



**ARKANSAS
DEPARTMENT
OF EDUCATION**

Open-Enrollment Public Charter School Renewal Application

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



Charter School: Little Rock Preparatory Academy

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

Contact Information

Sponsoring Entity:	Collegiate Choices, Inc. DBA Little Rock Preparatory Academy
Name of Charter School:	Little Rock Preparatory Academy
School LEA #	6049700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Christina (Tina) Long, Superintendent 1616 S. Spring St., Little Rock, AR 72206 501-683-0085 501-683-1847 tina.long@lrprep.org
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Angela Webster Bernard Hall 207 University of Central Arkansas 201 Donaghey Ave. Conaway, AR 72035 501-683-0085 501-683-1847 awebster@uca.edu

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

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

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

The Board of Trustees of LRPA is self-governed and self-perpetuating, and exists for the purpose of governing the school. The Board is a distinguished and well-rounded representation of the community, and includes individuals with professional expertise in non-profit leadership, finance and accounting, law, business management, communication, and education. Three members of the board have served as trustees since the board was first assembled in 2008.

The administration of the Little Rock Preparatory Academy does not serve on the Board of Trustees, but manages the school in accordance with state and federal laws, and in alignment with the board's policies. The administration, in conjunction with the grade-level chairs, serves as the academic leadership team of the school. The teaching faculty is the primary agent in serving our students and families.

Selection & Composition

The Board of Trustees (“the Board”) shall consist of at least seven Trustees and no more than thirteen Trustees. All Trustees shall have identical rights and responsibilities.

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

Board Responsibilities

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

Final Decision-Making Authority

As the fiduciary agent, LRPA’s Board of Trustees have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director.

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

Finance/Operations

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

Stakeholder Engagement/Representation

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

Performance Management

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

Managerial Practices

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

Teaching and Learning

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

Part B: Disclosure Information

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

None

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Sharon Blackwood 1616 S. Spring Street Little Rock, AR 72206	None	
Darrell Brown, Jr. P.O. Box 241519 Little Rock, AR 72223	None	
Nathaniel Noble Slot 8 4815 W Markham Street Little Rock, AR 72205	None	
Dr. Angela Webster Bernard Hall 207 University of Central Arkansas 201 Donaghey Avenue Conway, AR 72035	None	
Charles O. Stewart 1616 S. Spring Street Little Rock, AR 72206	None	
Jan Zelnick 1616 S. Spring Street Little Rock, AR 72206	None	
Ramsey Eddington 808 W 2nd St. Little Rock, AR 72201	None	

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.

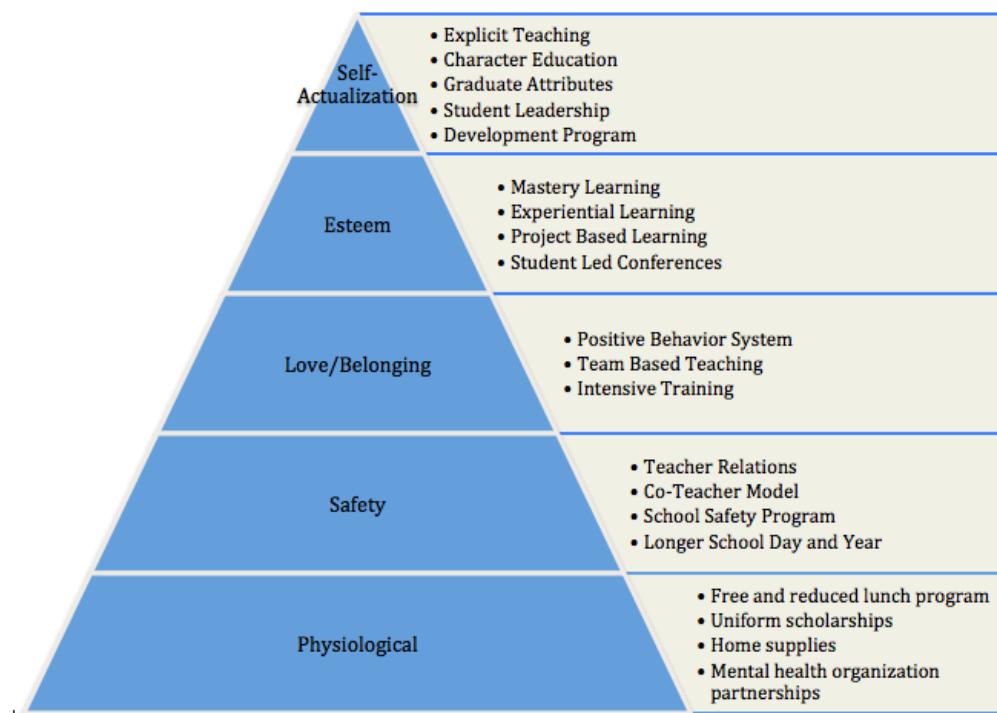
Previous Mission: Little Rock Preparatory Academy prepares middle school students to excel in high school, college, and beyond by providing a high-quality middle school education, ensuring student mastery of the core subjects and developing the key behaviors required for educational and personal success.

Current Mission: Little Rock Preparatory Academy (LRPA) prepares students from underserved communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

For Little Rock Preparatory Academy, who we serve continues to be at the heart of our mission. Our newly appointed Executive Management Team along with the Site Leadership Teams remain dedicated to continuous improvement for our students.

How We Serve Our Students

Little Rock Preparatory Academy is 100% dedicated to fulfilling our mission and it is at the core of everything we do. Our free and reduced lunch program statistics demonstrate that we are serving the students we strive to serve. Teachers work within our established academic model that is structured to prepare students from underserved communities for college and advanced careers. This approach is based on the framework of Maslow's Hierarchy of Needs and places significant emphasis on teaching the whole child, moving students up through the pyramid in a systematic way. At each level, we have carefully chosen approaches and systems to address our student's needs. Programs including our mental health organization partnerships, uniform programs, extended learning time through a longer school day and year, positive behavior RTI system, mastery learning standards and character education programs are the tools we use to educate the whole child. Teachers and staff are trained on the successful implementation of each system to ensure our students move up the triangle to self-actualization, becoming tomorrow's leaders.



How We Have Improved

Over the last three years the State of Arkansas has made great efforts to increase proficiency, create updated standard alignments and testing accountability. As the State has made their adjustments to increase rigor for Arkansas students, so too has Little Rock Preparatory Academy. LRPA has identified four key areas that represent the biggest levers for our improvement: Outstanding People, Great Hearts, Data Driven, and Increased Capacity. Through these four areas of continuous improvement we intend to prepare each and every student for college and advanced careers.

Outstanding People

LRPA realizes the greatest resource in educating our students is outstanding educators. We have put the following measures in place to make sure our staff continues to improve for the sake of our students and communities.

- Four weeks of summer training for newly hired teachers
- Two weeks of summer training for returning teachers
- Weekly professional development sessions (40 weeks)
- Three daylong professional development session over the course of each school year
- Every teacher placed on track 1 for observations, PGPs, and continuous feedback
- Multi-faceted mentoring programs
- 25 weekly classroom check-ins made by administrators

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

Recruiting new educators to our mission has also emerged as a high priority in our pursuit of student excellence. We have built partnerships with Arkansas Teacher Corps to secure high potential new staff members, Philander Smith College for passionate work-study students, and the Arkansas Public School Resource Center (APSRC) for their yearlong administrative fellowship program. Additionally, we have built relationships with schools of education in the region to ensure that we are attracting the best and brightest young professionals to our school straight out of college.

Great Hearts

We are driven by the mission of serving low-income students. We understand the urgency of the cause and that our student's futures are at stake. To us, it is so much more than teaching reading and math. Our school has created a Positive Behavior Plan that is built of an RTI (Response to Intervention) for behavior model. All of our team members are trained in lifting up and encouraging our students to strive for their best. We create a culture where doing the right thing is rewarded and recognized. A school culture where students are set up for success through clear expectations that are taught and then retaught. If our students do not meet the expectations, they are directed back to them and then rewarded for meeting them. This positive spirit and heart for our students creates a culture that breeds success.

The longer we do this work, the more we realize there are other great people in our community that want to help serve these same students. Over the next 3 years LRPA will continue to partner with organizations and businesses that have the same heart to serve our mission. This will be a reshaping of the advisory committee made up of teachers, business owners, parents, and local leaders. Inviting community leaders into our school generates a sense of pride and collaboration for the cause. Pulling together the great hearts of our community helps ensure we make the academic gains necessary for our students to truly be college ready.

Data Driven

After analyzing our performance to date, Little Rock Preparatory Academy has put the following items in place over the last two years to ensure that we continue to increase our proficiency level.

- Fully aligned benchmark testing calendar
- Implementation of formative assessments aligned to state standards (Illuminate)
- Implementation of Professional Learning Communities and Data Driven Instruction
- Implementation of data driven Computer based instruction
- Administration of NWEA MAP three times a year versus twice a year previously
- Restructured daily Schedule, building in intervention courses focusing on individualized instruction
- Transition from a Single Head of Schools to an Executive Management Team to Lead Organization
- Fully aligned scope and sequence with the newly adopted Arkansas College Ready Standards
- Adopted a research validated curriculum
- Relocation of our Middle School to a permanent facility
- Teacher Pay Increase at Primary School

Increased Capacity

In the spring of 2016 Little Rock Preparatory Academy restructured their leadership. We transitioned from a single head of organization to a three-person Executive Management Team. This restructuring has allowed for much more support in the areas of human resources, operations, supervision/coaching, leadership development, compliance, finance and the overall performance of our school.

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.

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.

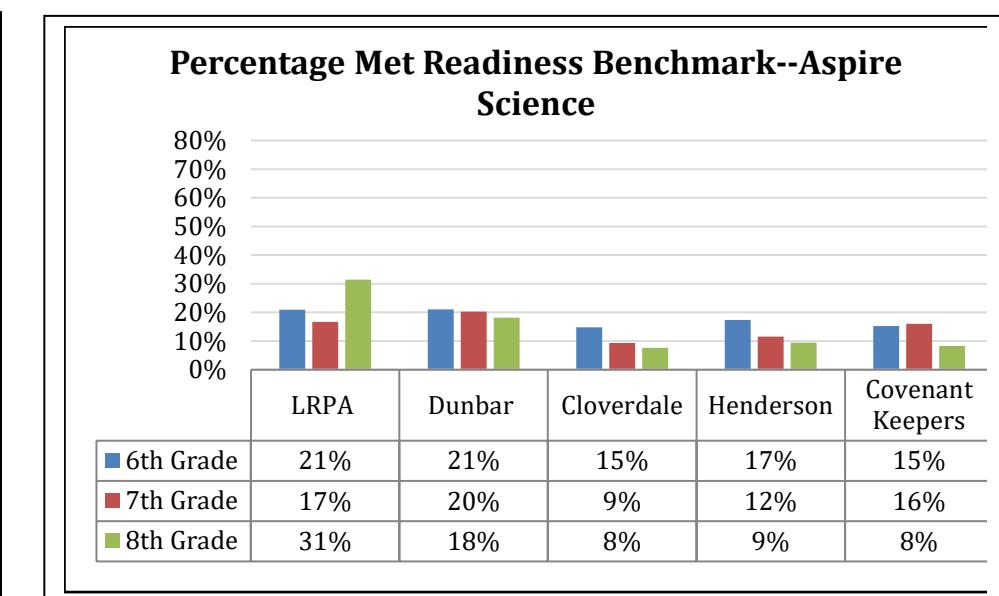
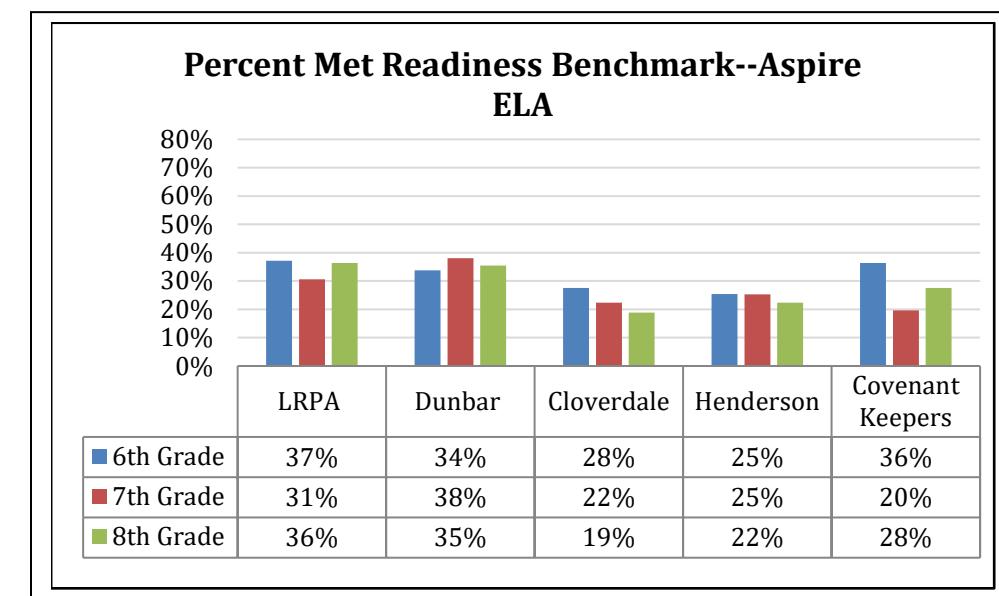
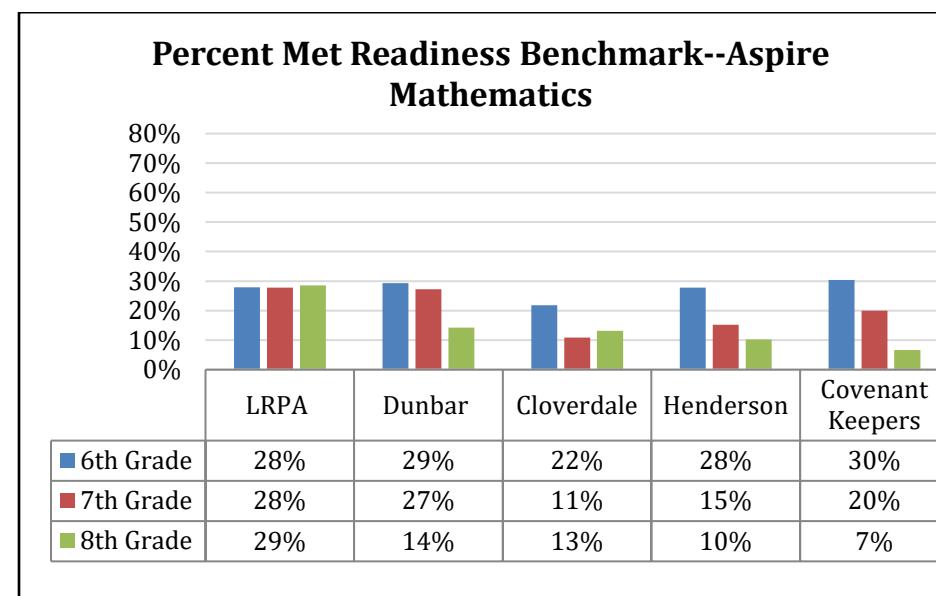
How We Have Performed

Little Rock Preparatory Academy prepares students from underserved neighborhoods for competitive colleges and advanced careers. Historically, our student population falls statistically further and further behind their more affluent peers the longer they are in school. Our goal is to reverse this trend and close the achievement gap for all of our students.

Little Rock Preparatory Academy has earned varied results in student achievement for the past three years against our goals. Much of those mixed results have been due to a number of factors, including attracting students who are significantly behind grade level, adjustments in the state system of standards, testing and accountability, behavior management needs, and high student mobility. We are taking steps to remove these barriers. For instance, last July, the State Board of Education graciously approved our Middle School relocation to a permanent facility. This is the first step in addressing our student retention issue. Little Rock Preparatory Academy has struggled retaining students from year to year. As shown in the above table, if students stay with us, they make consistent gains over time. However, our retention level is lower than desired. Now that we have two high quality facilities, our team has been working diligently on a retention plan that encourages our students to stay with us even after they have been brought up to grade level. Some extracurricular activities include arts outreach, sports, gardening, and student council.

As of the 2015-2016 school year, the LRPA Middle School outperformed surrounding schools on the ACT Aspire. In Mathematics, 6th grade performed as well as or outperformed 2 of 4 surrounding schools, 7th grade outperformed 4 of 4 surrounding schools and 8th grade outperformed 4 of 4 surrounding schools. In ELA, 6th grade performed as well as or outperformed 4 of 4 surrounding schools, 7th grade outperformed 3 of 4 surrounding schools and 8th grade outperformed 4 of 4 surrounding schools.

In Science, 6th grade performed as well as or outperformed 4 of 4 surrounding schools, 7th grade outperformed 3 of 4 surrounding schools and 8th grade outperformed 4 of 4 surrounding schools. The charts below show the results from the 2015-2016 ACT Aspire of LRPA and surrounding schools with similar student demographics.

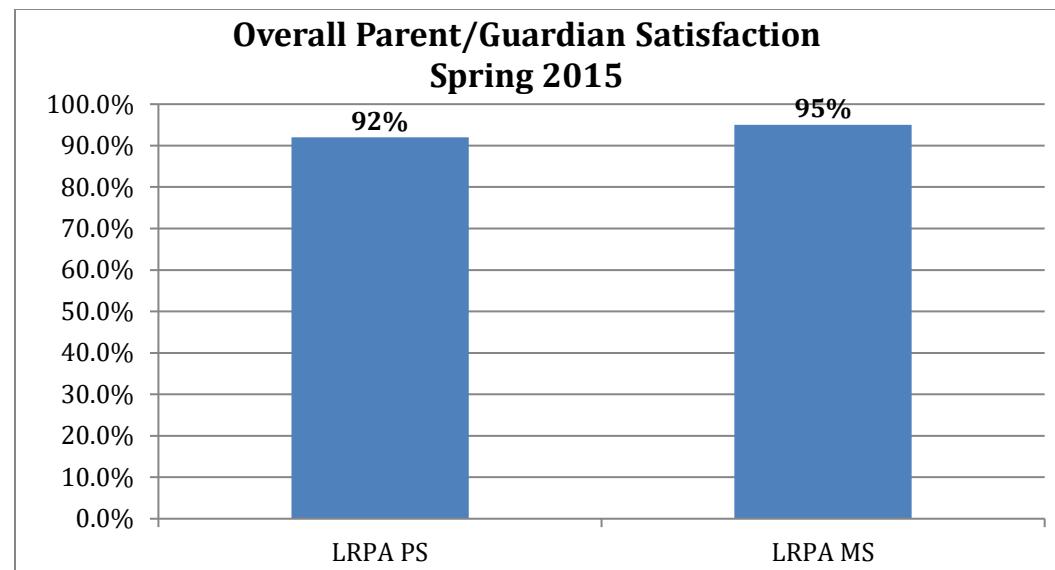


The majority of the students in our Middle School attended our Primary School first. Although our Primary School is not performing at the level we expect yet, it is successfully laying the foundation for our children to become achieving Middle School students. LRPA has a holistic approach to education. We first meet the students' basic needs as defined in Maslow's Hierarchy of Needs. Once our children learn how to be students, embrace our character development program, and fill in the missing academic skills needed to perform at grade level, they are able to master the Arkansas College Readiness Standards and perform on the ACT Aspire test as shown in our Middle School performance data from 2015-2016 school year.

Parent Support and Satisfaction

Parent satisfaction surveys show us that the vast majority of our families are happy with Little Rock Preparatory Academy.

In a parent/guardian survey administered in the spring of 2015, 92% of LRPA Primary School parents/guardians were satisfied with their choice of LRPA as the educational institution for their students while 95% of LRPA Middle School parents/guardians were satisfied with their choice of LRPA as the educational institution for their students.



Parent Involvement is a huge focus and strength of Little Rock Preparatory Academy. Our parents truly partner with us in the process of educating our students. Through frequent events, an open door policy, various forms of two-way communication and conferences three times a year, our parents have the opportunity to be actively involved in our school. Our parents also play a critical role in the development of the Individual Annual Improvement Plans. These plans are a structured way for each of us to commit specifically to interventions we can implement to support each and every student's success.

As we review our achievements from the past three years and measure ourselves against the goals set in this charter contract, we feel confident that LRPA is truly living out the mission. We will continue to utilize best practices, strive for continuous improvement, develop teachers to work effectively with children from poverty and offer our students the holistic, extended day/year education they need to close their own personal performance gap. Each child deserves the very best and the LRPA team will not give up until each and every student is college ready.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Progress in Year 1	Progress in Year 2	Progress in Year 3	Met Goal Yes or No
1. The percent of all students at LRPA who qualify for the Federal Free and Reduced Lunch Program will be equal to or greater than the percent of all students in the Little Rock School District as a whole.	Percent of students that qualify for Federal Free and Reduced Lunch Program	The percentage being equal to or greater than the percent of all students in the Little Rock School District as a whole	Annually	Little Rock Preparatory Academy's federal free and reduced lunch program qualifying student's percentage was 21.01% higher than the percentage of all students in the Little Rock School District as a whole.	In the first year of the Community Eligibility Provision (CEP), 100% of Little Rock Preparatory Academy students received free lunch Little Rock Preparatory Academy's federal free and reduced lunch program qualifying student's percentage was equal to or greater than the percentage of all students in the Little Rock School District as a whole.	In the second year of the Community Eligibility Provision (CEP), Little Rock Preparatory Academy's federal free and reduced lunch program qualifying student's percentage was equal to or greater than the percentage of all students in the Little Rock School District as a whole.	Met
2. As a public school, LRPA will strive to perform against the goals that are set for it by the Arkansas Department of Education, whether those are annual measurable objectives (AMO's) or an alternative goal-setting system.	Benchmark Assessments	Meeting AMO	Annually	In the 2013-14 school year, LRPA primary school did not meet the AMO's in Literacy or Mathematics and LRPA middle school met the AMO's in Literacy and Mathematics. LRPA middle school did not meet the AMO's in Literacy or Mathematics.	In the 2014-15 school year, LRPA primary school did not meet the AMO's in Literacy or Mathematics and LRPA middle school met the AMO's in Literacy and Mathematics. LRPA middle school met the year 1 goals for the priority academic designation.	In 2015-16 school year, Little Rock Preparatory Academy did not have any annual measurable objectives set by the Arkansas Department of Education.	Partially Met

3. Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.	Benchmark and Measures of Academic Progress (MAP) Assessments	Meeting expected growth and achievement by student	Annually	<p>LRPA is not capable of assessing value-added gains on the state assessments.</p> <p>MATHEMATICS</p> <p>On the NWEA MAP, in Mathematics LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 3 of 8 grades.</p> <p>LITERACY</p> <p>On the NWEA MAP, in Literacy LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 3 of 8 grades.</p>	<p>LRPA is not capable of assessing value-added gains on the state assessments.</p> <p>MATHEMATICS</p> <p>On the NWEA MAP, in Mathematics LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 5 of 8 grades.</p> <p>LITERACY</p> <p>On the NWEA MAP, in Literacy LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 5 of 8 grades.</p>	<p>LRPA is not capable of assessing value-added gains on the state assessments.</p> <p>MATHEMATICS</p> <p>On the NWEA MAP, in Mathematics LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 2 of 8 grades.</p> <p>LITERACY</p> <p>On the NWEA MAP, in Literacy LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 0 of 8 grades.</p>	Partially Met
4. As a college-preparatory Academy, LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.	Benchmark and Measures of Academic Progress (MAP) Assessments	Achievement levels consistent with other college-bound students	Annually	<p>In 2013-14, LRPA did not have any 8th grade students who were with the school since 5th grade.</p> <p>64% of graduating 8th grade students enrolled in LRPA board of trustees approved college-preparatory high school programs.</p>	<p>In 2014-15, LRPA's 8th grade students who were with the school since 5th grade sample size too small to be statistically valid.</p> <p>84% of graduating 8th grade students enrolled in LRPA board of trustees approved college-preparatory high school programs.</p>	<p>In 2015-16, LRPA's 8th grade students who were with the school since 5th grade did not achieve at levels consistent with other college-bound students in LRSD.</p> <p>50% of graduating 8th grade students enrolled in LRPA board of trustees approved college-preparatory high school programs.</p>	Did Not Meet
5. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading among other elementary and middle schools with attendance zones in Central Little Rock.	Benchmark Assessments	Literacy/Reading Proficiency rates equal to or higher than that of elementary and middle schools in Central Little Rock	Annually	<p>LITERACY</p> <p>*In grade 3, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 2 of 6 surrounding schools.</p> <p>*In grade 4, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 0 of 6 surrounding schools.</p> <p>*In grade 5, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 5 of 6 surrounding schools.</p> <p>*In grade 6, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 3 of 4 surrounding schools.</p>	<p>ELA</p> <p>*In grade 3, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 0 of 6 surrounding schools.</p> <p>*In grade 4, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 0 of 6 surrounding schools.</p> <p>*In grade 5, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 3 of 6 surrounding schools.</p> <p>*In grade 6, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 3 of 4 surrounding schools.</p>	<p>ELA</p> <p>*In grade 3, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 2 of 6 surrounding schools.</p> <p>*In grade 4, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 4 of 6 surrounding schools.</p> <p>*In grade 5, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 1 of 6 surrounding schools.</p> <p>*In grade 6, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 4 of 4 surrounding schools.</p>	Partially Met

				or advanced in 4 of 4 surrounding schools.		exceeding in 4 of 4 surrounding schools.	
7. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects among other elementary and middle schools with attendance zones in Central Little Rock.	Benchmark Assessments	“Other” Proficiency rates equal to or higher than that of elementary and middle schools in Central Little Rock	Annually	<p>SCIENCE In grade 5, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 5 of 6 surrounding schools.</p> <p>In grade 7, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 3 of 4 surrounding schools.</p>	<p>SCIENCE In grade 5, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 2 of 6 surrounding schools.</p> <p>In grade 7, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 4 of 4 surrounding schools.</p>	SCIENCE *In grade 3, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 0 of 6 surrounding schools. *In grade 4, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 2 of 6 surrounding schools. *In grade 5, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 0 of 6 surrounding schools. *In grade 6, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 4 of 4 surrounding schools. *In grade 7, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 3 of 4 surrounding schools. *In grade 8, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 4 of 4 surrounding schools.	Partially Met
8. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading in the Little Rock School District.	Benchmark Assessments	Literacy/Reading Proficiency rates equal to or higher than that of elementary and middle schools in the Little Rock School District	Annually	<p>LITERACY The percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of Little Rock School District students scoring proficient or advanced in 1 of 6 grades.</p>	<p>ELA The percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of Little Rock School District students scoring met or exceeded in 1 of 6 grades.</p>	ELA The percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of Little Rock School District students scoring met or exceeded in 0 of 6 grades.	Partially Met

9. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics in the Little Rock School District.	Benchmark Assessments	Mathematics Proficiency rates equal to or higher than that of elementary and middle schools in the Little Rock School District	Annually	MATHEMATICS The percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of Little Rock School District students scoring proficient or advanced in 2 of 6 grades.	MATHEMATICS The percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of Little Rock School Districts students scoring met or exceeded in 2 of 6 grades.	MATHEMATICS The percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of Little Rock School District students scoring ready or exceeding in 1 of 6 grades.	Partially Met
10. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects in the Little Rock School District.	Benchmark Assessments	“Other” Proficiency rates equal to or higher than that of elementary and middle schools in the Little Rock School District	Annually	SCIENCE In grade 5, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of Little Rock School Districts students scoring proficient or advanced in 0 of 1 grades. In grade 7, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of Little Rock School Districts students scoring proficient or advanced in 0 of 1 grades.	SCIENCE In grade 5, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of Little Rock School Districts students scoring proficient or advanced in 0 of 1 grades. In grade 7, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of Little Rock School Districts students scoring proficient or advanced in 0 of 1 grades.	SCIENCE The percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of Little Rock School District students scoring ready or exceeding in 1 of 6 grades.	Partially Met
11. On average, a higher percentage of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.	NWEA Measures of Academic Progress (MAP) Reading Assessment	A higher percentage of students will meet their growth goals than in the previous year	Annually	In 2013-14, a higher of percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 4 of 8 cohorts.	In 2014-15, a higher of percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 4 of 8 cohorts.	In 2015-16, a higher of percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 2 of 8 cohorts.	Partially Met
12. On average, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.	NWEA Measures of Academic Progress (MAP) Mathematics Assessment	A higher percentage of students will meet their growth goals than in the previous year	Annually	In 2013-14, a higher of percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 3 of 8 cohorts.	In 2014-15, a higher of percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 4 of 8 cohorts.	In 2015-16, a higher of percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 4 of 8 cohorts.	Partially Met
13. On average, a higher percentage of students who have been enrolled at LRPA	Benchmark Assessments	Literacy/Reading Proficiency rates equal to or higher than that of 3 rd grade students in the Little	Annually	In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years achieved at or	In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years did not	In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years did not	Partially Met

for at least 2 years will achieve at or above Proficient in Literacy/Reading on the 3rd grade state test than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 3.		Rock School District for students who have been enrolled at LRPA for at least 2 years		above proficient in Literacy/Reading on the 3rd grade state test as compared to their peers in the Little Rock School District.	achieve at or above proficient in Literacy/Reading on the 3rd grade state test as compared to their peers in the Little Rock School District.	achieve at or above proficient in Literacy/Reading on the 3rd grade state test as compared to their peers in the Little Rock School District.	
14. On average, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Mathematics on the 3rd grade state test than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 3.	Benchmark Assessments	Mathematics Proficiency rates equal to or higher than that of 3rd grade students in the Little Rock School District for students who have been enrolled at LRPA for at least 2 years	Annually	In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading on the 3rd grade state test as compared to their peers in the Little Rock School District.	In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading on the 3rd grade state test as compared to their peers in the Little Rock School District.	In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading on the 3rd grade state test as compared to their peers in the Little Rock School District.	Did Not Meet
15. On average, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 6.	Benchmark Assessments	A 4.5% reduction in the performance gap between LRPA and the Little Rock School District in 6 th grade Literacy/Reading for students who have been with LRPA for at least 2 years	Annually	In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading as compared to their peers in the Little Rock School District.	In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading as compared to their peers in the Little Rock School District.	In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading as compared to their peers in the Little Rock School District.	Did Not Meet
16. On average, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 6.	Benchmark Assessments	A 3% reduction in the performance gap between LRPA and the Little Rock School District in 6th grade Mathematics for students who have been with LRPA for at least 2 years	Annually	In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading as compared to their peers in the Little Rock School District.	In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading as compared to their peers in the Little Rock School District.	In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading as compared to their peers in the Little Rock School District.	Did Not Meet
17. On average, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.	Enrollment in LRPA board-of-trustees approved college-preparatory high school programs	At least 85% of successive classes of graduating 8th grade students	Annually	2013-14: 64% of graduating 8 th grade students enrolled in LRPA board of trustees approved college-preparatory high school programs.	2014-15: 84% of graduating 8 th grade students enrolled in LRPA board of trustees approved college-preparatory high school programs.	2015-16: 50% of graduating 8 th grade students enrolled in LRPA board of trustees approved college-preparatory high school programs.	Did Not Meet

- The percent of all students at LRPA who qualify for the Federal Free and Reduced Lunch Program will be equal to or greater than the percent of all students in the Little Rock School District as a whole.

As the below chart shows, Little Rock Preparatory Academy's percent of students who qualify for the Federal Free and Reduced Lunch Program was greater than the percent for all students in the Little Rock School District.

Free & Reduced Lunch Program Qualifying Students Percent						
	2013-2014		2014-2015		2015-2016	
LRPA	83.69%		100.00%		100.00%	
LRSD	62.68%		74.90%		80.93%	

- As a public school, LRPA will strive to perform against the goals that are set for it by the Arkansas Department of Education, whether those are annual measurable objectives (AMO's) or an alternative goal-setting system.

2014 ESEA Report – LRPA Annual Measureable Objectives (AMO's)

As the below charts shows, neither Little Rock Preparatory Academy Primary School nor Middle School met the 2014 AMO's in Literacy or Mathematics.

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT			GROWTH -LITERACY						
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	54	97	55.67	67.19	91.00	31	50	62.00	81.25	93.00
Targeted Achievement Gap Group	45	83	54.22	68.55	91.00	25	43	58.14	83.17	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	99	169	58.58	67.19	91.00	53	78	67.95	81.25	93.00
Targeted Achievement Gap Group	86	147	58.50	68.55	91.00	46	69	66.67	83.17	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	51	93	54.84	66.72		29	48	60.42	80.56	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	45	81	55.36	68.55		24	42	57.14	83.17	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	12.50		n < 10	n < 10	n < 10	12.50	

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT			GROWTH -LITERACY						
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	70	128	54.69	60.23	91.00	63	114	55.26	61.54	93.00
Targeted Achievement Gap Group	57	111	51.35	57.25	91.00	52	101	51.49	57.47	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	218	386	56.48	60.23	91.00	181	306	59.15	61.54	93.00
Targeted Achievement Gap Group	168	312	53.85	57.25	91.00	141	249	56.63	57.47	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	63	116	54.31	62.75		59	104	56.73	63.54	
Hispanic	n < 10	n < 10	n < 10	27.09		n < 10	n < 10	n < 10	34.38	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	57	110	51.82	58.82		52	100	52.00	59.42	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	21.25		n < 10	n < 10	n < 10	23.44	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT			GROWTH -MATHEMATICS						
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	42	97	43.40	52.60	92.00	16	53	30.19	50.00	81.00
Targeted Achievement Gap Group	38	83	45.78	54.89	92.00	14	46	30.43	46.15	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	75	169	44.38	52.60	92.00	28	81	34.57	50.00	81.00
Targeted Achievement Gap Group	69	147	46.94	54.89	92.00	24	72	33.33	46.15	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	40	93	43.01	51.94		15	51	29.41	48.15	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	37	81	45.68	54.89		14	45	31.11	46.15	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	12.50		n < 10	n < 10	n < 10	12.50	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT			GROWTH -MATHEMATICS						
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	59	128	46.09	54.66	92.00	58	128	45.31	46.15	81.00
Targeted Achievement Gap Group	47	111	42.34	54.26	92.00	44	111	39.64	46.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	179	386	46.37	54.66	92.00	128	320	40.00	46.15	81.00
Targeted Achievement Gap Group	136	312	43.59	54.26	92.00	99	259	38.22		

2015 ESEA Report – LRPA Annual Measureable Objectives (AMO's)

As the below charts shows, Little Rock Preparatory Academy Primary School did not meet the 2015 AMO's in Literacy or Mathematics but LRPA Middle School met the 2015 AMO's in Literacy and Mathematics.

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS				
ELA STATUS:	# Achieved	# Tested	Percentage	2015 AMO
ESEA Flexibility Indicators				
All Students	3	80	3.75	21.47
Targeted Achievement Gap Group	3	80	3.75	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	73	4.11	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	3	80	3.75	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:	# Achieved	# Tested	Percentage	2015 AMO
ESEA Flexibility Indicators				
All Students	1	80	1.25	12.09
Targeted Achievement Gap Group	1	80	1.25	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	73	1.37	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	1	80	1.25	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS				
ELA STATUS:	# Achieved	# Tested	Percentage	2015 AMO
ESEA Flexibility Indicators				
All Students	27	121	22.31	21.47
Targeted Achievement Gap Group	26	120	21.67	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	24	108	22.22	10.44
Hispanic	2	10	20.00	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	26	120	21.67	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	10	10.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS				
MATHEMATICS STATUS:	# Achieved	# Tested	Percentage	2015 AMO
ESEA Flexibility Indicators				
All Students	17	120	14.17	12.09
Targeted Achievement Gap Group	17	119	14.29	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	15	107	14.02	4.17
Hispanic	2	10	20.00	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	17	119	14.29	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	10	0.00	3.23

2016 ESEA Report – LRPA Annual Measureable Objectives (AMO's)

As the below chart shows, Little Rock Preparatory Academy did not receive 2016 annual measureable objectives from the Arkansas Department of Education.

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	23	138	16.67	47.86
Targeted Achievement Gap Group	23	138	16.67	36.83
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	22	124	17.74	27.81
Hispanic	1	13	7.69	41.06
White	0	1	0.00	55.30
Economically Disadvantaged	23	138	16.67	37.65
English Language Learners	0	1	0.00	29.19
Students with Disabilities	2	17	11.76	12.12

2016 STUDENT PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	39	138	28.26	43.35
Targeted Achievement Gap Group	39	138	28.26	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	35	124	28.23	23.53
Hispanic	4	13	30.77	38.01
White	0	1	0.00	50.35
Economically Disadvantaged	39	138	28.26	34.76
English Language Learners	0	1	0.00	31.10
Students with Disabilities	0	17	0.00	15.13

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	37	107	34.58	47.86
Targeted Achievement Gap Group	37	107	34.58	36.83
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	30	87	34.48	27.81
Hispanic	6	18	33.33	41.06
White	1	2	50.00	55.30
Economically Disadvantaged	37	107	34.58	37.65
English Language Learners	0	0	0.00	29.19
Students with Disabilities	1	7	14.29	12.12

2016 STUDENT PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	31	107	28.97	43.35
Targeted Achievement Gap Group	31	107	28.97	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	25	87	28.74	23.53
Hispanic	6	18	33.33	38.01
White	0	2	0.00	50.35
Economically Disadvantaged	31	107	28.97	34.76
English Language Learners	0	0	0.00	31.10
Students with Disabilities	1	7	14.29	15.13

3. Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.

MATHEMATICS: On the NWEA MAP, in 2013-14 LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 3 of 8 grades. In 2014-15 LRPA's cohorts of students experienced an increase in national percentile ranking in 5 of 8 grades. In 2015-16 LRPA's cohorts of students experienced an increase in national percentile ranking in 2 of 8 grades.

LITERACY: On the NWEA MAP, in 2013-14 LRPA's cohorts of students experienced an increase in national percentile ranking from one spring to the next in 3 of 8 grades. In 2014-15 LRPA's cohorts of students experienced an increase in national percentile ranking in 5 of 8 grades. In 2015-16 LRPA's cohorts of students experienced an increase in national percentile ranking in 0 of 8 grades.

	Mathematics			ELA			Mathematics			ELA			Mathematics			ELA		
	SP13	SP14	Change	SP13	SP14	Change	SP14	SP15	Change	SP14	SP15	Change	SP15	SP16	Change	SP15	SP16	Change
K-1	46	43	⬇️	48	45	⬇️	73	64	⬇️	54	47	⬇️	71	40	⬇️	60	38	⬇️
1-2	11	33	⬆️	23	33	⬆️	43	27	⬇️	45	27	⬇️	64	15	⬇️	47	8	⬇️
2-3	24	15	⬇️	33	20	⬇️	33	21	⬇️	33	23	⬇️	27	19	⬇️	27	25	⬇️
3-4	21	26	⬆️	22	20	⬇️	15	24	⬆️	20	29	⬆️	21	25	⬆️	23	14	⬇️
4-5	31	26	⬇️	17	20	⬆️	26	38	⬆️	20	41	⬆️	24	5	⬇️	29	1	⬇️
5-6	36	23	⬇️	23	13	⬇️	26	29	⬆️	20	31	⬆️	38	8	⬇️	41	8	⬇️
6-7	25	24	⬇️	31	25	⬇️	23	32	⬆️	13	22	⬆️	29	14	⬇️	31	22	⬇️
7-8	31	40	⬆️	25	41	⬆️	24	33	⬆️	25	36	⬆️	32	39	⬆️	22	16	⬇️

4. As a college-preparatory Academy, LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.

In 2013-14, LRPA did not have any 8th grade students who were with the school since 5th grade. In 2014-15, LRPA's 8th grade students who were with the school since 5th grade sample size was too small to report. In 2015-16, LRPA's 8th grade students who were with the school since 5th grade did not achieve at levels consistent with other college-bound students in LRSD.

	Reading/ELA				Mathematics				
	LRPA		LRSD		LRPA		LRSD		
	# of Total Students	% Proficient							
2014	0	N/A	1533	63%	2014	0	N/A	1533	46%
2015	3	N/A	1340	32%	2015	3	N/A	1501	10%
2016	15	27%	1497	39%	2016	15	20%	1533	24%

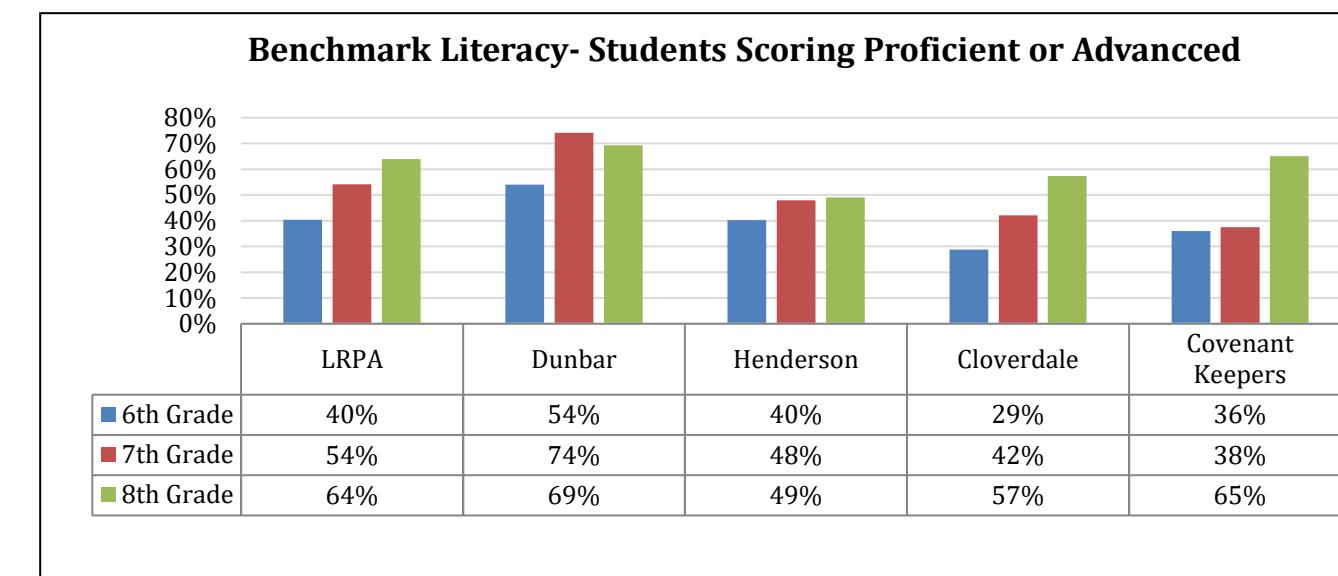
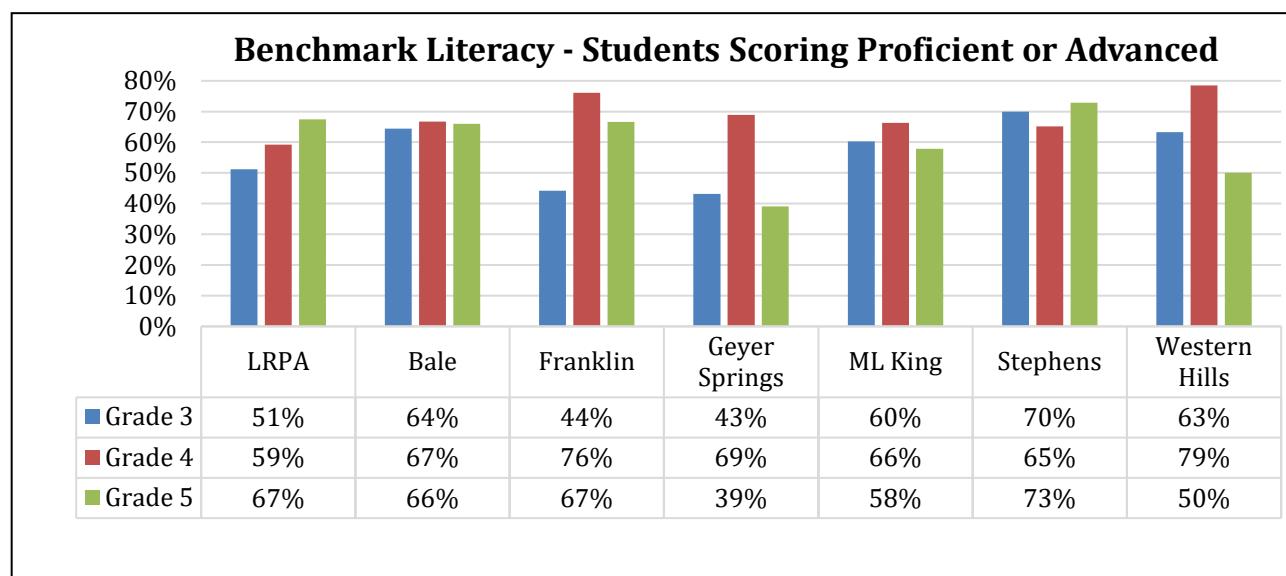
In the spring of 2014, 64% of graduating 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In the spring of 2014-15 84% of 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In 2015-16, 50% of graduating 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs.

8 th Grade Graduates Enrolled in LRPA Board of Trustees Approved College-Prep High School Programs			
	2013-2014	2014-2015	2015-16
Percentage of Graduates	64%	84%	50%

5. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading among other elementary and middle schools with attendance zones in Central Little Rock.

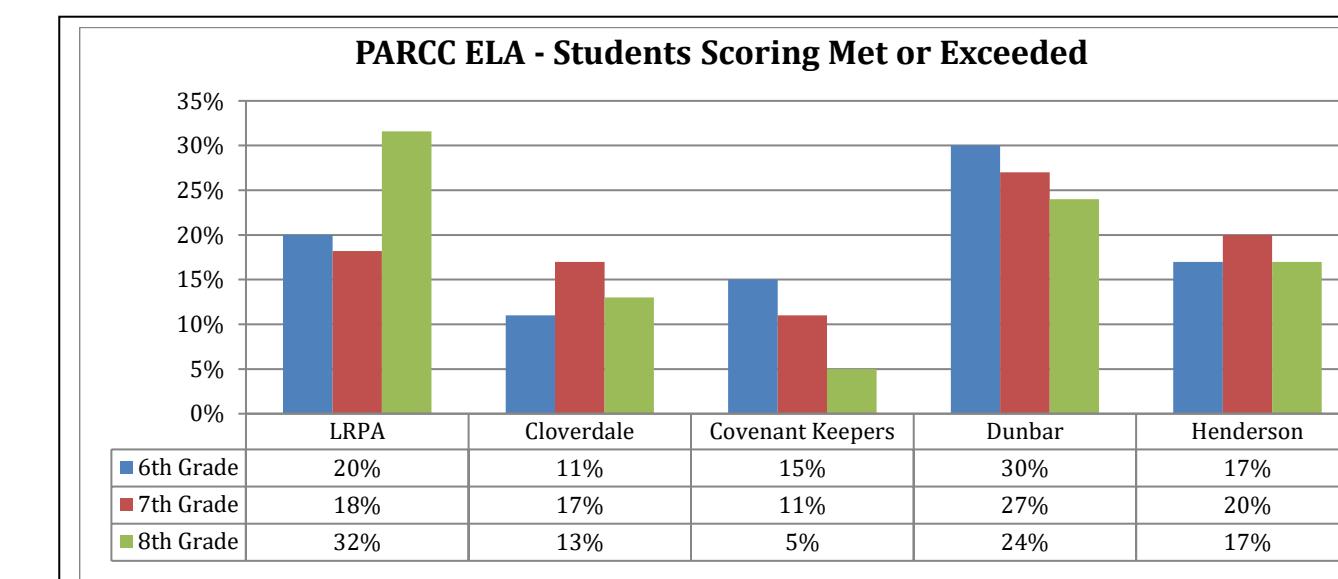
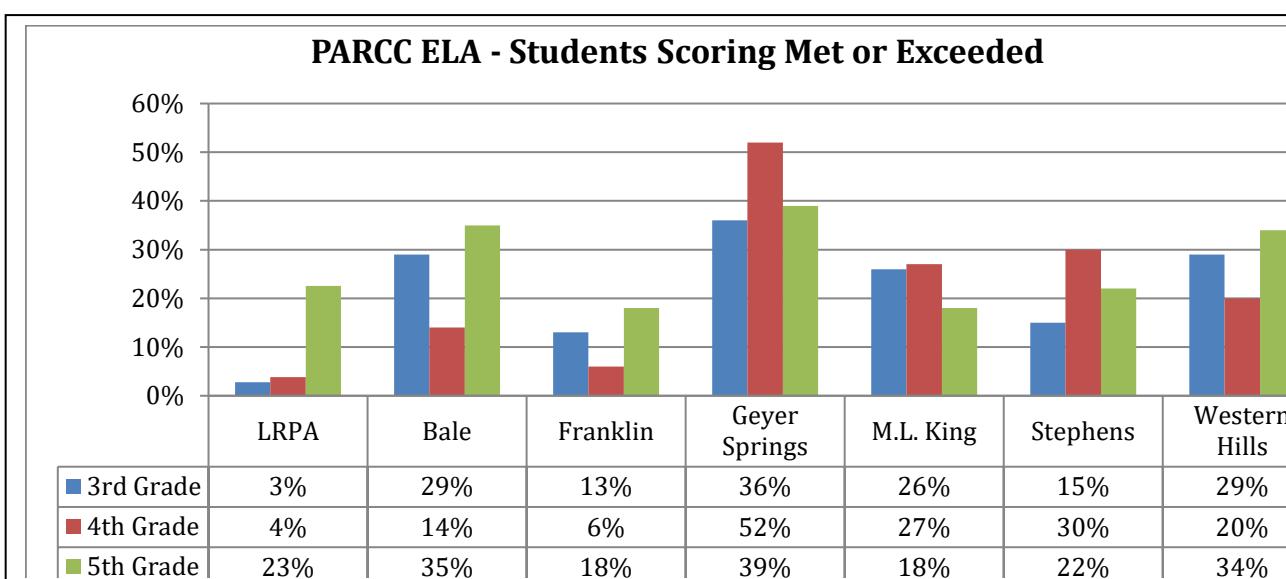
2013-2014 (Benchmark)

As the below charts show, in Literacy LRPA Primary School's 3rd grade performed as well as or outperformed 2 of 6 surrounding schools, 4th grade performed as well as or outperformed 0 of 6 surrounding schools and 5th grade performed as well as or outperformed 5 of 6 surrounding schools. LRPA Middle School's 6th grade performed as well as or outperformed 3 of 4 surrounding schools, 7th grade performed as well as or outperformed 3 of 4 surrounding schools, and 8th grade performed as well as or outperformed 2 of 4 surrounding schools.



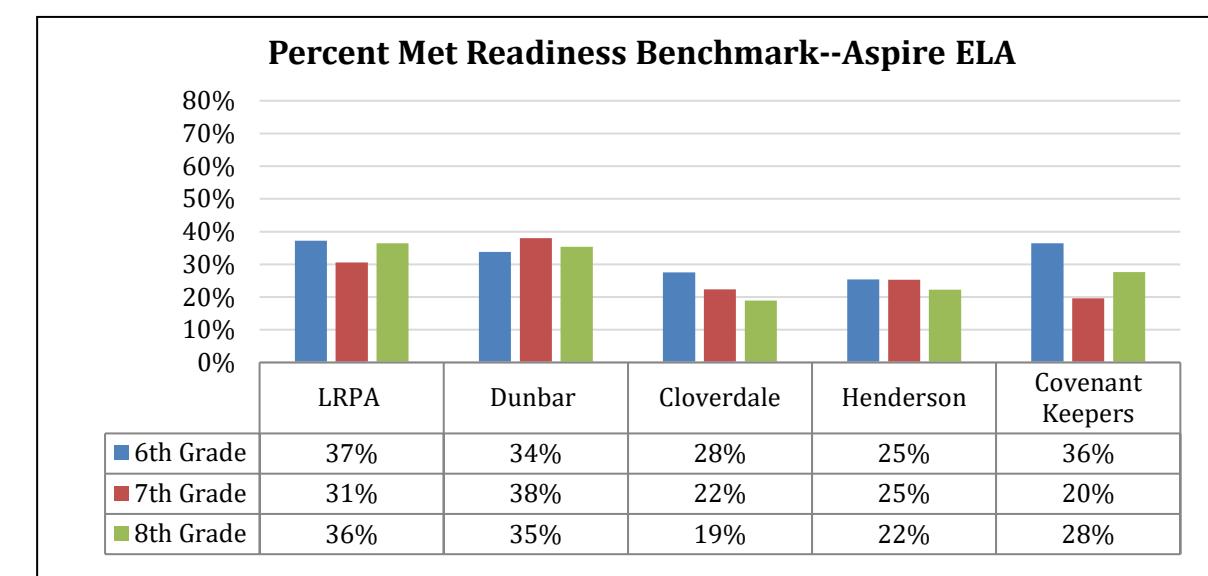
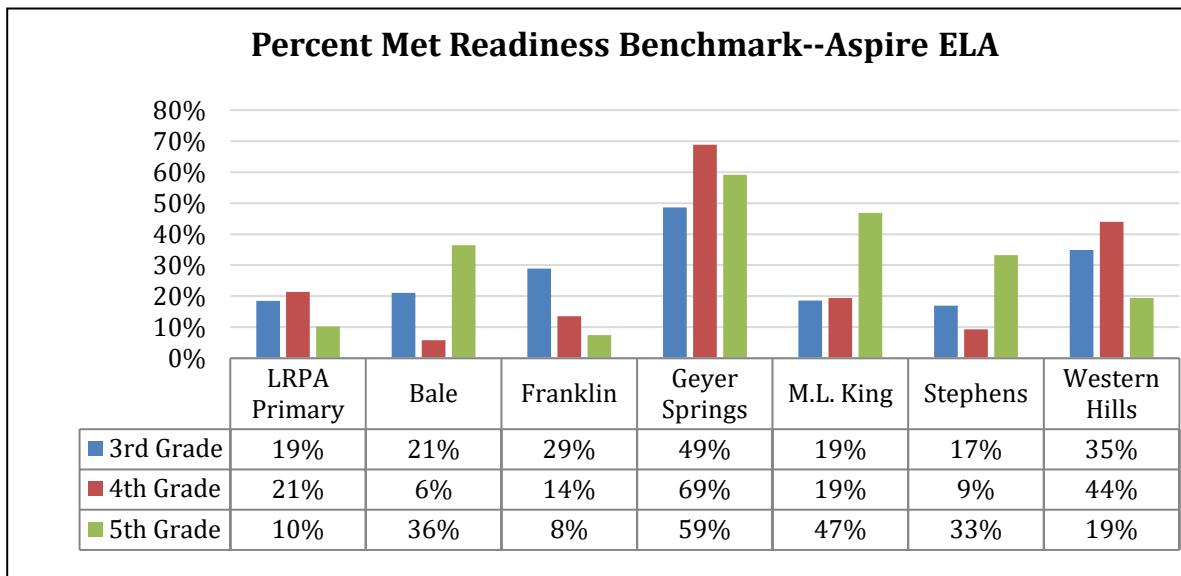
2014-2015 (PARCC)

As the below charts show, in ELA LRPA Primary School's 3rd grade performed as well as or outperformed 0 of 6 surrounding schools, 4th grade performed as well as or outperformed 0 of 6 surrounding schools and 5th grade performed as well as or outperformed 3 of 6 surrounding schools. LRPA Middle School's 6th grade performed as well as or outperformed 3 of 4 surrounding schools, 7th grade performed as well as or outperformed 2 of 4 surrounding schools and 8th grade performed as well as or outperformed 4 of 4 surrounding schools.



2015-2016 (ACT Aspire)

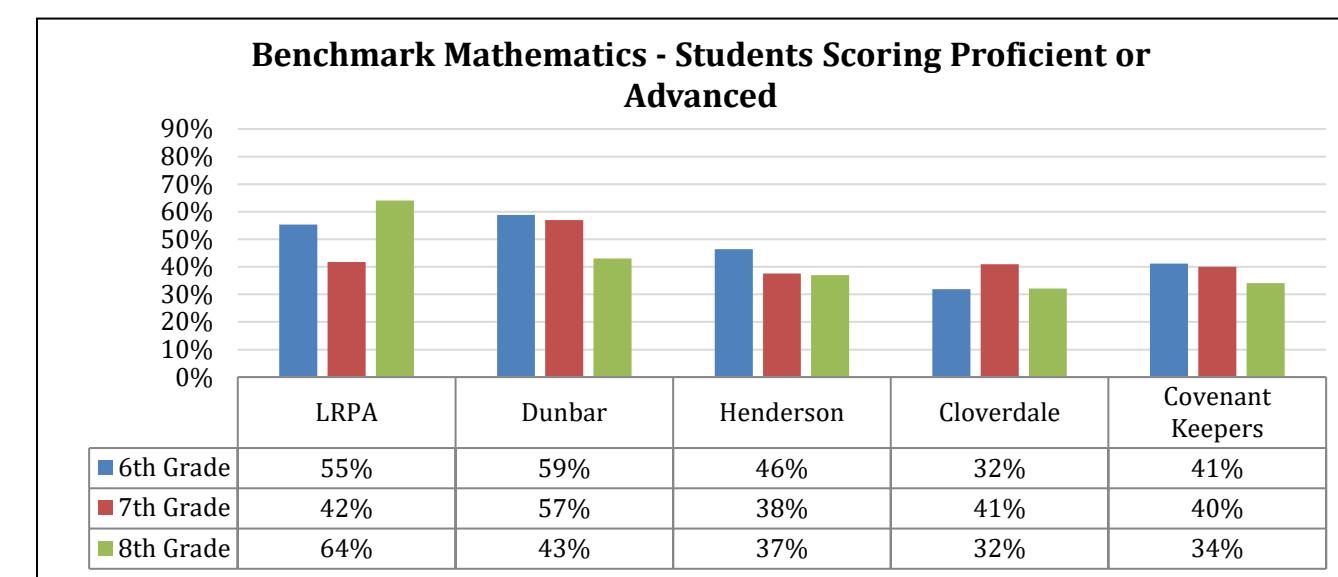
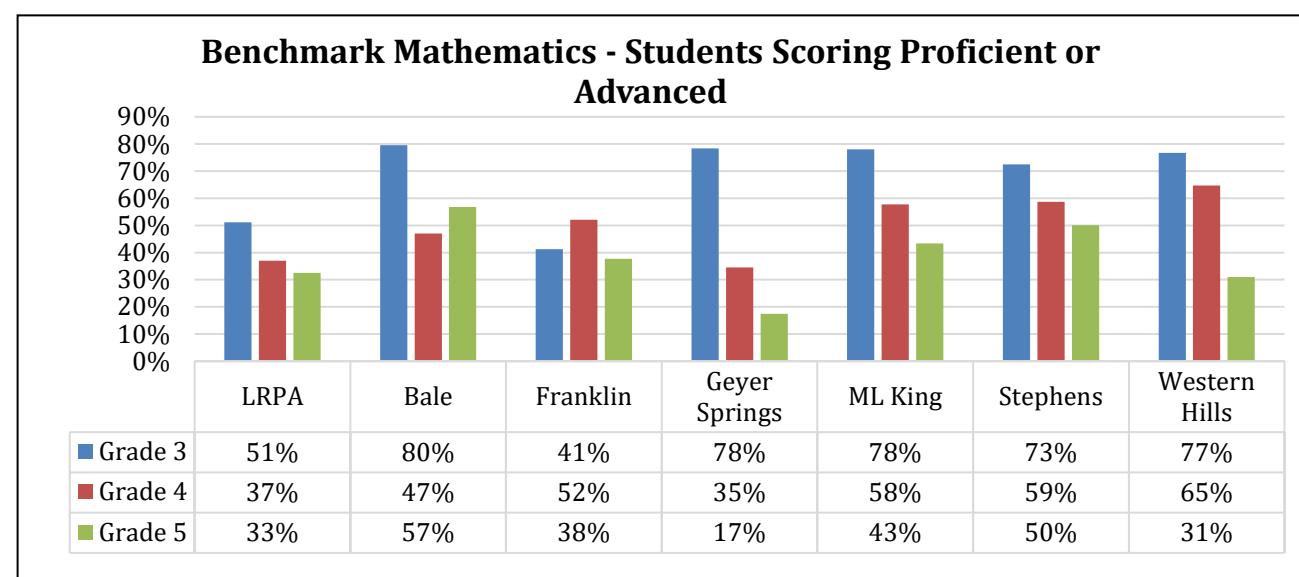
As the below charts show, in ELA LRPA Primary School's 3rd grade performed as well as or outperformed 2 of 6 surrounding schools, 4th grade performed as well as or outperformed 4 of 6 surrounding schools and 5th grade performed as well as or outperformed 1 of 6 surrounding schools. LRPA Middle School's 6th grade performed as well as or outperformed 4 of 4 surrounding schools, 7th grade performed as well as or outperformed 3 of 4 surrounding schools and 8th grade performed as well as or outperformed 4 of 4 surrounding schools.



6. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics among other elementary and middle schools with attendance zones in Central Little Rock.

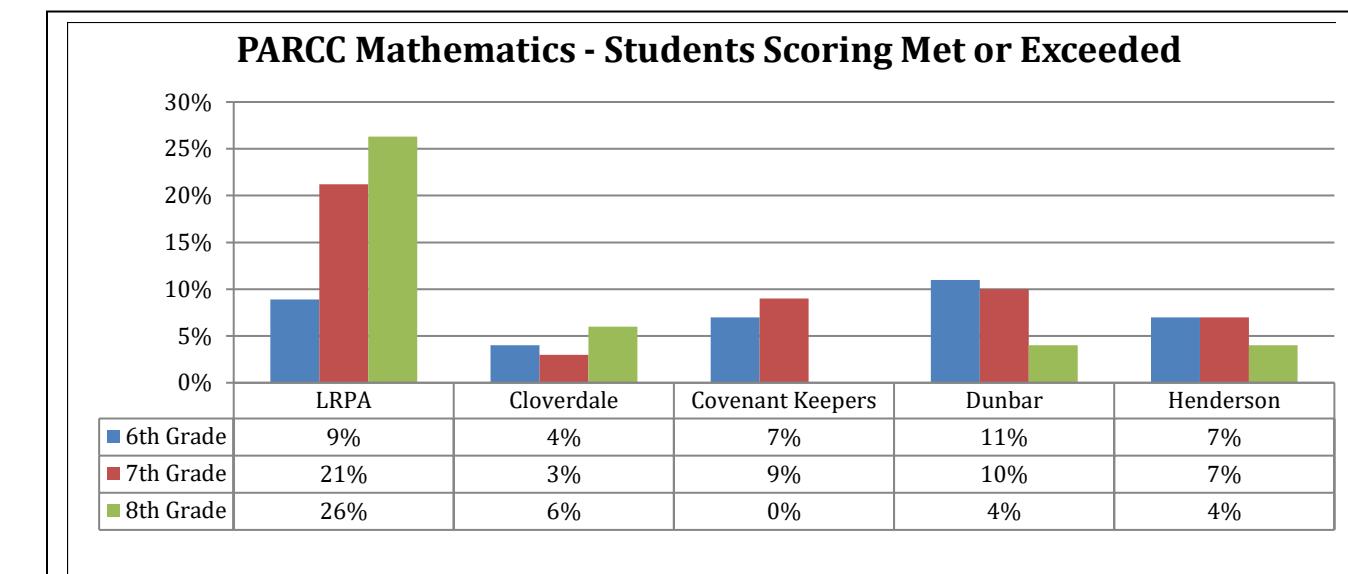
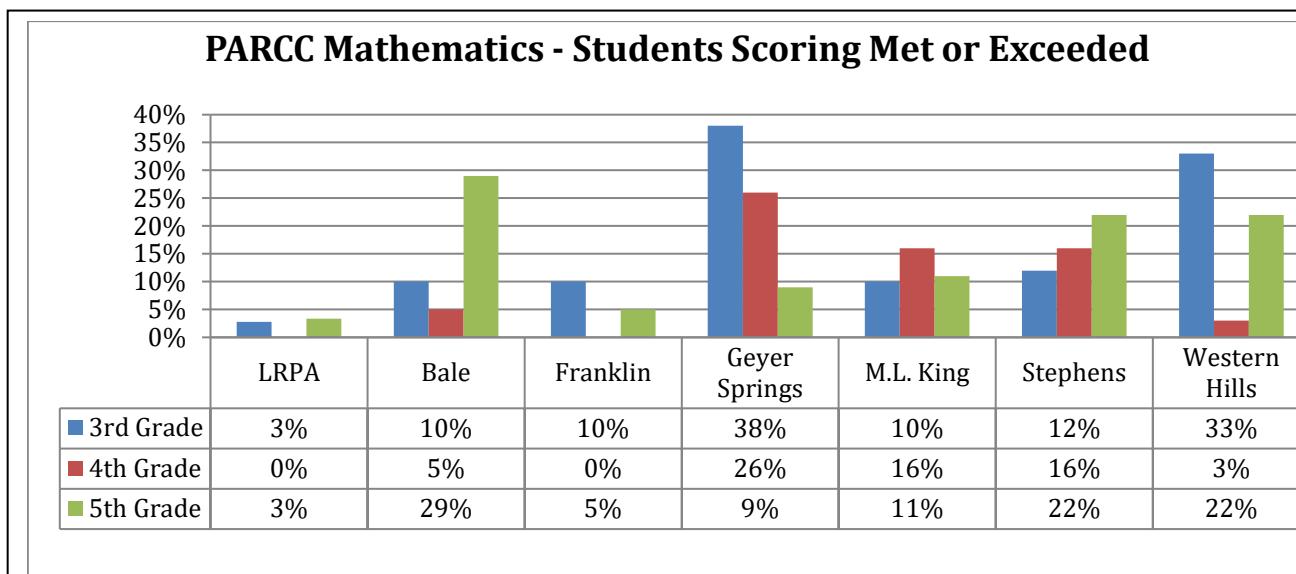
2013-2014 (Benchmark)

As the below charts show, in Mathematics LRPA Primary School's 3rd grade performed as well as or outperformed 1 of 6 surrounding schools, 4th grade performed as well as or outperformed 1 of 6 surrounding schools and 5th grade performed as well as or outperformed 2 of 6 surrounding schools. LRPA Middle School's 6th grade performed as well as or outperformed 3 of 4 surrounding schools, 7th grade performed as well as or outperformed 3 of 4 surrounding schools, and 8th grade performed as well as or outperformed 4 of 4 surrounding schools.



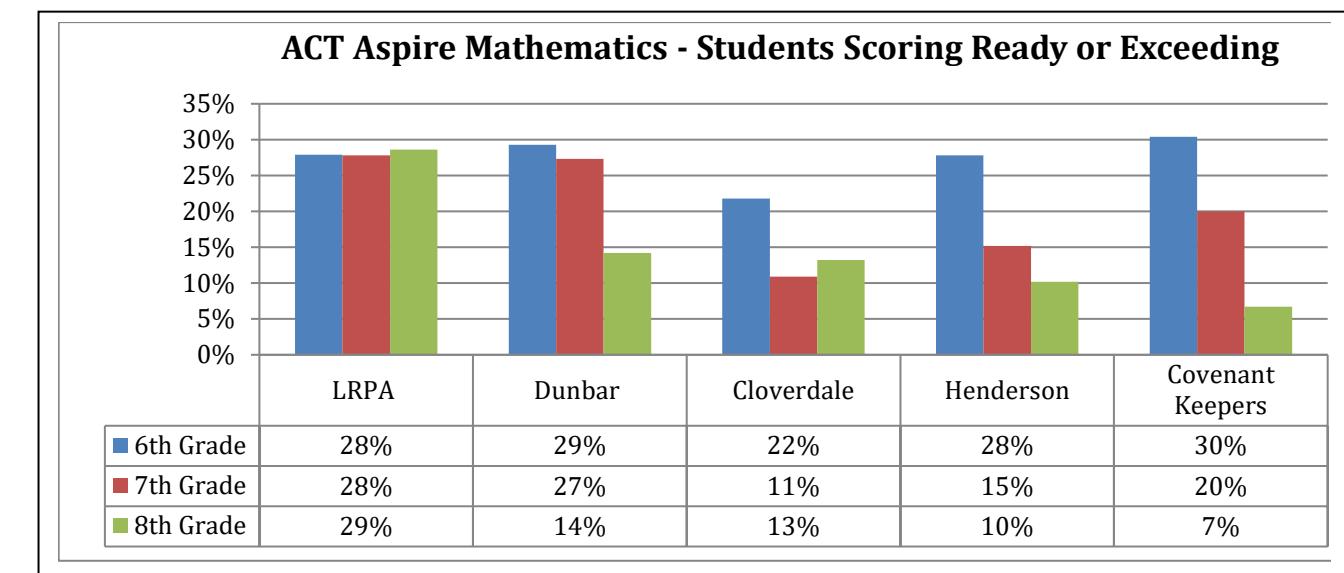
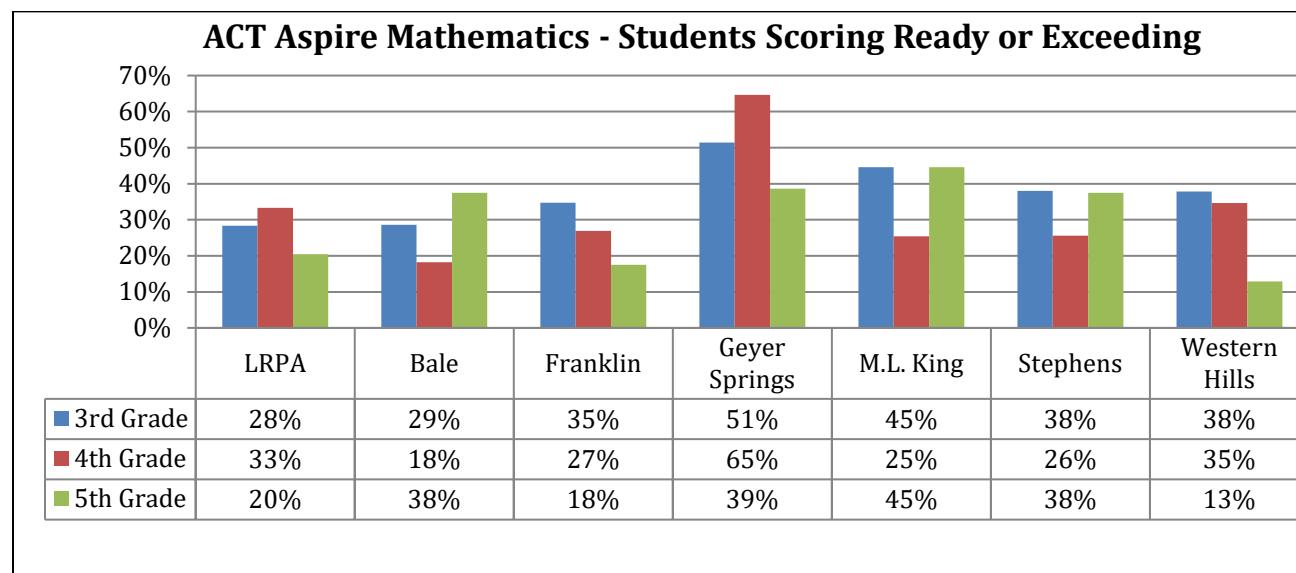
2014-2015 (PARCC)

As the below charts show, in Mathematics LRPA Primary School's 3rd grade performed as well as or outperformed 0 of 6 surrounding schools, 4th grade performed as well as or outperformed 0 of 6 surrounding schools and 5th grade performed as well as or outperformed 0 of 6 surrounding schools. LRPA Middle School's 6th grade performed as well as or outperformed 3 of 4 surrounding schools, 7th grade performed as well as or outperformed 4 of 4 surrounding schools, and 8th grade performed as well as or outperformed 4 of 4 surrounding schools.



2015-2016 (ACT Aspire)

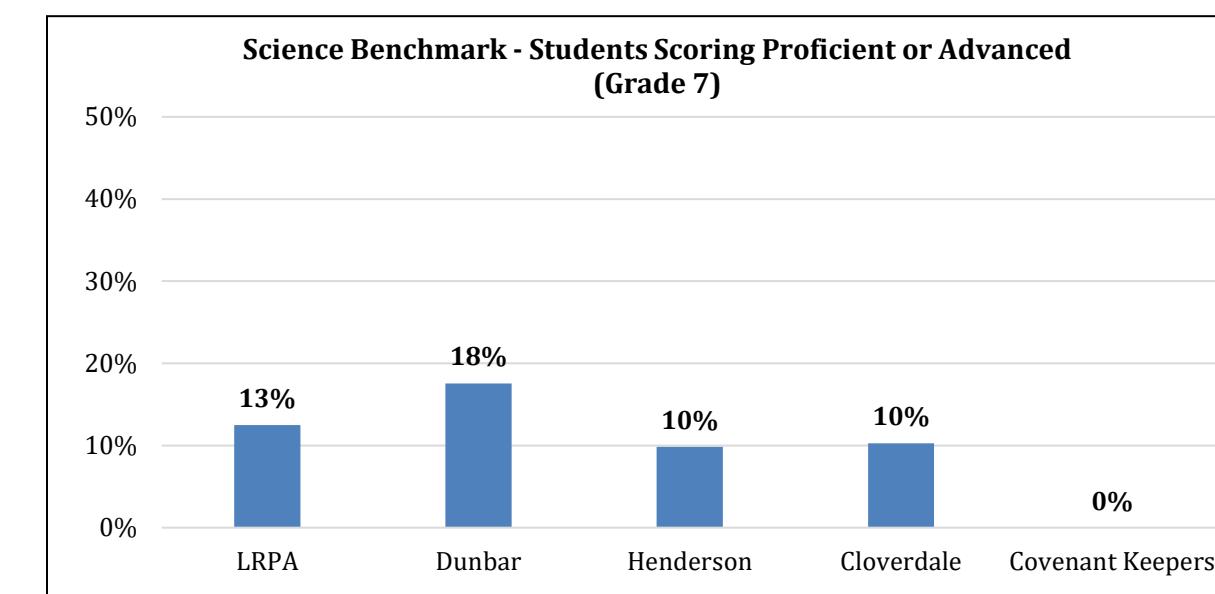
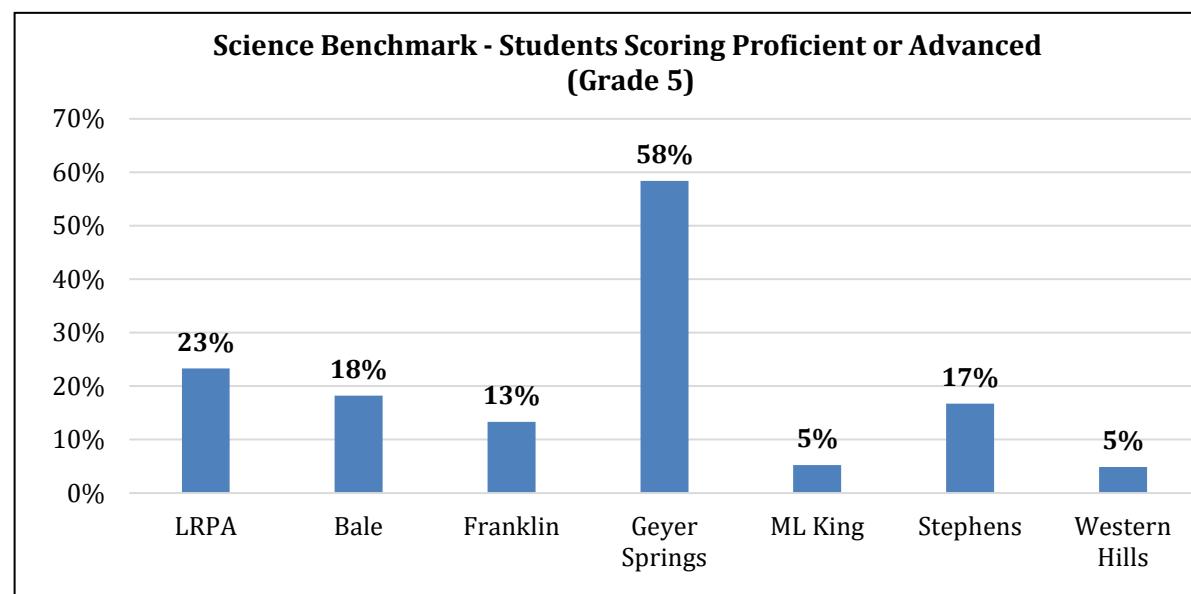
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7. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects among other elementary and middle schools with attendance zones in Central Little Rock.

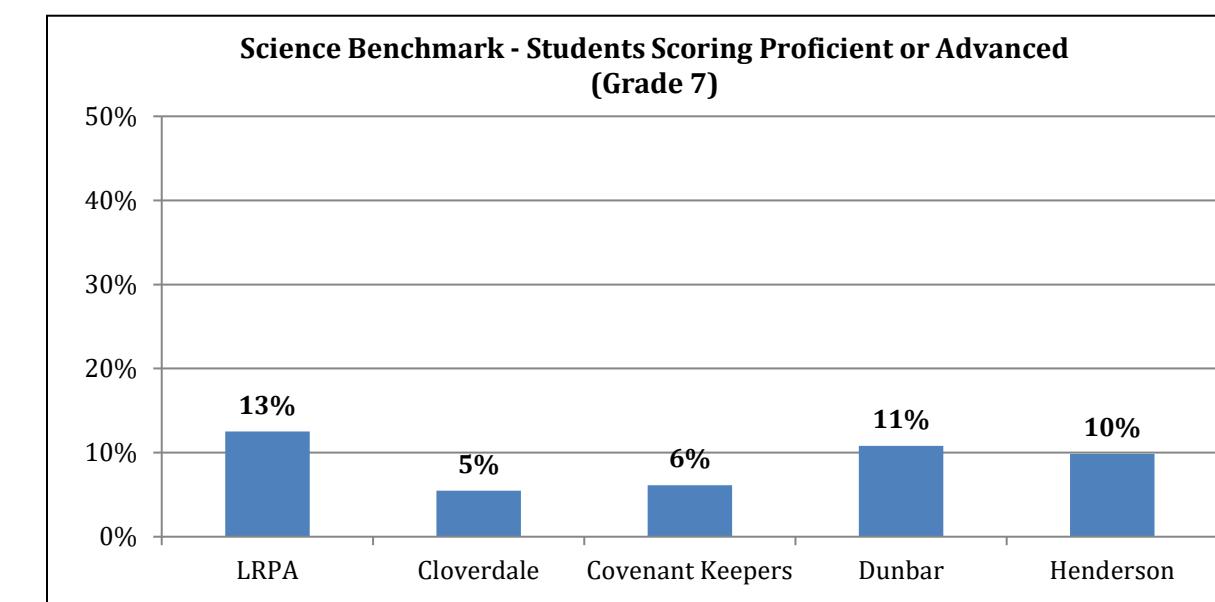
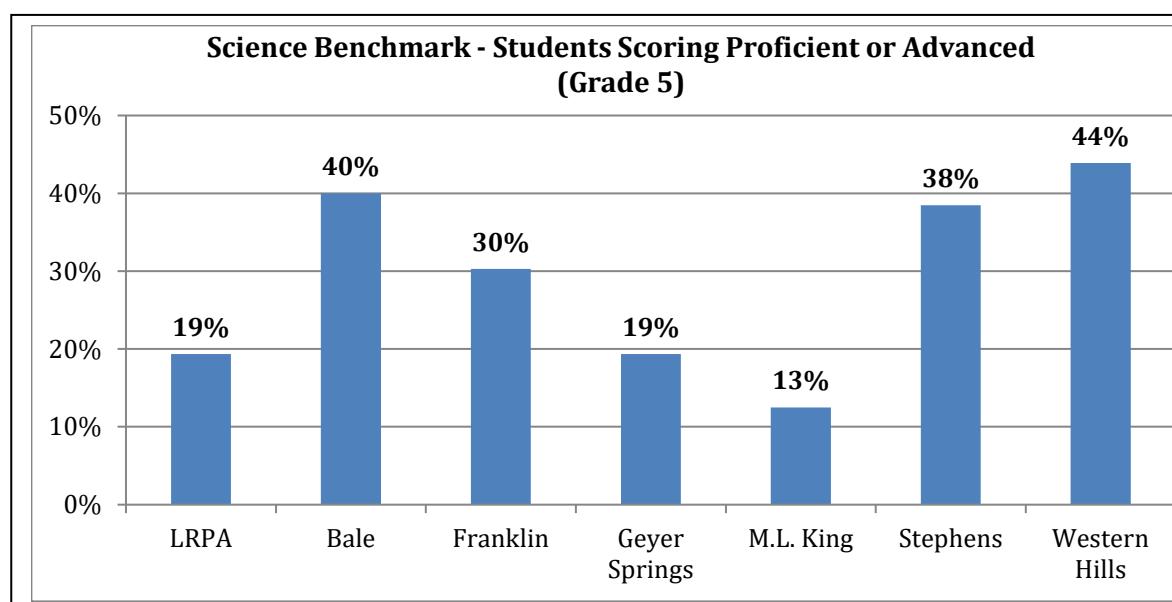
2013-2014 (Benchmark)

As the below charts show, in Science LRPA Primary School's 5th grade performed as well as or outperformed 5 of 6 surrounding schools and LRPA Middle School's 7th grade performed as well as or outperformed 3 of 4 surrounding schools.



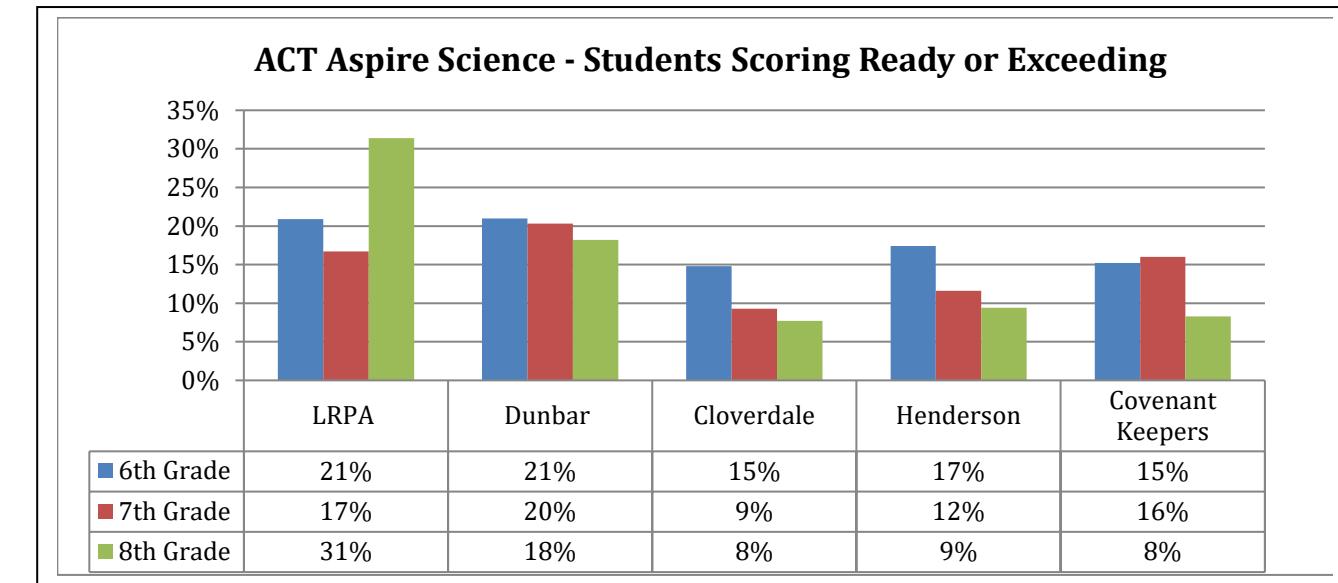
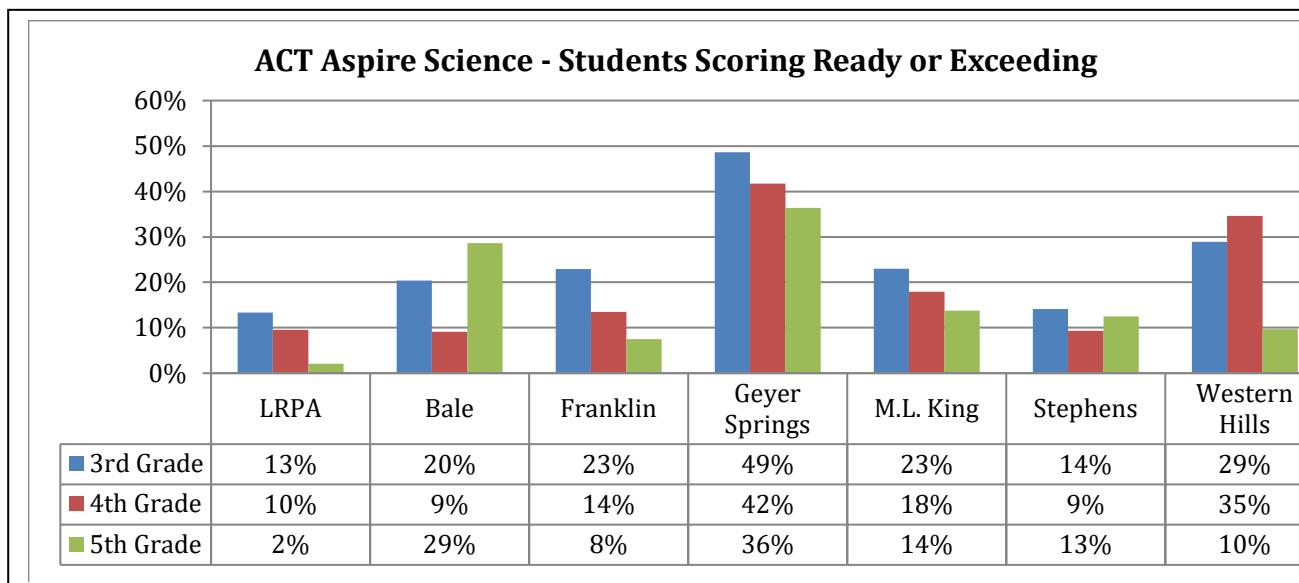
2014-2015 (Benchmark)

As the below charts show, in Science LRPA Primary School's 5th grade performed as well as or outperformed 2 of 6 surrounding schools and LRPA Middle School's 7th grade performed as well as or outperformed 4 of 4 surrounding schools.



2015-2016 (ACT Aspire)

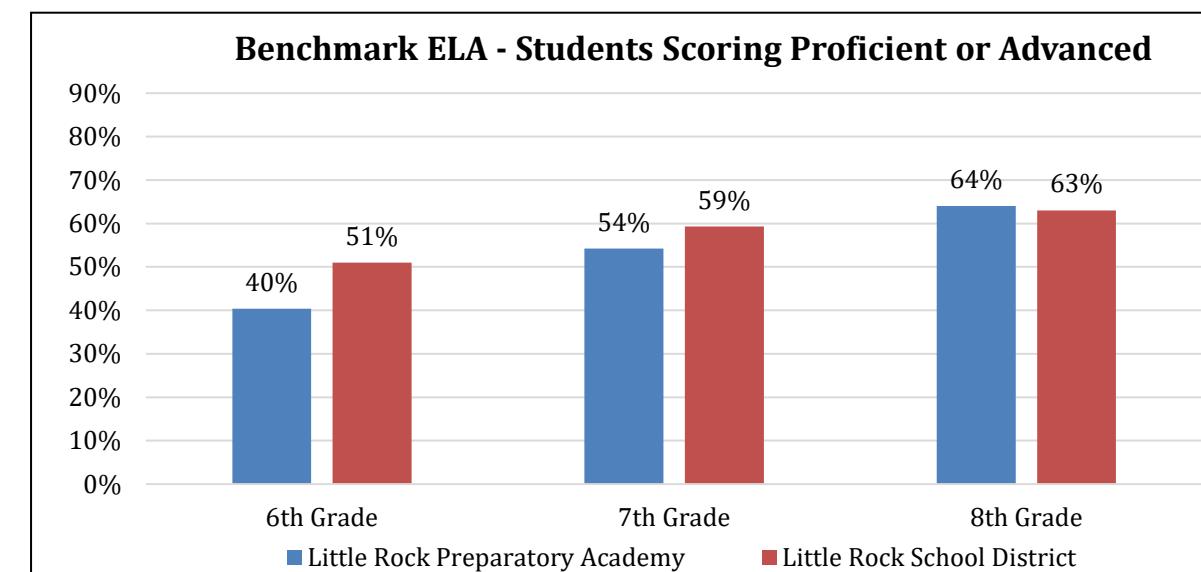
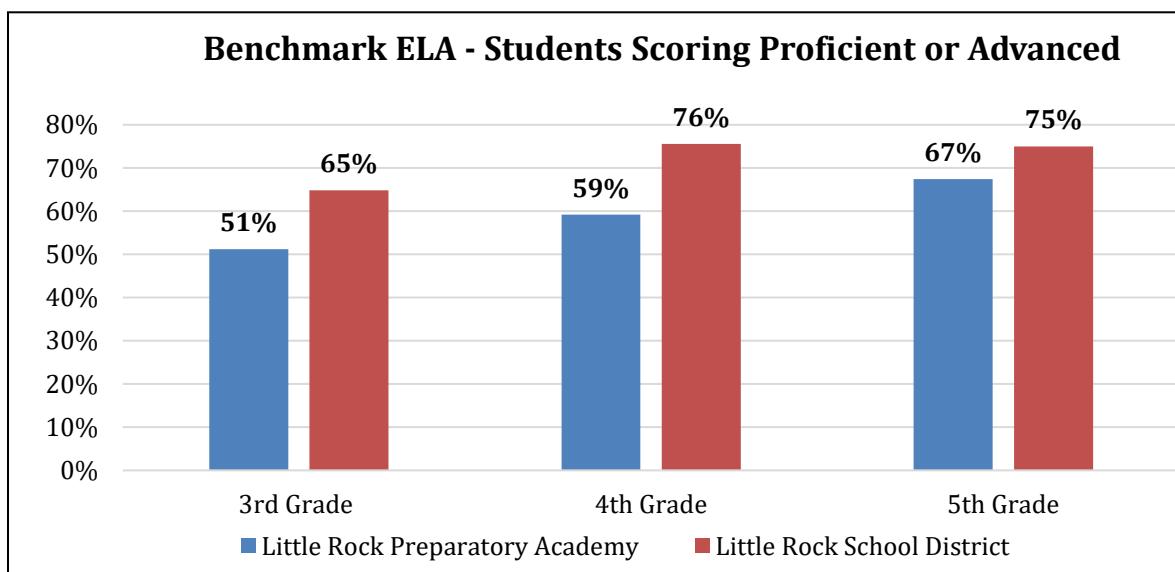
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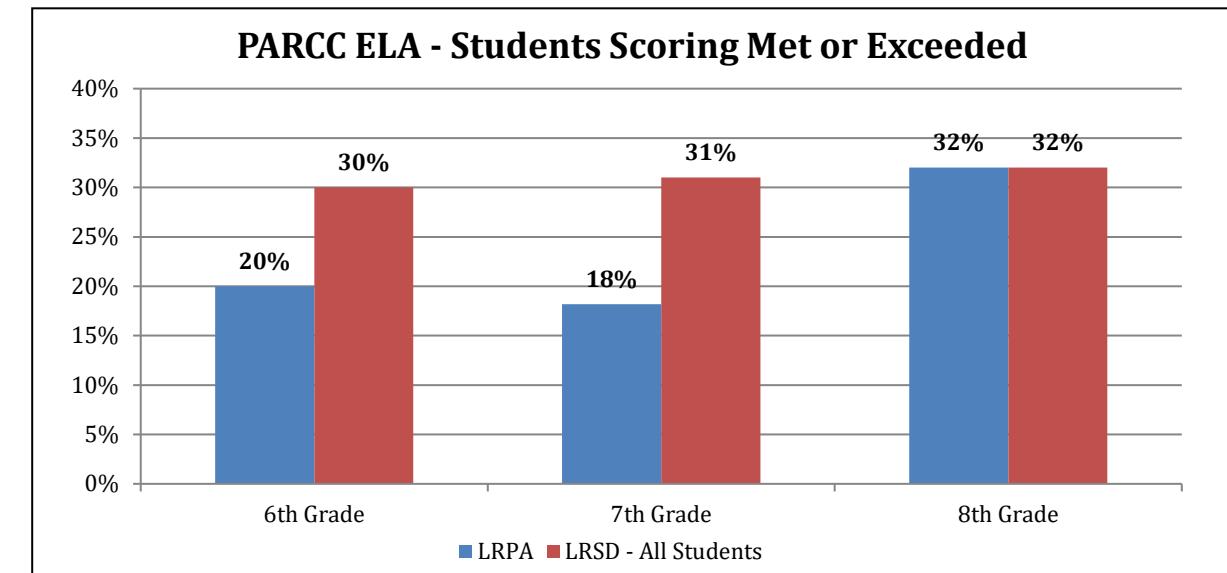
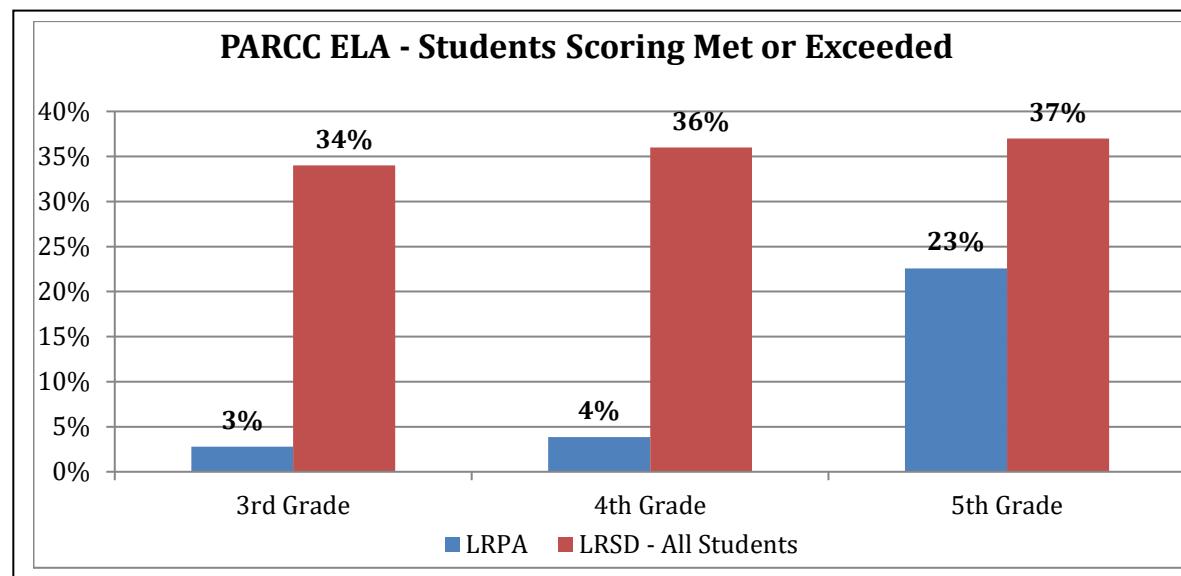
8. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading in the Little Rock School District.

2013-2014 (Benchmark)

As the below charts show, in ELA LRPA Primary School's 3rd grade did not perform as well as or outperform the Little Rock School District, 4th grade did not perform as well as or outperform the Little Rock School District and 5th grade did not perform as well as or outperform the Little Rock School District. LRPA Middle School's 6th grade did not perform as well as or outperform the Little Rock School District, 7th grade did not perform as well as or outperform the Little Rock School District, and 8th grade performed as well as or outperformed the Little Rock School District.

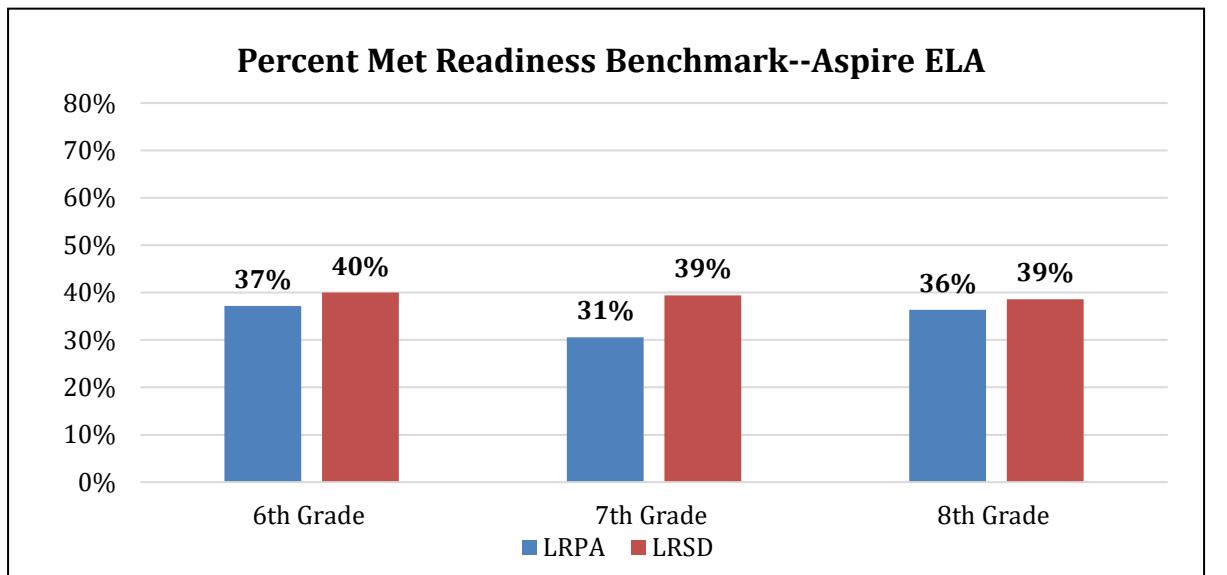
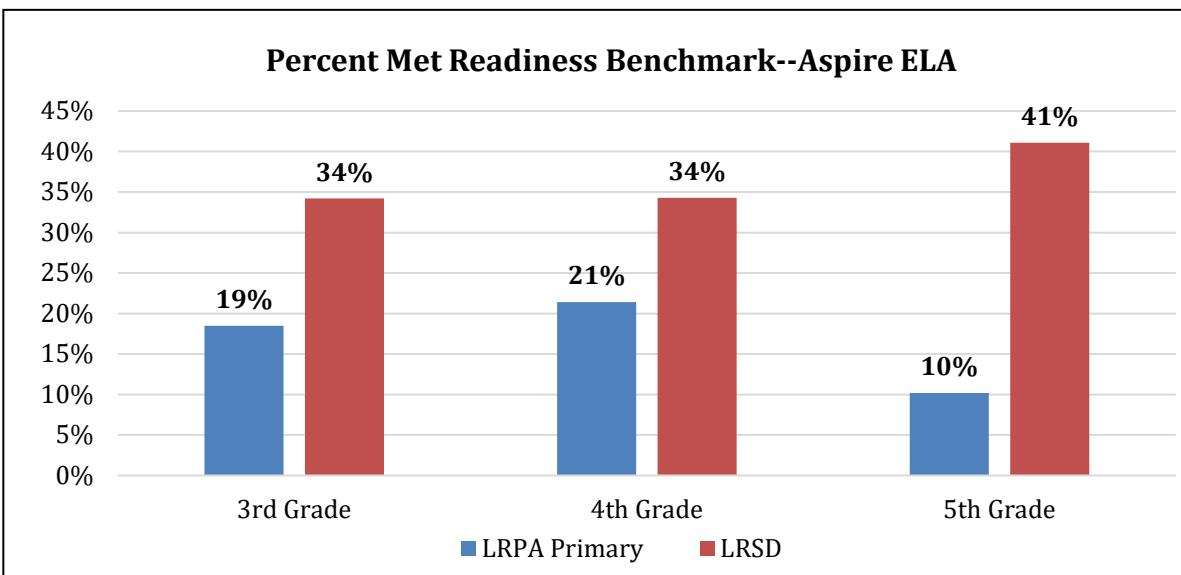


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2015-2016 (ACT Aspire)

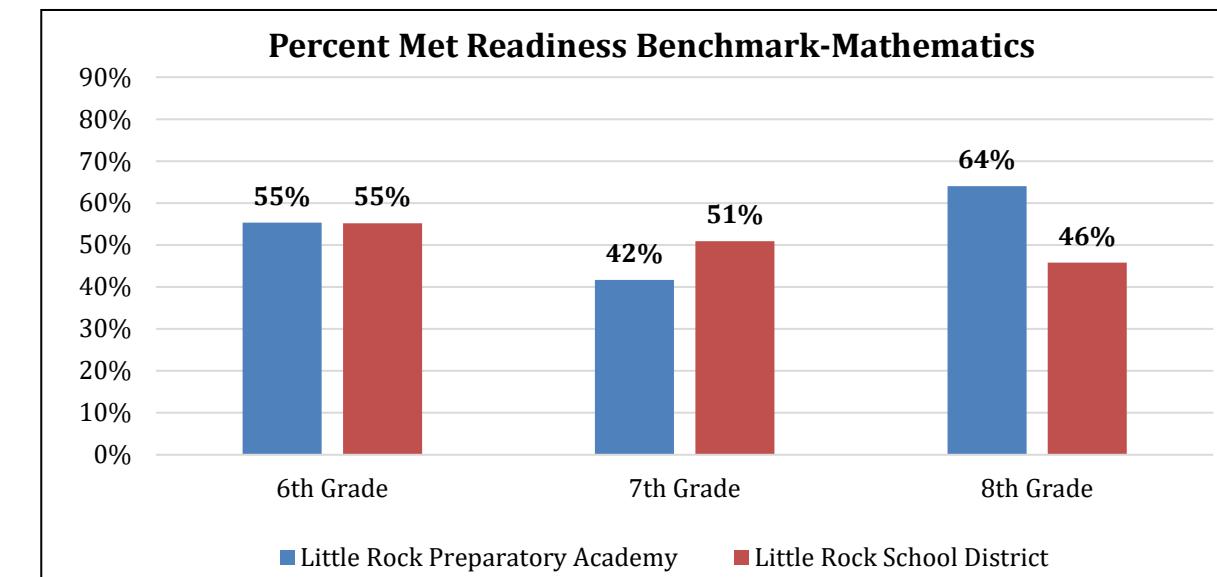
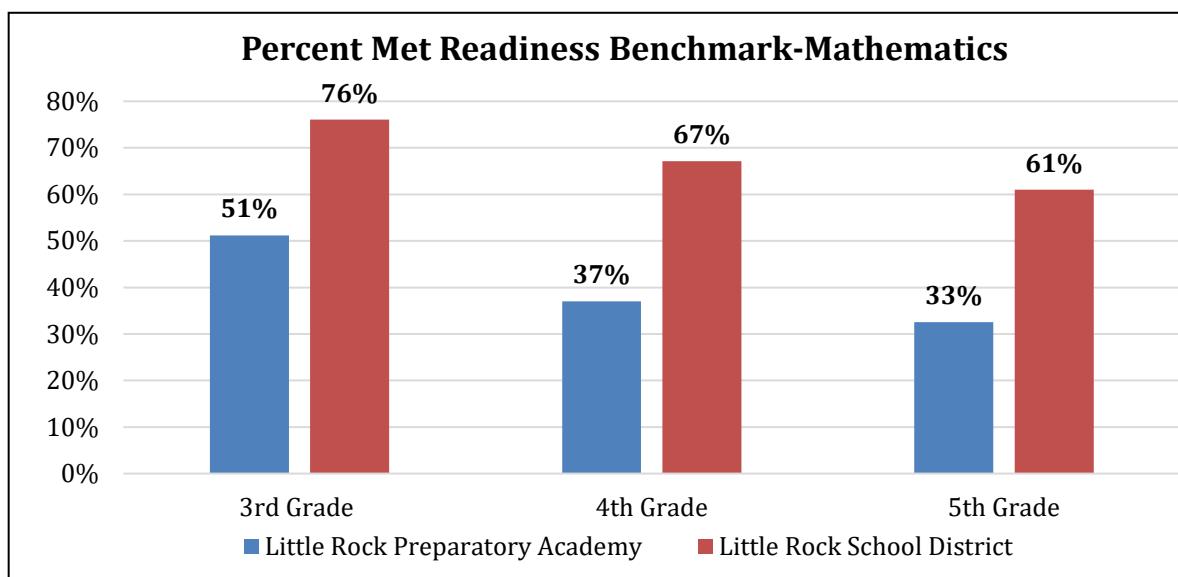
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9. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics in the Little Rock School District.

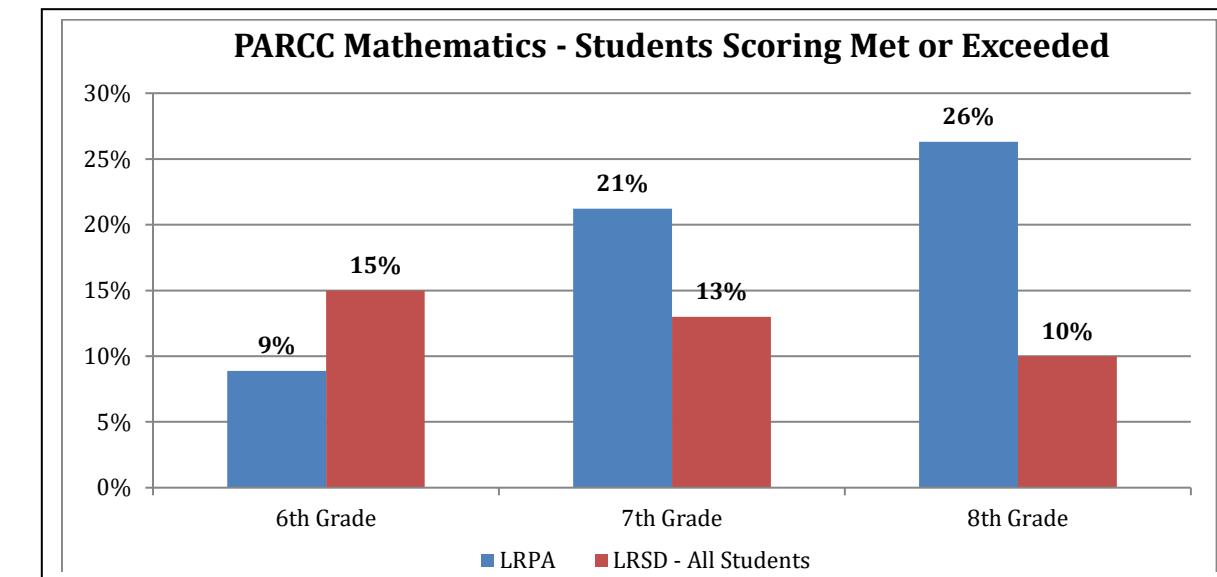
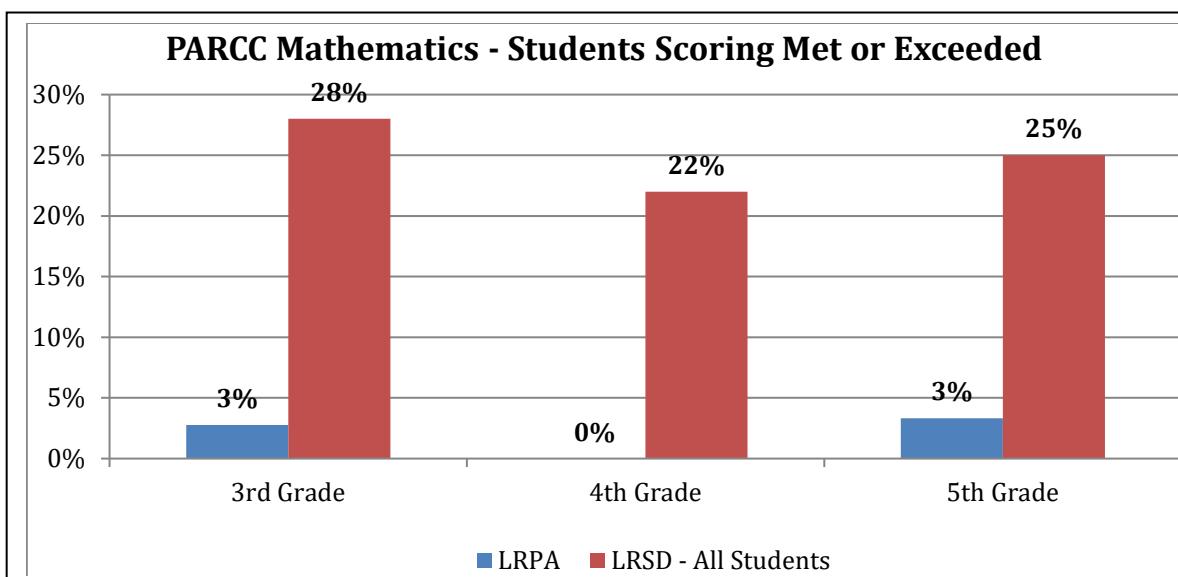
2013-2014 (Benchmark)

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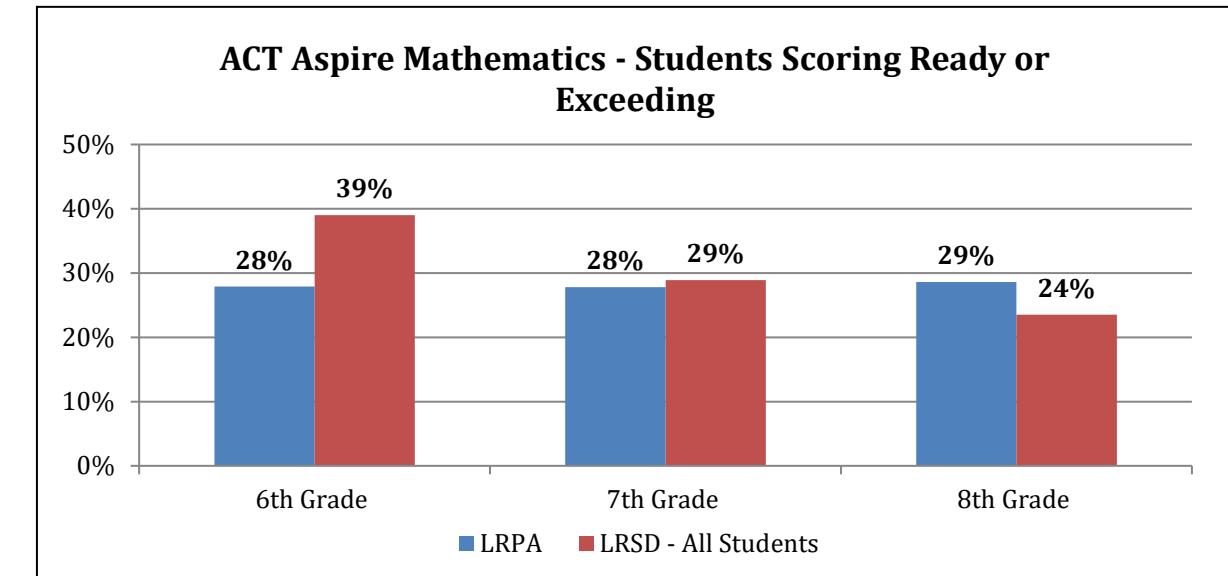
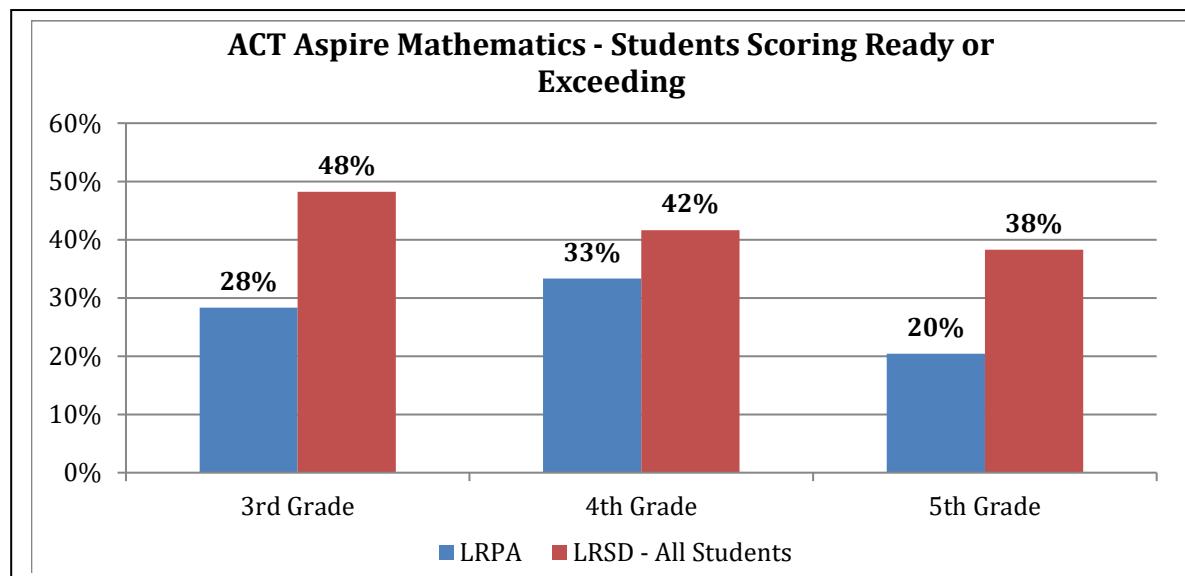
2014-2015 (PARCC)

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2015-2016 (ACT Aspire)

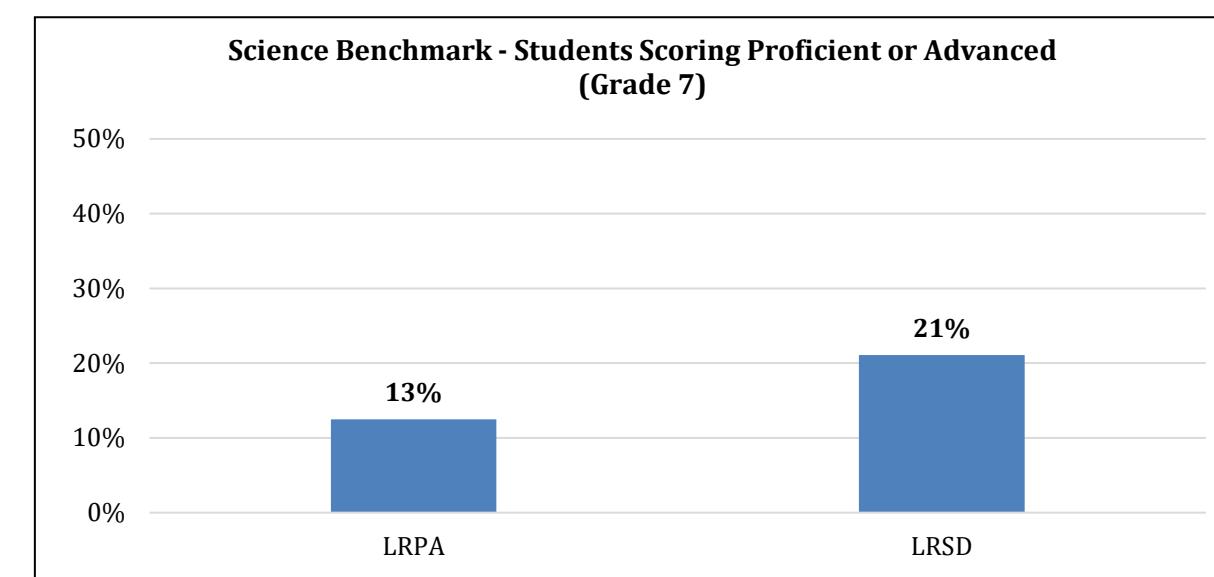
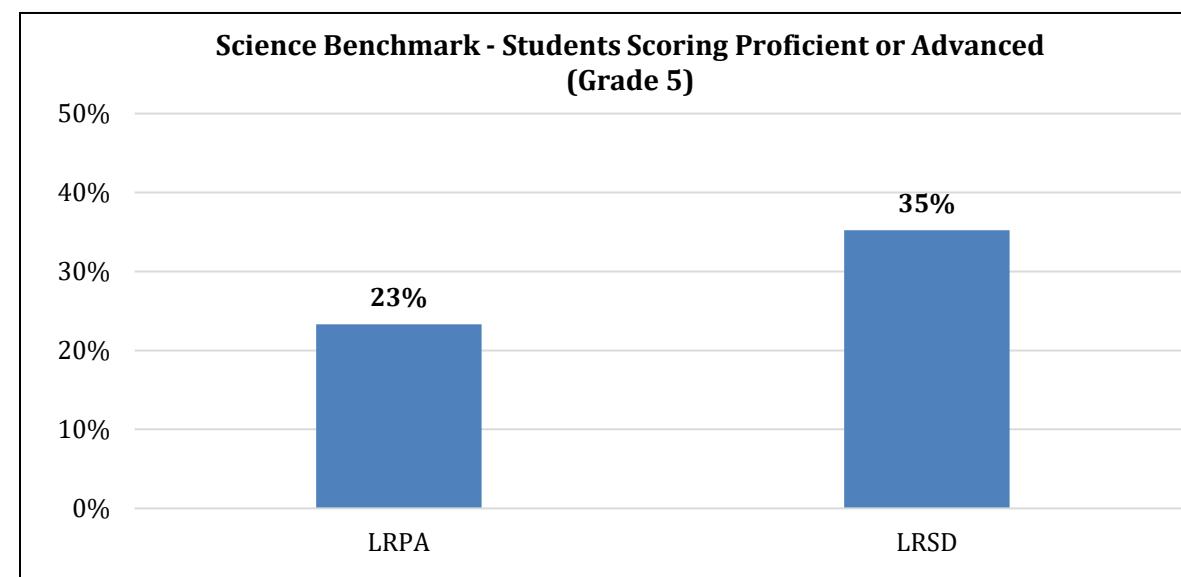
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10. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects in the Little Rock School District.

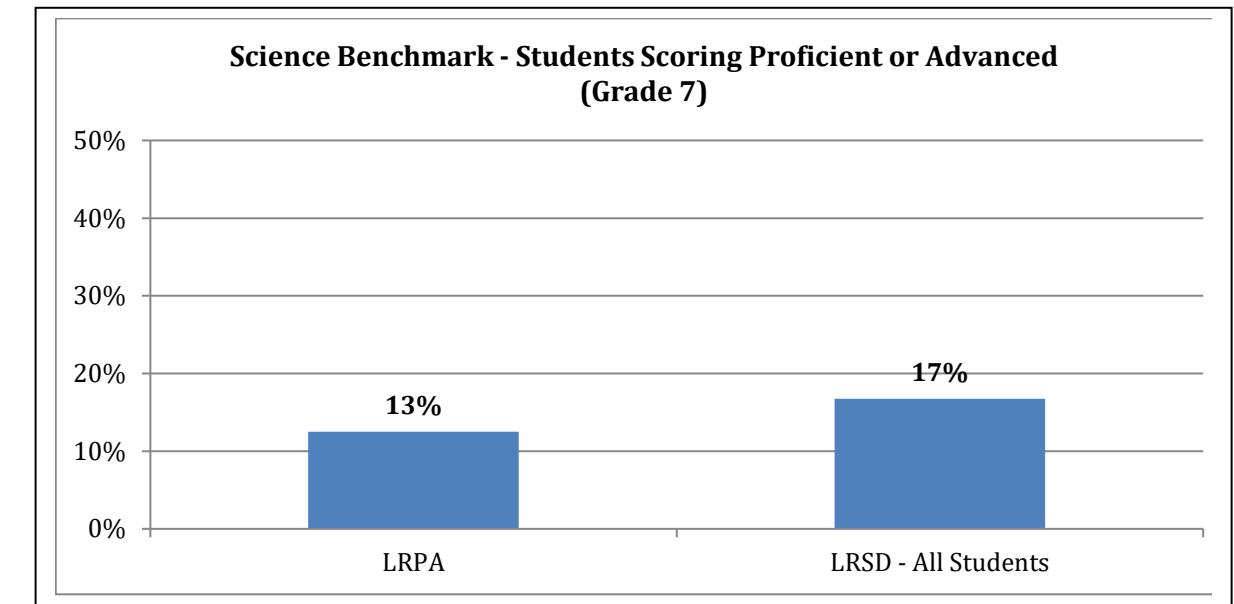
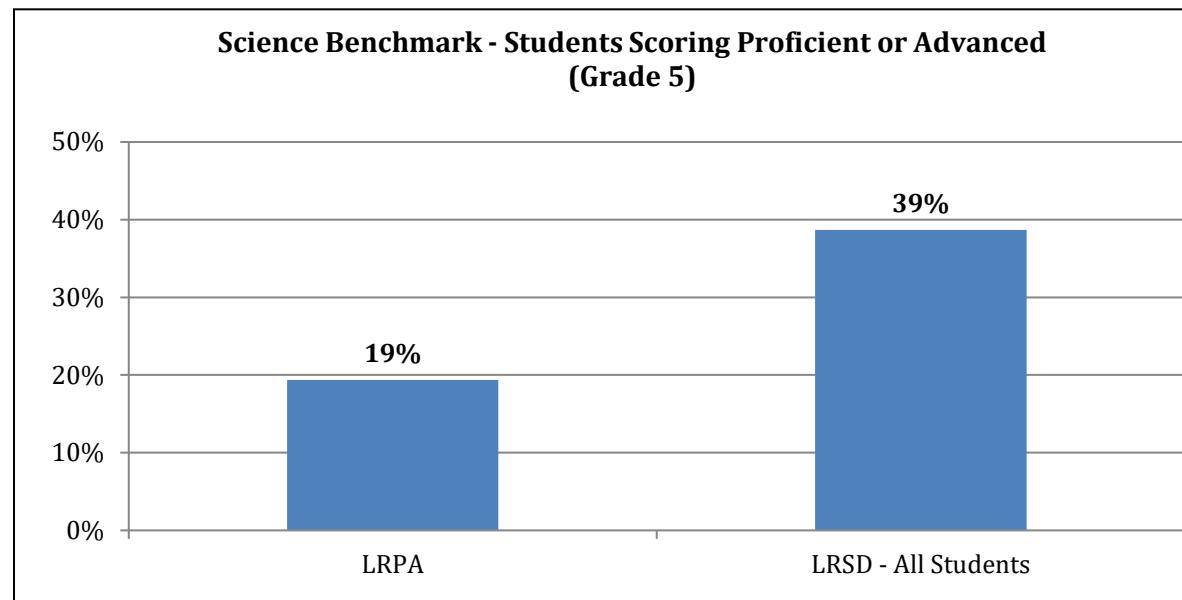
2013-2014 (Benchmark)

As the below charts show, in Science LRPA Primary School's 5th grade did not perform as well as or outperform the Little Rock School District. LRPA Middle School's 7th grade did not perform as well as or outperform the Little Rock School District.



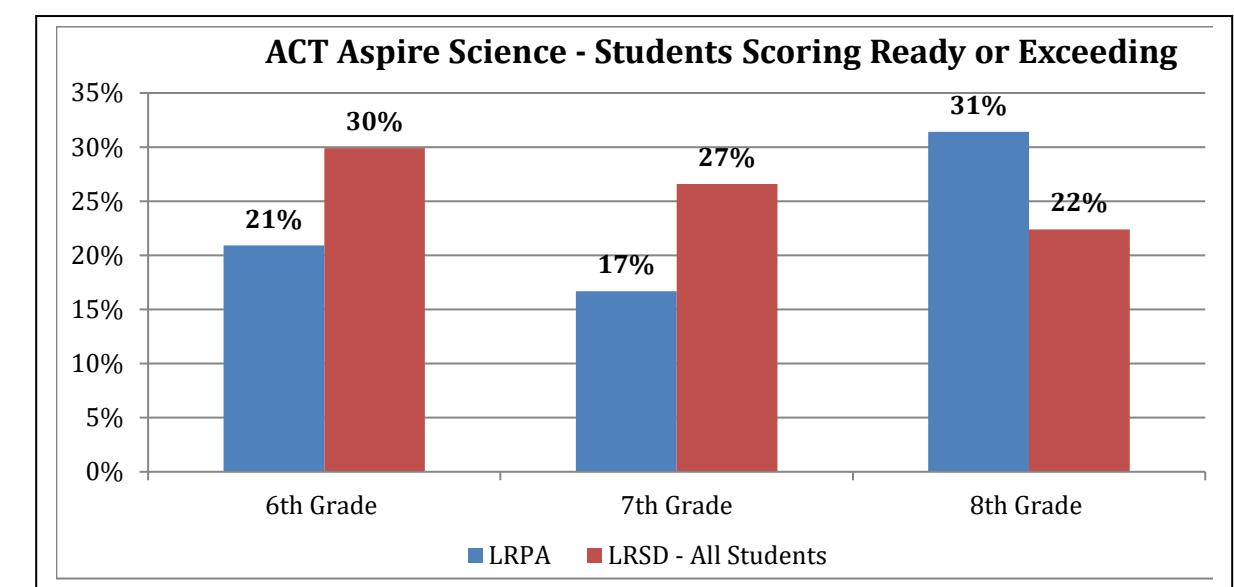
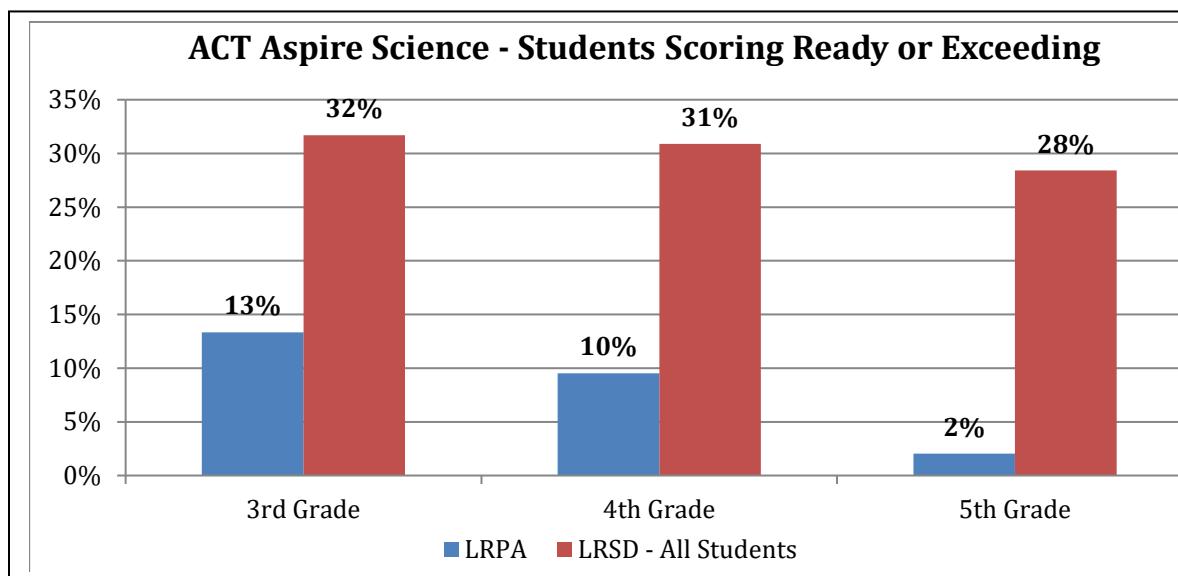
2014-2015 (Benchmark)

As the below charts show, in Science LRPA Primary School's 5th grade did not perform as well as or outperform the Little Rock School District. LRPA Middle School's 7th grade did not perform as well as or outperform the Little Rock School District.



2015-2016 (ACT Aspire)

As the below charts show, in Science LRPA Primary School's 3rd grade did not perform as well as or outperform the Little Rock School District, 4th grade did not perform as well as or outperform the Little Rock School District and 5th grade did not perform as well as or outperform the Little Rock School District. LRPA Middle School's 6th grade did not perform as well as or outperform the Little Rock School District, 7th grade did not perform as well as or outperform the Little Rock School District and 8th grade performed as well as or outperformed the Little Rock School District.



11. On average, a higher percentage of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

In 2013-14, a higher percentage of students met or exceeded their growth goals in ELA on the NWEA MAP from one academic year to the next in 4 of 8 cohorts. In 2014-15, a higher percentage of students met or exceeded their growth goals in ELA on the NWEA MAP from one academic year to the next in 4 of 8 cohorts. In 2015-16, a higher percentage of students met or exceeded their growth goals in ELA on the NWEA MAP from one academic year to the next in 2 of 8 cohorts.

	ELA		ELA		ELA	
	Spring 2013	Spring 2014	Spring 2014	Spring 2015	Spring 2015	Spring 2016
K-1	45%	18%	18%	23%	23%	19%
1-2	25%	69%	69%	36%	36%	41%
2-3	43%	28%	28%	64%	64%	58%
3-4	0%	0%	0%	83%	83%	77%
4-5	0%	60%	60%	60%	60%	33%
5-6	60%	33%	33%	85%	85%	33%
6-7	42%	50%	50%	45%	45%	50%
7-8	25%	100%	100%	78%	78%	63%

12. On average, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

In 2013-14, a higher percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 3 of 8 cohorts. In 2014-15, a higher percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 4 of 8 cohorts. In 2015-16, a higher percentage of students met or exceeded their growth goals in Mathematics on the NWEA MAP from one academic year to the next in 4 of 8 cohorts.

	Mathematics		Mathematics		Mathematics	
	Spring 2013	Spring 2014	Spring 2014	Spring 2015	Spring 2015	Spring 2016
K-1	54%	46%	46%	59%	59%	23%
1-2	23%	62%	62%	29%	29%	29%
2-3	53%	56%	56%	23%	23%	64%
3-4	17%	0%	0%	65%	65%	75%
4-5	79%	55%	55%	83%	83%	28%
5-6	64%	50%	50%	38%	38%	67%
6-7	45%	50%	50%	36%	36%	63%
7-8	50%	50%	50%	78%	78%	75%

13. On average, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading on the 3rd grade state test than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 3.

In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years achieved at or above proficient in Literacy/Reading in 2013-2014, did not achieve at or above proficient in Literacy/Reading on the PARCC, did not achieve at or above proficient in Literacy/Reading on the ACT Aspire as compared to their peers in the Little Rock School District.

3rd Grade Students with LRPA for 2+ Years			
	2013-2014 (Benchmark)	2014-2015 (PARCC)	2015-2016 (ACT Aspire)
	ELA	ELA	ELA
LRPA	78%	5%	22%
LRSD	65%	34%	34%

14. On average, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Mathematics on the 3rd grade state test than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 3.

In grade 3, a higher percentage of students who have been enrolled at LRPA for at least 2 years did not achieve at or above proficient in Mathematics in 2013-2014, did not achieve at or above proficient in Mathematics on the PARCC, did not achieve at or above proficient in Mathematics on the ACT Aspire as compared to their peers in the Little Rock School District.

3rd Grade Students with LRPA for 2+ Years			
	2013-2014 (Benchmark)	2014-2015 (PARCC)	2015-2016 (ACT Aspire)
	<u>Mathematics</u>	<u>Mathematics</u>	<u>Mathematics</u>
LRPA	56%	5%	38%
LRSD	76%	28%	48%

15. On average, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 6.

In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did not achieve at or above proficient in Literacy/Reading on the Benchmark, did not achieve at or above proficient in Literacy/Reading on the PARCC, and did not achieve at or above proficient in Literacy/Reading on the ACT Aspire as compared to their peers in the Little Rock School District..

6th Grade Students with LRPA for 2+ Years			
	2013-2014 (Benchmark)	2014-2015 (PARCC)	2015-2016 (ACT Aspire)
	<u>ELA</u>	<u>ELA</u>	<u>ELA</u>
LRPA	25%	17%	37%
LRSD	51%	30%	40%

16. On average, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 6.

In grade 6, at least 7 percent more students in successive classes who have been with LRPA for at least 2 years did achieve at or above proficient in Mathematics on the Benchmark, did not achieve at or above proficient in Mathematics on the PARCC, and did not achieve at or above proficient in Mathematics on the ACT Aspire as compared to their peers in the Little Rock School District..

6th Grade Students with LRPA for 2+ Years			
	<u>Mathematics</u>	<u>Mathematics</u>	<u>Mathematics</u>
LRPA	63%	11%	25%
LRSD	55%	15%	39%

17. On average, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.

In the spring of 2014, 64% of graduating 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In the spring of 2014-15 84% of 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In 2015-16, 50% of graduating 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs.

8 th Grade Graduates Enrolled in LRPA Board of Trustees Approved College-Prep High School Programs			
	2013-2014	2014-2015	2015-16
Percentage of Graduates	64%	84%	50%

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.

Little Rock Preparatory Academy confirms that during the term of the charter we are expected to meet all goals/objectives set by the state.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Milestone for Year 1 Following Renewal	Milestone for Year 2 Following Renewal	Milestone for Year 3 Following Renewal
1. Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.	NWEA Measures of Academic Progress (MAP)	Higher percentage of students meeting/exceeding growth from one year to the next as measured in RIT growth or growth goals	Annually	We will achieve a higher percentage of students meeting or exceeding growth from one year to the next	We will achieve a higher percentage of students meeting or exceeding growth from one year to the next	We will achieve a higher percentage of students meeting or exceeding growth from one year to the next
2. On average in English Language Arts, grade level proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD or the LRSD proficiency rates equal to or higher than all students in the LRSD	State Required Assessments	English Language Arts proficiency rates equal to or higher than surrounding schools with similar demographics in the LRSD or all students in the LRSD.	Annually		Using year 1 as the baseline, English Language Arts proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD.	Using the average of years 1 & 2, English Language Arts proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD.
3. On average in Mathematics, grade level proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD or the LRSD proficiency rates equal to or higher than all students in the LRSD	State Required Assessments	Mathematics proficiency rates equal to or higher than surrounding schools with similar demographics in the LRSD or all students in the LRSD	Annually		Using year 1 as the baseline, Mathematics proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD	Using the average of years 1 & 2, Mathematics proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD
4. On average in Science, grade level proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD or the LRSD proficiency rates equal to or higher than all students in the LRSD	State Required Assessments	“Other” proficiency rates equal to or higher than surrounding schools with similar demographics in the LRSD or all students in the LRSD	Annually		Using year 1 as the baseline, “other” proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD	Using the average of years 1 & 2, “other” proficiency rates will be equal to or higher than surrounding schools with similar demographics in the LRSD
5. LRPA will promote a positive culture where students feel safe, experience success daily, and develop a love for learning.	Student Surveys, Enrollment, Waitlist	An average student rating of 85% or higher in satisfaction of the school, higher enrollment and waitlist than the previous year	Annually		Using year 1 as the baseline, an average 85% of students will be satisfied with LRPA, enrollment will be higher and the enrollment waitlist will be longer	Using the average of years 1 & 2, an average 85% of students will be satisfied with LRPA, enrollment will be higher and the enrollment waitlist will be longer

6. LRPA will demonstrate high levels of parental involvement.	PTO attendance, Parent/Teacher conference attendance, parent participation in school events	A higher PTO & parent/teacher conference, school events parent attendance rate than the previous year	Annually		Using year 1 as the baseline, a higher percentage of parents will attend PTO meetings & parent/teacher conferences and a higher number of parents will participate in school events	Using the average of years 1 & 2, a higher percentage of parents will attend PTO meetings & parent/teacher conferences and a higher number of parents will participate in school events
7. On average, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.	Enrollment in LRPA board-of-trustees approved college-preparatory high school programs	At least 85% of successive classes of graduating 8th grade students	Annually		Using year 1 as the baseline, we will achieve at least 85% of successive classes of graduating 8th grade students	Using the average of years 1 & 2, we will achieve at least 85% of successive classes of graduating 8th grade students

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)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-124	Arkansas history (to be incorporated into other social studies curriculum)
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Non-instructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
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	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
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)
6-17-1501 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
6-17-2303	Committee on personnel policies for each school district
6-18-1001 et seq.	Public School Student Services Act (concerning guidance and counseling services)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-102	Rules and regulations (gifted and talented)

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

9.03.3.4	Grades 5-8 Social Studies
10.02	Class Size and Teaching Load
10.03	Instructional Materials
15.01	School District Superintendent
15.02	Principals
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection
16.03.1	School nurse
18.01	Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

- 18.02 Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

Waivers from Other Rules:

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

Administrator licensure

Teacher licensure

ADE Rules for Gifted and Talented Program Approval Standards

Certified staff salary schedule

Arkansas Department of Education Rules Governing Educator Licensure

Arkansas Department of Education Rules Governing the School Superintendent

Mentoring Program

Sections 1-7 of Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Part A: New Waiver Requests

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

No new waivers are requested.

LRPA wishes to maintain all current approved waivers.

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.

LRPA wishes to maintain all current approved waivers.

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).

LRPA is not seeking any amendment requests.

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.

**Little Rock Preparatory Academy
Desegregation Analysis**

Little Rock Preparatory Academy (LRPA) is requesting a three (3) year renewal of its charter from the charter authorizer. LRPA's campuses are located within the boundaries of the Little Rock School District (LRSD). LRPA expects to continue to obtain most of its students from within the boundaries of the LRSD. 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 its requested renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

LRPA is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that the renewal of its charter 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, LRPA 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 three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

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

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

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

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD’s pending appeal concerning the charter school issues. In light of LRSD’s unitary status and the parties’ 2014 Settlement Agreement, LRPA’s proposed amendments 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 LRPA’s requested charter renewal could impact LRSD’s unitary status. To be clear, LRPA’s requested charter renewal 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) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-16 school year enrollment figures (the latest enrollment figures that are publicly available) as maintained by the ADE Data Center, LRSD had a student population of 23,164 students and LRPA had a student population of 430 students. LRPA’s student population is approximately 1.9% the size of the LRSD student population. Under Ark. Code Ann. §6-23-306(6)(A), LRPA 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, LRPA 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 LRPA’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, LRPA'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

LRPA Academy submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the requested charter renewal for open-enrollment public charter schools 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 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.

Angela Webster, by Shaw Blackwood

Signature of Charter Board President

9-26-2016

Date

ANGELA WEBSTER, Chair

Printed Name/Position