. The focus of the group is to provide interventions in the area in which the scholars need focus.

Table 5. Jacksonville Lighthouse Percentage of Growth per grade level as relative to typical growth norms in Mathematics

Math			
	2013-2014	2014-2015	2015-2016
Kindergarten	137.0%	126.0%	130.2%
1st Grade	108.0%	96.0%	111.1%
2nd Grade	121.0%	96.0%	106.8%
3rd Grade	89.0%	75.0%	118.9%
4th Grade	142.0%	103.0%	123.0%
5th Grade	97.5%	101.0%	95.3%
6th Grade	114.5%	132.5%	134.9%
7th Grade	105.5%	66.0%	140.9%
Average	114.3%	99.4%	120.1%

The longitudinal data does not illustrate a positive trajectory across all of the schools at all grade levels. The lack of positive longitudinal growth is related to teacher investment in NWEA, curriculum, and transition to middle school. In the 2014-2015 school year, the K-4 campus had a significant drop in NWEA growth in which we attribute to the change in Mathematics curriculum. The school adopted a new curriculum that did not meet the rigor of the common core standards. In 2015-2016, all Lighthouse schools adopted Eureka Math. The change in the curriculum can attribute to most of the 20% increase growth in NWEA. In 2016-2017 school year, all schools have implemented a response to intervention time within all master schedules for mathematics and literacy.

- Scholars will take rigorous courses.

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

Met Goal: YES

Explanations/Analysis:

Jacksonville Lighthouse Charter School College Preparatory Academy is dedicated to ensuring all scholars are enrolled in rigorous coursework to prepare them for college. All students beginning in 2013-2014 school year are enrolled in at least one Pre-AP or AP course. Starting in 2014-2015, JLCS-CPA partnered with the Arkansas School for Mathematics Science and the Arts to offer online courses with ASMSA instructors. The scholars at JLCS-CPA had the opportunity to take Advanced Placement courses not available at JLCS-CPA. In 2015-2016, JLCS-CPA partnered with Arkansas Virtual as well as ASMSA to again offer the AP courses as well as concurrent credit courses. During the summer prior to the 2016-2017 school year, JLCS-CPA developed a partnership with Pulaski Technical College in which students are enrolled in concurrent credit classes during the school day. The courses are either online or an instructor on campus. All students must meet the college acceptance regulations in order to participate in the concurrent credit courses. The school is still partnering with Virtual Arkansas as well as ASMSA to offer AP courses and other concurrent credit courses to give students many opportunities to enroll in classes. The table below illustrates the increase in AP and concurrent credit courses in which scholars were/are enrolled.

Table 6 AP course enrollment at JLCS CPA

Table 7 Concurrent Credit course enrollment at JLCS CPA

Grade Level	2013-2014	2014-2015	2015-2016	2016-2017
10 <sup>th</sup> grade	0	2	16	27
11 <sup>th</sup> grade	N/A**	64	72	140
12 grade	N/A**	N/A**	107	95

\*\*In 2013-2014, JLCS did not have an 11<sup>th</sup> or 12<sup>th</sup> grade class. In 2014-2015, JLCS did not have a 12<sup>th</sup> grade class

As noted in the Table 4, the number of AP courses in which students enrolled increased over the four year period. In the 2015-2016 school year, only one scholar was enrolled in a concurrent credit course. However, in 2016-2017 JLCS-CPA has four 11<sup>th</sup> graders enrolled in eight concurrent classes, and fifteen 12<sup>th</sup> graders enrolled in thirty-four concurrent classes.

6. 100% of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in JLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years.

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

Goal Met - YES

Explanation/Analysis: The 2015-2016 school year was the first year in which Jacksonville Lighthouse Charter School had a graduating class. JLCS had 46 out of 60 graduates that were enrolled from 2012 in 9<sup>th</sup> grade until 12<sup>th</sup> grade in 2016. 100% of the scholars all graduated within 4 years. The 2015-2016 graduating class had a 100% graduation rate by July 2016.

7. 100% of 12th grade graduates are accepted to at least one four-year college.

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

Goal Met-YES

Explanation Analysis: During the 2015-2016, 59 out of the 60 seniors were accepted into a four year college/university. One of the scholars in the senior class was a foreign exchange student from Germany who was not eligible to apply for college as she had to return to her home school to complete her senior year requirements. The table below illustrates the Universities or Colleges the senior class applied and was accepted. On average, each senior was accepted to 3 or more 4 year institution. Lighthouse Inc., has employed an alumni coach, who is partnering with our graduating seniors to ensure they are working through the normal barriers and start and succeed in college.

Table 8 Number of Seniors accepted to each College or University

<b>College/University</b>	<b>Number of Scholars Accepted</b>
Arkansas Baptist College	11
Arkansas State University	10
Arkansas Tech	14
Eastern Illinois University	1
Harding University	1
Henderson State	4
Hendrix College	2
Illinois State	1
Jackson State University	1
Jarvis Christian College	2
Johnson & Wales University	2
Missouri Southern State University	1
Missouri Valley College	2
Philander Smith College	7
Savannah College of Art and Design	1
Southern Arkansas University	16
Southern Illinois University	1
Talladega College	1
The University of Memphis	4
The University of Tampa	1
University of Arkansas at Fayetteville	6
University of Arkansas at Little Rock	21
University of Arkansas at Monticello	33
University of Arkansas at Pine Bluff	7
University of Central Arkansas	8
University of Illinois at Urbana-Champaign	1
Western Illinois University	1

## Part C: New Performance Goals

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

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

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

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

Note: It is the applicant's understanding, based on information from the ADE Charter School Office, that the "Milestones" in this chart are intended to be informal guideposts to gauge progress towards overall goals, and are not formal and binding accountability measures. We appreciate this consideration since legally this version of the New Performance Goals chart, and therefore the renewal application in its entirety, have not gone through rulemaking procedures, nor have they received formal approval from the Charter Authorizing Panel or the State Board of Education. Furthermore, given the recent change in this form, applicants may not have had sufficient time to devise formal milestones as part of the process of formulating goals. Because the version of the chart distributed this summer for public comment did not call for milestones, applicants have had limited time to accommodate this revised version of the form with due consideration.

### Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Milestone for Year 2 Following Renewal	Milestone for Year 3 Following Renewal	Milestone for Year 4 Following Renewal	Milestone for Year 5 Following Renewal
1. Overall Language Arts performance will increase and narrow the achievement gap between subgroups with an increase in proficiency over a 5 year time period.	State Mandated Assessment in Literacy	Ready or Exceeding	JLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle	School wide strategies for Reading will be implemented at all schools.	Overall Language Arts performance will increase and narrow the achievement gap between subgroups with an increase in proficiency over a	Overall Language Arts performance will increase and narrow the achievement gap between subgroups with an increase in proficiency over a	Overall Language Arts performance will increase and narrow the achievement gap between subgroups with an increase in proficiency over a

					3 year time period.	4 year time period.	5 year time period.
2. On average in Mathematics grade level proficiency will increase at a higher rate than surrounding schools with similar demographics in Pulaski County over a 5 year time period.	State Mandated Assessment in Mathematics	Ready or Exceeding	JLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle	Mathematics consultant is hired for high school	On average in Mathematics grade level proficiency will increase at a higher rate than surrounding schools with similar demographics in Pulaski County over a 3 year time period.	On average in Mathematics grade level proficiency will increase at a higher rate than surrounding schools with similar demographics in Pulaski County over a 4 year time period.	On average in Mathematics grade level proficiency will increase at a higher rate than surrounding schools with similar demographics in Pulaski County over a 5 year time period.
3. Average student growth at the school will meet or exceed the national average for student growth in reading and math.	National normed student growth oriented assessments	50% of grade levels exceed the national average	JLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle	Based on a two year average student growth at the school will meet or exceed the national average for student growth in reading and math.	Based on a three year average student growth at the school will meet or exceed the national average for student growth in reading and math.	Based on a four year average student growth at the school will meet or exceed the national average for student growth in reading and math.	Based on a five year average student growth at the school will meet or exceed the national average for student growth in reading and math.
4. An average of 95% over a 5 year period of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years	State Graduation Rate	An average 95% of students receive a High School Diploma from JLCS-CPA over a 5 year time span	JLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle	An average 92% over a two year time span. of scholars enrolled since 9 <sup>th</sup> grade cohort will graduate within 4 years	An average 92% over a two year time span of scholars enrolled since 9 <sup>th</sup> grade cohort will graduate within 4 years	An average 92% over a two year time span of scholars enrolled since 9 <sup>th</sup> grade cohort will graduate within 4 years	An average 95% of scholars enrolled since 9 <sup>th</sup> grade cohort will graduate within 4 years over a 5 year time span.



5. An average of 95% of the seniors over a 5 year period will receive acceptance letter to at least one four-year college.	Acceptance Leaders tracked on Naviance	95% of scholars will receive at least one acceptance leader to a four-year college over a 5 year period.	JLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle	An average of 92% of the seniors over a 2 year period will receive acceptance letter to at least one four-year college.	An average of 92% of the seniors over a 3year period will receive acceptance letter to at least one four-year college.	An average of 92% of the seniors over a 4 year period will receive acceptance letter to at least one four-year college.	An average of 95% of the seniors over a 5 year period will receive acceptance letter to at least one four-year college.
6. The district will have an increase in science proficiency by 8% on the state assessment over a 5 year time span.	State Mandated Assessment	Ready or Exceeding	JLCS will assess the goal annually, but the attainment will be assessed at the end of the charter cycle	The district will have an increase in science proficiency by 2% on the state assessment over a 2 year time span.	The district will have an increase in science proficiency by 2 % on the state assessment over a 3 year time span.	The district will have an increase in science proficiency by 2% on the state assessment over a 4 year time span.	The district will have an increase in science proficiency by 2% on the state assessment over a 5 year time span.

## Section 3 – Waivers

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

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

- 6-17-301 Employment of certified personnel
- 6-17-401 Teacher licensure requirement
- 6-17-702 Staff development sessions
- 6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- 6-17-2403 Minimum teacher compensation schedule

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

- 7.02.2 Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (first year only)
- 7.03 Annual Report to the Public (first year only)
- 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
- 10.02.2 Requiring kindergarten classes have no more than 20 students for 1 teacher or 22 students with a half-time aide
- 10.02.3 Requiring an average student/teacher ratio for grades 1-3 of no more than 23 students per and no more than 25 students per teacher in any classroom
- 10.02.4 Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom
- 15.01 School District Superintendent
- 15.03.1 Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
- 16.01 Guidance and Counseling
- 16.02.3 Requiring a licensed library media specialist

### Part A: New Waiver Requests

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

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

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

See attachment 1

## **Part B: Waivers to Be Rescinded**

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

7.02.2 Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (for first year of operation only)

7.03 Annual Report to the Public (first year only)

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

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

## **Section 4 – Requested Amendments**

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

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

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

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

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

## **Section 5 –Desegregation Analysis**

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Respond below in 11 point Times New Roman font.

Jacksonville Lighthouse Charter School (JLCS) seeks a five (5) year renewal of its charter. JLCS is comprised of a Main Campus, which contains the Lower Academy (Grades K – 6) and the College Prep Academy (Grades 7 – 12), and Flightline Upper Academy (Grades 5 – 8) located on the Little Rock Air Force Base. JLCS's schools are all contained within the boundaries of the new Jacksonville North Pulaski School District (JNPSD), which was formerly part of the Pulaski County Special School District (PCSSD). JLCS expects to continue to obtain most of its students from within the boundaries of the new JNPSD and the North Little Rock School District (NLRSD), as well as a smaller number of students who live within the boundaries of the Cabot School District (CSD). It may also enroll some students who formerly attended private schools and home schools. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the requested renewal would have on the efforts of the JNPSD, NLRSD, CSD, and other Pulaski County School Districts, to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

JLCS is required by Ark. Code Ann. §6-23-106 to carefully review the potential impact that the renewal would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, JLCS has substantiated that the Little Rock School District (LRSD) and NLRSD have been found by the Federal

District Court to be unitary in all respects of their school operations. PCSSD has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. JLCS's review has determined that CSD is not now or ever has been subject to any federal desegregation court orders. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD as unitary (and ostensibly the JNPSD as well) in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the renewal of the charter for JLCS cannot be said to have a negative impact on the LRSD, NLRSD, PCSSD and the JNPSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. According to the 2015-2016 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, JLCS had a student population of 1,004 students. For that same time period, according to the ADE Data Center, the PCSSD had a student population of 16,562 students, the NLRSD had a student population of 8,413 students, LRSD had a student population of 23,164 students and the CSD had a student population of 10,058 students (JNPSD's student population numbers are not available on the ADE Data Center site at this time). Ark. Code Ann. §6-23-106 requires that JLCS must be race neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. However, according to the ADE Data Center's 2015-2016 student population records, JLCS's student population of 1,004 students was comprised of 55.3% African-American students, 32.9% Caucasian students and 9.4% Hispanic students. Ark. Code Ann. §6-23-106 also requires that JLCS'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. JLCS's careful review of the relevant statutes and court orders affecting the four (4) Pulaski County School Districts and the student populations of such districts, as well as the Cabot School District, shows that that such negative effect is not present here.

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

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

**PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by the same statements:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.

If the open-enrollment charter school becomes over-subscribed, meaning more students apply for admission than can be accommodated given the enrollment cap, the charter school will hold one annual random and public lottery. The results of the lottery will be used to fill the open seats and populate a waitlist to remain in use for the duration of the school year. Any students that apply for admission after the lottery has been conducted will be added to the end of the waitlist in the order in which they apply. All admissions policies and procedures used, including the time and location of the lottery, will be advertised to the public.

4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.



6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;

- (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

  
\_\_\_\_\_  
Signature of Charter Board President

9-21-16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Printed Name/Position





Topic: Board Member Presence

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- Ark. Code Ann. 16-13-619 (c-d)

**Rationale**

Jacksonville Lighthouse Charter School request flexibility from this statutory provisions to allow for those occasions when board members are only available to participate by telephone or electronic communication. This will assist with board conducting meetings in case of inclement weather.

Topic: Teacher Fair Dismissal Act

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- Ark. Code Ann. 6-17-1501

**Rationale**

This waiver is necessary to effectuate the policy for our handbook as we align to policies of our national organization.

Topic: Public Employee Fair Hearing Act

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- Ark. Code Ann. 6-15-1701

**Rationale**

This waiver is necessary to effectuate the policy for our handbook as we align to policies of our national organization.

Topic: Duty Free Lunch

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- Ark. Code. Ann. 6-17-111



## **Rationale**

Jacksonville Lighthouse Charter request waivers from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.

## **Topic: Planning Time**

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### **Statute/Standard/Rule to be Waived**

#### **Arkansas Code Annotated**

- Ark. Code Ann. 6-17-114

## **Rationale**

Jacksonville Lighthouse request this waiver to have flexibility to, as needed, provide teachers with the required planning time during their regularly scheduled hours of work, but not during the students instructional day (ie during a time range of 7am to 8am or 4 pm to 5 pm content teachers).

## **Topic: Teaching Load**

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### **Statute/Standard/Rule to be Waived**

#### **ADE Rules**

- Section 10.02.5

## **Rationale**

Jacksonville Lighthouse request flexibility to have its teachers assigned know more than 10 (ten) students above the permissible teaching load at the secondary level, only on an as needed basis, to maximize teaching resources.