



## **AGENDA**

### **CHARTER AUTHORIZING PANEL**

December 14, 2016

Arkansas Department of Education

ADE Auditorium

8:30 AM

#### **I. Action Agenda**

1. Request for District Conversion Public Charter School Renewal: 3  
Lincoln High School  
On January 9, 2012, the State Board of Education approved the application for Lincoln High School. The charter is approved to serve students in grades 8-12 with a maximum enrollment of 850.  
Representatives of the Lincoln High School are appearing before the Charter Authorizing Panel to request a 5-year renewal for the charter.  
Presenter: Kelly McLaughlin
2. Request for District Conversion Public Charter School Renewal: 52  
Osceola STEM Academy  
On January 9, 2012, the State Board of Education approved the application for Osceola STEM Academy. The charter is approved to serve students in grades 5-8 with a maximum enrollment of 450.  
Representatives of the Osceola STEM Academy are appearing before the Charter Authorizing  
Panel to request a 5-year renewal for the charter.  
Presenter: Kelly McLaughlin
3. Request for Open-Enrollment Public Charter School Renewal: 101  
Jacksonville Lighthouse Charter School  
On November 3, 2008, the State Board of Education approved the application for Jacksonville Lighthouse Charter School, and the charter was renewed on February 19, 2014. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,019.

Representatives of the Jacksonville Lighthouse Charter School are appearing before the Charter Authorizing Panel to request a 5-year renewal for the charter.

Presenter: Virginia Perry

# LINCOLN HIGH SCHOOL RENEWAL SUMMARY DECEMBER 2016

<b>Sponsoring Entity</b>	Lincoln Consolidated School District
<b>Address</b>	1392 East Pridemore Drive Lincoln, AR 72744
<b>Grades Served</b>	8-12
<b>Enrollment</b>	498
<b>Maximum Enrollment</b>	850
<b>Number of Years Requested</b>	5

## **Mission Statement**

The mission of the Lincoln High School is to prepare students with the personal and academic skills needed to be college and career ready upon graduation and to succeed in the 21st century world.

## **2015-2016 Accreditation Status** Accredited

## **Financial Information**

<b>Fiscal Year</b>	<b>Grades Served</b>	<b>Average Daily Membership</b>	<b>Legal Balance</b>	<b>Categorical Funds Balance</b>
2015	8-12	461.07	1,280,449	91,701
2016	8-12	464.36	1,293,641	72,034
2017 YTD	8-12	-	1,817,826	180,070
w			2017 Budget: 1,788,336	

## **Remaining Concerns**

### Legal Issues, Waivers:

- Section 10.02 of the Standards for Accreditation: Applicant should clarify whether a waiver of the entire section of 10.02 is needed as only subsection 10.02.5 is necessary for the Applicant to meet its objectives.
- Additional Waiver Requests:
  - Applicant added its request for these waivers after its initial renewal application. Applicant should provide rationale for these waivers and how it plans to use them.

- If Applicant is seeking to waive educator licensure requirements, additional waivers of Ark. Code Ann. § 6-17-309 and the ADE Rules Governing Educator Licensure are needed to effectuate the waivers.
- If Applicant is intending to waive the requirements for licensed library media specialist, then waivers of Ark. Code Ann. § 6-25-104 and only subsection 16.02.3 are needed to effectuate the waivers. Applicant should provide additional information on its request.



## LINCOLN HIGH SCHOOL

### CURRENT DATA

Maximum Enrollment	850
Approved Grade Levels	8-12
Grades Served 2016-2017	8-12

#### 2016-2017 Enrollment by Race

Two or More Races	13
Asian	30
Black	4
Hispanic	55
Native American/Native Alaskan	24
Native Hawaiian/Pacific Islander	1
White	371
<b>Total</b>	<b>498</b>

#### 2016-2017 Enrollment by Grade

8th Grade	100
9th Grade	94
10th Grade	101
11th Grade	100
12th Grade	103

#### 2015-2016 Student Status Counts

Migrant	6
LEP	49
Gifted & Talented	36
Special Education	67
Title I	502
Source: School Cycle 4 Report	

#### 2015-2016 Attendance Rate

	Q1	Q2	Q3	Q4
ADA	451.64	450.51	464.36	444.38
ADM	501.42	499.78	498.23	502.87
%	90.07%	90.14%	93.20%	88.37%

### BACKGROUND

Authorized January 9, 2012  
Contract Expiration June 30, 2017

#### Amendment Request Considered and APPROVED

July 15, 2015

Amendment to separate from the New Tech network and change the name to Lincoln High School

**Arkansas Department of Education  
District Conversion Public Charter School  
Renewal Application Rubric**

**Name of School:** Lincoln High School

***CONTACT INFORMATION***

Applicants are requested to provide complete contact information.

**Evaluation Criteria:**

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

**Fully Responsive**

***SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD  
AND RELATIONSHIPS TO OTHERS***

**Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

**Fully Responsive**

**Part B: Disclosure Information**

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

**Evaluation Criteria:**

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

**Fully Responsive**

## **SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS**

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

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

**Fully Responsive**

### **Part B: Current Performance Goals**

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

**Fully Responsive**

### **Part C: New Performance Goals**

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals -
  - Measureable student academic performance goals;
  - The specific tool that will be used to measure academic performance for each goal;
  - The level of performance that will demonstrate success; and
  - The timeframe for achieving each goal.

**Fully Responsive**

#### **Comments and Additional Questions:**

- Explain why the year 1 milestone threshold for Goal 3 starts at 30% and how that level of rigor is appropriate.
- Confirm that the increase in AP scores, as outlined in Goal 5, will occur as an increase in participation in AP course and testing increases.

#### **Applicant Response:**

- According to the baseline data compiled in May of 2016, only 24 students out of 112 (21%) left the high school with a documented post secondary plan. In order to ensure we implement this with fidelity, it is necessary to begin with a number we can truly achieve. Year 1 will be only a 10% change, however in order to ensure we track students after high school we want to make sure that the plans are documented and easier for us to track after graduation. It is also important to note the implementation year has a lower goal to ensure the success of our goal, but the increase after year 1 is 20%. It is my belief we will exceed the goal, but with the goal being 100% by year 5, we want to make sure it is done correctly and the data is useful.
- It is the intension of Lincoln High School to increase the number of participants in AP courses as well as the

increase in scores. The plan to increase student participation will be partially due to the implementation of AIMS support, as well as the change in method of teaching pre-ap classes by allowing any student to participate in pre-ap courses by placing that specific material online and extra meetings and trainings for those students. This will allow more participation because it will not be constrained by a master schedule where often times the only students who can take pre-ap courses are the ones that can fit it in their schedule. (i.e. one period for pre-ap English 9 versus all English 9 being able to take pre-ap because it is a different instructional method) In utilizing this method, marketing pre-ap courses in this way will increase participation in pre-ap which in turn will also increase participation in AP. We are also training more teachers on campus to be certified in pre-ap which allows more student participation.

### ***SECTION 3: WAIVERS***

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

#### **Part A: New Waiver Requests**

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested.**

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

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

Applicants are requested to identify any waiver that is no longer needed.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers.**

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

### ***SECTION 4: REQUESTED AMENDMENTS***

Applicants are requested to identify and explain amendment requests.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested;**
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

## ***SECTION 5: DESEGREGATION ANALYSIS***

Applicants are requested to describe the current and potential impact of the charter 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

### **Evaluation Criteria:**

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

## Lincoln High School Renewal

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

**Yellow**=No new requests

*Information provided by Applicant is in italics.*

### Lincoln High School 2017 District Conversion Renewal Application

REQUEST TYPE	TOPIC	LAW / RULE / STANDARD	ISSUES?
<b>New Waivers</b>			
	<b>Educator Licensure</b>	<b>§§ 6-15-1004, 6-17-401, 6-17-902, and 6-17-919 Standards 5.03</b>	<input type="checkbox"/>
	<b>Planned Instructional Day</b>	<b>§ 6-16-102 Standards 10.01.4</b>	<input type="checkbox"/>
	<b>Written Personnel Policies</b>	<b>§ 6-17-201</b>	<input type="checkbox"/>
	<b>Library Media Specialist</b>	<b>§ 6-25-103 Standards 16.02</b>	<input type="checkbox"/>
<b>Rescinded Waivers</b>			
	<b>Class Size &amp; Teaching Load</b>	<b>Standards of Accreditation 10.02</b>	<input type="checkbox"/>
<b>Amended Waivers</b>			
	<b>None</b>		

### Legal Comments Regarding Existing Waivers

#### Section 10.02 of the Standards for Accreditation

- Applicant should confirm whether it needs this waiver since it also has a waiver of the particular subsection that deals with class sizes for grades 7-2 (Section 10.02.5). Removal of this waiver will not effect the Applicant maintaining and utilizing the waiver in Section 10.02.5.

**Applicant Response:** Removal of 10.02.5 because it is a subsection of 10.02. With 10.02 being granted, 10.02.5 is not necessary as it is covered by 10.02. 10.02.5 will be utilized under 10.02.

**Remaining Legal Issues:** Applicant should clarify whether a waiver of the entire section of 10.02 is needed as only subsection 10.02.5 is necessary for the Applicant to meet its objectives.

**Additional Applicant Request:** On April 14, 2016 the following waivers were granted by Act 1240 to Lincoln School District. Lincoln High School request the addition of those waivers to the charter.

The waivers were the following:

Arkansas Annotated Code:

6-15-1004

6-16-102

6-17-201

## Lincoln High School Renewal

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

**Yellow**=No new requests

*Information provided by Applicant is in italics.*

6-17-401

6-17-902

6-17-919

6-25-103

### **Standards of Accreditation:**

10.01.4

15.03

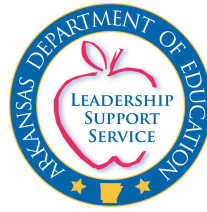
16.02

**Remaining Legal Issues:** Applicant added its request for these waivers after its initial renewal application. Applicant should provide rationale for these waivers and how it plans to use them.

If Applicant is seeking to waive educator licensure requirements, additional waivers of Ark. Code Ann. § 6-17-309 and the ADE Rules Governing Educator Licensure are needed to effectuate the waivers.

If Applicant is intending to waive the requirements for licensed library media specialist, then waivers of Ark. Code Ann. § 6-25-104 and only subsection 16.02.3 are needed to effectuate the waivers. Applicant should provide additional information on its request.

# MEMO



ARKANSAS  
DEPARTMENT  
OF EDUCATION

DATE: December 2, 2016  
TO: Charter Authorizing Panel  
FROM: ADE Staff  
SUBJECT: Desegregation Analysis of Lincoln High School

## **I. INTRODUCTION**

On January 9, 2012, the State Board of Education (State Board) approved the application of Lincoln Consolidated School District to operate the Lincoln High School Conversion Charter. The district conversion school is currently approved to serve 850 students in grades 8-12. The school now requests that the Charter Authorizing Panel renew its charter for five (5) years.

## **II. STATUTORY REQUIREMENTS**

Although Ark. Code Ann. § 6-23-106 requires the Authorizer to carefully analyze the impact of any charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the Authorizer to conduct an analysis of charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer “shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

## **III. INFORMATION SUBMITTED BY THE APPLICANT**

A desegregation analysis submitted by the charter school is attached as Exhibit “A”.

## **IV. ANALYSIS FROM THE DEPARTMENT**

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)). ADE is unaware of any active desegregation orders affecting the Lincoln Consolidated School District.



## **V. CONCLUSION**

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

*[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of de jure segregation -- that is, stated simply, a current condition of segregation resulting from intentional state action directed specifically to the [allegedly segregated] schools." Keyes v. School Dist. No. 1, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between de jure segregation and so-called de facto segregation . . . is purpose or intent to segregate." Id., at 208 (emphasis in original).*

It is difficult to conclude, from data currently available, that renewal of the district conversion charter school is motivated by an impermissible intent to segregate schools. The ADE is unaware of any active desegregation orders which could be impacted by the proposed charter school. However, the authorizer should carefully examine the district conversion charter school renewal in an attempt to determine whether there are legitimate, non-racially motivated reasons for the school's existence.

## Section 5 –Desegregation Analysis

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

Respond below in 11 point Times New Roman font.

Pursuant to Ark. Code Ann. §6-23-106, the Lincoln Consolidated School District has carefully reviewed the impact that the renewal of Lincoln High School's (LHS) conversion charter would have upon the efforts of Lincoln Consolidated School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of LHS' conversion charter will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Lincoln Consolidated School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the LHS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.



# ARKANSAS DEPARTMENT OF EDUCATION

## **District Conversion Public Charter School Renewal Application**

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



**Charter School: Lincoln High School**

**Arkansas Department of Education**

**Charter School Office**

**Four Capitol Mall**

**Little Rock, AR 72201**

**501.683.5313**

## **Contact Information**

<b>Sponsoring Entity:</b>	<b>Lincoln Consolidated School District</b>
<b>Name of Charter School:</b>	<b>Lincoln High School</b>
<b>School LEA #</b>	<b>7205706</b>
<b>Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	<b>Courtney Jones 1392 E. Pridemore Drive Lincoln, AR 72744 479-824-7452 479-824-3042 cjones@lincoln.k12.ar.us</b>
<b>Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	<b>Kendra Moore 107 E. School Street Lincoln, AR 72744 479-824-3045 kendraamandamoore@gmail.com</b>

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

**Renewal Application Approval Date by the School/Entity Board(s) March 14, 2016**

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

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

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

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

Lincoln High School is governed by the Lincoln Consolidated School District Board of Education. The governance structure is composed of a five-member board. The board members are elected officials based on zones. The board members’ terms are staggered so that only one board member position is open per year. Board members serve a five-year term.

The board members are responsible for any policy approval and employment status such as hiring and firing of employees. The board members are also responsible for all financial approvals.

### **Part B: Disclosure Information**

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

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

The charter is not and has not been in any contract agreements with any party as stated above. Because the governing board and staff adheres strictly to the disclosure rules of all public schools, the District ensures all these rules are followed. The District does employ a counselor who is a board member’s niece. She is a fully licensed counselor, recommended for employment by a hiring committee that does not include board members. The District does employ a paraprofessional who is a board member’s sister-in-law and was working for the school district prior to the school board election. She was employed with the District before charter status and was working at the elementary Little School Daycare. After the daycare closure she was reassigned to the high school building as a paraprofessional.

Complete the table on the following page.

## Relationship Disclosures

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

<b>Charter School Board Member's/ Administrator's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
<b>Kendra Moore 479-824-5665</b>	<b>None</b>	
<b>Connie Meyer 479-848-3376</b>	<b>Valerie Smith High School Counselor</b>	<b>Niece</b>
<b>Dax Moreton 479-824-2200</b>	<b>None</b>	
<b>Nick Brewer 479-848-3972</b>	<b>Shelia Brewer Paraprofessional</b>	<b>Sister-in-law</b>
<b>Lisa Reed 479-824-2922</b>	<b>None</b>	
<b>Courtney Jones 479-824-7452</b>	<b>None</b>	
<b>Mary Ann Spears 479-824-7305</b>	<b>None</b>	

## Section 2 – School Mission and Performance Goals

### Part A: Current School Mission

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

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

**Current Mission:** The mission of the Lincoln High School is to prepare students with the personal and academic skills needed to be college and career ready upon graduation and to succeed in the 21st century world.

Lincoln High School proposes an educational program with several distinct facets. The School will employ an educational philosophy based on the tenets of project/problem/process based and interdisciplinary learning, with curricular and instructional strategies placed within a learning management system. In order to facilitate success in this new system and expand educational options, several changes will be proposed, including course specific changes, a new learning environment, internships, work based learning opportunities and industry recognized certifications programs. Lincoln High School will be both a career focused school and a college ready school which will meet the needs of ALL students at Lincoln High School. The diversity of Lincoln High School is not a racial diversity, but rather a socio economic diversity and Lincoln High School must meet the needs of both the college bound student and the student that is going to be a skilled laborer, which is a huge need in Northwest Arkansas.

#### *I. Project Based Learning (PBL)*

As an educational philosophy, Project Based Learning recognizes students' inherent drive to learn and allows for in-depth exploration of authentic and important topics across the curriculum. Lincoln High School would incorporate Project Based Learning in every classroom. Within the PBL model, all learning occurs through relevant projects that engage students. All projects require that the students use and develop the aforementioned skill set: oral communication, written communication, content literacy, work ethic, real-world relevancy, collaboration, and critical thinking. This is the third year that Lincoln School District had utilized the Project Based Learning model. It was originally operated with 30% of the teaching as project/problem/process based by teachers creating a project based unit every semester. Now project/problem based learning is at 50% to 60% of the teaching in the building with over half the classrooms utilizing this style of teaching the majority of the time. Lincoln High School faculty members are becoming increasingly adept with the model and are pleased with the outcomes; increased student engagement and awareness of connections across the curriculum.

#### *II. Flex Mod Schedule*

The newly implemented Flex Mod schedule is also allowing us to meet the needs of our students by offering remediation activities, ACT prep courses, industry certifications, enrichment activities, work based learning, internships, mentorships, and community service as well as the opportunity for students to advance through lessons quicker or slower without it interrupting their regular classroom instruction. The Flex Mod schedule is also allowing our students the flexibility to take advantage of opportunities to leave campus to seek further education at regional career centers and local colleges without losing valuable time in their high school courses.

#### *III. Personalized Learning*

Personalized learning for students at Lincoln High School provides opportunities for students to learn at their own pace. Our teachers are using flipped classrooms and digital enhancements to supplement in class instruction. Every teacher at Lincoln High School utilizes Schoology as the Learning Management System. Intervention is occurring in the school day through the use of Personal Learning Time. If a student falls below a 70% in any of their classes then the teachers intervene by requiring students to attend mandatory learning time in their offices for small group instruction or one to one instruction depending on the level that the student needs. If after 10 days in Mandatory personal learning time a student's grade is still below a 70% then the student is required to attend a more intensive level of support known as Structured Learning Time. Students who have grades above 70% have several options available to them for enrichment; subject level offices are open to those students, certification courses, or moving through a course more quickly.

#### *IV. Expanding Educational Offerings: Courses*

Lincoln High School is implementing new certification courses for our students which include: CNA, PCA, Forklift, OSHA 10, First Aid, Career Readiness, Safeserv, Microsoft Office Suite, and IT Networking. We will continue to research new opportunities and partnerships.

Computer programming courses will be offered above and beyond the required state courses.

LHS is also working with local companies to place students in internships and collaborating with other local schools to provide more opportunities for our students. Competency based education is being utilized for a number of our students through the use of Virtual Arkansas' new flex pace courses. This allows our students to complete a course when they can't be on campus everyday, such as our teen moms, NTI students, or students with medical issues. LHS is also partnering with the AIMS initiative to increase Pre-AP and AP course offerings, which has shown an increase in AP test scores in previous partner schools.

#### *V. Technology*

Lincoln High School has been a one to one school for the past 6 years. LHS uses Schoology as it learning management platform. LHS contracts with PACE software in order to assist students with their personalized schedules.

#### *VI. Student Perseverance*

The culture of PBL helps students decide how to use their time and assume assigned task as a part of a team as opposed to a traditional setting where teachers are the primary force for time management. Lincoln High School has implemented an advisory 5 days a week for 30 minutes per day. Students are assigned an advisor that remains constant throughout their time in high school. They are taught time management skills, college/career planning, trust, respect, and responsibility. It is also used for career day planning and post-secondary surveys as well as surveys for us to use to meet the needs of our students.

#### *VII. Program Assessment*

Measurement will be accomplished by tracking college remediation rates, number of students earning college credit, and by the number of students who graduate with industry recognized certification.

Tracking of student career plans, student and teacher survey, open communication between teachers and student to monitor continual improvement will be used as an assessment tool



Part B: Current Performance Goals

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

Goals as stated in the prior application:

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

Goals									
Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1. Achievement in Reading, Reading Comprehension, Mathematics, and Mathematic Reasoning will continue to increase to meet AYP and individual student growth goals each year for the first five years.	ACTAAP	Meet AYP and individual student growth goals	Annually	ACTAAP -8 <sup>th</sup> Math- 68% -Same class previous 7 <sup>th</sup> scores - 59% -8 <sup>th</sup> Literacy - 80% -Same class previous 7 <sup>th</sup> scores -52% Alg. EOC -74.5% Bio EOC - 28% Geo EOC - 82% 11 <sup>th</sup> Literacy - 77%	ACTAAP -8 <sup>th</sup> Math- 69% -Same class previous 7 <sup>th</sup> scores - 64% -8 <sup>th</sup> Literacy - 68% -Same class previous 7 <sup>th</sup> scores -73% Alg. EOC -55% Bio EOC - 21% Geo EOC - 63% 11th Literacy - 67%	ACTAAP -8 <sup>th</sup> Math - 52% -Same class previous 7 <sup>th</sup> scores - 67% -8 <sup>th</sup> Literacy - 75% -Same class previous 7 <sup>th</sup> scores -77% Alg. EOC -61% Bio EOC - 60% Geo EOC - 67% 11th Literacy - 71%	PARCC Math 8 <sup>th</sup> State - 720 Alg. I -718 State -733 Alg. II - 714 State - 717 Geo. - 725 State - 730 Literacy 8 <sup>th</sup> State - 733 9 <sup>th</sup> State - 737 10 <sup>th</sup> State - 735 11 <sup>th</sup> State - 743	ACT Aspire Reading 8 <sup>th</sup> - 54.12% 9 <sup>th</sup> - 27.36% 10 <sup>th</sup> - 35.89% Writing 8 <sup>th</sup> -32.94% 9 <sup>th</sup> - 53.77% 10 <sup>th</sup> - 48.6% English 8 <sup>th</sup> - 71.77%, 9 <sup>th</sup> - 46.22% 10 <sup>th</sup> - 42.71% Math 8 <sup>th</sup> - 45.89%, 9 <sup>th</sup> - 32.07% 10 <sup>th</sup> - 30.66%	AYP-Not every year  Student Growth- Yes
2. All students will have 80% mastery by the end of the school year on each SLE as measured by adopted assessments.	TLI/NWEA assessment, standards-based assessments	80% mastery	Annually	TLI Data not available after subscription expired	TLI Data not available after subscription expired	TLI Data not available after subscription expired	NWEA 2014-15 Student Growth Summary Report Literacy Growth -58% 8 <sup>th</sup> 9 <sup>th</sup> 10 <sup>th</sup> Math Growth-56% 8 <sup>th</sup> 9 <sup>th</sup>	NWEA 2015-16 Student Growth Summary Report Percentage reports were not released at this time: NWEA results- 67% of students were in the Average/Hi categories for math	Student growth at 80% mastery -No

							10 <sup>th</sup>	NWEA results- 67% of students were in the Average/Hi categories for literacy	
3. Attendance will increase by 1 % each year for the first two years and .5% each subsequent three years or until we meet or exceed regional or state average, whichever is higher.	APSCN attendance records	1% increase first two years, .5% next three years until meets/exceeds regional/state average	Annually	3 QTR AVG Attendance Rate 95.26%	3 QTR AVG Attendance Rate 95.79%	3 QTR AVG Attendance Rate 96.41%	3 QTR AVG Attendance Rate 93.10%	3 QTR AVG Attendance Rate 91.14%	Not all met every year. Attendance Rate above 90% every Year.
4. In the second year, the graduation rate will increase by 1 % and will continue to increase by the same increment each subsequent year or until we meet or exceed regional or state average, whichever is higher.	APSCN or ADE documentation	1% increase each year until meets/exceeds regional/state average	Annually	2011 96.05% All Students 93.33% TAG AMO 91.45% All Students 92.03% TAG	2012 87.91% All Students 83.93% TAG AMO 93.29% All Students 94.15% TAG	2013 92.68% All Students 88.89% TAG AMO 93.00% All Students 93.48% TAG	2014 96.04% All Students 95.45% TAG AMO 93.78% All Students 94.20% TAG	2015 89.90% All Students 90.00% TAG State: 84.88% All Students 81.87% TAG	Not for every year but above state average every year.

1. Achievement in Reading, Reading Comprehension, Mathematics, and Mathematic Reasoning will continue to increase to meet AYP and individual student growth goals each year for the first five years.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

In 2012, Lincoln High School met AYP in Literacy and did not in math. In 2013, LHS met AYP in Literacy and did not in math. In 2014, LHS met AYP in literacy and math. In 2015, LHS met AYP in English Language Arts and not in math by .01 percent. In 2016, LHS students achieved above state average in English Language Arts and did not in mathematics. Students have been tested using three different assessments in the last three years. LHS students will increase their scores on Act aspire as predicted above due to the analysis of data by the leadership team and teachers using data driven instruction.

2. All students will have 80% mastery by the end of the school year on each SLE as measured by adopted assessments.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

LHS students have taken three different interim assessments in the past four years due to standards changing and state assessments changing. Beginning in 2015, LHS students began taking the ACT aspire interim assessments and this will continue as long as the state uses ACT aspire. The data from the assessments will be used to drive instruction, intervention, and acceleration. The teachers and leadership team will continue to desegregate data to determine the best course of action to ensure success among LHS students and increase in mastery of state standards.

3. Attendance will increase by 1 % each year for the first two years and .5% each subsequent three years or until we meet or exceed regional or state average, whichever is higher.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

In 2012, the attendance rate was 95.26%. In 2013, the attendance rate was 95.79%. In 2014, the attendance rate was 96.41%. In 2015, the attendance rate was 93.10%. In 2016, the attendance rate was 91.14%. Lincoln High School has implemented an attendance committee consisting of teachers and administrators to meet with students whose attendance is in jeopardy according to handbook policy. LHS will continue this in order to keep student attendance above 90% and to keep students from losing credit per handbook policy.

4. In the second year, the graduation rate will increase by 1 % and will continue to increase by the same increment each subsequent year or until we meet or exceed regional or state average, whichever is higher.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

In 2012, the graduation rate was 96.05%. In 2013, the graduation rate was 87.91%. In 2014, the graduation rate was 92.68%. In 2015, the graduation rate was 96.04%. In 2016, the graduation rate was 89.90%. Lincoln High School has always maintained a graduation rate above the state average. The reported number for 2014 is lower a change in administration and the principal not knowing about the graduation correction engine. There is no data for the drop in graduation rate for 2013. LHS will continue to maintain a graduation rate that is at or above the state average. The implementation of the new schedule and career action planning the graduation will ensure graduation rates will increase or be maintained.

Part C: New Performance Goals

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

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

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

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

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. Achievement in Reading, Reading Comprehension, Mathematics, and Mathematical Reasoning and Science will continue to increase to meet AYP and individual student growth goals each year for the next five years.	Act Aspire	Meet AYP and individual student growth goals	Annually	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 75%, 50%, 45%, 60%, 38% 9 <sup>th</sup> grade: 50%, 38%, 24%, 32%, 58% 10 <sup>th</sup> grade: 47%, 35%, 31%, 40%, 53%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 77%, 55%, 50%, 65%, 43% 9 <sup>th</sup> grade: 55%, 43%, 29%, 37%, 63% 10 <sup>th</sup> grade: 52%, 40%, 36%, 45%, 58%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 80%, 60%, 55%, 70%, 48% 9 <sup>th</sup> grade: 60%, 48%, 34%, 42%, 68% 10 <sup>th</sup> grade: 57%, 45%, 41%, 50%, 63%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 83%, 65%, 60%, 75%, 53% 9 <sup>th</sup> grade: 65%, 53%, 39%, 47%, 73% 10 <sup>th</sup> grade: 62%, 50%, 46%, 55%, 68%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 86%, 70%, 65%, 77%, 58% 9 <sup>th</sup> grade: 70%, 58%, 44%, 52%, 78% 10 <sup>th</sup> grade: 67%, 55%, 51%, 60%, 73%
2. The graduation rate will remain at or above 95%. If it falls below 90% it will increase 1% per year until it reaches 95%.	APSCN or ADE documentation	Graduation will be maintained at 90% or above	Annually	Graduation rate at or above 95%	Graduation rate at or above 95%	Graduation rate at or above 95%	Graduation rate at or above 95%	Graduation rate at or above 95%

3. Upon graduation, 100% of all LHS students have a plan beyond high school (certifications, skilled job entry, college, post-secondary plans)	Advisory Career Action Plans and survey upon completion of graduation	Increase by 20% each year until meets 100%	Annually	30% of seniors will have a documented plan upon graduation	50% of seniors will have a documented plan upon graduation	70% of seniors will have a documented plan upon graduation	90% of seniors will have a documented plan upon graduation	100% of seniors will have a documented plan upon graduation
4. 75% of all students enrolled in the certification course or concurrent credit courses on October 1 will complete with the industry recognized certificate or a C or better in the course (# of students enrolled versus completed certifications during high school or concurrent credit with a C or better)	Certifications granted and transcript	15% increase annually	Annually	15% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	30% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	45% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	60% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	75% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better
5. The number of students who score a 3, 4, or 5 on AP Tests will increase by 10% every year.	Certifications granted and transcript	15% increase annually	Annually	5 students will score a 3, 4, 5or better on AP test	7 students will score a 3, 4, 5or better on AP test	9 students will score a 3, 4, 5or better on AP test	11 students will score a 3, 4, 5or better on AP test	14 students will score a 3, 4, 5or better on AP test

## Section 3 – Waivers

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

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

6-17-111	Duty-free lunch periods
6-17-114	Daily planning period

### **Waivers from ADE Rules Governing Standards for Accreditation**

9.03.3.6	Grades 5-8 Fine Arts (to be integrated into the other curriculum)
9.03.3.7	Grades 5-8 Health and Safety (not approved to the extent that it affects accountability)
9.03.3.8	Grades 5-8 Tools for Learning (to be integrated into the other curriculum)
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4.1	Requiring oral communication as part of the language arts curriculum
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
14.03	Unit of credit and clock hours for a unit of credit

### **Part A: New Waiver Requests**

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

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

Respond below in 11 point Times New Roman font.

No new waivers are being requested.

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

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

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

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

The charter wishes to maintain all currently 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).

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

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

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

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

The charter wishes to maintain all currently approved waivers.

## **Section 5 –Desegregation Analysis**

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

Respond below in 11 point Times New Roman font.

Pursuant to Ark. Code Ann. §6-23-106, the Lincoln Consolidated School District has carefully reviewed the impact that the renewal of Lincoln High School's (LHS) conversion charter would have upon the efforts of Lincoln Consolidated School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of LHS' conversion charter will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Lincoln Consolidated School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the LHS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

## 2016 ESEA DISTRICT REPORT LINCOLN SCHOOL DISTRICT

**Superintendent:** MARY SPEARS  
**LEA:** 7205000  
**Enrollment:** 1203

**Attendance:** 93.94  
**Poverty Rate:** 71.40

**Address:** 107 E SCHOOL ST  
 LINCOLN, AR 72744  
**Phone:** (479) 824-7305

<b>OVERALL DISTRICT STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	754	758	99.47	752	756	99.47
Targeted Achievement Gap Group	557	560	99.46	555	558	99.46
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	69	70	98.57	69	70	98.57
White	597	600	99.50	595	598	99.50
Economically Disadvantaged	533	536	99.44	531	534	99.44
English Language Learners	60	61	98.36	60	61	98.36
Students with Disabilities	113	115	98.26	111	113	98.23

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	347	697	49.78	47.87
Targeted Achievement Gap Group	204	504	40.48	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	27.81
Hispanic	18	67	26.87	41.05
White	273	544	50.18	55.31
Economically Disadvantaged	200	480	41.67	37.65
English Language Learners	20	59	33.90	30.15
Students with Disabilities	7	100	7.00	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	328	696	47.13	43.35
Targeted Achievement Gap Group	211	503	41.95	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	23.53
Hispanic	20	67	29.85	38.01
White	266	543	48.99	50.35
Economically Disadvantaged	207	479	43.22	34.76
English Language Learners	17	59	28.81	31.69
Students with Disabilities	12	99	12.12	12.35

### 2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	90	98	91.84	85.71
Targeted Achievement Gap Group	54	59	91.53	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	263	281	93.59	85.87
Targeted Achievement Gap Group	165	179	92.18	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	n < 10	n < 10	n < 10	78.66
Hispanic	n < 10	n < 10	n < 10	85.43
White	73	78	93.59	88.13
Economically Disadvantaged	52	56	92.86	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	10	10	100.00	82.56

## 2016 ESEA DISTRICT REPORT LINCOLN SCHOOL DISTRICT

**Superintendent:** MARY SPEARS  
**LEA:** 7205000  
**Enrollment:** 1203

**Attendance:** 93.94  
**Poverty Rate:** 71.40

**Address:** 107 E SCHOOL ST  
LINCOLN, AR 72744  
**Phone:** (479) 824-7305

### Percent Tested: Source and Use of Enrollment

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

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

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

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

### District Performance

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

### Average State Performance

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

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

**Report created on: 11/14/2016**



## 2016 ESEA SCHOOL REPORT LINCOLN NEW TECH HIGH SCHOOL

**District:** LINCOLN SCHOOL DISTRICT  
**Superintendent:** MARY SPEARS  
**Grades:** 8 - 12  
**Enrollment:** 503

**Principal:** COURTNEY JONES  
**Attendance:** 91.14  
**Poverty Rate:** 68.19

**LEA:** 7205706  
**Address:** 107 E SCHOOL ST  
 LINCOLN, AR 72744  
**Phone:** (479) 824 - 7450

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	291	293	99.32	289	291	99.31
Targeted Achievement Gap Group	200	202	99.01	198	200	99.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	3	3	100.00	3	3	100.00
Hispanic	28	28	100.00	28	28	100.00
White	222	224	99.11	220	222	99.10
Economically Disadvantaged	193	195	98.97	191	193	98.96
English Language Learners	28	28	100.00	28	28	100.00
Students with Disabilities	36	38	94.74	34	36	94.44

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	133	265	50.19	47.86
Targeted Achievement Gap Group	68	175	38.86	36.86
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	3	3	100.00	27.81
Hispanic	5	28	17.86	41.05
White	102	198	51.52	55.29
Economically Disadvantaged	66	168	39.29	37.64
English Language Learners	8	28	28.57	30.15
Students with Disabilities	0	29	0.00	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	84	264	31.82	43.35
Targeted Achievement Gap Group	43	174	24.71	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	1	3	33.33	23.53
Hispanic	5	28	17.86	38.01
White	67	197	34.01	50.35
Economically Disadvantaged	42	167	25.15	34.76
English Language Learners	4	28	14.29	31.69
Students with Disabilities	0	28	0.00	15.38

### 2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	90	98	91.84	85.71
Targeted Achievement Gap Group	54	59	91.53	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	263	281	93.59	85.87
Targeted Achievement Gap Group	165	179	92.18	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	0	1	0.00	78.66
Hispanic	6	7	85.71	85.43
White	73	78	93.59	88.13
Economically Disadvantaged	52	56	92.86	82.42
English Language Learners	4	5	80.00	86.45
Students with Disabilities	10	10	100.00	82.56

## 2016 ESEA SCHOOL REPORT LINCOLN NEW TECH HIGH SCHOOL

**District:** LINCOLN SCHOOL DISTRICT  
**Superintendent:** MARY SPEARS  
**Grades:** 8 - 12  
**Enrollment:** 503

**Principal:** COURTNEY JONES  
**Attendance:** 91.14  
**Poverty Rate:** 68.19

**LEA:** 7205706  
**Address:** 107 E SCHOOL ST  
LINCOLN, AR 72744  
**Phone:** (479) 824 - 7450

### Percent Tested: Source and Use of Enrollment

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

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

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

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

### School Performance

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

### Average State Performance

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

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

**Report created on: 11/03/2016**

## 2014-2015 School Rating Report

### 7205706 - LINCOLN NEW TECH HIGH SCHOOL 7205000 - LINCOLN SCHOOL DISTRICT

#### School Letter Grade

**C**

239 Points Earned

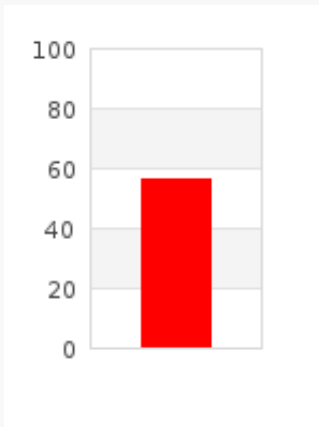
Grade Range: 8 - 12

Superintendent: MARY SPEARS

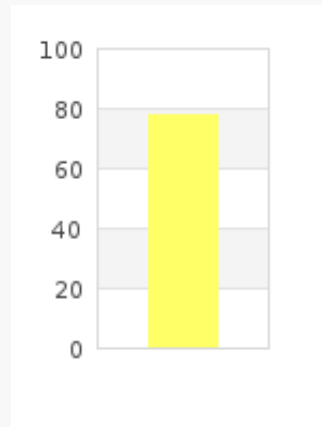
Principal: COURTNEY JONES

	School Statistics	District Statistics	State Statistics
Enrollment	517	1194	476083
Econ. Disadvantaged	70.41%	71.44%	61.83%
Proficient/Advanced ELA	23.72%	35.91%	33.9%
Proficient/Advanced Math	12.08%	24.38%	24.59%

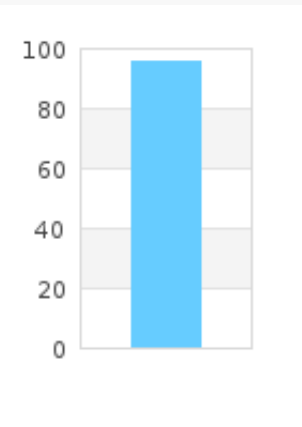
### How did we get this grade?



Weighted Performance  
Score: **56.18**



School Value-Added  
Growth: **77.86**



Graduation Rate: **96.04**

The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' overall score when applicable.

### Measures Affecting School Grade

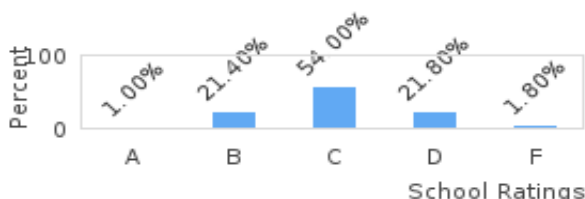


- Achievement Gap adjustment boosted this school's score. (Gap Adjustment = 3)
- Graduation rate boosted this school's score.
- Graduation Gap adjustment boosted this school's score. (Gap Adjustment = 6)

- Weighted performance score lowered this school's score.
- Lower than expected average growth value decreased this school's score.



### Statewide School Rating Distribution



This school's grade is better  
than **23.64%** of schools in the state

Last year's letter grade: **B** (248 points earned)

## What do the chart colors in "How did we get this grade" section mean?

- **Blue** = score contributed (approximate) value of A to overall school rating.
- **Green** = score contributed (approximate) value of B to overall school rating.
- **Yellow** = score contributed (approximate) value of C to overall school rating.
- **Orange** = score contributed (approximate) value of D to overall school rating.
- **Red** = score contributed (approximate) value lower than D to overall school rating.

## What are challenge points?

The challenge points are calculated separately for math and ELA. The points are based on the difference between expected current year school performance considering the school's level of challenge and the actual current year school performance. If the difference is positive the school outperformed expectations and earns Challenge Points.

- Schools receive 3 Challenge Points for math and/or ELA if the school has a positive difference that is in the top quartile among all schools.
- Schools receive 2 Challenge Points for math and/or ELA if the school has a positive difference that is in the third quartile among all schools.

Challenge points provide schools with an opportunity to earn extra points for outperforming expectations.

## School Value-Added Growth Score (VAS)

The school growth score is based on a value-added growth model. Student growth scores describe the change in a student's achievement over time and whether the student performed as well as expected based on how the student performed in earlier years. Using a student's score history helps separate the effects of non-school related factors on the student's change in achievement so that the student's growth expectation is more precise. The student's predicted score for 2015 is subtracted from his/her actual score in 2015 to generate the value added growth score. If the student has a VAS of zero (Actual - Predicted = 0), the student's score met expected performance. If the student has a VAS greater than zero, they exceeded expectations.

### What does the school growth score tell us?

- On average, did the students' change in performance meet the growth expectation?
- By how much did the actual growth differ from the expected growth?

School VAS scores in math and ELA are averaged to produce a value that describes the average student growth for the school across both subjects and transformed to fit on the uniform grade scale.

School Growth Score = (school Value-Added Score\*35) + 80.85

Minimum School Growth Score = 70

Average School Growth Score = 80.85

Maximum School Growth Score = 95

Thus, for this transition year, only schools with less than expected average growth values score a C value for this component. For details please refer to Appendix A of the Rules Governing the Public School Rating System.

## 2014-2015 School Letter Grade Detail Report

### 7205706 - LINCOLN NEW TECH HIGH SCHOOL 7205000 - LINCOLN SCHOOL DISTRICT

#### School Letter Grade

**C**

239 Points Earned

Grade Range: 8 - 12

Superintendent: MARY SPEARS

Principal: COURTNEY JONES

	School Statistics	District Statistics	State Statistics
Enrollment	517	1194	476083
Econ. Disadvantaged	70.41%	71.44%	61.83%
Proficient/Advanced ELA	23.72%	35.91%	33.9%
Proficient/Advanced Math	12.08%	24.38%	24.59%

### Letter Grade Component Scores

#### Component One: Weighted Performance

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
Did Not Meet	65	44	0	109
Partially Met	59	95	77	154
Approaching Grade Level	85	72	117.75	157
Met Grade Level	57	29	86	86
Exceeded Grade Level	8	0	8	8
Totals			288.75	514

Weighted Performance Points Earned =  $(288.75/514) \times 100 = 56.18$

#### Component Two: School Value-Added Growth

School Growth Score =  $(\text{School Value-Added Score} \times 35) + 80.85 = 77.86$

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	-0.0945	-0.0749	-0.0855

#### Component Three: Graduation Rate

Graduation Rate for All Students	96.04%
Points Earned from Graduation Rate for All Students	96.04

#### Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)				Graduation Rate Gap			
Non-TAGG Proficiency Rate:	29.92	TAGG Proficiency Rate:	14.47	Non-TAGG Graduation Rate:	97.14	TAGG Graduation Rate:	95.45
Gap Size:	15.45			Gap Size:	1.69		
Adjustment:	3			Adjustment:	6		
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap		
Gap Adjustment	-6	-3	0	+3	+6		
Achievement Gap Range	30.64% or greater	24.43-30.63%	19.79-24.42%	14.88-19.78%	Less than 14.88%		
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%		

#### Challenge Points Earned

ELA Challenge Point:

0

Math Challenge point:

0

Schools earn extra points for current year performance when the performance of students in the school exceeds the expected performance considering schools' level of challenge. See page two for explanation.

#### Overall School Score

Schools with Graduation Rate	Overall School Score = $(\text{Weighted Perf.} + \text{Gap Adj.}) + (\text{Growth Score}) + (\text{Grad Rate} + \text{Gap Adj.}) + (\text{Challenge Points in Math \& or ELA})$
Score for This School	$(56.18 + 3) + (77.86) + (96.04 + 6) + (0) = 239$

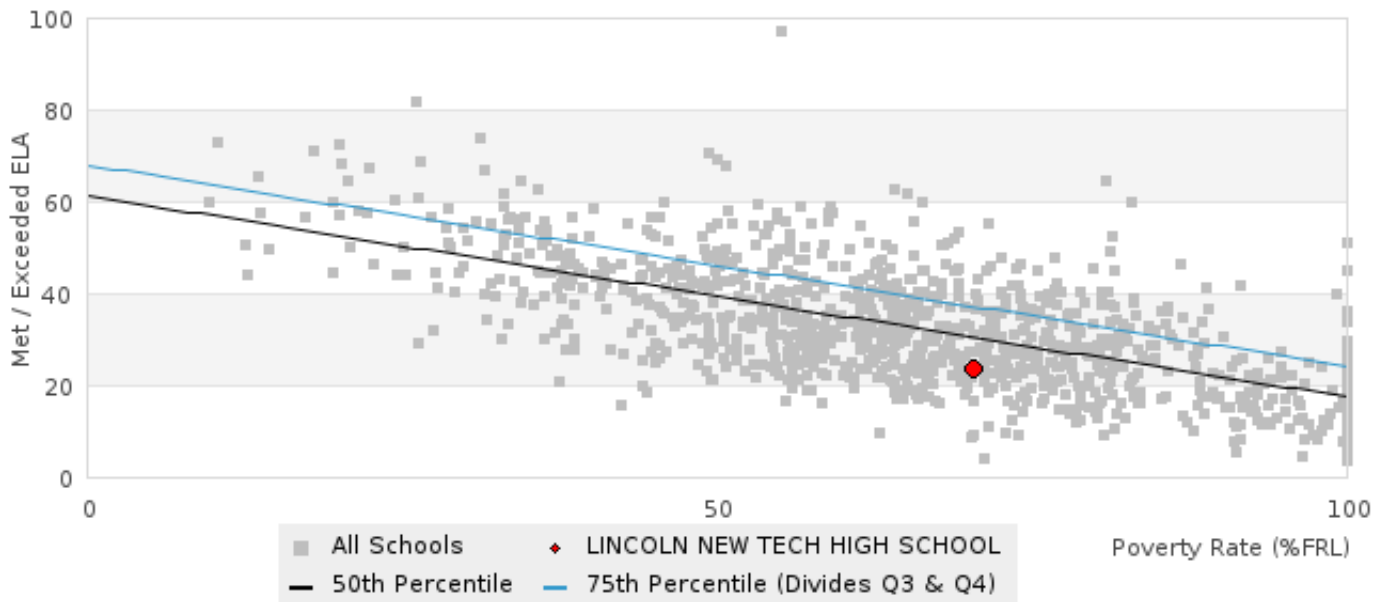
#### Point Ranges for Grades

A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180
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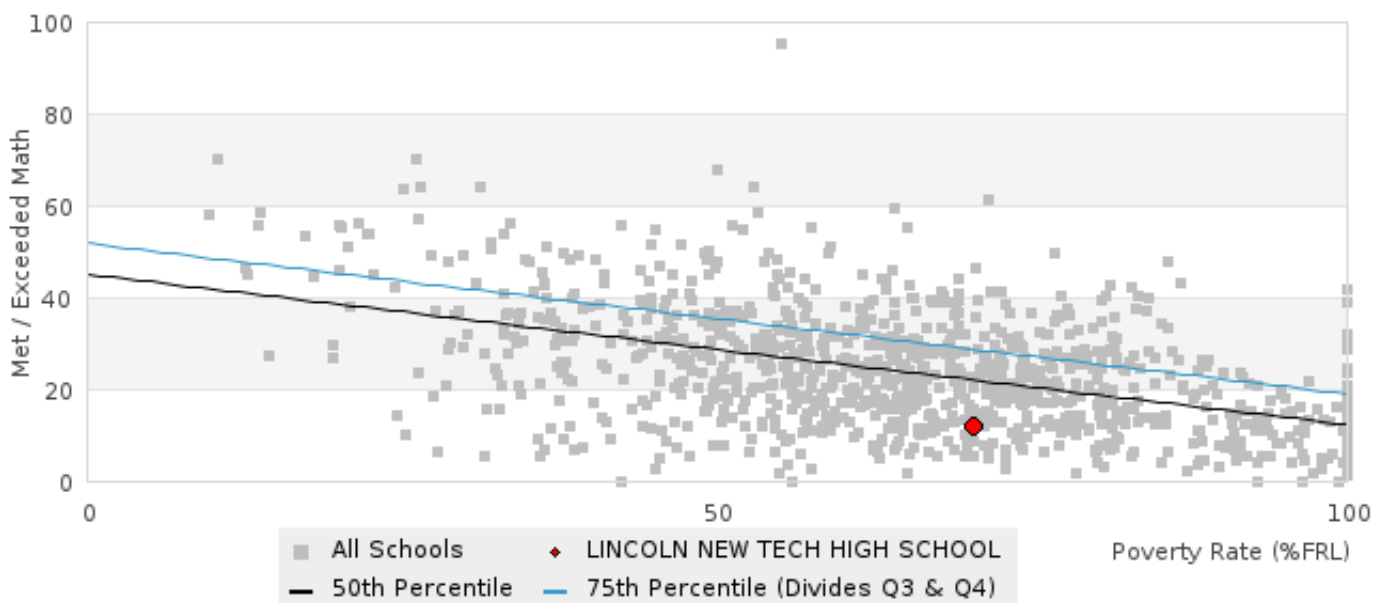
Overall School Scores are rounded to the nearest whole number.

## 2014-2015 School Letter Grade Detail Report

### ELA Possible Challenge Points--Outperforming Expectations Based on Poverty



### Math Possible Challenge Points--Outperforming Expectations Based on Poverty



Your school is indicated by a green or red square.

- Green indicates above expected performance given level of challenge.
- Red indicates at or below expected performance given level of challenge.
- The solid line indicates expected performance given poverty level of school.
- The blue line separates quartile 4 (top 25%) and quartile 3 (next 25%).





# Lincoln High School

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## Charter Renewal

December 14, 2016

- [illegible]



# Flex-Mod Schedule

Lincoln High School

A - PHASE 3

	MON	TUE	WED	THU	FRI
7:55					
8:25					
8:25		1	2	3	
8:55					
9:25					2
9:25		2	1	4	
9:55					
9:55					
10:25					
10:25					
10:55					
10:55			Lunch/ADV	Lunch/ADV	Lunch/ADV
11:25					
11:25	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV
11:55					
11:55	Lunch/ADV	Lunch/ADV			
12:25					
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1:25					
1:55					
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2:25					
2:25					
2:55					
2:55					
3:25					

Lincoln High School

B - PHASE 4

	MON	TUE	WED	THU	FRI
7:55					
8:25					
8:25		1	2	3	2
8:55					
9:25					
9:25		2	1	4	
9:55					
9:55					
10:25					
10:25					
10:55					
10:55			Lunch/ADV	Lunch/ADV	Lunch/ADV
11:25					
11:25	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV
11:55					
11:55	Lunch/ADV	Lunch/ADV			
12:25					
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2:55					
2:55					
3:25					

## 38

212

Mr. Durham

CLASSROOM SCHEDULE

PERIOD # 212

PERIOD	MON	TUE	WED	THUR	FRIDAY	SATURDAY
1	1:00 - 1:45	Math	Math	Math	Math	Math
2	1:45 - 2:30	Math	Math	Math	Math	Math
3	2:30 - 3:15	Math	Math	Math	Math	Math
4	3:15 - 4:00	Math	Math	Math	Math	Math
5	4:00 - 4:45	Math	Math	Math	Math	Math
6	4:45 - 5:30	Math	Math	Math	Math	Math
7	5:30 - 6:15	Math	Math	Math	Math	Math
8	6:15 - 7:00	Math	Math	Math	Math	Math
9	7:00 - 7:45	Math	Math	Math	Math	Math
10	7:45 - 8:30	Math	Math	Math	Math	Math
11	8:30 - 9:15	Math	Math	Math	Math	Math
12	9:15 - 10:00	Math	Math	Math	Math	Math
13	10:00 - 10:45	Math	Math	Math	Math	Math
14	10:45 - 11:30	Math	Math	Math	Math	Math
15	11:30 - 12:15	Math	Math	Math	Math	Math
16	12:15 - 1:00	Math	Math	Math	Math	Math
17	1:00 - 1:45	Math	Math	Math	Math	Math
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28	9:15 - 10:00	Math	Math	Math	Math	Math
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201	7:00 - 7:45	Math	Math	Math	Math	Math
202	7:45 - 8:30	Math	Math	Math	Math	Math
203	8:30 - 9:15	Math	Math	Math	Math	Math
204	9:15 - 10:00	Math	Math	Math	Math	Math
205	10:00 - 10:45	Math	Math			



# Personalized Learning



Supervised PLT time  
with certified staff



PLT time in English office

PLT time in Math office

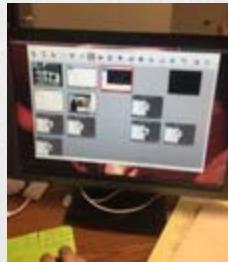


Makerspace using S.T.E.A.M.  
based activities

# Personalized Learning



SLT time working on classes below 70%



Monitored by an Instructional Facilitator

WolfFlex Home Teacher Tools ▾ Staff Tools ▾

Here is the schedule for Keri Pomeroy.

Mod	Start	Stop	Mon	Tues	Wed	Thur	Fri
1	7:55	8:25	Inv Sec/Risk	Algebra III	Civics/Econ	Algebra III	Civics/Econ
2	8:25	8:55	220	146	160	146	160
3	8:55	9:25	Algebra III	Inv Sec/Risk	Chemistry	SLT	
4	9:25	9:55	146	220	211	M-PLT, Inv Sec/Risk	Chemistry
5	9:55	10:25	Civics/Econ	Chemistry	Algebra III, 146	Inv Sec/Risk	211
6	10:25	10:55	160	211	Inv Sec/Risk, 220	220	
7	10:55	11:25	M-PLT, Chemistry	SLT	Lunch	Lunch	Lunch
8	11:25	11:55	Lunch	Lunch	ADV	ADV	ADV
9	11:55	12:25	ADV	ADV	English 12	M-PLT, English 12	Comp Accounting
10	12:25	12:55	English 12	Sr. Athletics	202	SLT	202
11	12:55	1:25	202			Comp Accounting	
12	1:25	1:55	Comp Accounting	English 12	M-PLT, Comp Accounting	202	
13	1:55	2:25	202	202	Sr. Athletics	Sr. Athletics	SLT
14	2:25	2:55	Sr. Athletics	Sr. Athletics			Sr. Athletics
15	2:55	3:25					

Flight Key: Flight 1 Flight 2 Flight 3 Flight 4 Flight 5 Flight 6 Flight 7 Flight 8



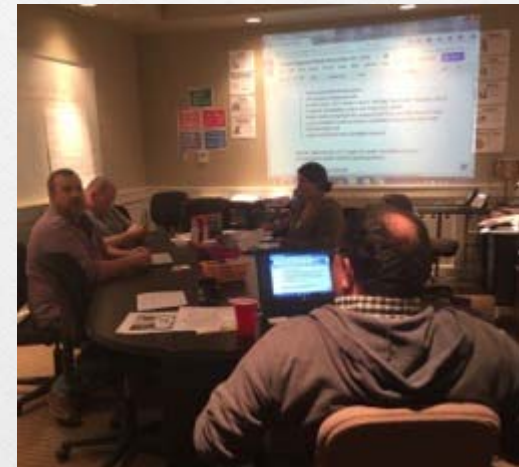
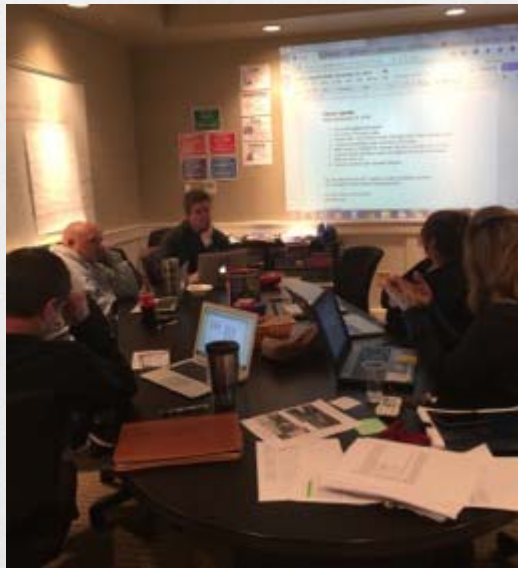
# Personalized Learning



Collaboration on  
Science RTI



## Teacher Collaboration



Professional Learning  
Communities



# Expanded Educational Offerings

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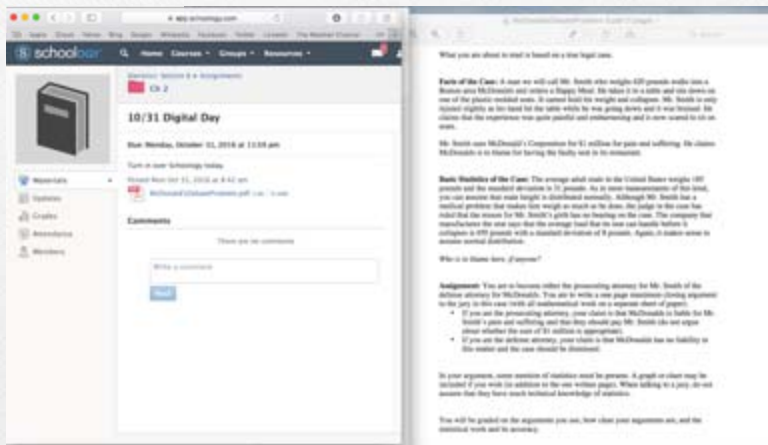


- CNA, PCA, Forklift, OSHA 10, Microsoft Office Suite, First Aid, Career Readiness, Safeserv, IT networking, credit recovery, Concurrent College Credit, Pre-Ap and AP courses
- Partnering institutions include:
  - Virtual Arkansas
  - NTI
  - NWACC
  - ATU
  - University of Arkansas
  - University of Arkansas Global Campus





# Technology

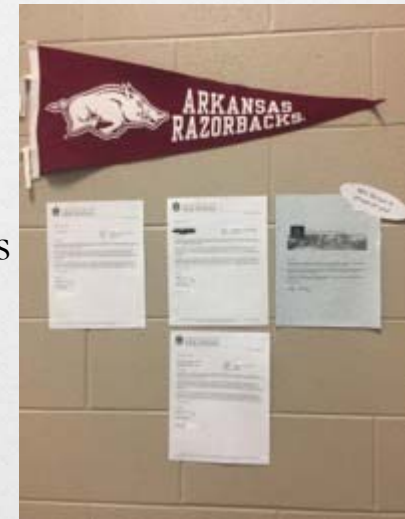
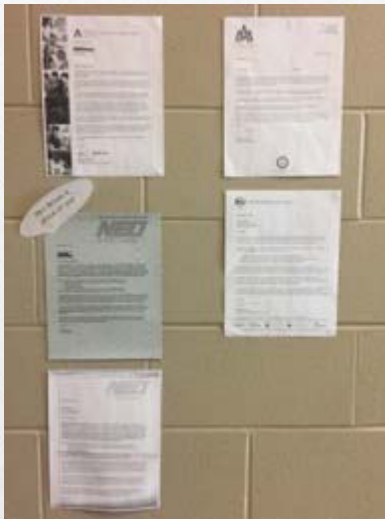


One-to-one computers for  
students 8-12



Virtual Day assignment on Schoology

# Student Perseverance



College and Vocational School acceptance letters  
Wall of Fame



Advisory class student goals



# Student Perseverance



Students learn about  
Career Paths from  
Business Leaders



Career Day



Guest speakers focus on the  
educational requirements  
for their profession



# Program Assessment

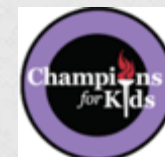


- Tracking college remediation rates
- Number of students earning college credit in high school
- Number of students who graduate with industry certifications
- Tracking of students career plans
- Teacher and student surveys
- Open communication for continual improvement





# Partners





# Waivers



- FLEXIBILITY

courses, seat time requirements, and certification

- Certification are used for career courses in order for people that work in specific fields can teach without the traditional teacher certification

police officers, computer programmers, construction technology, electricians, plumbers





# Goals



- Achievement in Reading, Reading Comprehension, Mathematics, Mathematical Reasoning, and Science will continue to increase to meet AYP and individual student growth goals each year for the next five years.
- The graduation rate will remain at or above 95%. If it falls below 90% it will increase 1% per year until it reaches 95%.



## Goals (Cont.)



- Upon graduation, 100% of all LHS students have a plan beyond high school (certifications, skilled job entry, college, post-secondary plans)
- 75% of all students enrolled in the certification course or concurrent credit courses on October 1 will complete with the industry recognized certificate or a C or better in the course (# of students enrolled versus completed certifications during high school or concurrent credit with a C or better)
- The number of students who score a 3, 4, or 5 on AP Tests will increase by 10% every year.





# Student Perspective



- PLT/MPLT/SLT
- Off Campus options (NTI, NWACC, WBL)
- Teacher availability during the school day
- Ischool/Online courses
- Credit recovery

# OSCEOLA STEM CHARTER RENEWAL SUMMARY DECEMBER 2016

<b>Sponsoring Entity</b>	Osceola School District
<b>Address</b>	112 N School Street Osceola, AR 72370
<b>Grades Served</b>	5-8
<b>Enrollment</b>	346
<b>Maximum Enrollment</b>	450
<b>Number of Years Requested</b>	5

## **Mission Statement**

The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.

## **2015-2016 Accreditation Status**

Accredited

## **Financial Information**

<b>Fiscal Year</b>	<b>Grades Served</b>	<b>Average Daily Membership</b>	<b>Legal Balance</b>	<b>Categorical Funds Balance</b>
2015	5-8	370.21	3,908,199	448,384
2016	5-8	344.67	3,808,497	461,471
2017 YTD	5-8	-	2,870,156	105,108
			2017 Budget: 3,356,893	

## **Remaining Concerns**

Section 2, Part C, New Goals:

- The criteria used for selecting comparison schools with similar demographics is vague.
- As it relates to Goal 3, student growth goals that are less than 100% seem to lack rigor.



## OSCEOLA STEM

### CURRENT DATA

Maximum Enrollment	450
Approved Grade Levels	5-8
Grades Served 2016-2017	5-8

#### 2016-2017 Enrollment by Race

Two or More Races	2
Asian	3
Black	287
Hispanic	11
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	43
<b>Total</b>	<b>346</b>

#### 2016-2017 Enrollment by Grade

5th Grade	81
6th Grade	76
7th Grade	98
8th Grade	91

#### 2015-2016 Student Status Counts

Migrant	2
LEP	0
Gifted & Talented	47
Special Education	55
Title I	375
Source: School Cycle 4 Report	

#### 2015-2016 Attendance Rate

	Q1	Q2	Q3	Q4
ADA	360.37	348.46	344.67	335.34
ADM	376.74	374.52	373.98	362.46
%	95.65%	93.04%	92.16%	92.52%

### BACKGROUND

Authorized January 9, 2012  
 Contract Expiration June 30, 2017

**Designated a Priority School**

August 31, 2015

**Priority Status Hearing**

February 18, 2016

No action taken

**Amendment Request Considered and APPROVED**

February 18, 2016

Changed charter goals

UPDATED 11.8.16

**Arkansas Department of Education  
District Conversion Public Charter  
School Renewal Application Rubric**

**Name of School:** Osceola STEM Academy

***CONTACT INFORMATION***

Applicants are requested to provide complete contact information.

**Evaluation Criteria:**

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

**Fully Responsive**

**Comments and Additional Questions:** Provide the board approval date.

**Applicant Response:** The board will approve the renewal application on December 12<sup>th</sup> at their monthly board meeting. This approval process has already been placed on the agenda and we will bring the documentation to the hearing.

***SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD  
AND RELATIONSHIPS TO OTHERS***

**Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

**Fully Responsive**

**Comments and Additional Questions:** Provide an explanation of the school board's authority and responsibilities.

**Applicant Response:**

**POWERS AND DUTIES OF THE BOARD:** The Osceola Board of Education, operating in accordance with state and federal laws, assumes its responsibilities for the operation of Osceola Public Schools. The Board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effective administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision, mission, and direction of the District;
2. Understanding and abiding by the proper role of the Board of Directors through study and by obtaining the necessary training professional development;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board's policies;

4. Conducting formal and informal evaluations of the Superintendent annually or no less often than prior to any contract extension;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;
6. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board or by law for all grades of schools are offered and taught;
7. Reviewing, adopting, and publishing the District's budget for the ensuing year;
8. Being responsible for providing sufficient facilities, grounds, and property and ensuring they are managed and maintained for the benefit of the district;
9. Monitoring District finances and receiving, reviewing, and approving each annual financial audit;
10. Understanding and overseeing District finances to ensure alignment with the District's academic and facility needs and goals;
11. Visiting schools and classrooms when students are present no less than annually;
12. Setting an annual salary schedule;
13. Being fiscally responsible to the District's patrons and maintaining the millage rate necessary to support the District's budget;
14. Involving the members of the community in the District's decisions to the fullest extent practicable; and
15. Striving to assure that all students are challenged and are given an equitable educational opportunity.

**Legal References:**

A.C.A. § 613  
620, 622

**Part B: Disclosure Information**

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

**Evaluation Criteria:**

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

**Fully Responsive**

**SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS**

**Part A: School Mission**

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

**Fully Responsive**

**Part B: Current Performance Goals**

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

**Fully Responsive**

**Comments and Additional Questions:** Provide graduation data for 2016.

**Applicant Response:** See table below for the 2016 Graduation data

5. By 2016 we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator.	ESEA Report	Increase by 4% per year until reading 95-100% graduation rate	Annually	<u>2013</u> Graduation rate was 81.65 +2.65%	<u>2014</u> Graduation rate was 82.22 +0.57%	<u>2015</u> Graduation rate was 83.67 +1.45%	<u>2016</u> Graduation rate was 85.71 +2.04%
Graduation rate was 78.72 in 2012							

**Part C: New Performance Goals**

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals -
  - Measureable student academic performance goals;
  - The specific tool that will be used to measure academic performance for each goal;

*District Conversion Public Charter Renewal Application Rubric*

- The level of performance that will demonstrate success; and
- The timeframe for achieving each goal.

### Fully Responsive

#### Comments and Additional Questions:

- Explain what metrics will be utilized to determine which schools have “similar demographic student populations”.
- Looking at Goal 3, verify the growth goals 50% is set for science and not a second math.
- Looking at Goal 3, explain why 60% and 50% were chosen as math and science growth goals.
- Explain why high school graduation rate was chosen as a goal for the middle school charter.
- Complete the table with milestones, which will aid in making sure the charter is on track to reach all goals within 5 years.

#### Applicant Response:

- **Explanation - parameters for similar demographic student population:** We will look at schools with similar demographics in race and free and reduced lunch.
- **Explanation - 60% math growth goal for NWEA Map assessment:** Math has always been a struggle for our students because some of our students lack critical thinking skills that are essential for mastering math standards on grade level. I anticipate that at least 60% of our students will meet Growth projection in Math because we have three very strong math content teachers who utilize PBL on a weekly basis. The Math and Science teachers are also collaboratively planning and math skills are being integrated more into the science content.
- **Explanation - 50% Science Growth goal for NWEA MAP Assessment:** In the past on Benchmark, we have always scored over 50% in 5<sup>th</sup> grade and very low in 7<sup>th</sup> grade and our students were not tested again until HS Biology. Since STEM Academy opened, we have emphasized Science are making the connection between Math and Science. We hired a K-12 Science Instructional Facilitator and she has helped to align Science Standards in grades K-12. This is the first year that we are utilizing NWEA MAP to assess Science Skills and we are cross walking our current science standards with the next generation science standards. We feel 50% growth is a good baseline percentage because the ACT Aspire science criteria align well with the instructional practices and hands-on Labs approaches utilized at our school.
- **Explanation - Why HS graduation rate was chosen as a goal the middle school charter:** Osceola STEM Academy is the Feeder school into Osceola High School. When the Charter was first opened, the High School had an 18% drop out rate and many students were leaving school due to lack of interest and motivation. The STEM school was hoping for a chance to get students interested in hands-on and innovative experience to prepare them for challenges of their future technological demands. The High School drop-out rate has decreased 3% since the Charter School was opened.

#### Remaining Concerns:

- The criteria used for selecting comparison schools with similar demographics is vague.
- As it relates to Goal 3, student growth goals that are less than 100% seem to lack rigor.

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
<b>1.</b> At grades 5 through 8, Osceola STEM Academy will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments for Science, Math and Literacy.	<u><b>ACT Aspire</b></u>	Meet or exceed student growth goals and AYP of schools and students w/similar demographic	Annually	Meet or exceed student’s growth goal and AYP for similar schools with same demographics of free & reduced Lunch and ethnicity	Exceed student’s growth or AYP by 2%  For similar schools with same % of ethnicity or free & reduced lunch  -	Exceed student’s growth or AYP by 4%  For similar schools with same % of ethnicity or free & reduced lunch	Exceed student’s growth or AYP by 5%  For similar schools with same % of ethnicity or free & reduced lunch	Exceed student’s growth or AYP by 6%  For similar schools with same % of ethnicity or free & reduced lunch
<b>2.</b> Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.	<u><b>ACT Aspire</b></u>	Meet or exceed the State composite Score benchmark for schools w/similar demographic	Annually	Meet or exceed student’s growth goal and AYP  For similar schools with same demographics of free & reduced Lunch and ethnicity	Exceed student’s growth or AYP by 2%  For similar schools with same % of ethnicity or free & reduced lunch  -	Exceed student’s growth or AYP by 4%  For similar schools with same % of ethnicity or free & reduced lunch	Exceed student’s growth or AYP by 5%  For similar schools with same % of ethnicity or free & reduced lunch	Exceed student’s growth or AYP by 6%  For similar schools with same % of ethnicity or free & reduced lunch
<b>3.</b> NWEA Map Assessment In Literacy, 80% of Osceola STEM Academy students will meet or exceed their student growth goal.  In Math, 60% of Osceola STEM Academy students will meet or exceed their student growth goal.  In <b>Science</b> , 50% of Osceola STEM Academy students will meet or exceed their student growth goal.	<u><b>NWEA MAP Assessment</b></u>	Meet student growth goals in Literacy as projected by MAP  Meet student growth goals in Math as projected by MAP	Annually	80 % of students meet growth goals in math as projected by NWEA MAP  60 % of students meet growth goals in math as projected by NWEA MAP	81 % of students meet growth goals in math as projected by NWEA MAP  62 % of students meet growth goals in math as projected by NWEA MAP	82 % of students meet growth goals in math as projected by NWEA MAP  64 % of students meet growth goals in math as projected by NWEA MAP	83 % of students meet growth goals in math as projected by NWEA MAP  66 % of students meet growth goals in math as projected by NWEA MAP	84 % of students meet growth goals in math as projected by NWEA MAP  68 % of students meet growth goals in math as projected by NWEA MAP

		Meet student growth goals in Science as projected by MAP		50 % of students meet growth goals in math as projected by NWEA MAP	52 % of students meet growth goals in math as projected by NWEA MAP	54 % of students meet growth goals in math as projected by NWEA MAP	56 % of students meet growth goals in math as projected by NWEA MAP	58 % of students meet growth goals in math as projected by NWEA MAP
4. By 2021 we will have an increase in the graduation rate by 2% each year until we reach our goal of 91-93% graduation rate.	<u>High School Graduation Percentage</u>	Increase by 4% per year until reading 95-100% graduation rate	Annually	Graduation rate 85%	Graduation rate 87%	Graduation rate 89%	Graduation rate 91%	Graduation rate 93%



### ***SECTION 3: WAIVERS***

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

#### **Part A: New Waiver Requests**

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested.**

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comment.**

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

Applicants are requested to identify any waiver that is no longer needed.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers.**

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

### ***SECTION 4: REQUESTED AMENDMENTS***

Applicants are requested to identify and explain amendment requests.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested;**
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

## ***SECTION 5: DESEGREGATION ANALYSIS***

Applicants are requested to describe the current and potential impact of the charter 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

### **Evaluation Criteria:**

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

## Osceola STEM Academy Renewal

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

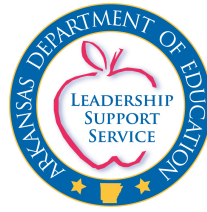
**Yellow**=No new requests

*Information provided by Applicant is in italics.*

### Osceola STEM Academy 2017 District Conversion Renewal Application

REQUEST TYPE	TOPIC	LAW / RULE / STANDARD	ISSUES?
New Waivers			
	None		
Rescinded Waivers			
	None		
Amended Waivers			
	None		

# MEMO



## ARKANSAS DEPARTMENT OF EDUCATION

DATE: December 2, 2016  
TO: Charter Authorizing Panel  
FROM: ADE Staff  
SUBJECT: Desegregation Analysis of Osceola STEM Academy

### **I. INTRODUCTION**

On January 9, 2012, the State Board of Education (State Board) approved the application of Osceola School District to operate the Osceola STEM Academy. The district conversion school is currently approved to serve 450 students in grades 5-8. The school now requests that the Charter Authorizing Panel renew its charter for five (5) years.

### **II. STATUTORY REQUIREMENTS**

Although Ark. Code Ann. § 6-23-106 requires the Authorizer to carefully analyze the impact of any charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the Authorizer to conduct an analysis of charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer “shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

### **III. INFORMATION SUBMITTED BY THE APPLICANT**

A desegregation analysis submitted by the charter school is attached as Exhibit “A”.

### **IV. ANALYSIS FROM THE DEPARTMENT**

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)). ADE is unaware of any active desegregation orders affecting the Osceola School District.

## V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

*[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of de jure segregation -- that is, stated simply, a current condition of segregation resulting from intentional state action directed specifically to the [allegedly segregated] schools." Keyes v. School Dist. No. 1, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between de jure segregation and so-called de facto segregation . . . is purpose or intent to segregate." Id., at 208 (emphasis in original).*

It is difficult to conclude, from data currently available, that renewal of the district conversion charter school is motivated by an impermissible intent to segregate schools. The ADE is unaware of any active desegregation orders which could be impacted by the proposed charter school. However, the authorizer should carefully examine the district conversion charter school renewal in an attempt to determine whether there are legitimate, non-racially motivated reasons for the school’s existence.

## **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.

Osceola STEM Academy is the only middle school within the Osceola School District. Osceola STEM Academy provides a free and appropriate education for all demographic groups. Submission of this Desegregation Analysis to the State Charter Authorizing panel is pursuant to Ark. Code Ann. §6-23-106. The renewal of Osceola STEM Academy conversion charter will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create or maintain a unitary system of desegregated public schools. The Osceola School District is not under any federal desegregation orders or a court-ordered desegregation plan. The operation of Osceola STEM Academy will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district.

Exhibit Y



# ARKANSAS DEPARTMENT OF EDUCATION

## **District Conversion Public Charter School Renewal Application**

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



**Charter School: Osceola STEM Academy**

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

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion 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.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion 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.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Michael H. Cox  
Signature of Superintendent of School District

9/29/16  
Date

Michael H. Cox  
Printed Name



## Contact Information

<b>Sponsoring Entity:</b>	<b>Osceola School District</b>
<b>Name of Charter School:</b>	<b>Osceola STEM Academy</b>
<b>School LEA #</b>	<b>4713705</b>
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Christel Smith</b> <b>112 N. School Street</b> <b>Osceola, Arkansas 72370</b> <b>(870) 563-1833</b> <b>Fax # (870) 622-1025</b> <b>csmith@osd1.org</b>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Micheal Cox</b> <b>2750 West Semmes</b> <b>Osceola, Arkansas 72370</b> <b>(870) 563-2561</b> <b>Fax # (870) 563-2181</b>

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

**Renewal Application Approval Date by the School/Entity Board(s) \_\_\_\_\_**

# 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.

Osceola STEM Academy is a District Conversion Charter that has a seven member governing board. Each board member represents one of the seven school zones established before this charter was established. The board members are elected through a public election by the people whom live within their specific school zone. When elected each member serves a five-year term. The board operates as all public schools under the same policies, procedures, and recommended guidelines set forth by the Arkansas School Board Association.

## 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.

The governing board and staff adheres strictly to the disclosure rules of all public schools and the district ensures that these rules are followed.

Complete the table on the following page.

### Relationship Disclosures

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

<b>Charter School Board Member's/ Administrator's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
<b>James Baker School Board President</b>	<b>None</b>	
<b>Micheal Ephlin School Board Vice President</b>	<b>None</b>	
<b>Denise Williams School Board Secretary</b>	<b>None</b>	
<b>Jaqueline Baker School Board Member (501) 454-5572</b>	<b>None</b>	
<b>Sylvester Belcher School Board Secretary (870) 563-2920</b>	<b>None</b>	
<b>Torian Bell School Board Secretary (870) 284-0763</b>	<b>None</b>	
<b>Ollie Collins School Board Secretary</b>	<b>None</b>	

**Duplicate this page, if necessary.**

## Section 2 – School Mission and Performance Goals

### Part A: Current School Mission

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

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

**Current Mission:** The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.

Osceola STEM Academy (OSA) became a 5th-8<sup>th</sup> grade district conversion charter school during the 2012-2013 academic school year. OSA houses 350 students and is the only school in the Osceola School District that serves grades 5-8. This charter was designed to improve learning by promoting science, technology, engineering and mathematics through our curriculum. The emphasis of the school began with a focus on project-based learning which is integrated in our curriculum. OSA has partnered with Buck Institute of Education for Project Based learning. Project-Based learning is vital in helping to increase our student's achievement. Our classrooms are set up for cooperative learning through small groups. Our students experience opportunities to build on their knowledge and skills as they solve real-world problems through project-based learning. Project based learning is utilized weekly in regular classroom setting as well in the science and math labs. We are providing our students with a challenging learning environment that focuses on math, science, engineering and technology.

Osceola STEM academy has made great progress toward implementing the STEM components in our curriculum. The STEM atmosphere has created an excitement with our students, particularly in the area of pre-engineering. The Gateway to Technology (GTT) teacher collaborates with the math teacher to ensure that we integrate the CCSS math standards through our engineering program. Our Gateway to Technology program has been very effective and has given all our students great experiences and exposure with local businesses. The school have held and competed in several engineering competitions both regionally and locally. We host at least one STEM Showcase event, in which our students display robots and launch projects from the assignment through Project lead the way curriculum. In the spring, OSA took a robotic team to compete in the STEM Expo Festival in Little Rock, Arkansas. We also had seventy-four students attend the STEM Expo Festival.

Our culture remains explorative and innovative through our central Discovery Zone and our pre-engineering program. The Discovery Zone is an atmosphere that promotes exploration and innovation. This room is equipped with a central discovery center that serves much like a museum. Our Discovery Zone is set up with individual work stations with themes such as Techno Art I-Pad station, Chess, Current events, We learn with Wii's stations to engage in math, and etc. All our students are exposed to Chess to develop or enhance their critical thinking skills. There are other components included in the Discovery Zone such as algebraic skills, art, music and Accelerated Reading. This room is monitored by and facilitated by a collaborative team of certified teachers and paraprofessionals. The Discovery Zone serves as a pullout, enrichment, and also as an intervention strategy. Students are scheduled to rotate through the discovery zone at least once a week and teachers often utilize this room as an extension of their classroom.

One of STEM biggest initiative is to bridge the gap between the community and the school. The community and parents are starting to get more actively involved and supports our school more regularly. In 2014, we conducted a parent perception survey and the results revealed that most parents are satisfied with the school but many felt that parents didn't have a voice in the school. We reached out to our building parent organization and quickly started to make collaborative effort to include parents in making decision. Our parent organization, S.T.A.M.P (Students Teachers and

Motivating Parents), is involved in monthly parent meetings and assists with school projects and events. This initiative has increased parental involvement in daily operations and after school activities.

Unfortunately, academic progress and performance at OSA has not always been consistent. In the first year of our charter status, our students were achieving in Literacy by meeting Performance AMO but did not meet Growth AMO in Literacy. Our math scores were both low in performance and growth. The following year from 2013 to 2014 student's scores declined 4.1 % in Literacy and less than 1% in math. There are several reasons for the decline in test score: staff turnover in the past, excessive discipline referrals, severe classroom management issues, low student and teacher morale and negative school culture.

In 2014-2015, there was a change in the state assessment as well as OSA leadership with the hiring of a new principal. The school year started off with a more positive culture and a stable, structured instructional focus. The district implemented "Engage New York" as the curriculum for grades kindergarten through twelfth. This curriculum both horizontally and vertically aligned the entire district. We had less than 2 months to implement this curriculum so therefore we anticipated an implementation dip. The PARCC scores showed that are students still had areas of need in all grades for both Literacy and math. Even though our students scored low on the PARCC assessment our TAGG groups narrowly missed AMO in both Literacy and Math. (see table below)

2015 Parcc Assessment Data						
	Literacy STEM % Prof or Adv	Literacy Performance AMO	No State Required Growth %	Math STEM % Prof or Adv	Math Performance AMO	No State Required Growth %
All Students	16.30	21.47		8.56	12.09	
TAGG	16.30	16.32		8.56	8.91	

After analyzing PARCC data, there were specific plans put in place to improve academic achievement such as:

- Implementing block schedules with a total of 100 instructional minutes for both Literacy and Math. This block is structured with the first 50 minutes focused on instruction or computation and the last 50 minutes focused on application (project-based approach) of the skill.
- Implemented WPP Online program to address writing deficiencies and give back immediate feedback. This program is allowed students to write on technology and practice with an 30 minute increment.
- Teachers and student progress monitoring student mastery of standards in shorter intervals of time. (every 3 weeks)
- Implemented the process of Task Analysis of assessment items in math. After any exam, the students analyze each item by determining what essential skill or mathematical process is needed to master the task.
- Implemented a 50 minute Reading class outside of the 100 minutes Literacy Block in all grades.
- Implemented student growth conversation as a huge component of our intervention system.
- Integrate more collaborative planning across all content areas with STEM Focus.
- Implemented MDC strategies in all math classes and Literacy teachers mirrored LDC strategies in their literacy block.

At the start of the 2015-16 School year, one of the biggest initiative was to implemented all components of Middle School Literacy Initiative (MSLI) with Generation Ready. MSLI components are Reciprocal Reading, Word Generation, Growth Conversations and job embedded PD for teachers. OSA uses the reciprocal reading strategies to help students read/ comprehend complex text across discipline areas. During Reciprocal our students use comprehending strategies such as predicting, clarifying, questioning and summarizing. OSA utilizes Word generation to introduce academic words across all content areas. Students are assessed through a pre-test at the beginning of the year on grade-level academic words then each week they are exposed to five vocabulary words. These academic words are discussed and applied in all four core classes. OSA students were assessed on comprehension through DRP and we exceeded national growth in all grades except 7<sup>th</sup> grade. We feel seventh grade DRP scores were affected because their literacy teacher had high absentees due to multiple family deaths and illnesses.

Osceola STEM Academy continues to utilize the community support including local business and industry support. Local businesses are excited to be included in the charter school environment. Each year, OSA hosts a local engineering showcase/ competition whereas the community is invited and the competition judges are engineers or general managers from local industries. We attend conferences and workshops sponsored by Project lead the Way and High Schools that Work to ensure the middle school continues to provide the most innovative instructional opportunities for students.

## ANC Hosts First Young Manufacturers Academy

The ANC Technical Center hosted its first Young Manufacturers Academy from August 3-7, 2015. The academy is a free program, and had sixteen 9th-12th grade students enrolled from the Armorel, Blytheville, Gosnell, KIPP, Manila, and Osceola school districts.

ANC partnered with the Arkansas State Chamber of Commerce and Haas Automation, Inc., as well as local industry partners including DENSO, Tenaris, Kagome Foods, Nucor-Hickman, Big River Steel, and the Osceola School District's STEM program to give students a first-hand look at Mississippi County's manufacturers. Additionally, Rivercrest School District provided transportation for the week. Students toured local facilities, and technical experts from each manufacturer designed and guided learning activities for students.

In addition to experiencing the work environment in local facilities, participants learned how manufacturing has changed in the 21st century and explored manufacturing career opportunities in the U.S. and abroad. Working with other students, and under the direction of industry experts, participants designed and manufactured products. These activities will help students explore and understand the skills needed to prepare for a career in advanced manufacturing including Engineering, Computerized Machining, Welding, Industrial Maintenance, and Robotics.




**Official Osceola School District**  
Liked · April 26 ·

STEM Gateway to Technology Class demonstrating their skills today at ANC Manufacturing Expo.

×

**The students excel in the only pre-engineering program in Mississippi County. Osceola STEM Academy students share their experience and expertise with surrounding schools as a partner with Arkansas Northeastern College and surrounding business and industry.**





**Gateway To Technology**



PROJECT LEAD THE WAY

**PLTW**

The Gateway to Technology courses at Osceola STEM Academy began with a focus on 7<sup>th</sup>-8<sup>th</sup> grade with Automation/Robotics and Design and Modeling courses. The program expanded with an overwhelming 60% of 8<sup>th</sup> grade students requesting the program be expanded to high school. As of 2015-2016, the pre-engineering program has expanded to 4<sup>th</sup> grade Launch at the feeder elementary school, expanded to all 5<sup>th</sup>-8<sup>th</sup> grade students and provided a strong high school program of study at the 9<sup>th</sup>-12<sup>th</sup> grade level in Computer Integrated Manufacturing.



Osceola STEM Academy students begin using AutoDesk software in 5<sup>th</sup> grade to design projects. In addition, students have access to 3D printers to print their designs.



# Science Lab



The Osceola STEM Academy charter implementation grant completely funded the Science lab which is utilized by Grades 5<sup>th</sup>-8<sup>th</sup> grade one day a week. The lab is stocked with consumables and lab equipment for a variety of hands on science projects.

In addition, the Osceola STEM Academy charter implementation grant provided academic and inquisitive materials to provide an environment for students that promote a love for learning. For example, the timeline in the main hallway displays STEM related inventions complete with descriptions.

## ENVIRONMENT OF INQUIRY STYLE LEARNING



## Part B: Current Performance Goals

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

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

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

### Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1. Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.	ACTAAP	Meet student growth goals and AYP	Annually	Literacy- Yes Math- No	No in both Literacy and Math	No in both Literacy and Math	There wasn't any school AYP set for Aspire		NO
2. All students will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.	TLI	80% mastery	Annually	No	No	No	No	TLI will not be utilized this year	No

3. Our attendance rate is currently at 98.5%. Although there is room for improvement, we feel this should not be our primary concern. Therefore, emphasis will be placed on students' tardies and early check-outs. Our current tardy rate is 2%, and on average, we have 17 students check out early per day. We will increase our attendance rate by .5% each year until our attendance goal is met. We will decrease the amount of tardies by .5 % each year until a 0% tardy rate is achieved. We will decrease our early checkouts by 5% each year until we reach a 0 check out early goal.	APSCN	Increase attendance rate by .5% per year, decrease tardies by .5% per year, decrease early checkouts by 5% per year	Annually	<u>2013</u> Average Daily Attendance was 96.67	<u>2014</u> Average Daily Attendance was 94.76	<u>2015</u> Average Daily Attendance was 95.44  We have on an average of 5 to 7 students who check out early	<u>2016</u> Average Daily Attendance was 93.36  We have on an average of 3 to 4 students who check out early		No
4. We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.	Explore	Increase composite score by 1 point per year until meets/exceeds national average	Annually	<u>2013</u>  13.40	<u>2014</u>  13.50	<u>2015</u>  13.60	<u>2016</u> ACT Aspire has replaced Explore	Explore is no longer being utilized	No
5. By 2016 we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator. Graduation rate was 78.72 in 2012	ESEA Report	Increase by 4% per year until reading 95-100% graduation rate	Annually	<u>2013</u> Graduation rate was 81.65  +2.65%	<u>2014</u> Graduation rate was 82.22  +1.57%	<u>2015</u> Graduation rate was 83.67  +1.45%	<u>2016</u>		No

1. Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.

**Goal Not Met**

		Literacy STEM % Prof or Adv	Literacy Performance AMO	Literacy STEM Growth %	Literacy Growth AMO	Math STEM % Prof or Adv	Math Performance AMO	Math STEM Growth %	Math Growth AMO
2013	All Students	67.14	66.64	70.64	74.75	45.14	57.74	38.84	59.57
	TAGG	67.14	65.08	70.64	73.27	45.14	55.49	38.84	57.60
2014	All Students	64.62	71.25	66.24	74.31	43.78	52.00	36.20	46.49
	TAGG	61.83	71.25						
2015 Parcc Assessment Data									
		Literacy STEM % Prof or Adv	Literacy Performance AMO	No State Required Growth %		Math STEM % Prof or Adv	Math Performance AMO	No State Required Growth %	
2015	All Students	16.30	21.47			8.56	12.09		
	TAGG	16.30	16.32			8.56	8.91		
2016 ACT Aspire Data									
		ELA STEM % Prof or Adv	State Avg % Achieved			Math STEM % Prof or Adv	State Avg % Achieved		
2016	All Students	34.74	47.86			29.31	43.35		
	TAGG	34.74	36.82			29.31	34.22		

2. All students will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.

**Goal Not Met**

#### *Explanation/Analysis*

In the 2012-2013 academic year the Osceola School District reconfigured the district by merging three campuses to create the Osceola STEM Academy grades 5-8. Although great attention was given to standards

and assessments several components kept STEM from reaching the goal of 80% mastery on TLI assessments. Geared to improve student learning and scores, STEM Academy placed Project Based Learning at the

forefront to increase student and teacher growth with this strategy to meet most SLEs. However, that was not the case. PBL was not executed with fidelity by all grades and all teachers therefore, leaving skills not

mastered in the general classroom setting which proved itself in assessment mastery.

Student discipline referrals were evident from the beginning of the academic year. Instruction was lost due to consequences such as time spent in office awaiting discipline. Students assigned to ISS, OSS and ALE

lost the intended focus and success in the regular classroom setting. Students in classrooms where behavior was an issue suffered as well. Teachers were drawn away from instruction to responding to misbehavior,

thereby all stakeholders lost, especially the students. Classroom management became an obvious concern for many teachers.

The morale among faculty, staff and students began to decline quickly. The culture of the school became negative very quickly and continued to gain momentum. Teachers were faced with meeting unrealistic student/academic goals while having to deal with other students who needed intense intervention both academically and behaviorally. Results of this negative culture can be seen in discipline referrals, teacher turnover rates, and standardized assessment scores.

As for the 2013-2014 school year, there was a 50 % teacher turnover. Again, Project Based Learning was the focus to apply SLEs through this method producing more mastery among students. Classroom management issues were not allowing some teachers the opportunities to conduct projects and utilize the math and Literacy Lab effectively. Overall scores dropped from the previous year's TLI assessment. Factors contributing to regression were high teacher turnover rates, low expectations of students both academically and behaviorally, lack of content knowledge among teachers, classroom management, and discipline referrals. In turn, this created an environment which was not conducive to learning.

A change in the administration ushered in the 2014-2015 academic year along with other new faculty and staff members. While 80% mastery of SLEs assessed by TLI was not achieved, overall scores improved.  
**ELABORATE**

2015-2016 academic year

TLI was discontinued for the 2016-2017 school year

Actions taken to ensure students master standards: (even though this goal of 80% no longer exist)

3. Our attendance rate is currently at 98.5%. Although there is room for improvement, we feel this should not be our primary concern. Therefore, emphasis will be placed on students' tardies and early check-outs. Our current tardy rate is 2%, and on average, we have 17 students check out early per day. We will increase our attendance rate by .5% each year until our attendance goal is met. We will decrease the amount of tardies by .5 % each year until a 0% tardy rate is achieved. We will decrease our early checkouts by 5% each year until we reach a 0 check out early goal.  
**Goal Partially Met (not .5% on attendance but tardies decreased over 2%)**

The following are attendance percentages:

2012-2013: 96.67%

2013-2014: 94.76%

2014-2015: 95.44%

2015-2016: 93.36%

*Explanation/Analysis-* In 2014, there was a slight decrease in average daily attendance from the previous year. There was a high percent of students in 7<sup>th</sup> and 8<sup>th</sup> grade that missed excessive days due to incarceration, truancy and suspensions. In 2015, there was a slight increase in ADA and only one Truancy FINS petition was filed due to attendance. Last year, there were several students who moved out of state and STEM seldom received school records requests from their attending schools and the ten day of consecutive absences affected our average daily attendance.

4. We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.

**Goal Not Met**

The following are EXPLORE results:

2013: 13.40

2014: 13.50

2015: 13.60

*Explanation/Analysis:*

There was a slight increase every year on the EXPLORE assessment. In 2015 the Explore assessment was replaced with the ACT Aspire Readiness Test so there is no data to compare for measurement.

5. By 2016 we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator.

**Goal Not Met**

The following are graduation percentages:

2012-2013: 81.65%

2013-2014: 82.22%

2014-2015: 83.67%

The following are Drop-Out Rate percentages:

2013: 18%

2014: 16%

2015: 16%

*Explanation/Analysis:*

Analysis of Osceola High School graduation rate reveals the dropout rate has been reduced by 6% since the creation of the Osceola STEM Academy. There is a credit recovery program through the High School Alternative Learning Environment program that has helped students that are at-risk of dropping out of school due to loss of credits.



## Part C: New Performance Goals

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

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

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

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

### Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. At grades 5 through 8, Osceola STEM Academy will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments for Science, Math and Literacy.	<u>ACT Aspire</u>	Meet or exceed student growth goals and AYP of schools and students w/similar demographic	Annually					

<p><u>2.</u> Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.</p>	<p><b><u>ACT Aspire</u></b></p>	<p>Meet or exceed the State composite Score benchmark for schools w/similar demographic</p>	<p>Annually</p>					
<p><u>3.</u> NWEA Map Assessment In Literacy, 80% of Osceola STEM Academy students will meet or exceed their student growth goal.</p> <p>In Math, 60% of Osceola STEM Academy students will meet or exceed their student growth goal.</p> <p>In Math, 50% of Osceola STEM Academy students will meet or exceed their student growth goal.</p>	<p><b><u>NWEA MAP Assessment</u></b></p>	<p>Meet student growth goals in Literacy as projected by MAP</p> <p>Meet student growth goals in Math as projected by MAP</p> <p>Meet student growth goals in Science as projected by MAP</p>	<p>Annually</p>					
<p><u>4.</u> By 2021 we will have an increase in the graduation rate by 4% each year until we reach our goal of 95-100% graduation rate.</p>	<p><b><u>High School Graduation Percentage</u></b></p>	<p>Increase by 4% per year until reading 95-100% graduation rate</p>	<p>Annually</p>					

## Section 3 – Waivers

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

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

6-17-111	Duty-free lunch periods
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers

### **Waivers from ADE Rules Governing Standards for Accreditation**

9.03.3.6	Grades 5-8 Fine Arts (to be integrated into the other curriculum)
9.03.3.7	Grades 5-8 Health and Safety (not approved to the extent that it affects accountability)
9.03.3.8	Grades 5-8 Tools for Learning (to be integrated into the other curriculum)
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
15.03	Licensure and Renewal
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

### **Part A: New Waiver Requests**

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

*The Osceola STEM Charter does not have any New Waiver requests.*

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

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

*The Osceola STEM Charter does not have any Waivers that they would like to rescind.*

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

*The Osceola STEM charter would like to maintain the remaining 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).

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

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

*No amendments will be requested in regards to changing grade levels, the enrollment cap, relocation or adding a campus.*

## **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.

Osceola STEM Academy is the only middle school within the Osceola School District. Osceola STEM Academy provides a free and appropriate education for all demographic groups. Submission of this Desegregation Analysis to the State Charter Authorizing panel is pursuant to Ark. Code Ann. §6-23-106. The renewal of Osceola STEM Academy conversion charter will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create or maintain a unitary system of desegregated public schools. The Osceola School District is not under any federal desegregation orders or a court-ordered desegregation plan. The operation of Osceola STEM Academy will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district.

## 2016 ESEA DISTRICT REPORT OSCEOLA SCHOOL DISTRICT

**Superintendent:** MICHAEL COX  
**LEA:** 4713000  
**Enrollment:** 1236

**Attendance:** 93.07  
**Poverty Rate:** 100.00

**Address:** PO BOX 528  
 OSCEOLA, AR 72370  
**Phone:** (870) 563-2561

<b>OVERALL DISTRICT STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	704	707	99.58	704	706	99.72
Targeted Achievement Gap Group	704	707	99.58	704	706	99.72
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	581	582	99.83	580	581	99.83
Hispanic	22	22	100.00	22	22	100.00
White	92	93	98.92	93	93	100.00
Economically Disadvantaged	704	707	99.58	704	706	99.72
English Language Learners	11	11	100.00	11	11	100.00
Students with Disabilities	84	86	97.67	83	85	97.65

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	176	651	27.04	47.87
Targeted Achievement Gap Group	176	651	27.04	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	128	541	23.66	27.81
Hispanic	7	20	35.00	41.05
White	35	81	43.21	55.31
Economically Disadvantaged	176	651	27.04	37.65
English Language Learners	3	10	30.00	30.15
Students with Disabilities	4	76	5.26	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	163	651	25.04	43.35
Targeted Achievement Gap Group	163	651	25.04	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	121	540	22.41	23.53
Hispanic	6	20	30.00	38.01
White	31	82	37.80	50.35
Economically Disadvantaged	163	651	25.04	34.76
English Language Learners	5	10	50.00	31.69
Students with Disabilities	3	75	4.00	12.35

### 2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	89	110	80.91	85.71
Targeted Achievement Gap Group	87	104	83.65	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	245	298	82.21	85.87
Targeted Achievement Gap Group	224	272	82.35	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	71	89	79.78	78.66
Hispanic	n < 10	n < 10	n < 10	85.43
White	15	17	88.24	88.13
Economically Disadvantaged	87	103	84.47	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	15	19	78.95	82.56



## 2016 ESEA DISTRICT REPORT OSCEOLA SCHOOL DISTRICT

**Superintendent:** MICHAEL COX  
**LEA:** 4713000  
**Enrollment:** 1236

**Attendance:** 93.07  
**Poverty Rate:** 100.00

**Address:** PO BOX 528  
OSCEOLA, AR 72370  
**Phone:** (870) 563-2561

### Percent Tested: Source and Use of Enrollment

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

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

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

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

### District Performance

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

### Average State Performance

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

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

**Report created on: 11/14/2016**

# 2016 ESEA SCHOOL REPORT

## OSCEOLA STEM CHARTER

**District:** OSCEOLA SCHOOL DISTRICT

**Superintendent:** MICHAEL COX

**Grades:** 5 - 8

**Enrollment:** 375

**Principal:** CHRISTEL SMITH

**Attendance:** 93.63

**Poverty Rate:** 100.00

**LEA:** 4713705

**Address:** 112 N. SCHOOL STREET

OSCEOLA, AR 72370

**Phone:** (870) 563 - 2150

**OVERALL SCHOOL STATUS:** 2015 NEEDS IMPROVEMENT PRIORITY

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	355	355	100.00	355	355	100.00
Targeted Achievement Gap Group	355	355	100.00	355	355	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	295	295	100.00	295	295	100.00
Hispanic	12	12	100.00	12	12	100.00
White	43	43	100.00	43	43	100.00
Economically Disadvantaged	355	355	100.00	355	355	100.00
English Language Learners	8	8	100.00	8	8	100.00
Students with Disabilities	50	50	100.00	50	50	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	115	331	34.74	47.86
Targeted Achievement Gap Group	115	331	34.74	36.86
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	84	276	30.43	27.81
Hispanic	4	11	36.36	41.05
White	24	39	61.54	55.29
Economically Disadvantaged	115	331	34.74	37.64
English Language Learners	3	8	37.50	30.15
Students with Disabilities	4	45	8.89	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	97	331	29.31	43.35
Targeted Achievement Gap Group	97	331	29.31	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	68	276	24.64	23.53
Hispanic	5	11	45.45	38.01
White	21	39	53.85	50.35
Economically Disadvantaged	97	331	29.31	34.76
English Language Learners	5	8	62.50	31.69
Students with Disabilities	2	45	4.44	15.38

## 2016 ESEA SCHOOL REPORT

### OSCEOLA STEM CHARTER

**District:** OSCEOLA SCHOOL DISTRICT  
**Superintendent:** MICHAEL COX  
**Grades:** 5 - 8  
**Enrollment:** 375

**Principal:** CHRISTEL SMITH  
**Attendance:** 93.63  
**Poverty Rate:** 100.00

**LEA:** 4713705  
**Address:** 112 N. SCHOOL STREET  
OSCEOLA, AR 72370  
**Phone:** (870) 563 - 2150

### Percent Tested: Source and Use of Enrollment

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

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

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

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

### School Performance

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

### Average State Performance

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

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

**Report created on: 11/03/2016**

## 2014-2015 School Rating Report

**4713705 - OSCEOLA STEM CHARTER**  
**4713000 - OSCEOLA SCHOOL DISTRICT**

**School Letter  
Grade**

**D**

**196 Points Earned**

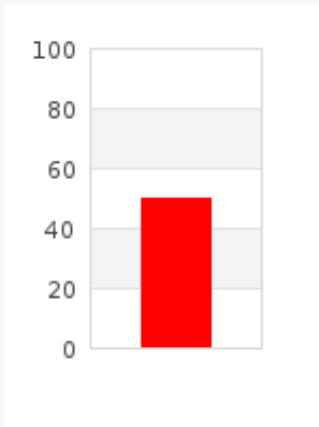
**Grade Range:** 5 - 8

**Superintendent:** MICHAEL COX

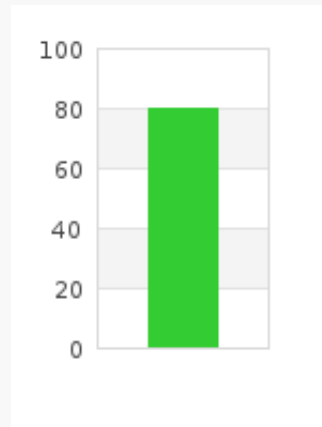
**Principal:** CHRISTEL SMITH

	School Statistics	District Statistics	State Statistics
Enrollment	390	1300	476083
Econ. Disadvantaged	100.00%	100.00%	61.83%
Proficient/Advanced ELA	16.30%	16.40%	33.9%
Proficient/Advanced Math	8.56%	9.09%	24.59%

### How did we get this grade?



**Weighted Performance  
Score: 50.24**



**School Value-Added  
Growth: 80.25**

The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' overall score when applicable.

### Measures Affecting School Grade

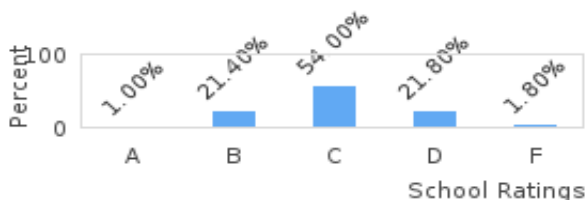


- Higher than expected average growth value boosted this school's score.

- Weighted performance score lowered this school's score.



### Statewide School Rating Distribution



This school's grade is better than **1.82%** of schools in the state

Last year's letter grade: **D** (181 points earned)

## What do the chart colors in "How did we get this grade" section mean?

- **Blue** = score contributed (approximate) value of A to overall school rating.
- **Green** = score contributed (approximate) value of B to overall school rating.
- **Yellow** = score contributed (approximate) value of C to overall school rating.
- **Orange** = score contributed (approximate) value of D to overall school rating.
- **Red** = score contributed (approximate) value lower than D to overall school rating.

## What are challenge points?

The challenge points are calculated separately for math and ELA. The points are based on the difference between expected current year school performance considering the school's level of challenge and the actual current year school performance. If the difference is positive the school outperformed expectations and earns Challenge Points.

- Schools receive 3 Challenge Points for math and/or ELA if the school has a positive difference that is in the top quartile among all schools.
- Schools receive 2 Challenge Points for math and/or ELA if the school has a positive difference that is in the third quartile among all schools.

Challenge points provide schools with an opportunity to earn extra points for outperforming expectations.

## School Value-Added Growth Score (VAS)

The school growth score is based on a value-added growth model. Student growth scores describe the change in a student's achievement over time and whether the student performed as well as expected based on how the student performed in earlier years. Using a student's score history helps separate the effects of non-school related factors on the student's change in achievement so that the student's growth expectation is more precise. The student's predicted score for 2015 is subtracted from his/her actual score in 2015 to generate the value added growth score. If the student has a VAS of zero (Actual - Predicted = 0), the student's score met expected performance. If the student has a VAS greater than zero, they exceeded expectations.

### What does the school growth score tell us?

- On average, did the students' change in performance meet the growth expectation?
- By how much did the actual growth differ from the expected growth?

School VAS scores in math and ELA are averaged to produce a value that describes the average student growth for the school across both subjects and transformed to fit on the uniform grade scale.

School Growth Score = (school Value-Added Score\*35) + 80.85

Minimum School Growth Score = 70

Average School Growth Score = 80.85

Maximum School Growth Score = 95

Thus, for this transition year, only schools with less than expected average growth values score a C value for this component. For details please refer to Appendix A of the Rules Governing the Public School Rating System.



## 2014-2015 School Letter Grade Detail Report

### School Letter Grade

**D**

196 Points Earned

### 4713705 - OSCEOLA STEM CHARTER 4713000 - OSCEOLA SCHOOL DISTRICT

Grade Range: 5 - 8

Superintendent: MICHAEL COX

Principal: CHRISTEL SMITH

	School Statistics	District Statistics	State Statistics
Enrollment	390	1300	476083
Econ. Disadvantaged	100.00%	100.00%	61.83%
Proficient/Advanced ELA	16.30%	16.40%	33.9%
Proficient/Advanced Math	8.56%	9.09%	24.59%

### Letter Grade Component Scores

#### Component One: Weighted Performance

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
Did Not Meet	82	101	0	183
Partially Met	108	150	129	258
Approaching Grade Level	113	80	144.75	193
Met Grade Level	53	31	84	84
Exceeded Grade Level	6	0	6	6
Totals			363.75	724

Weighted Performance Points Earned =  $(363.75/724) \times 100 = 50.24$

#### Component Two: School Value-Added Growth

School Growth Score =  $(\text{School Value-Added Score} \times 35) + 80.85 = 80.25$

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	-0.0472	0.0129	-0.0172

#### Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)					
Non-TAGG Proficiency Rate:		TAGG Proficiency Rate:	12.43		
Gap Size:					
Adjustment:		0			
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	30.64% or greater	24.43-30.63%	19.79-24.42%	14.88-19.78%	Less than 14.88%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

#### Challenge Points Earned

ELA Challenge Point:

0

Math Challenge point:

0

Schools earn extra points for current year performance when the performance of students in the school exceeds the expected performance considering schools' level of challenge. See page two for explanation.

#### Overall School Score

Schools without Graduation Rate Overall school Score =  $(1.5)(\text{Weighted Performance} + \text{Gap Adjustment}) + (1.5)(\text{Growth Score}) + (\text{Challenge Points in Math \&or ELA})$

Score for This School  $(1.5)(50.24 + 0) + (1.5)(80.25) + (0) = 196$

#### Point Ranges for Grades

A: 270 to 300

B: 240 to 269

C: 210 to 239

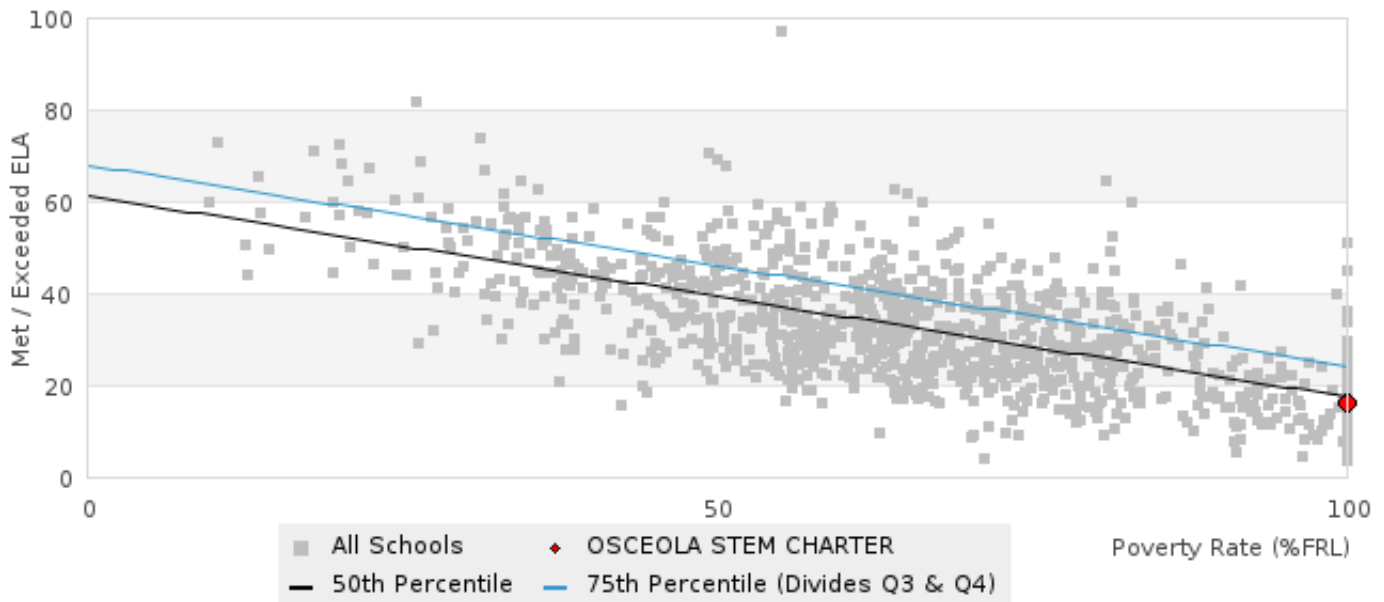
D: 180 to 209

F: less than 180

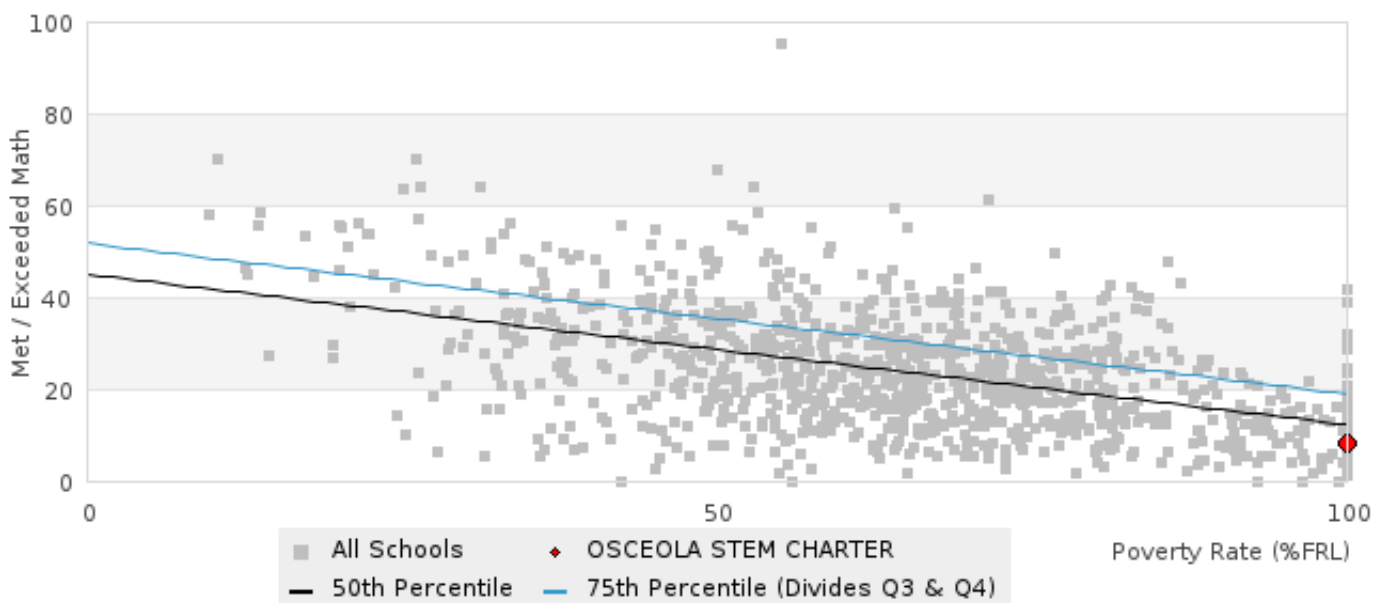
Overall School Scores are rounded to the nearest whole number.

## 2014-2015 School Letter Grade Detail Report

### ELA Possible Challenge Points--Outperforming Expectations Based on Poverty



### Math Possible Challenge Points--Outperforming Expectations Based on Poverty



Your school is indicated by a green or red square.

- Green indicates above expected performance given level of challenge.
- Red indicates at or below expected performance given level of challenge.
- The solid line indicates expected performance given poverty level of school.
- The blue line separates quartile 4 (top 25%) and quartile 3 (next 25%).

In conjunction with Governor Asa Hutchinson's Computer Science Initiative, at the high school and middle school level, Osceola STEM is attempting to be at the forefront of computer science in the state of Arkansas. Osceola STEM Academy is thrilled to announce the new offering of Computer Science at the 7<sup>th</sup> and 8<sup>th</sup> grade level. Osceola STEM Academy will be utilizing Code.org Middle School Curriculum, MIT App Inventor, and Vidcode as a way to incorporate block coding and JavaScript into student's everyday language. In the near future, Osceola STEM Academy plans to offer a comprehensive four year computer science curriculum as a prerequisite to high school computer science.

# Osceola STEM Academy

## Renewal Support Letters

C. DAVID BURNETT

SENATOR  
22ND DISTRICT  
OFFICE: 870-622-9911  
FAX: 870-622-9916  
FAX: 870-563-4713  
david.burnett@senate.ar.gov  
dburnett@arkansas.net

311 HALE  
OSCEOLA, ARKANSAS 72370



THE SENATE  
STATE OF ARKANSAS

CHAIR:  
JOINT ENERGY  
VICE-CHAIR:  
STATE AGENCIES AND GOVERNMENTAL AFFAIRS  
MEMBER:  
JOINT BUDGET  
JOINT AUDIT  
JUDICIARY  
EFFICIENCY

**November 28, 2016**

State Board of Education

***RE: Osceola STEM Academy Charter Renewal***

Dear State Board Members,

I am pleased to have the opportunity to recommend the renewal of the Osceola STEM Academy Charter School. I have had several opportunities to visit the STEM school and witnessed first-hand the program. I was able to monitor and see the success that this program has had in our community. I and Representative Monte Hodges assisted the school in the purchase of a robotics platform used in competition. I have been thoroughly impressed by the level and scope of educational opportunities students have at this facility.

I encourage the State Board of Education to renew the charter for the Osceola STEM Academy. If I could provide any additional information, please let me know.

Sincerely,

A handwritten signature in blue ink that reads "David Burnett".

C. David Burnett  
Arkansas State Senator  
District 22



CITY OFFICIALS:

DICKIE KENNEMORE, MAYOR  
DONALD BETTERTON, MUNICIPAL JUDGE  
CATHERINE P. DEAN, CITY ATTORNEY  
JESSICA GRIFFIN, CLERK/ TREASURER



CITY COUNCIL:

SANDRA BRAND  
TYLER DUNEGAN  
LINDA WATSON  
JAMES BAKER, JR.  
DOT POLLOCK  
SALLY WILSON

12/1/16

Arkansas State Education Commission  
Capital Mall  
Little Rock, Ark., 72231

Dear Commissioners,

The Osceola Public Schools have made tremendous strides over the past five years, both financially and academically. Much of the credit has to be given to the the STEM Charter school that we have in the system. I have seen, personally, the skills being taught, as well as seen the positive results. As you probably know, this area has been blessed with a very large influx of jobs and these industries are very impressed and supportive of the STEM program and believe it will help prepare their worker of the future. Most importantly, it prepares our kids for the technology of the future. I continue to pledge my personal support of this program, as well as the support of the city of Osceola. We hope that you will allow this program to continue.

Sincerely

Dickie Kennemore, Mayor

OSCEOLA/SOUTH MISSISSIPPI COUNTY CHAMBER OF COMMERCE

116 N Maple  
P.O. Box 174  
Osceola, AR 72370

Phone 870-563-2281  
Fax 870-563-5385  
osceolachamber@sbcglobal.net

Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

November 30, 2016

Dear Arkansas State Board of Education Members,

I would like to express my support of the STEM Academy in Osceola School District. It is a positive attribute to our local educational options and the community, and its ever-adapting curriculum keeps pace with the evolving workforce opportunities in our vicinity.

In my work with the Chamber of Commerce, one area of interest for our members is the limited qualified workforce of the area. In the past, Mississippi County has had a relatively high dropout rate in high schools, as well as a low participation rate in higher education. Unfortunately, many of our youth have, for whatever reason, not considered post-secondary education or career development or did not have the support or resources to have a successful experience.

However, I feel the STEM Academy is making huge strides in reversing this trend. Through a variety of methods and programs, from computer aided drawing to robotics, STEM helps encourage students to not only complete high school with tangible skills for our local workforce, but to also look beyond and strive to completing career-specific training and other levels of higher education. This will continue to improve our local employee base, an area that I am certain all local businesses and industries support and encourage.

Over the years, the Chamber has been an active advocate for education at every level. Through committee functions and the Arkansas Scholars program, it has supported the local school districts and is committed to continuing that support. Certainly, we want what is best for the citizens of Osceola and Mississippi County but also for the State of Arkansas, so that all of us can achieve a competitively advantageous position in a world economy. That success starts in our local public schools.



The Chamber of Commerce will continue to support Osceola School District and the STEM Academy in everything they do. I truly hope that this program continues in our area for the benefit of our workforce and, more importantly, instilling a renewed sense hope and opportunity in our next generation.

Sincerely,



Ammi Tucker  
Executive Director  
Osceola/South Mississippi County Chamber of Commerce

For more information, including a current membership directory, visit

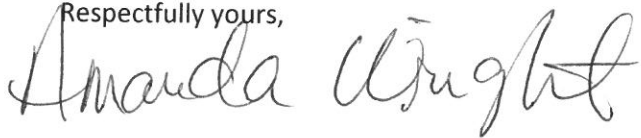
[www.OsceolaSMCChamber.com](http://www.OsceolaSMCChamber.com)  
 /OSMCChamber  /OSMCChamber

To Whom It May Concern

I am pleased to write this letter of support for the Osceola School District STEM School. I am the parent of two students in the Osceola School District. I am excited about the opportunities such a school would provide for my children. I firmly believe that the Project Based learning opportunities afforded through such a school will benefit all children. Realizing that all students' learning styles are different. I feel that the curriculum of the STEM school, addresses all learning styles. I am also excited to see the level of differentiation opportunities within the curriculum. The proposed school offers an emphasis on science, technology, engineering and math instruction, thus helping meet the needs of higher learning and later to enter the workforce with the skills necessary to compete in a competitive job market.

I applaud the efforts of the Osceola School District administration for being innovative when it comes to the education of our students. I know that our school leaders are capable of maintaining such a school and have teachers who are capable of making the school successful. I as a parent pledge my commitment to this educational endeavor and look forward to being a partner in the education of the students of the Osceola STEM School.

Respectfully yours,

A handwritten signature in black ink that reads "Amanda Wright". The signature is written in a cursive, flowing style.

Amanda Wright

**JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL  
RENEWAL SUMMARY  
DECEMBER 2016**

<b>Sponsoring Entity</b>	Lighthouse Academies of Arkansas, Inc.
<b>Address</b>	Jacksonville Lighthouse Elementary 251 North First Street Jacksonville, AR 72076 Grades: K-6  Jacksonville College Prep Academy High 251 North First Street Jacksonville, AR 72076 Grades: 7-12  Jacksonville Lighthouse Flightline Upper Academy Little Rock Air Force Base Building 1030 Jacksonville, AR 72076 Grades: 5-8
<b>Grades Served</b>	K-12
<b>Enrollment</b>	979
<b>Maximum Enrollment</b>	1,019
<b>Number of Years Requested</b>	5

**Mission Statement**

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

**2015-2016 Accreditation Status**

Accredited

## Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2015	K-11	903.36	609,609	0
2016	K-12	986.67	551,995	0
2017 YTD	K-12	-	383,403	(21,602)
			2017 Budget: 810,711	

## Remaining Concerns

Legal Issues, Waivers, Standards for Accreditation Section 7.03 (Annual report to the public): ADE Legal is unclear whether Applicant is complying with all other provisions of Section 7.03. If so, then rescinding this entire section will have no impact on the school.

**JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL**  
SPONSORING ENTITY: LIGHTHOUSE ACADEMIES OF ARKANSAS, INC.

**CURRENT DATA**

Maximum Enrollment	1,019
Approved Grade Levels	K-12
Grades Served 2016-2017	K-12

**2016-2017 Enrollment by Race**

Two or More Races	1
Asian	23
Black	543
Hispanic	103
Native American/Native Alaskan	8
Native Hawaiian/Pacific Islander	1
White	300
<b>Total</b>	<b>979</b>

**2016-2017 Enrollment by Grade**

Kindergarten	44
1st Grade	53
2nd Grade	72
3rd Grade	54
4th Grade	54
5th Grade	84
6th Grade	100
7th Grade	95
8th Grade	104
9th Grade	83
10th Grade	82
11th Grade	87
12th Grade	67

**2015-2016 Student Status Counts**

Migrant	0
LEP	74
Gifted & Talented	73
Special Education	84
Title I	460
Source: District Cycle 4 Report	

**2015-2016 Average Daily Attendance**

	Q1	Q2	Q3	Q4
ADA	963.96	949.27	944.29	933.2
ADM	996.13	991.78	986.67	981
%	96.77%	95.71%	95.70%	95.13%

**BACKGROUND**

Authorized November 3, 2008  
Contract Expiration June 30, 2017

**Amendment Request Considered and APPROVED**

August 10, 2009

Approval of temporary alternate facility

**Amendment Request Considered and APPROVED**

August 9, 2010



Expansion to Little Rock Air Force Base facility  
Amendment of professional development language from 20 days to 160 hours  
Class size waivers

**Amendment Request Considered and APPROVED**

January 10, 2011

Increase enrollment from 644 to 1,019

**Renewal Request**

February 19, 2014

Charter renewed for three years

UPDATED 11.8.16

**Arkansas Department of Education  
Open-Enrollment Public Charter School  
Renewal Application Rubric**

**Name of School:** Jacksonville Lighthouse Charter School

***CONTACT INFORMATION***

Applicants are requested to provide complete contact information.

**Evaluation Criteria:**

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

**Fully Responsive**

***SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD  
AND RELATIONSHIPS TO OTHERS***

**Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

**Fully Responsive**

**Part B: Disclosure Information**

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

**Evaluation Criteria:**

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

**Fully Responsive**

## **SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS**

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

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

#### **Fully Responsive**

**Comments and Additional Questions:** Explain how the mission statement addresses all students, including those who are preparing for a career upon high school graduation.

**Applicant Response:** At JLCS, our administrators, teachers, scholars, and families are committed to the mission of preparing students for college through a rigorous arts-infused program. We believe that preparing students for college will prepare them for success in whatever path they choose in life, be it a path that leads to a four-year postsecondary institution or a path that leads directly to a lucrative postsecondary career. While we understand that perhaps not every one of our scholars will choose to attend a four-year college directly after high school, we nevertheless believe that all students should have the opportunity to attend the college or university of their choice regardless of background.

In the first graduating class from JLCS, 81% of the scholars were first generation college students. All 59 scholars of the Class of 2016 were admitted to a four-year college or university. Not only do we ensure our students are prepared to make it to college, this year we also provided them with their very own personal academic success coach who will partner with them their entire first year in college to ensure they are successful. While we, as organization, are continuously seeking opportunities to improve, we are proud of the success we have had thus far preparing our scholars to be competitive in college and beyond.

### **Part B: Current Performance Goals**

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

#### **Fully Responsive**

#### **Comments and Additional Questions:**

- Confirm that references to Pine Bluff Lighthouse should be references to Jacksonville Lighthouse instead.
- Confirm that all teachers are Advanced Placement trained.
- Provide school-level results for AP exams.
- Explain how college retention and completion are tracked and provide the corresponding data collected to date.

#### **Applicant Response:**

- Yes, the reference to Pine Bluff Lighthouse should be Jacksonville Lighthouse.
- JLCS College Preparatory Academy currently has seven AP teachers teaching the nine AP courses that we offer on campus that have been fully trained through College Board. JLCS College Preparatory Academy also offers three AP courses online through the Arkansas Mathematics Science and Arts School in which who have been College Board trained.
- Below are the AP Scores for 2015 and 2016 for JLCS CPA. Scholars participate in AP study sessions and online classroom platforms to intervene when scholars are struggling in the course. The rigor of the AP classes are being monitored and ongoing coaching is occurring with all AP teachers.

2015 AP Scores	English Language Comp	US History	Comp Science A	Biology	Total Exams
<b>Number of Exams</b>	<b>22</b>	<b>18</b>	<b>24</b>	<b>11</b>	<b>75</b>
<b>Average Score</b>	<b>1.8</b>	<b>1.3</b>	<b>1.0</b>	<b>1.7</b>	

2016 AP Scores	Music Theory	English Language Comp.	English Literature Comp	US History	Word History	Calculus AB	Computer Science A	Statistics	Biology	Spanish Language	Total Exams
<b>Number of Exams</b>	<b>8</b>	<b>42</b>	<b>25</b>	<b>25</b>	<b>19</b>	<b>19</b>	<b>4</b>	<b>4</b>	<b>16</b>	<b>11</b>	<b>194</b>
<b>Average Score</b>	<b>1.3</b>	<b>1.3</b>	<b>1.6</b>	<b>1.3</b>	<b>1.5</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.8</b>	<b>1.7</b>	

- Jacksonville Lighthouse Charter School was excited about our first group of students who graduated on May 25, 2016. These graduates will be tracked by the data collected from the National Student Clearinghouse. At this time, the data has not been released for fall 2016 college enrollment.

### Part C: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

#### Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals -
  - Measureable student academic performance goals;
  - The specific tool that will be used to measure academic performance for each goal;
  - The level of performance that will demonstrate success; and
  - The timeframe for achieving each goal.

#### Fully Responsive

#### Comments and Additional Questions:

- Explain how the goals address all students, including those who are preparing for a career upon high school graduation.
- With goal 5 in mind, explain why no expectations relative to college success are expressed.

#### Applicant Response:

- We believe that preparing students for college will prepare them for success in whatever path they choose in life. JLCS will prepare students for college through a rigorous arts-infused program. Our vision is that all students will be taught by an outstanding teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills, and values necessary for responsible citizenship and lifelong learning. College is the overarching goal. Arts-infusion is a strategy to achieve this goal. Despite having a college preparation focus, we offer Career and Technical classes for a pathway in computer programming as well as engineering. These opportunities are beneficial not only to those who chose not to attend a four-year institution right away, but also to those who do pursue the college path. JLCS goals measure progress toward achieving this mission and preparing scholars academically and socially for college.
- Lighthouse Academies has an internal network goal of 80% matriculation rate, as well as a 60% retention rate in which students return to college the second year.

### ***SECTION 3: WAIVERS***

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

#### **Part A: New Waiver Requests**

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested.**

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

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

Applicants are requested to identify any waiver that is no longer needed.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers.**

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

### ***SECTION 4: REQUESTED AMENDMENTS***

Applicants are requested to identify and explain amendment requests.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested;**
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**



## ***SECTION 5: DESEGREGATION ANALYSIS***

Applicants are requested to describe the current and potential impact of the charter 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

### **Evaluation Criteria:**

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**See Legal Comments.**

# Jacksonville Lighthouse Charter School Open Enrollment Renewal

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

**Yellow**=No new requests

*Information provided by Applicant is in italics.*

## Jacksonville Lighthouse Charter School 2017 Open-Enrollment Renewal Application

	Topic	Law/Standard/Rule	Subject	Remaining Issues?
New Waivers	Licensed Library Media Specialist	Ark. Code Ann. §§ 6-25-103 and -104	Library media specialist qualifications	
	Licensed Guidance Counselors	Ark. Code Ann. § 6-18-1004(a) (2)	Requirements for guidance counselor certification	
	Superintendent	Ark. Code Ann. § 6-13-109, 6-17-427, and the ADE Rules Governing Superintendent Mentoring Program	Superintendent Licensure Requirements	
	Minimum Teacher Salary	Section 6 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries	Minimum Teacher Compensation	
	Educator Licensure	Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-902, Section 15.03 of the ADE Rules Governing Standards for Accreditation, and the ADE Rules Governing Educator Licensure	Educator Licensure Requirements	
	Board Member Presence	Ark. Code Ann. § 6-13-619(c) & (d)	Board Member Presence at Meetings	
	Teacher Fair Dismissal Act	Ark. Code Ann. § 6-17-1501 et seq.	Teacher Fair Dismissal	
	Public Employees Fair Hearing Act	Ark. Code Ann. § 6-15-1701	Public Employees Fair Hearing Act	
	Duty Free Lunch	Ark. Code Ann. § 6-17-111	Duty-Free lunch	
	Planning Time	Ark. Code Ann. § 6-17-114	Daily Planning time	
	Teaching Load	Standards for Accreditation Section 10.02.5	Maximum class size for grades 7-12	
Rescind Waivers	School Goals	Standards for Accreditation Section 7.02.2	Publication of report detailing progress towards goals, accreditation standards, and proposals to correct deficiencies	
	School District Administration	Standards for Accreditation 7.03	Annual reporting to the public (first year only)	□
Amended Waivers	Guidance Counseling	Standards for Accreditation Section 16.01	Amend to only subsection 16.01.3	

## Jacksonville Lighthouse Charter School Open Enrollment Renewal

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### **1. Board Members**

#### **Ark. Code Ann. §§ 6-13-619(c) & (d)**

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

**Legal Comments:** None

**Remaining Legal Issues:** None

### **2. Teacher Fair Dismissal Act**

#### **Ark. Code Ann. § 6-17-1501**

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

**Legal Comments:** In order to effectuate this waiver, a waiver of the entire section (Ark. Code Ann. 6-17-1501 et seq.) is required. Applicant should provide additional rationale on the policies regarding teacher fair dismissal it will be using.

**Applicant Response:** In order to effectuate this waiver, we amend our waiver request to include Ark. Code Ann. § 6-17-1501 et seq. It is LHA's intent to follow a policy of "At-will employment" going forward, to conform to the employment policies of our national organization. Under LHA policies, "At-will employment" will mean that the employee has the right to terminate the employment relationship at any time; and LHA reserves this same right to terminate the employment relationship at any time for any non-discriminatory reason, with or without cause, and with or without notice. Should there be a need to reduce the number of employees at the school due to financial reasons, LHA will consider performance and certification in making layoffs and other personnel decisions.

**Remaining Legal Issues:** None

### **3. Public Employee Fair Hearing Act**

#### **Ark. Code Ann. § 6-15-1701**

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

**Legal Comments:** In order to effectuate this waiver, a waiver of the entire section (Ark. Code Ann. 6-17-1701 et seq.) is required. Applicant should provide additional rationale on the

## Jacksonville Lighthouse Charter School Open Enrollment Renewal

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policies regarding public employee dismissal it will be using.

**Applicant Response:** In order to effectuate this waiver, we amend our waiver request to include Ark. Code Ann. § 6-17-1701 et seq. It is LHA's intent to follow a policy of "At-will employment" going forward, to conform to the employment policies of our national organization. Under LHA policies, "At-will employment" will mean that the employee has the right to terminate the employment relationship at any time; and LHA reserves this same right to terminate the employment relationship at any time for any non-discriminatory reason, with or without cause, and with or without notice. Should there be a need to reduce the number of employees at the school due to financial reasons, LHA will consider performance and certification in making layoffs and other personnel decisions.

**Remaining Legal Issues:** None

### **4. Duty Free Lunch**

**Ark. Code Ann. § 6-17-111**

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

**Legal Comments:** None

**Remaining Legal Issues:** None

### **5. Planning Time**

**Ark. Code Ann. § 6-17-114**

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

**Legal Comments:** None

**Remaining Legal Issues:** None

### **6. Teaching Load**

**Standards for Accreditation Section 10.02.5 (Class Size for grades 7-12)**

*Jacksonville Lighthouse request flexibility to have its teachers assigned know more than 10 (ten)*

## Jacksonville Lighthouse Charter School Open Enrollment Renewal

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*students above the permissible teaching load at the secondary level, only on an as needed basis to maximize teaching resources.*

**Legal Comments:** Applicant should confirm whether the extra 10 students will be above the 150 student daily maximum for teachers or whether it will apply to academic classes. If the teachers will not be compensated for teaching more than 150 students per day, then a waiver of Ark. Code Ann. § 6-17-812 is also needed. Applicant should confirm this waiver would not apply to special education classes.

**Applicant Response:** Teachers will be compensated for teaching more than 150 students per day and this will not apply to Special Education Classes.

**Remaining Legal Issues:** None

### Waivers To Be Rescinded

**Standards for Accreditation Section 7.02.2 (Report publication detailing progress towards accomplishing program goals, accreditation standards, and proposals to correct deficiencies)**

**Legal Comments:** Applicant should confirm it is reporting this data annually.

**Applicant Response:**

Jacksonville Lighthouse has complied with providing an annual report to the public each year.

**Standards for Accreditation Section 7.03 (Annual report to the public)**

**Legal Comments:** Applicant should confirm whether they intend to rescind a waiver of Subsection 7.03.2 (records and reports) of the Standards or the entire Section.

**Applicant Response:** We confirm that we intend to rescind a waiver of (you will have to choose one: Section 7.03 of ADE Standards for Accreditation Rules, or Subsection 7.03.2 of the ADE Standards for Accreditation Rules.) Get with me if you have questions.

**Remaining Legal Issues:** ADE Legal is unclear whether Applicant is complying with all other provisions of Section 7.03. If so, then rescinding this entire section will have no impact on the school.

### Legal Comments Regarding Existing Waivers

#### Educator Licensure

- Based on some of the waivers currently granted to the Applicant, it appears the Applicant

## Jacksonville Lighthouse Charter School Open Enrollment Renewal

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has teacher licensure waivers. In order to bring the waivers in compliance with current law and rule, additional waivers of Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-902, the entire Section 15.03 of the Standards for Accreditation (not just the subsection 15.03.1 that is currently granted), and the ADE Rules Governing Educator Licensure are needed

**Applicant Response:** In order to bring our current waivers into compliance with current law and rule, we request additional waivers of Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-902, the entire Section 15.03 of the ADE Rules Governing Standards for Accreditation, and the ADE Rules Governing Educator Licensure.

**Remaining Legal Issues:** None

### Minimum Teacher Compensation

- Based on some of the waivers currently granted to the Applicant, it appears the Applicant has waivers of the minimum teacher salary schedule. In order to bring the waivers in compliance with current law and rule, an additional waiver of Section 6 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries is needed.

**Applicant Response:** In order to bring the waivers in compliance with current law and rule, an additional waiver of Section 6 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries are requested.

**Remaining Legal Issues:** None

### Superintendent

- Based on some of the waivers currently granted to the Applicant, it appears the Applicant has a waiver of the superintendent licensure requirement. In order to bring the waiver in compliance with current law and rule, additional waivers of Ark. Code Ann. § 6-13-109, 6-17-427, and the ADE Rules Governing Superintendent Mentoring Program are needed.

**Applicant Response:** In order to bring the waiver in compliance with current law and rule, additional waivers of Ark. Code Ann. § 6-13-109, 6-17-427, and the ADE Rules Governing Superintendent Mentoring Program are requested.

**Remaining Legal Issues:** None

### Licensed Guidance Counselors

- Based on some of the waivers currently granted to the Applicant, it appears the Applicant has a waiver of licensed guidance counselors. In order to bring the waiver in compliance with current law and rule, an additional waiver of Ark. Code Ann. § 6-18-1004(a)(2) is needed. Also, only a waiver of Subsection 16.01.3 is necessary, not the entire section of



## Jacksonville Lighthouse Charter School Open Enrollment Renewal

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*Information provided by Applicant is in italics.*

16.01.

**Applicant Response:** In order to bring the waiver in compliance with current law and rule, an additional waiver of Ark. Code Ann. § 6-18-1004(a) (2) is requested. Also, only a waiver of Subsection 16.01.3 is requested. We do not need the entire section of 16.01.

**Remaining Legal Issues:** None

### Licensed Library Media Specialist

- Based on some of the waivers currently granted to the Applicant, it appears the Applicant has a waiver of licensed library media specialist. In order to bring the waiver in compliance with current law and rule, additional waivers of Ark. Code Ann. §§ 6-25-103 and -104 are needed.

**Applicant Response:** In order to bring the waiver in compliance with current law and rule, additional waivers of Ark. Code Ann. §§ 6-25-103 and -104 are requested.

**Remaining Legal Issues:** None



# MEMO

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DATE: December 2, 2016  
TO: Charter Authorizer  
FROM: ADE Legal Services Staff  
SUBJECT: Desegregation Analysis of Charter Renewal for Jacksonville Lighthouse Charter

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In 2008, the State Board of Education (State Board) approved the application of Lighthouse Academies of Arkansas, Inc., to operate the Jacksonville Lighthouse Charter School. Jacksonville Lighthouse is approved for grades kindergarten to twelve (K-12) with a maximum enrollment of 1,019 students. The school requests that renewal of its charter be granted for a five-year period.

## II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

## III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter amendments has been received.

## IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2016, for the three traditional public school districts in Pulaski County and the open-enrollment charter schools in Pulaski County is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	285	563	14,603	3,183	71	4,054	22,759
	1.25%	2.47%	64.16%	13.99%	0.31%	17.81%	--

N. Little Rock School District	70	103	5,006	720	36	2,470	8,405
	0.83%	1.23%	59.56%	8.57%	0.43%	29.39%	--
Jacksonville North Pulaski School District	183	35	1,994	289	20	1,406	3,927
	4.66%	0.89%	50.78%	7.36%	0.51%	35.80%	--
Pulaski Co. Spec. School District	356	276	5,125	1,011	59	5,372	12,199
	2.92%	2.26%	42.01%	8.29%	0.48%	44.04%	--
<b>DISTRICT TOTAL</b>	<b>894</b>	<b>977</b>	<b>26,728</b>	<b>5,203</b>	<b>186</b>	<b>13,302</b>	<b>47,290</b>
	1.89%	2.07%	56.52%	11.00%	0.39%	28.13%	--
<b>Open-Enrollment Public Charter Schools in Pulaski County</b>							
Academics Plus (PCSSD)	14	38	220	64	12	751	1,099
	1.27%	3.46%	20.02%	5.82%	1.09%	68.33%	--
Capitol City Lighthouse (NLRSD)	3	0	243	15	0	5	266
	1.13%	0.00%	91.35%	5.64%	0.00%	1.88%	--
Covenant Keepers (LRSD)	2	0	83	95	0	0	180
	1.11%	0.00%	46.11%	52.78%	0.00%	0.00%	--
E-Stem (LRSD)	49	37	692	93	5	586	1,462
	3.35%	2.53%	47.33%	6.36%	0.34%	40.08%	--
Exalt Academy (LRSD)	4	0	139	157	0	7	307
	1.30%	0.00%	45.28%	51.14%	0.00%	2.28%	--
Jacksonville Lighthouse (PCSSD)	1	23	543	103	9	300	979
	0.10%	2.35%	55.46%	10.52%	0.92%	30.64%	--
Lisa Academy (LRSD/NLRSD)	53	227	867	372	16	506	2,041
	2.60%	11.12%	42.48%	18.23%	0.78%	24.79%	--
LR Prep Academy (LRSD)	1	0	365	42	0	3	411
	0.24%	0.00%	88.81%	10.22%	0.00%	0.73%	--
Premier High School (LRSD)	0	0	96	3	0	10	109
	0.00%	0.00%	88.07%	2.75%	0.00%	9.17%	--
Quest LR Middle School (LRSD)	1	16	42	14	4	115	192
	0.52%	8.33%	21.88%	7.29%	2.08%	59.90%	--
Rockbridge Montessori (LRSD)	8	0	102	9	5	27	151
	5.30%	0.00%	67.55%	5.96%	3.31%	17.88%	--
SIATech Little Rock (LRSD)	1	1	156	8	0	5	171
	0.58%	0.58%	91.23%	4.68%	0.00%	2.92%	--
<b>CHARTER TOTAL</b>	137	342	3548	975	51	2315	7,368
	1.86%	4.64%	48.15%	13.23%	0.69%	31.42%	--
<b>COUNTYWIDE TOTAL</b>	<b>1,031</b>	<b>1,319</b>	<b>30,276</b>	<b>6,178</b>	<b>237</b>	<b>15,617</b>	<b>54,738</b>
	1.88%	2.41%	55.31%	11.29%	0.43%	28.53%	--

Source: ADE Data Center, Oct. 1, 2016 Enrollment

#### IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD,

PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because Jacksonville Lighthouse Charter draws students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-

206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

## V. CONCLUSION

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting the renewal will negatively affect PCSSD's efforts to achieve full unitary status.

However, it is difficult to conclude, from data currently available, that the renewal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

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

JLCS is required by Ark. Code Ann. §6-23-106 to carefully review the potential impact that the renewal would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, JLCS has substantiated that the Little Rock School District (LRSD) and NLRSD have been found by the Federal District Court to be unitary in all respects of their school operations. PCSSD has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. JLCS's review has determined that CSD is not now or ever has been subject to any federal desegregation court orders. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD as unitary (and ostensibly the JNPSD as well) in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the renewal of the charter for JLCS cannot be said to have a negative impact on the LRSD, NLRSD, PCSSD and the JNPSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

According to the 2015-2016 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, JLCS had a student population of 1,004 students. For that same time period, according to the ADE Data Center, the PCSSD had a student population of 16,562 students, the NLRSD had a student population of 8,413 students, LRSD had a student population of 23,164 students and the CSD had a student population of 10,058 students (JNPSD's student population numbers are not available on the ADE Data Center site at this time). Ark. Code Ann. 6-23-106 requires that JLCS must be race neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. However, according to the ADE Data Center's 2015-2016 student population records, JLCS's student population of 1,004 students was comprised of 55.3% African-American students, 32.9% Caucasian students and 9.4% Hispanic students. Ark. Code Ann. §6-23-106 also requires that JLCS's operation will not serve to hamper, delay



or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. JLCS's careful review of the relevant statutes and court orders affecting the four (4) Pulaski County School Districts and the student populations of such districts, as well as the Cabot School District, shows that that such negative effect is not present here. In January 2014, Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern District of Arkansas, Western Division) involving the then three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of LRSD's appeal to the Eighth District Court of Appeals concerning charter school issues.

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



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

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

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



**Charter School: Jacksonville Lighthouse Charter School**

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

## Contact Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Shared Authority***

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

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

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

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

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

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

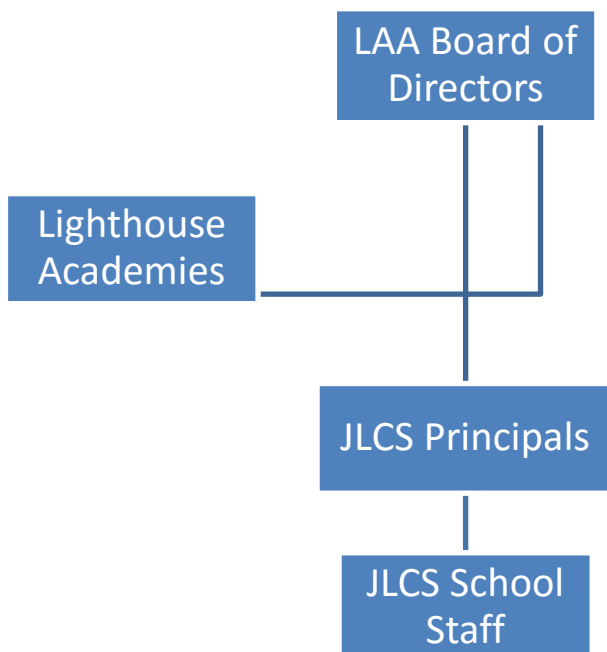
### *Lighthouse Academies*

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

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



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



## Part B: Disclosure Information

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

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

Complete the table on the following page.

### Relationship Disclosures

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

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

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

**Duplicate this page, if necessary.**

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

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

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

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

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

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

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

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

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

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

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

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

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

Culture Techniques (incorporated daily):

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

#### **Curriculum/Assessment**

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

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

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

#### Professional Development

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

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

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

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

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

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

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

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

### **Gifted and Talented**

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

#### **Program Description**

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

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

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

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

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

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

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

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

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

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

## Part B: Current Performance Goals

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

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

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

### Goals

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 district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Literacy.	State Benchmark Exams	Meeting AMO or Growth AMO	Annually	In the 2013-2014 school year, the Jacksonville Lighthouse Charter School grades 3 <sup>rd</sup> -8 <sup>th</sup> district met the AMO in three year average performance of all students, TAGG, African American, White, and ELL students on the ACTAAP	In the 2014-2015 school year, Jacksonville Lighthouse Charter School grades 3 <sup>rd</sup> -10 <sup>th</sup> met the AMO in all groups for English Language Arts on the PARCC assessment in grades	In the 2015-2016 school year, Jacksonville Lighthouse Charter School took the ACT Aspire assessment however, the state has not set AMOs for the school year. The Jacksonville Lighthouse Charter School District outscored more than 80% of the surrounding schools with comparable demographics in ELA.	YES



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

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

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

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

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

Goal Met -YES

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

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

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

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

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

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

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

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

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

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

Goal Met: NO

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

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

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

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

3. The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Math.  
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Goal Met - YES

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

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

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

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

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

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

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

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

Goal Met: NO



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

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

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

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

- Scholars will take rigorous courses.

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

Met Goal: YES

Explanations/Analysis:

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

Table 6 AP course enrollment at JLCS CPA

Table 7 Concurrent Credit course enrollment at JLCS CPA

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

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

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

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

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

Goal Met - YES

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

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

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

Goal Met-YES

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

Table 8 Number of Seniors accepted to each College or University

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

## Part C: New Performance Goals

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

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

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

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

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

### Goals

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

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

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

## Section 3 – Waivers

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

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

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

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

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

### Part A: New Waiver Requests

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

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

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

See attachment 1



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

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

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

7.03 Annual Report to the Public (first year only)

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

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

## **Section 4 – Requested Amendments**

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

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

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

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

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

## **Section 5 –Desegregation Analysis**

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

Respond below in 11 point Times New Roman font.

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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





Topic: Board Member Presence

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

Arkansas Code Annotated

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

**Rationale**

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

Topic: Teacher Fair Dismissal Act

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

Arkansas Code Annotated

- Ark. Code Ann. 6-17-1501

**Rationale**

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

Topic: Public Employee Fair Hearing Act

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

Arkansas Code Annotated

- Ark. Code Ann. 6-15-1701

**Rationale**

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

Topic: Duty Free Lunch

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

Arkansas Code Annotated

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

### **Rationale**

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

### **Topic: Planning Time**

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

##### **Arkansas Code Annotated**

- Ark. Code Ann. 6-17-114

### **Rationale**

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

### **Topic: Teaching Load**

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

##### **ADE Rules**

- Section 10.02.5

### **Rationale**

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



## 2016 ESEA DISTRICT REPORT

### JACKSONVILLE LIGHTHOUSE CHARTER

**Superintendent:** LENISHA BROADWAY

**LEA:** 6050700

**Enrollment:** 1004

**Attendance:** 96.06

**Poverty Rate:** 60.16

**Address:** 401 MAIN ST

NORTH LITTLE ROCK, AR 721

**Phone:** (501) 374-5001

<b>OVERALL DISTRICT STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	684	684	100.00	683	683	100.00
Targeted Achievement Gap Group	481	481	100.00	481	481	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	389	389	100.00	389	389	100.00
Hispanic	60	60	100.00	60	60	100.00
White	215	215	100.00	214	214	100.00
Economically Disadvantaged	451	451	100.00	451	451	100.00
English Language Learners	47	47	100.00	47	47	100.00
Students with Disabilities	57	57	100.00	57	57	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	254	625	40.64	47.86
Targeted Achievement Gap Group	150	448	33.48	36.86
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	118	353	33.43	27.81
Hispanic	21	56	37.50	41.05
White	102	197	51.78	55.29
Economically Disadvantaged	142	420	33.81	37.64
English Language Learners	18	47	38.30	30.15
Students with Disabilities	5	55	9.09	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	201	625	32.16	43.35
Targeted Achievement Gap Group	122	448	27.23	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	94	353	26.63	23.53
Hispanic	19	56	33.93	38.01
White	80	197	40.61	50.35
Economically Disadvantaged	115	420	27.38	34.76
English Language Learners	16	47	34.04	31.69
Students with Disabilities	6	55	10.91	12.35

## 2016 ESEA DISTRICT REPORT

### JACKSONVILLE LIGHTHOUSE CHARTER

**Superintendent:** LENISHA BROADWAY

**LEA:** 6050700

**Enrollment:** 1004

**Attendance:** 96.06

**Poverty Rate:** 60.16

**Address:** 401 MAIN ST

NORTH LITTLE ROCK, AR 721

**Phone:** (501) 374-5001

### Percent Tested: Source and Use of Enrollment

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

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

### District Performance

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

### Average State Performance

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

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

**Report created on: 11/03/2016**

## 2016 ESEA SCHOOL REPORT

### JACKSONVILLE LIGHTHOUSE CHARTER

**District:** JACKSONVILLE LIGHTHOUSE CHARTER

**LEA:** 6050701

**Superintendent:** LENISHA BROADWAY

**Principal:** NORMAN WHITFIELD

**Address:** 251 NORTH FIRST STREET

**Grades:** K - 4

**Attendance:** 95.51

JACKSONVILLE, AR 72076

**Enrollment:** 389

**Poverty Rate:** 68.89

**Phone:** (501) 985 - 1200

**OVERALL SCHOOL STATUS:**

**2014 NEEDS IMPROVEMENT**

### PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING				
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	216	216	100.00	216	216	100.00
Targeted Achievement Gap Group	174	174	100.00	174	174	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	141	141	100.00	141	141	100.00
Hispanic	22	22	100.00	22	22	100.00
White	49	49	100.00	49	49	100.00
Economically Disadvantaged	170	170	100.00	170	170	100.00
English Language Learners	21	21	100.00	21	21	100.00
Students with Disabilities	12	12	100.00	12	12	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	64	203	31.53	47.87
Targeted Achievement Gap Group	43	166	25.90	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	34	131	25.95	27.81
Hispanic	8	22	36.36	41.05
White	19	46	41.30	55.31
Economically Disadvantaged	42	163	25.77	37.65
English Language Learners	7	21	33.33	30.15
Students with Disabilities	1	11	9.09	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	67	203	33.00	43.35
Targeted Achievement Gap Group	51	166	30.72	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	36	131	27.48	23.53
Hispanic	9	22	40.91	38.01
White	20	46	43.48	50.35
Economically Disadvantaged	50	163	30.67	34.76
English Language Learners	8	21	38.10	31.69
Students with Disabilities	2	11	18.18	15.38

## 2016 ESEA SCHOOL REPORT

### JACKSONVILLE LIGHTHOUSE CHARTER

**District:** JACKSONVILLE LIGHTHOUSE CHARTER

**LEA:** 6050701

**Superintendent:** LENISHA BROADWAY

**Principal:** NORMAN WHITFIELD

**Address:** 251 NORTH FIRST STREET

**Grades:** K - 4

**Attendance:** 95.51

JACKSONVILLE, AR 72076

**Enrollment:** 389

**Poverty Rate:** 68.89

**Phone:** (501) 985 - 1200

### Percent Tested: Source and Use of Enrollment

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

### School Performance

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

### Average State Performance

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**Report created on: 11/14/2016**

# 2016 ESEA SCHOOL REPORT

## FLIGHTLINE UPPER ACADEMY

**District:** JACKSONVILLE LIGHTHOUSE CHARTER

**Superintendent:** LENISHA BROADWAY

**Grades:** 5 - 8

**Enrollment:** 190

**Principal:** EVAN MCGREW

**Attendance:** 96.04

**Poverty Rate:** 46.32

**LEA:** 6050705

**Address:** 251 NORTH FIRST STREET

JACKSONVILLE, AR 72076

**Phone:** (501) 985 - 1200

**OVERALL SCHOOL STATUS:**

**2014 ACHIEVING**

### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	194	194	100.00	193	193	100.00
Targeted Achievement Gap Group	108	108	100.00	108	108	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	88	88	100.00	88	88	100.00
Hispanic	11	11	100.00	11	11	100.00
White	88	88	100.00	87	87	100.00
Economically Disadvantaged	95	95	100.00	95	95	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	19	19	100.00	19	19	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	78	153	50.98	47.87
Targeted Achievement Gap Group	38	87	43.68	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	27	66	40.91	27.81
Hispanic	n < 10	n < 10	n < 10	41.05
White	41	74	55.41	55.31
Economically Disadvantaged	34	75	45.33	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	2	18	11.11	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	79	153	51.63	43.35
Targeted Achievement Gap Group	38	87	43.68	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	32	66	48.48	23.53
Hispanic	n < 10	n < 10	n < 10	38.01
White	41	74	55.41	50.35
Economically Disadvantaged	33	75	44.00	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	4	18	22.22	15.38

## 2016 ESEA SCHOOL REPORT

### FLIGHTLINE UPPER ACADEMY

**District:** JACKSONVILLE LIGHTHOUSE CHARTER

**Superintendent:** LENISHA BROADWAY

**Grades:** 5 - 8

**Enrollment:** 190

**Principal:** EVAN MCGREW

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**Poverty Rate:** 46.32

**LEA:** 6050705

**Address:** 251 NORTH FIRST STREET

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**Phone:** (501) 985 - 1200

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

**Report created on: 11/14/2016**

## 2016 ESEA SCHOOL REPORT COLLEGE PREP ACADEMY

**District:** JACKSONVILLE LIGHTHOUSE CHARTER

**Superintendent:** LENISHA BROADWAY

**Grades:** 9 - 12

**Enrollment:** 425

**Principal:** WILLIAM FELTON

**Attendance:** 96.58

**Poverty Rate:** 58.35

**LEA:** 6050703

**Address:** 251 NORTH FIRST STREET

JACKSONVILLE, AR 72076

**Phone:** (501) 985 - 1200

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 ACHIEVING</b>
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### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	274	274	100.00	274	274	100.00
Targeted Achievement Gap Group	199	199	100.00	199	199	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	160	160	100.00	160	160	100.00
Hispanic	27	27	100.00	27	27	100.00
White	78	78	100.00	78	78	100.00
Economically Disadvantaged	186	186	100.00	186	186	100.00
English Language Learners	21	21	100.00	21	21	100.00
Students with Disabilities	26	26	100.00	26	26	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	109	264	41.29	47.87
Targeted Achievement Gap Group	67	192	34.90	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	54	151	35.76	27.81
Hispanic	9	27	33.33	41.05
White	42	77	54.55	55.31
Economically Disadvantaged	64	179	35.75	37.65
English Language Learners	7	21	33.33	30.15
Students with Disabilities	2	26	7.69	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	52	264	19.70	43.35
Targeted Achievement Gap Group	31	192	16.15	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	23	151	15.23	23.53
Hispanic	8	27	29.63	38.01
White	19	77	24.68	50.35
Economically Disadvantaged	30	179	16.76	34.76
English Language Learners	6	21	28.57	31.69
Students with Disabilities	0	26	0.00	15.38



## 2016 ESEA SCHOOL REPORT COLLEGE PREP ACADEMY

**District:** JACKSONVILLE LIGHTHOUSE CHARTER

**Superintendent:** LENISHA BROADWAY

**Grades:** 9 - 12

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**Principal:** WILLIAM FELTON

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### Percent Tested: Source and Use of Enrollment

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

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

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

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

### School Performance

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

### Average State Performance

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

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

**Report created on: 11/14/2016**

## 2014-2015 School Rating Report

### 6050701 - JACKSONVILLE LIGHTHOUSE CHARTE 6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

#### School Letter Grade

**C**

222 Points Earned

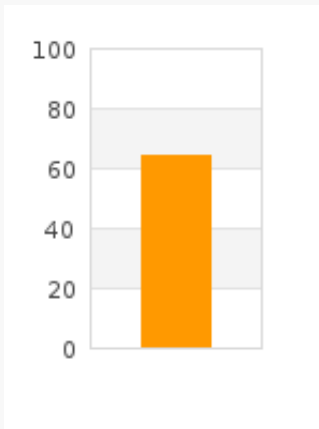
Grade Range: K - 4

Superintendent: PHILLIS NICHOLS  
ANDERSON

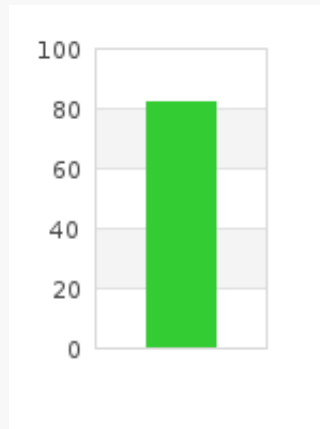
Principal: NORMAN WHITFIELD

	School Statistics	District Statistics	State Statistics
Enrollment	280	913	476083
Econ. Disadvantaged	73.57%	64.84%	61.83%
Proficient/Advanced ELA	31.07%	42.50%	33.9%
Proficient/Advanced Math	19.42%	17.86%	24.59%

### How did we get this grade?



Weighted Performance  
Score: **64.56**



School Value-Added  
Growth: **82.32**

The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' overall score when applicable.

### Measures Affecting School Grade

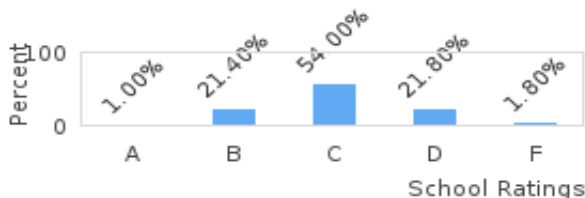


- Higher than expected average growth value boosted this school's score.
- This school earned 2 ELA challenge points.

- Weighted performance score lowered this school's score.



### Statewide School Rating Distribution



This school's grade is better  
than **23.64%** of schools in the state

Last year's letter grade: **B** (244 points earned)

## What do the chart colors in "How did we get this grade" section mean?

- **Blue** = score contributed (approximate) value of A to overall school rating.
- **Green** = score contributed (approximate) value of B to overall school rating.
- **Yellow** = score contributed (approximate) value of C to overall school rating.
- **Orange** = score contributed (approximate) value of D to overall school rating.
- **Red** = score contributed (approximate) value lower than D to overall school rating.

## What are challenge points?

The challenge points are calculated separately for math and ELA. The points are based on the difference between expected current year school performance considering the school's level of challenge and the actual current year school performance. If the difference is positive the school outperformed expectations and earns Challenge Points.

- Schools receive 3 Challenge Points for math and/or ELA if the school has a positive difference that is in the top quartile among all schools.
- Schools receive 2 Challenge Points for math and/or ELA if the school has a positive difference that is in the third quartile among all schools.

Challenge points provide schools with an opportunity to earn extra points for outperforming expectations.

## School Value-Added Growth Score (VAS)

The school growth score is based on a value-added growth model. Student growth scores describe the change in a student's achievement over time and whether the student performed as well as expected based on how the student performed in earlier years. Using a student's score history helps separate the effects of non-school related factors on the student's change in achievement so that the student's growth expectation is more precise. The student's predicted score for 2015 is subtracted from his/her actual score in 2015 to generate the value added growth score. If the student has a VAS of zero (Actual - Predicted = 0), the student's score met expected performance. If the student has a VAS greater than zero, they exceeded expectations.

### What does the school growth score tell us?

- On average, did the students' change in performance meet the growth expectation?
- By how much did the actual growth differ from the expected growth?

School VAS scores in math and ELA are averaged to produce a value that describes the average student growth for the school across both subjects and transformed to fit on the uniform grade scale.

School Growth Score = (school Value-Added Score\*35) + 80.85

Minimum School Growth Score = 70

Average School Growth Score = 80.85

Maximum School Growth Score = 95

Thus, for this transition year, only schools with less than expected average growth values score a C value for this component. For details please refer to Appendix A of the Rules Governing the Public School Rating System.

## 2014-2015 School Letter Grade Detail Report

### School Letter Grade

**C**

222 Points Earned

### 6050701 - JACKSONVILLE LIGHTHOUSE CHARTE 6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

Grade Range: K - 4

Superintendent: PHILLIS NICHOLS  
ANDERSON

Principal: NORMAN WHITFIELD

	School Statistics	District Statistics	State Statistics
Enrollment	280	913	476083
Econ. Disadvantaged	73.57%	64.84%	61.83%
Proficient/Advanced ELA	31.07%	42.50%	33.9%
Proficient/Advanced Math	19.42%	17.86%	24.59%

### Letter Grade Component Scores

#### Component One: Weighted Performance

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
Did Not Meet	16	10	0	26
Partially Met	25	35	30	60
Approaching Grade Level	30	38	51	68
Met Grade Level	27	18	45	45
Exceeded Grade Level	5	2	7	7
Totals			133	206

Weighted Performance Points Earned =  $(133/206) \times 100 = 64.56$

#### Component Two: School Value-Added Growth

School Growth Score =  $(\text{School Value-Added Score} \times 35) + 80.85 = 82.32$

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.0456	0.0386	0.0421

#### Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)							
Non-TAGG Proficiency Rate:	NA	TAGG Proficiency Rate:	20.48				
Gap Size:		N < 25					
Adjustment:		0					
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap		
Gap Adjustment	-6	-3	0	+3	+6		
Achievement Gap Range	30.64% or greater	24.43-30.63%	19.79-24.42%	14.88-19.78%	Less than 14.88%		
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%		

#### Challenge Points Earned

ELA Challenge Point:

2

Math Challenge point:

0

Schools earn extra points for current year performance when the performance of students in the school exceeds the expected performance considering schools' level of challenge. See page two for explanation.

#### Overall School Score

Schools without Graduation Rate Overall school Score =  $(1.5)(\text{Weighted Performance} + \text{Gap Adjustment}) + (1.5)(\text{Growth Score}) + (\text{Challenge Points in Math \&or ELA})$

Score for This School  $(1.5)(64.56 + 0) + (1.5)(82.32) + (2) = 222$

#### Point Ranges for Grades

A: 270 to 300

B: 240 to 269

C: 210 to 239

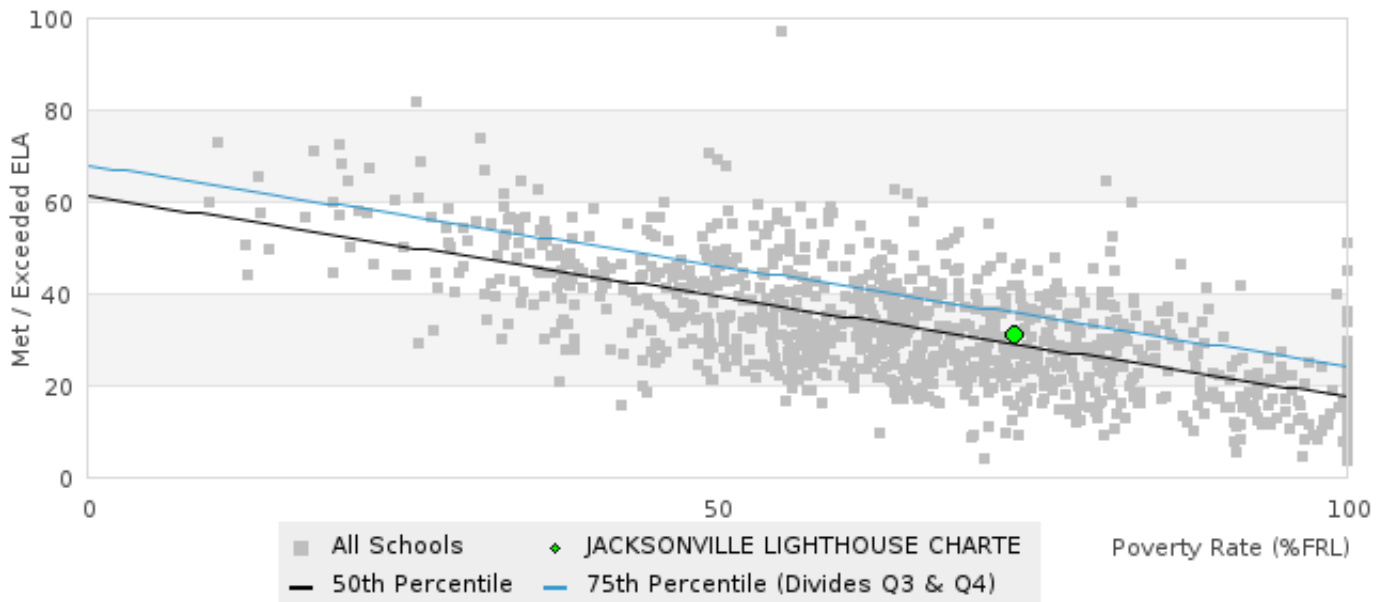
D: 180 to 209

F: less than 180

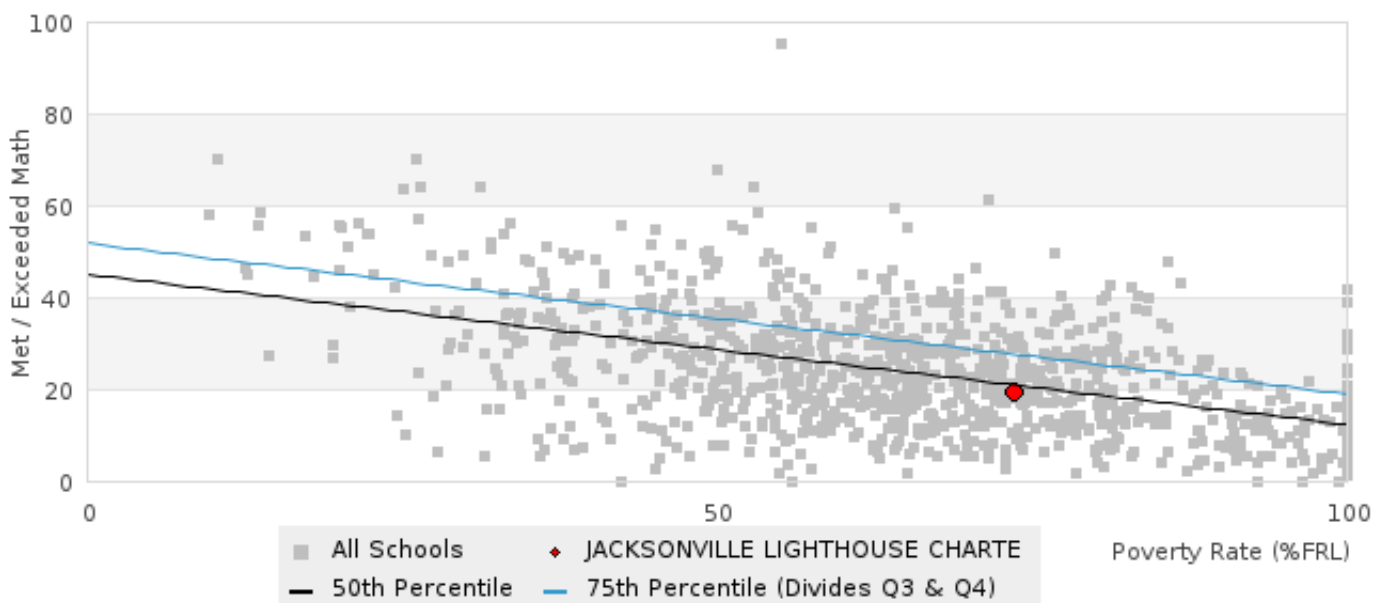
Overall School Scores are rounded to the nearest whole number.

## 2014-2015 School Letter Grade Detail Report

### ELA Possible Challenge Points--Outperforming Expectations Based on Poverty



### Math Possible Challenge Points--Outperforming Expectations Based on Poverty



Your school is indicated by a green or red square.

- Green indicates above expected performance given level of challenge.
- Red indicates at or below expected performance given level of challenge.
- The solid line indicates expected performance given poverty level of school.
- The blue line separates quartile 4 (top 25%) and quartile 3 (next 25%).

## 2014-2015 School Rating Report

### 6050702 - JACKSONVILLE LIGHTHOUSE MIDDLE 6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

#### School Letter Grade

**C**

236 Points Earned

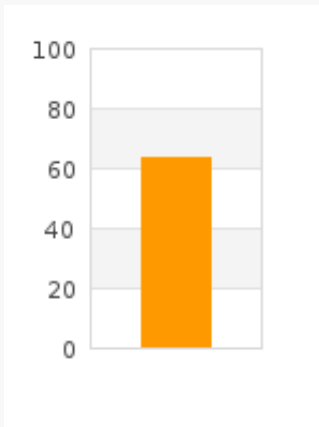
Grade Range: 5 - 8

Superintendent: PHILLIS NICHOLS  
ANDERSON

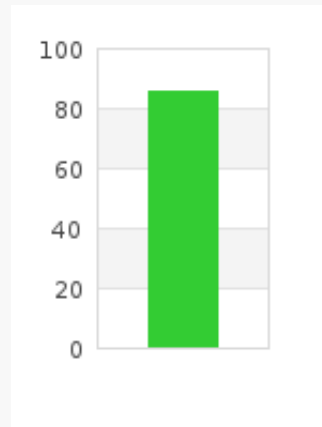
Principal: NORMAN WHITFIELD

	School Statistics	District Statistics	State Statistics
Enrollment	210	913	476083
Econ. Disadvantaged	75.24%	64.84%	61.83%
Proficient/Advanced ELA	34.98%	42.50%	33.9%
Proficient/Advanced Math	11.44%	17.86%	24.59%

### How did we get this grade?



Weighted Performance  
Score: **63.68**



School Value-Added  
Growth: **85.41**

The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' overall score when applicable.

### Measures Affecting School Grade

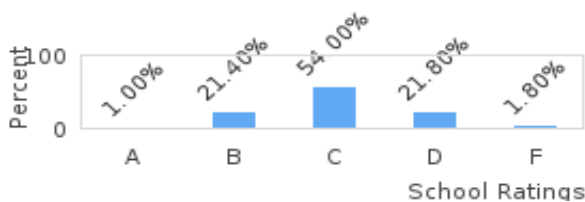


- Higher than expected average growth value boosted this school's score.
- Achievement Gap adjustment boosted this school's score. (Gap Adjustment = 6)
- This school earned 3 ELA challenge points.

- Weighted performance score lowered this school's score.



### Statewide School Rating Distribution



This school's grade is better  
than **23.64%** of schools in the state

Last year's letter grade: **C** (211 points earned)

## What do the chart colors in "How did we get this grade" section mean?

- **Blue** = score contributed (approximate) value of A to overall school rating.
- **Green** = score contributed (approximate) value of B to overall school rating.
- **Yellow** = score contributed (approximate) value of C to overall school rating.
- **Orange** = score contributed (approximate) value of D to overall school rating.
- **Red** = score contributed (approximate) value lower than D to overall school rating.

## What are challenge points?

The challenge points are calculated separately for math and ELA. The points are based on the difference between expected current year school performance considering the school's level of challenge and the actual current year school performance. If the difference is positive the school outperformed expectations and earns Challenge Points.

- Schools receive 3 Challenge Points for math and/or ELA if the school has a positive difference that is in the top quartile among all schools.
- Schools receive 2 Challenge Points for math and/or ELA if the school has a positive difference that is in the third quartile among all schools.

Challenge points provide schools with an opportunity to earn extra points for outperforming expectations.

## School Value-Added Growth Score (VAS)

The school growth score is based on a value-added growth model. Student growth scores describe the change in a student's achievement over time and whether the student performed as well as expected based on how the student performed in earlier years. Using a student's score history helps separate the effects of non-school related factors on the student's change in achievement so that the student's growth expectation is more precise. The student's predicted score for 2015 is subtracted from his/her actual score in 2015 to generate the value added growth score. If the student has a VAS of zero (Actual - Predicted = 0), the student's score met expected performance. If the student has a VAS greater than zero, they exceeded expectations.

### What does the school growth score tell us?

- On average, did the students' change in performance meet the growth expectation?
- By how much did the actual growth differ from the expected growth?

School VAS scores in math and ELA are averaged to produce a value that describes the average student growth for the school across both subjects and transformed to fit on the uniform grade scale.

School Growth Score = (school Value-Added Score\*35) + 80.85

Minimum School Growth Score = 70

Average School Growth Score = 80.85

Maximum School Growth Score = 95

Thus, for this transition year, only schools with less than expected average growth values score a C value for this component. For details please refer to Appendix A of the Rules Governing the Public School Rating System.



## 2014-2015 School Letter Grade Detail Report

### School Letter Grade

**C**

236 Points Earned

### 6050702 - JACKSONVILLE LIGHTHOUSE MIDDLE 6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

Grade Range: 5 - 8

Superintendent: PHILLIS NICHOLS  
ANDERSON

Principal: NORMAN WHITFIELD

	School Statistics	District Statistics	State Statistics
Enrollment	210	913	476083
Econ. Disadvantaged	75.24%	64.84%	61.83%
Proficient/Advanced ELA	34.98%	42.50%	33.9%
Proficient/Advanced Math	11.44%	17.86%	24.59%

### Letter Grade Component Scores

#### Component One: Weighted Performance

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
Did Not Meet	23	28	0	51
Partially Met	47	77	62	124
Approaching Grade Level	62	73	101.25	135
Met Grade Level	68	22	90	90
Exceeded Grade Level	3	1	4	4
Totals			257.25	404

Weighted Performance Points Earned =  $(257.25/404) \times 100 = 63.68$

#### Component Two: School Value-Added Growth

School Growth Score =  $(\text{School Value-Added Score} \times 35) + 80.85 = 85.41$

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.2081	0.0511	0.1302

#### Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)						
Non-TAGG Proficiency Rate:	34.48	TAGG Proficiency Rate:	20.19			
Gap Size:	14.29					
Adjustment:	6					
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap	
Gap Adjustment	-6	-3	0	+3	+6	
Achievement Gap Range	30.64% or greater	24.43-30.63%	19.79-24.42%	14.88-19.78%	Less than 14.88%	
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%	

#### Challenge Points Earned

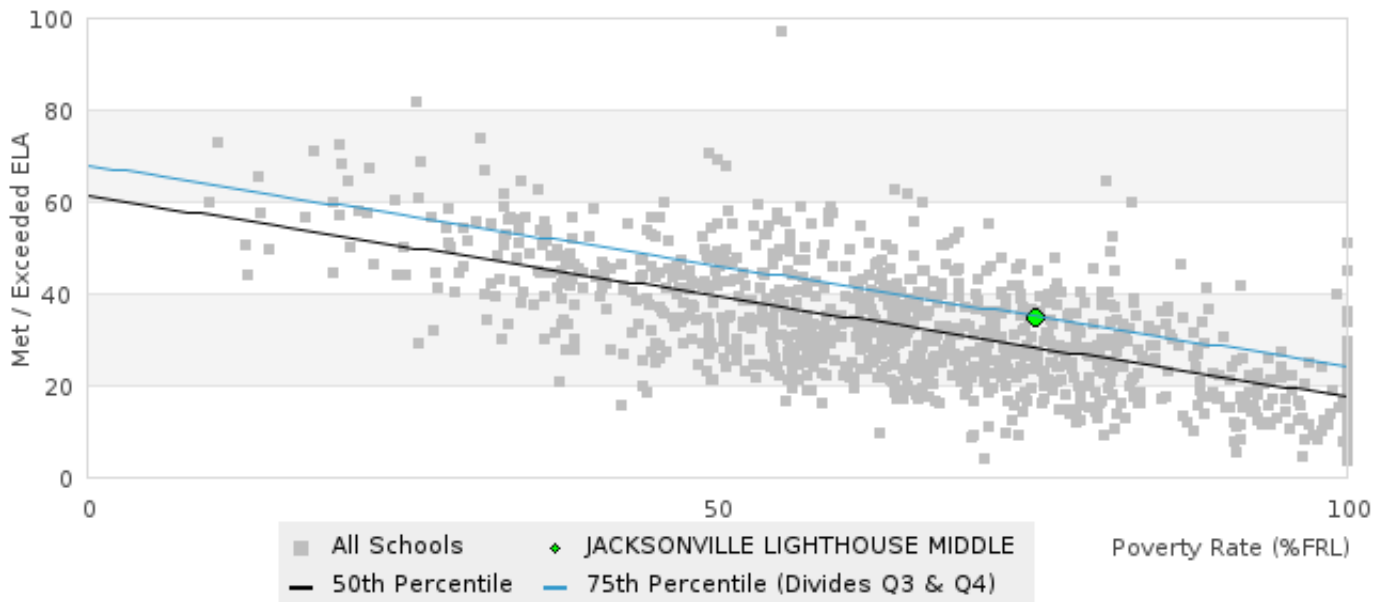
ELA Challenge Point:	3	Math Challenge point:	0
Schools earn extra points for current year performance when the performance of students in the school exceeds the expected performance considering schools' level of challenge. See page two for explanation.			

#### Overall School Score

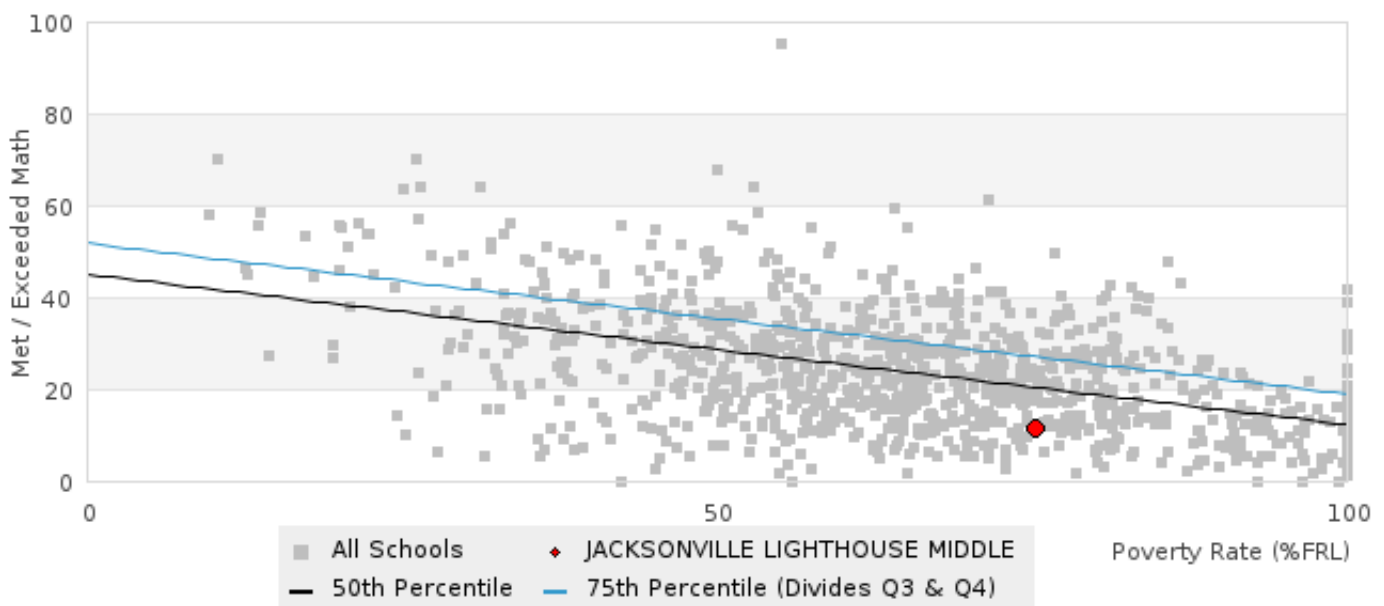
Schools without Graduation Rate	Overall school Score = (1.5)(Weighted Performance + Gap Adjustment) + (1.5)(Growth Score) + (Challenge Points in Math &or ELA)				
Score for This School	(1.5)(63.68 + 6) + (1.5)(85.41) + (3) = 236				
Point Ranges for Grades					
A: 270 to 300		B: 240 to 269		C: 210 to 239	
		D: 180 to 209		F: less than 180	
Overall School Scores are rounded to the nearest whole number.					

## 2014-2015 School Letter Grade Detail Report

### ELA Possible Challenge Points--Outperforming Expectations Based on Poverty



### Math Possible Challenge Points--Outperforming Expectations Based on Poverty



Your school is indicated by a green or red square.

- Green indicates above expected performance given level of challenge.
- Red indicates at or below expected performance given level of challenge.
- The solid line indicates expected performance given poverty level of school.
- The blue line separates quartile 4 (top 25%) and quartile 3 (next 25%).

## 2014-2015 School Rating Report

**6050705 - FLIGHTLINE UPPER ACADEMY**  
**6050700 - JACKSONVILLE LIGHTHOUSE CHARTER**

**School Letter  
Grade**

**B**

**252 Points Earned**

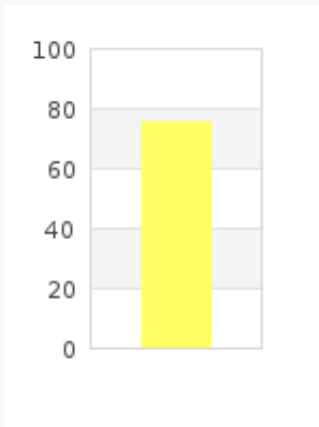
**Grade Range:** 5 - 8

**Superintendent:** PHILLIS NICHOLS  
ANDERSON

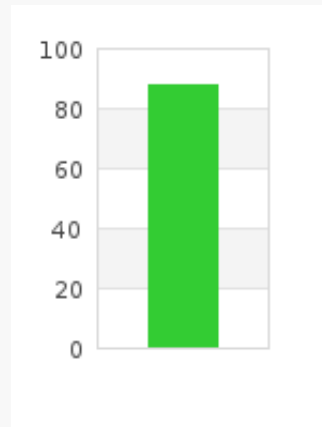
**Principal:** EVAN MCGREW

	School Statistics	District Statistics	State Statistics
Enrollment	195	913	476083
Econ. Disadvantaged	46.15%	64.84%	61.83%
Proficient/Advanced ELA	51.43%	42.50%	33.9%
Proficient/Advanced Math	28.07%	17.86%	24.59%

### How did we get this grade?



**Weighted Performance  
Score: 75.43**



**School Value-Added  
Growth: 87.69**

The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' overall score when applicable.

### Measures Affecting School Grade

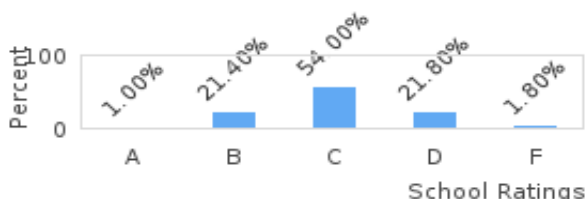


- Higher than expected average growth value boosted this school's score.
- Achievement Gap adjustment boosted this school's score. (Gap Adjustment = 3)
- This school earned 3 ELA challenge points.

- Weighted performance score lowered this school's score.



### Statewide School Rating Distribution



This school's grade is better  
than **77.61%** of schools in the state

Last year's letter grade: **A** (281 points earned)

## What do the chart colors in "How did we get this grade" section mean?

- **Blue** = score contributed (approximate) value of A to overall school rating.
- **Green** = score contributed (approximate) value of B to overall school rating.
- **Yellow** = score contributed (approximate) value of C to overall school rating.
- **Orange** = score contributed (approximate) value of D to overall school rating.
- **Red** = score contributed (approximate) value lower than D to overall school rating.

## What are challenge points?

The challenge points are calculated separately for math and ELA. The points are based on the difference between expected current year school performance considering the school's level of challenge and the actual current year school performance. If the difference is positive the school outperformed expectations and earns Challenge Points.

- Schools receive 3 Challenge Points for math and/or ELA if the school has a positive difference that is in the top quartile among all schools.
- Schools receive 2 Challenge Points for math and/or ELA if the school has a positive difference that is in the third quartile among all schools.

Challenge points provide schools with an opportunity to earn extra points for outperforming expectations.

## School Value-Added Growth Score (VAS)

The school growth score is based on a value-added growth model. Student growth scores describe the change in a student's achievement over time and whether the student performed as well as expected based on how the student performed in earlier years. Using a student's score history helps separate the effects of non-school related factors on the student's change in achievement so that the student's growth expectation is more precise. The student's predicted score for 2015 is subtracted from his/her actual score in 2015 to generate the value added growth score. If the student has a VAS of zero (Actual - Predicted = 0), the student's score met expected performance. If the student has a VAS greater than zero, they exceeded expectations.

### What does the school growth score tell us?

- On average, did the students' change in performance meet the growth expectation?
- By how much did the actual growth differ from the expected growth?

School VAS scores in math and ELA are averaged to produce a value that describes the average student growth for the school across both subjects and transformed to fit on the uniform grade scale.

School Growth Score = (school Value-Added Score\*35) + 80.85

Minimum School Growth Score = 70

Average School Growth Score = 80.85

Maximum School Growth Score = 95

Thus, for this transition year, only schools with less than expected average growth values score a C value for this component. For details please refer to Appendix A of the Rules Governing the Public School Rating System.

## 2014-2015 School Letter Grade Detail Report

### School Letter Grade

**B**

252 Points Earned

### 6050705 - FLIGHTLINE UPPER ACADEMY 6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

Grade Range: 5 - 8

Superintendent: PHILLIS NICHOLS  
ANDERSON

Principal: EVAN MCGREW

	School Statistics	District Statistics	State Statistics
Enrollment	195	913	476083
Econ. Disadvantaged	46.15%	64.84%	61.83%
Proficient/Advanced ELA	51.43%	42.50%	33.9%
Proficient/Advanced Math	28.07%	17.86%	24.59%

### Letter Grade Component Scores

#### Component One: Weighted Performance

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
Did Not Meet	4	16	0	20
Partially Met	22	52	37	74
Approaching Grade Level	59	55	85.5	114
Met Grade Level	73	43	116	116
Exceeded Grade Level	17	5	22.5	22
Totals			261	346

Weighted Performance Points Earned =  $(261/346) \times 100 = 75.43$

#### Component Two: School Value-Added Growth

School Growth Score =  $(\text{School Value-Added Score} \times 35) + 80.85 = 87.69$

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.269	0.1197	0.1953

#### Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)							
Non-TAGG Proficiency Rate:	47.93	TAGG Proficiency Rate:	32.2				
Gap Size:		15.73					
Adjustment:		3					
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap		
Gap Adjustment	-6	-3	0	+3	+6		
Achievement Gap Range	30.64% or greater	24.43-30.63%	19.79-24.42%	14.88-19.78%	Less than 14.88%		
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%		

#### Challenge Points Earned

ELA Challenge Point:

3

Math Challenge point:

0

Schools earn extra points for current year performance when the performance of students in the school exceeds the expected performance considering schools' level of challenge. See page two for explanation.

#### Overall School Score

Schools without Graduation Rate: Overall school Score =  $(1.5)(\text{Weighted Performance} + \text{Gap Adjustment}) + (1.5)(\text{Growth Score}) + (\text{Challenge Points in Math \&or ELA})$

Score for This School:  $(1.5)(75.43 + 3) + (1.5)(87.69) + (3) = 252$

#### Point Ranges for Grades

A: 270 to 300

B: 240 to 269

C: 210 to 239

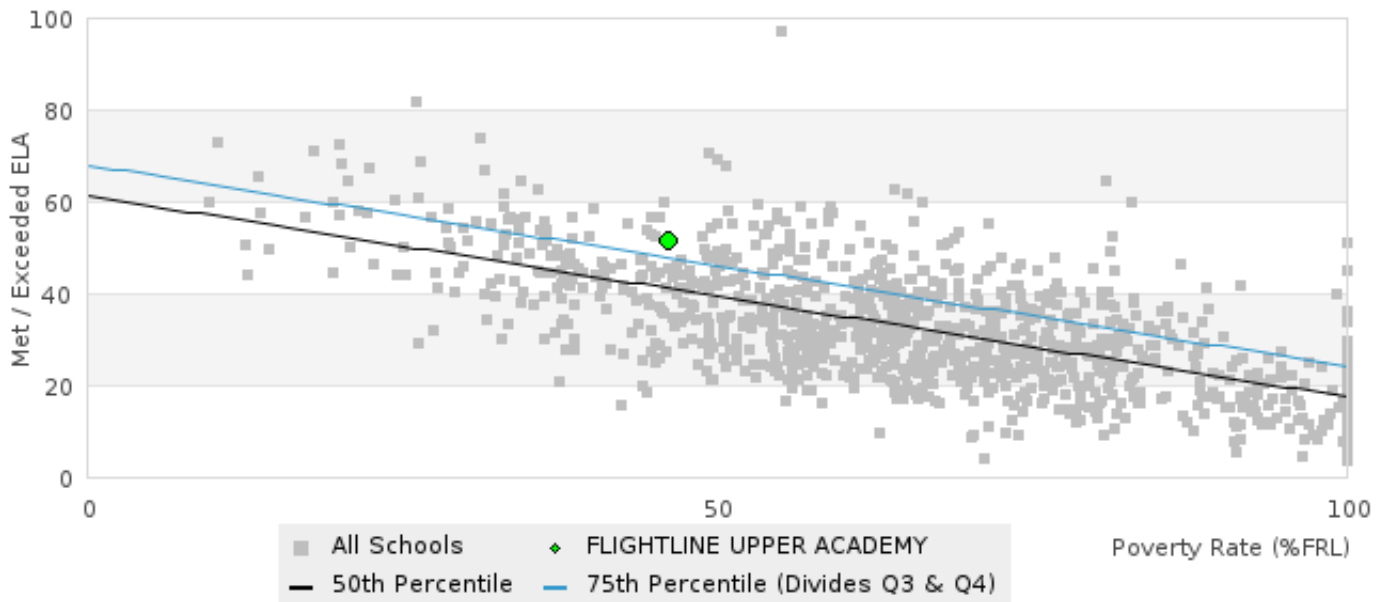
D: 180 to 209

F: less than 180

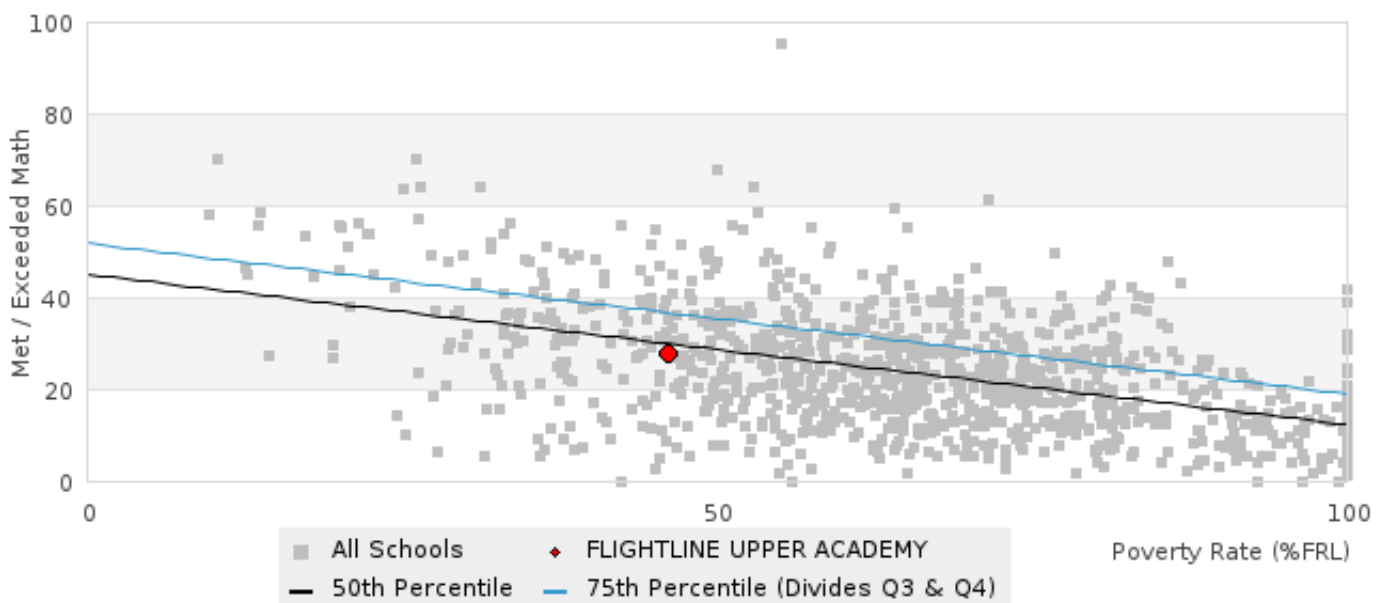
Overall School Scores are rounded to the nearest whole number.

## 2014-2015 School Letter Grade Detail Report

### ELA Possible Challenge Points--Outperforming Expectations Based on Poverty



### Math Possible Challenge Points--Outperforming Expectations Based on Poverty



Your school is indicated by a green or red square.

- Green indicates above expected performance given level of challenge.
- Red indicates at or below expected performance given level of challenge.
- The solid line indicates expected performance given poverty level of school.
- The blue line separates quartile 4 (top 25%) and quartile 3 (next 25%).

## 2014-2015 School Rating Report

**6050703 - COLLEGE PREP ACADEMY**  
**6050700 - JACKSONVILLE LIGHTHOUSE CHARTER**

**School Letter  
Grade**

**C**

**235 Points Earned**

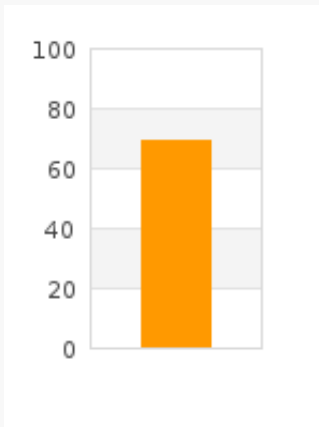
**Grade Range:** 9 - 12

**Superintendent:** PHILLIS NICHOLS  
ANDERSON

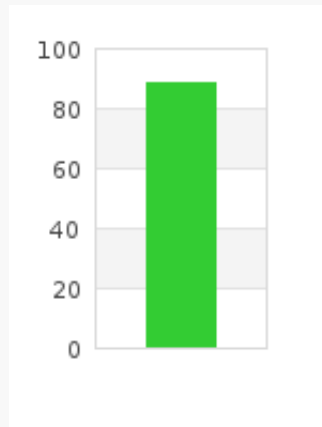
**Principal:** WILLIAM FELTON

	School Statistics	District Statistics	State Statistics
Enrollment	228	913	476083
Econ. Disadvantaged	60.53%	64.84%	61.83%
Proficient/Advanced ELA	50.00%	42.50%	33.9%
Proficient/Advanced Math	12.90%	17.86%	24.59%

### How did we get this grade?



**Weighted Performance  
Score: 69.38**



**School Value-Added  
Growth: 88.61**

The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' overall score when applicable.

### Measures Affecting School Grade

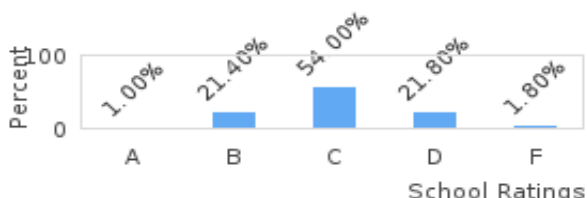


- Higher than expected average growth value boosted this school's score.
- This school earned 3 ELA challenge points.

- Weighted performance score lowered this school's score.
- Achievement Gap adjustment lowered this school's score. (Gap Adjustment = -3)



### Statewide School Rating Distribution



This school's grade is better  
than **23.64%** of schools in the state

Last year's letter grade: **B** (257 points earned)



## What do the chart colors in "How did we get this grade" section mean?

- **Blue** = score contributed (approximate) value of A to overall school rating.
- **Green** = score contributed (approximate) value of B to overall school rating.
- **Yellow** = score contributed (approximate) value of C to overall school rating.
- **Orange** = score contributed (approximate) value of D to overall school rating.
- **Red** = score contributed (approximate) value lower than D to overall school rating.

## What are challenge points?

The challenge points are calculated separately for math and ELA. The points are based on the difference between expected current year school performance considering the school's level of challenge and the actual current year school performance. If the difference is positive the school outperformed expectations and earns Challenge Points.

- Schools receive 3 Challenge Points for math and/or ELA if the school has a positive difference that is in the top quartile among all schools.
- Schools receive 2 Challenge Points for math and/or ELA if the school has a positive difference that is in the third quartile among all schools.

Challenge points provide schools with an opportunity to earn extra points for outperforming expectations.

## School Value-Added Growth Score (VAS)

The school growth score is based on a value-added growth model. Student growth scores describe the change in a student's achievement over time and whether the student performed as well as expected based on how the student performed in earlier years. Using a student's score history helps separate the effects of non-school related factors on the student's change in achievement so that the student's growth expectation is more precise. The student's predicted score for 2015 is subtracted from his/her actual score in 2015 to generate the value added growth score. If the student has a VAS of zero (Actual - Predicted = 0), the student's score met expected performance. If the student has a VAS greater than zero, they exceeded expectations.

### What does the school growth score tell us?

- On average, did the students' change in performance meet the growth expectation?
- By how much did the actual growth differ from the expected growth?

School VAS scores in math and ELA are averaged to produce a value that describes the average student growth for the school across both subjects and transformed to fit on the uniform grade scale.

School Growth Score = (school Value-Added Score\*35) + 80.85

Minimum School Growth Score = 70

Average School Growth Score = 80.85

Maximum School Growth Score = 95

Thus, for this transition year, only schools with less than expected average growth values score a C value for this component. For details please refer to Appendix A of the Rules Governing the Public School Rating System.

## 2014-2015 School Letter Grade Detail Report

### School Letter Grade

**C**

235 Points Earned

### 6050703 - COLLEGE PREP ACADEMY 6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

Grade Range: 9 - 12

Superintendent: PHILLIS NICHOLS  
ANDERSON

Principal: WILLIAM FELTON

	School Statistics	District Statistics	State Statistics
Enrollment	228	913	476083
Econ. Disadvantaged	60.53%	64.84%	61.83%
Proficient/Advanced ELA	50.00%	42.50%	33.9%
Proficient/Advanced Math	12.90%	17.86%	24.59%

### Letter Grade Component Scores

#### Component One: Weighted Performance

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
Did Not Meet	15	15	0	30
Partially Met	15	49	32	64
Approaching Grade Level	46	44	67.5	90
Met Grade Level	60	16	76	76
Exceeded Grade Level	16	0	16	16
Totals			191.5	276

Weighted Performance Points Earned =  $(191.5/276) \times 100 = 69.38$

#### Component Two: School Value-Added Growth

School Growth Score =  $(\text{School Value-Added Score} \times 35) + 80.85 = 88.61$

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.3094	0.1055	0.2218

#### Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)						
Non-TAGG Proficiency Rate:	51.65	TAGG Proficiency Rate:	24.32			
Gap Size:	27.33					
Adjustment:	-3					
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap	
Gap Adjustment	-6	-3	0	+3	+6	
Achievement Gap Range	30.64% or greater	24.43-30.63%	19.79-24.42%	14.88-19.78%	Less than 14.88%	
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%	

#### Challenge Points Earned

ELA Challenge Point:

3

Math Challenge point:

0

Schools earn extra points for current year performance when the performance of students in the school exceeds the expected performance considering schools' level of challenge. See page two for explanation.

#### Overall School Score

Schools without Graduation Rate: Overall school Score =  $(1.5)(\text{Weighted Performance} + \text{Gap Adjustment}) + (1.5)(\text{Growth Score}) + (\text{Challenge Points in Math \&or ELA})$

Score for This School:  $(1.5)(69.38 + -3) + (1.5)(88.61) + (3) = 235$

#### Point Ranges for Grades

A: 270 to 300

B: 240 to 269

C: 210 to 239

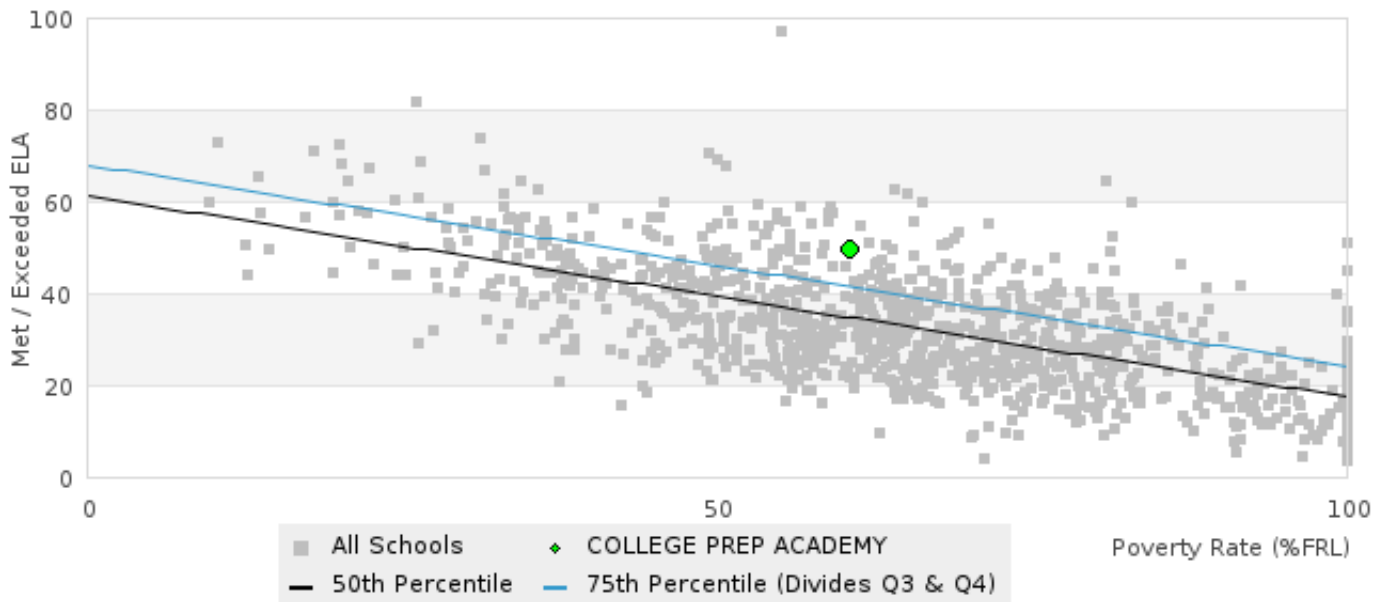
D: 180 to 209

F: less than 180

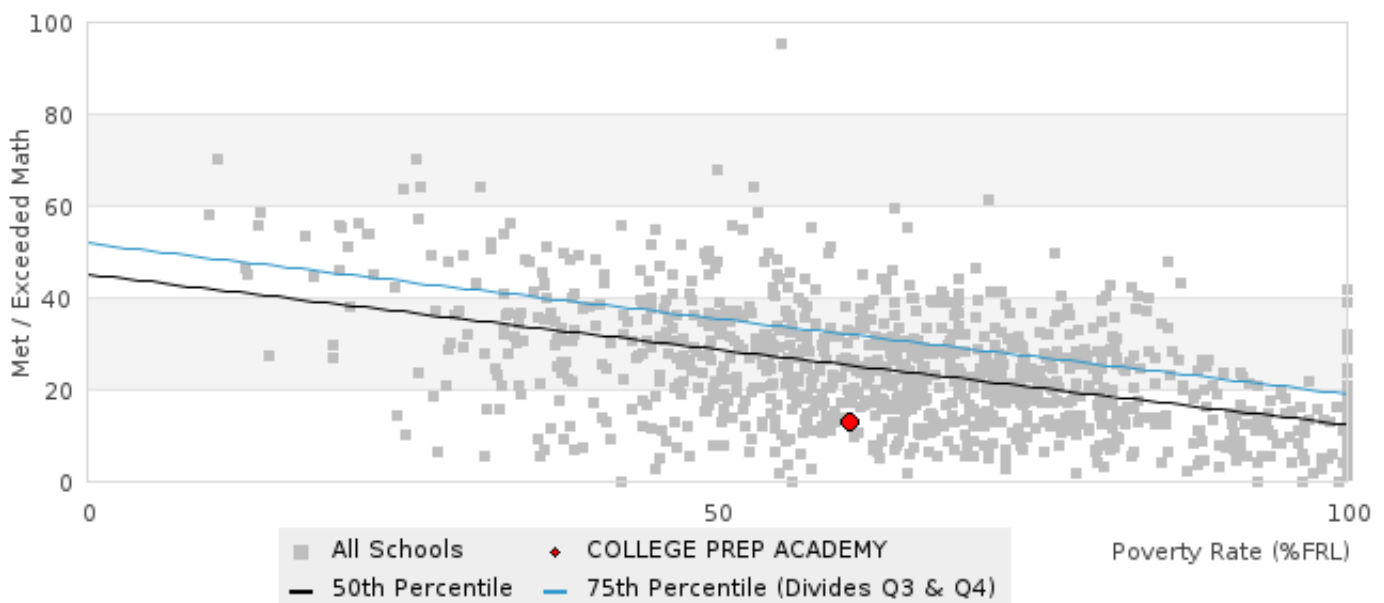
Overall School Scores are rounded to the nearest whole number.

## 2014-2015 School Letter Grade Detail Report

### ELA Possible Challenge Points--Outperforming Expectations Based on Poverty



### Math Possible Challenge Points--Outperforming Expectations Based on Poverty

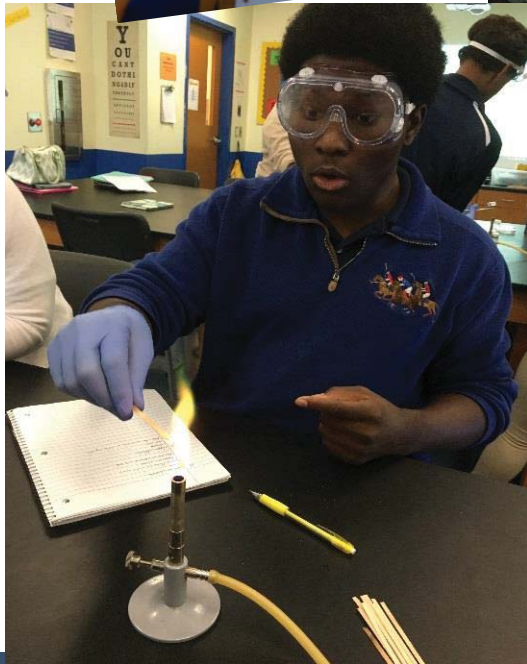
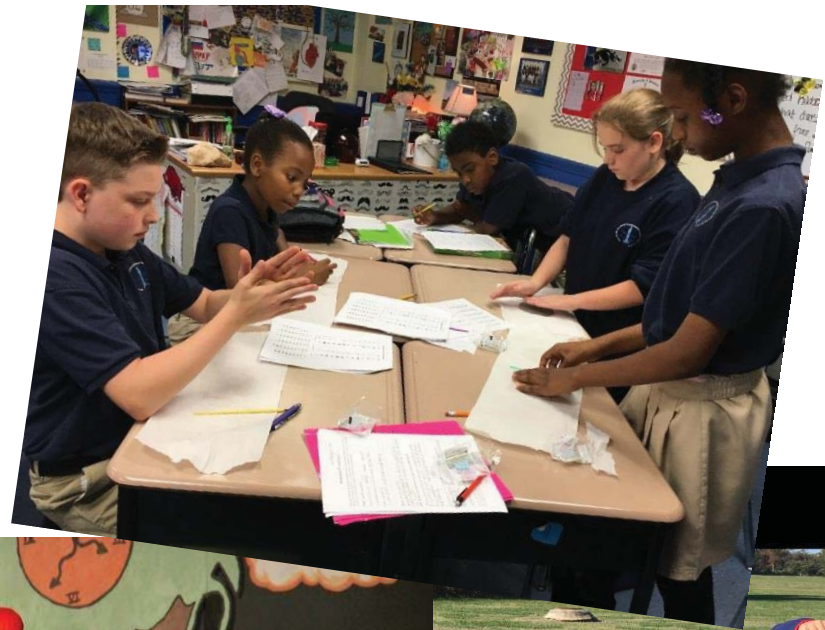
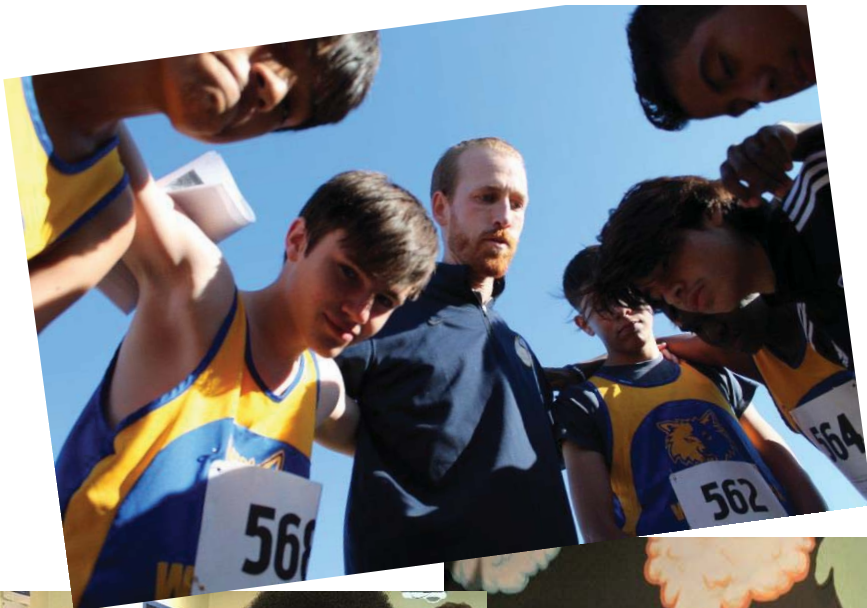


Your school is indicated by a green or red square.

- Green indicates above expected performance given level of challenge.
- Red indicates at or below expected performance given level of challenge.
- The solid line indicates expected performance given poverty level of school.
- The blue line separates quartile 4 (top 25%) and quartile 3 (next 25%).



# Jacksonville Lighthouse Charter School



*Challenge + Arts Infusion = Transformative Opportunities*

# Lighthouse Academies®

## Who are we?

A national non-profit charter network that is dedicated to ensuring a college education for a population of students who would otherwise face a future with limited opportunity. LHA sets out to distinguish itself by forming a family of schools that use an arts-infused, K-12 college prep program to generate excellent results without local funds.

181

## Jacksonville Lighthouse Charter School

Jacksonville Lighthouse Charter School opened in 2009 to 344 K-6 students that came from several different schools and home schools and is one of the most diverse charter schools in Arkansas. Since the opening, the schools have expanded and opened a middle school campus on the Little Rock Air Force Base and a high school. The current enrollment for all three campuses is 974 scholars.

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# Jacksonville Lighthouse Board of Directors

Mr. Roger Sundermeier- President

Mrs. Angie Curran- Treasurer

Mrs. Keri Urquhart- Board Member

Ms. Lenisha Broadway- Board Member

Mr. Kevin McCleary- Board Member

Colonel William Brooks- Board Member

Meosha Tye- Board Member

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# Community We Serve

- Jacksonville population - 28,643
- Median Household income - \$40,720
- 81.4% of JLCS scholars are 1<sup>st</sup> generation college students



**SIGSAUER**



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# Lighthouse Academies®



## Jacksonville Lighthouse Charter School

---

JLCS Lower Academy (K-6)

JLCS College Preparatory Academy (7-12)

Flightline Upper Academy (5-8)

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# Jacksonville Lighthouse Lower Academy

## Grades K-6

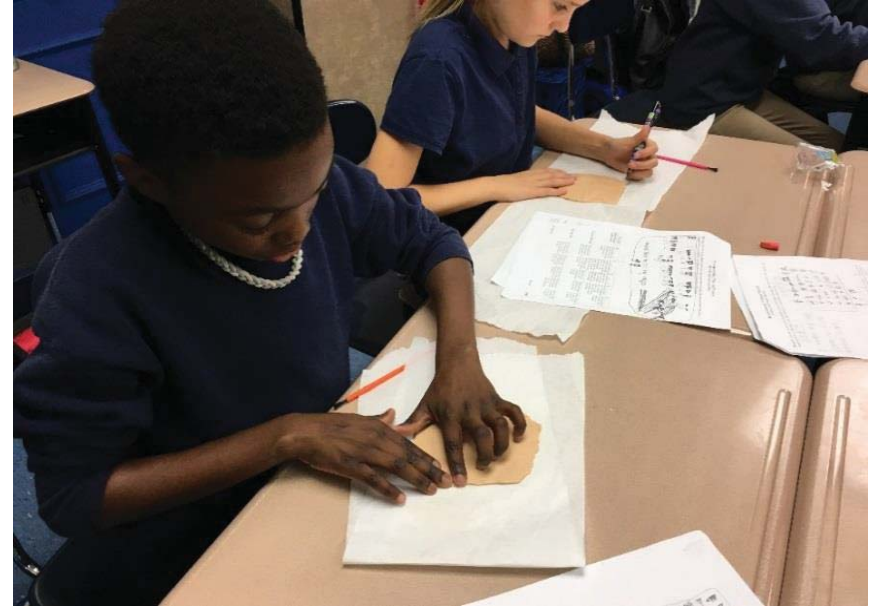
- 382 Scholars

## Title I School Wide

- 78% Free/Reduced Lunch

## Demographics

- 60.73% African Americans
- 26.44% Caucasian
- 10.73% Hispanic
- 8.90% SPED
- 8.38% ELL



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# Flightline Upper Academy

## Grades 5-8

- 175 Scholars
- 50% Military Scholars

## Title I School Wide

- 42% Free/Reduced Lunch

## Demographics

- 38.29% African Americans
- 45.71% Caucasian
- 10.29% Hispanic
- 10.86% SPED
- 2.86% ELL



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# College Preparatory Academy (CPA)

## Grades 7-12

- 417 Scholars

## Title I School Wide

- 61% Free Reduced Lunch

## Demographics

- 58.99% African Americans
- 28.06% Caucasian
- 9.83% Hispanic
  
- 7.43% SPED
- 6.95% ELL



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# Jacksonville Lighthouse Charter School

- Spanish (K-12)
- Chinese (7-12<sup>th</sup>)
- Project Lead the Way (3<sup>rd</sup>-12<sup>th</sup>)
  - Engineering Pathway (9-12)
- RTI (K-8)
- Advisory (8-12)
- Dual Enrollment
- Concurrent Enrollment
- AP Courses (13)
- Jazz Band
- Marching Band
- Theatrical Productions (3<sup>rd</sup>-12<sup>th</sup>)
- Choir
- Basketball, Volleyball, Track (2016 Boys 1A State Champs), Cross Country, Soccer, Cheerleading, and Dance



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# Our Educational Model

## Arts Infusion

- Quarterly Checklist
- Incorporating the arts in daily instruction
- Daily exposure to master artists and works of art
- Art Performances

## Standards-Driven Planning and Instructional Resources

- Eureka Math (K-8, Algebra I, and Geometry)
- Expeditionary Learning ELA (3-8)
- Core Knowledge ELA (K-2)

## Social Development

- SHINE
- Town Hall Meetings
- Restorative Practices



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# Restorative Practices

Allows individuals who may have committed harm to take full responsibility for their behavior by addressing the individuals affected by the behavior, taking actions to repair the harm, and making necessary changes to avoid the behavior in the future.

- About restitution, reconciliation, responsibility
- About mutually desired outcomes
- Focused on problem-solving
- Focused on repairing harm
- Driven by relationships

## Results

2015-2016 school year JLCS had 28 out of school suspensions

**2016-2017 school year JLCS has had 0 out of school suspensions**

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# Restorative Practices

## Training

- All staff received training in the summer from Restorative Practice (\$10,000)
- Parent nights were held before school started to discuss Restorative Practices
- Embedded and ongoing Staff Training

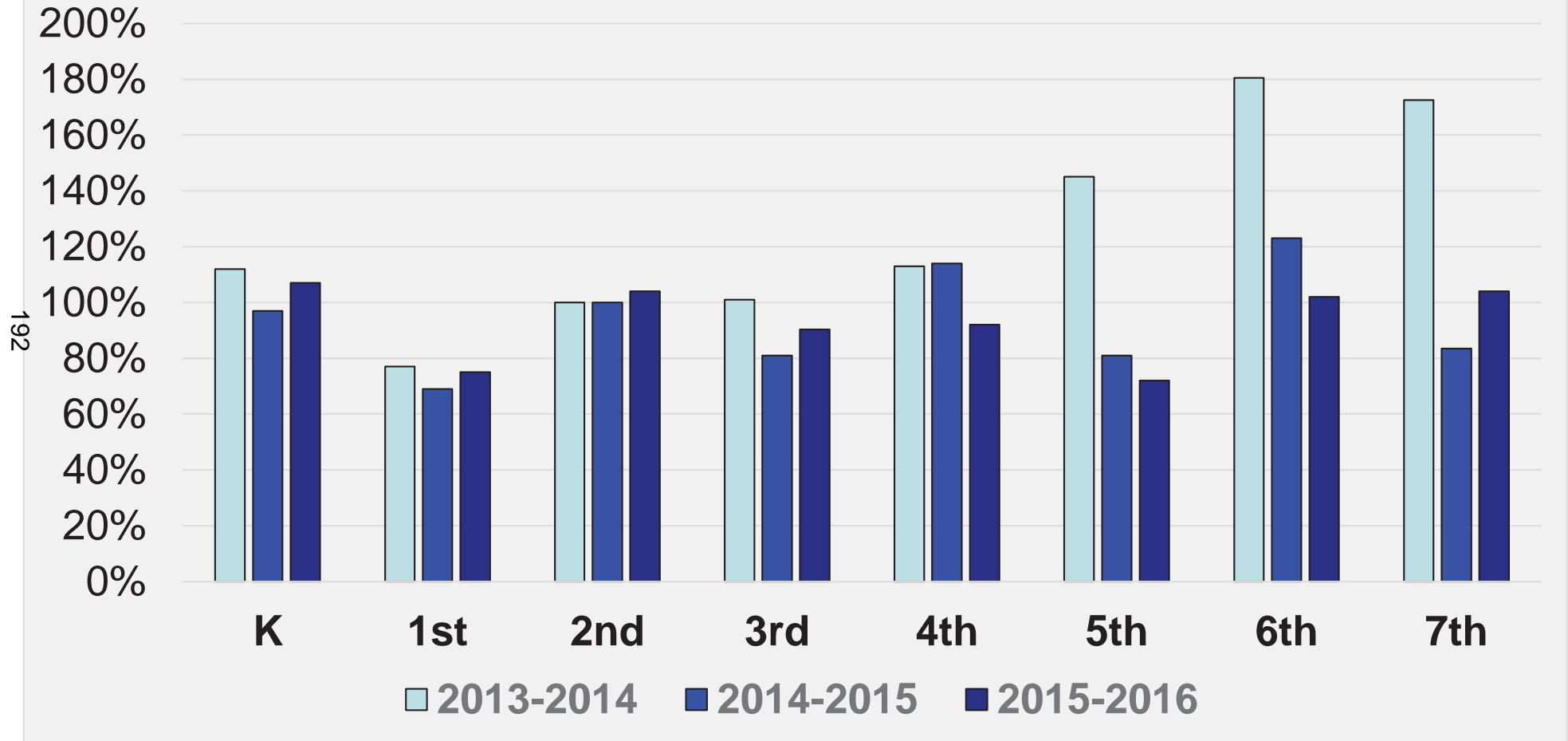
## What does it look in our schools?

- Tier 1, 2, and 3 interventions are in place in all schools
- Restorative circles with students, parents, teachers, community members, school resource officers, administrators, and counselors
- Logical Consequences

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# NWEA Reading

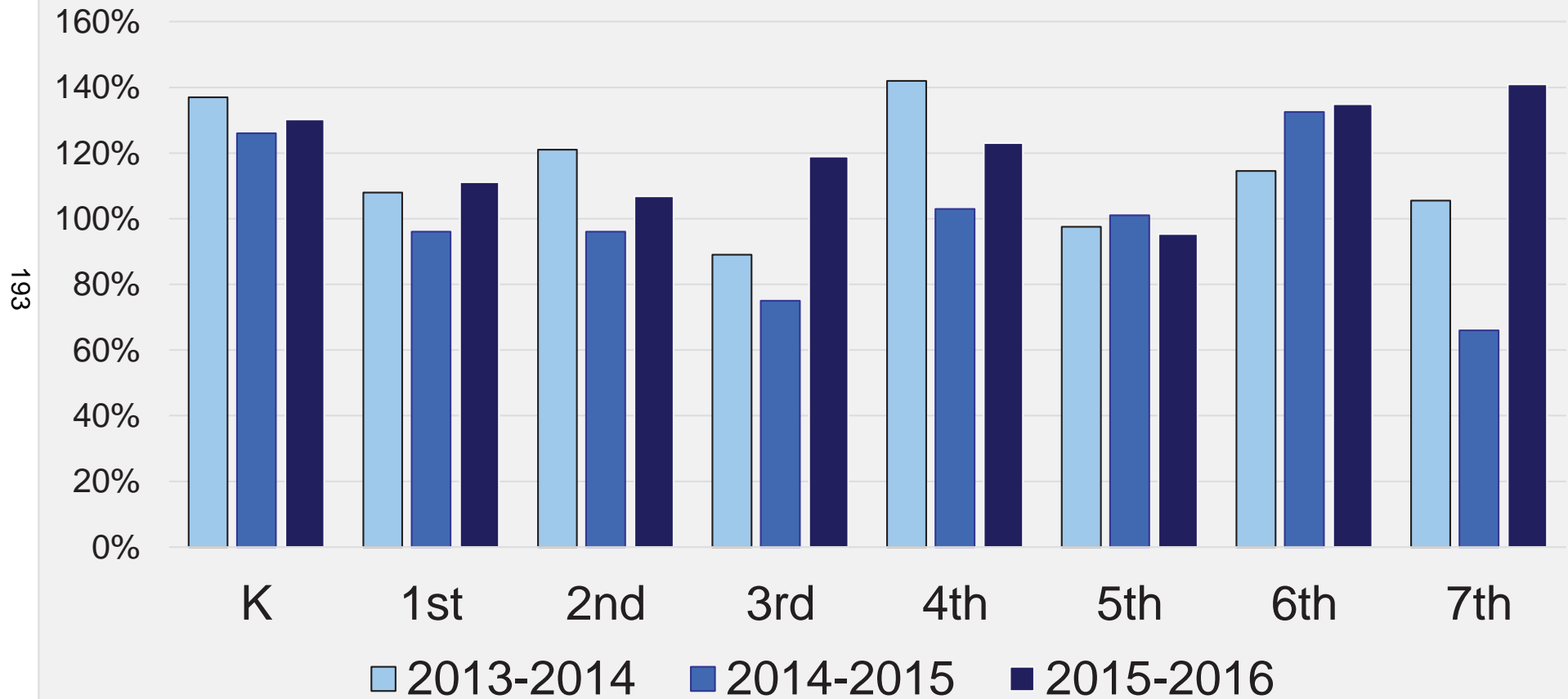
**Percentage of Growth per Grade Level as Relative to Typical Growth Norms**



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# NWEA Math

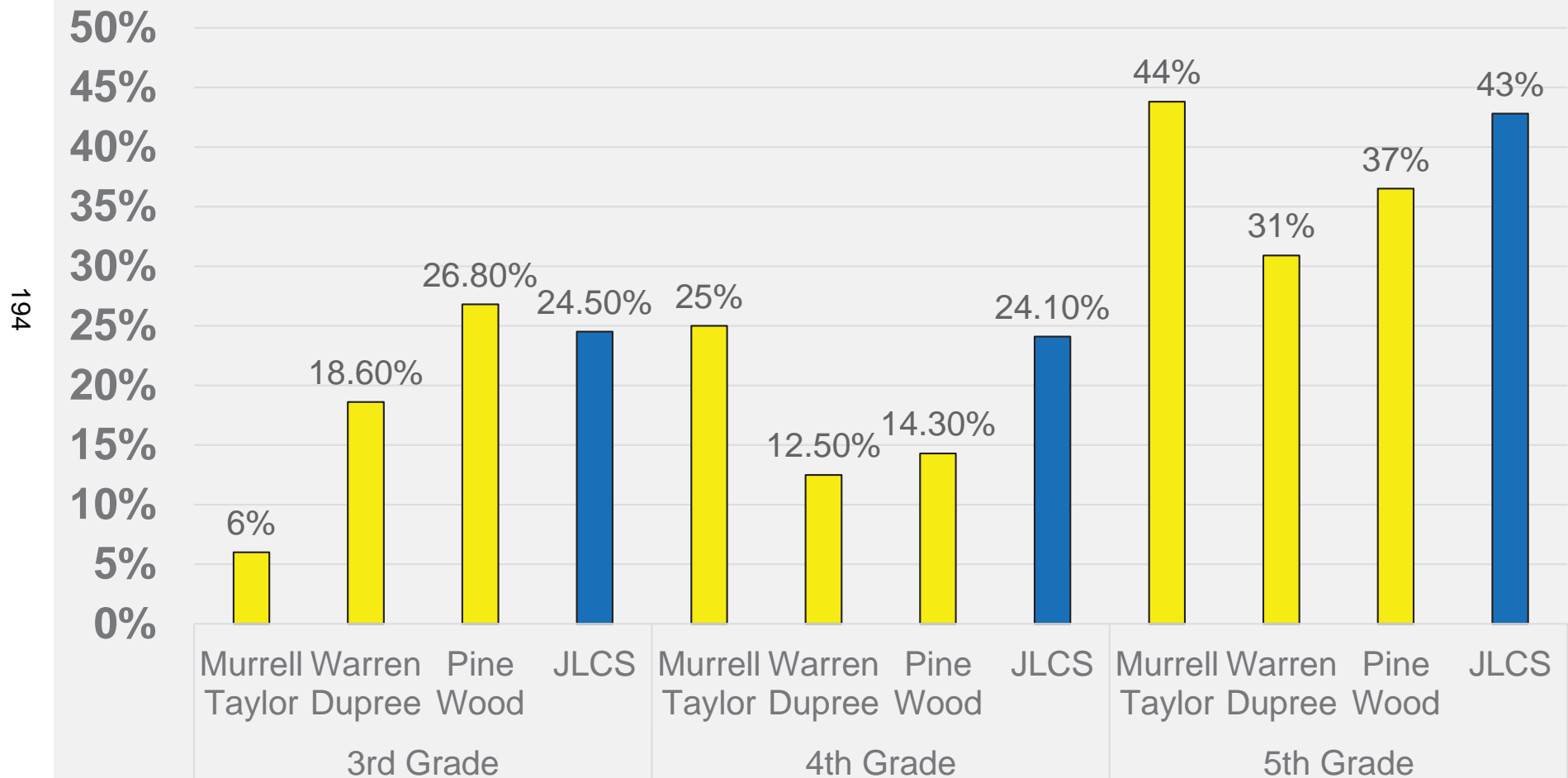
**Percentage of Growth per Grade Level as Relative to Typical Growth Norms**



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# Lighthouse Academies®

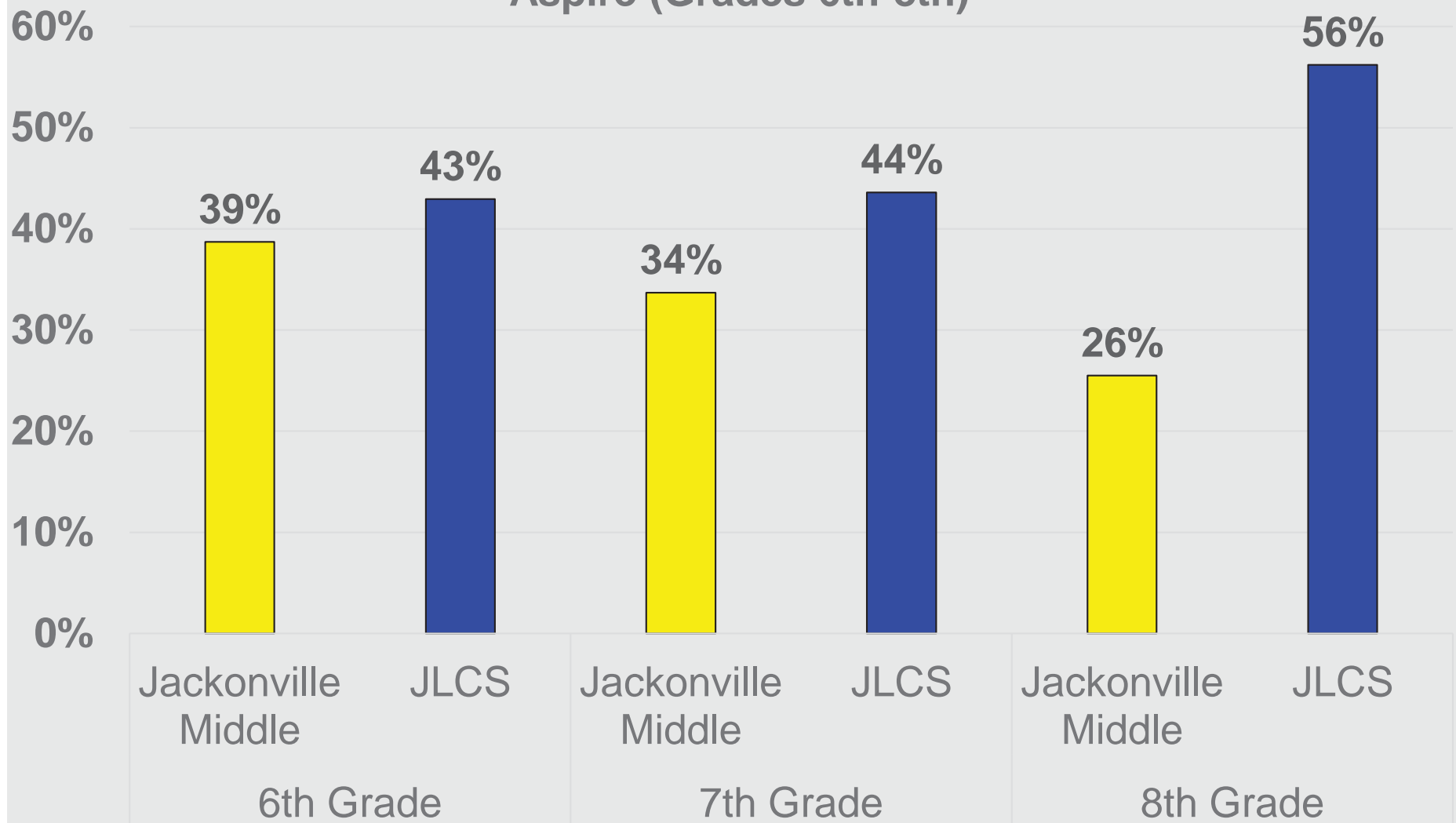
## 2015-2016 ELA Percentage Ready/Exceeding on ACT Aspire (Grades 3<sup>rd</sup>-5<sup>th</sup>)



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# Lighthouse Academies®

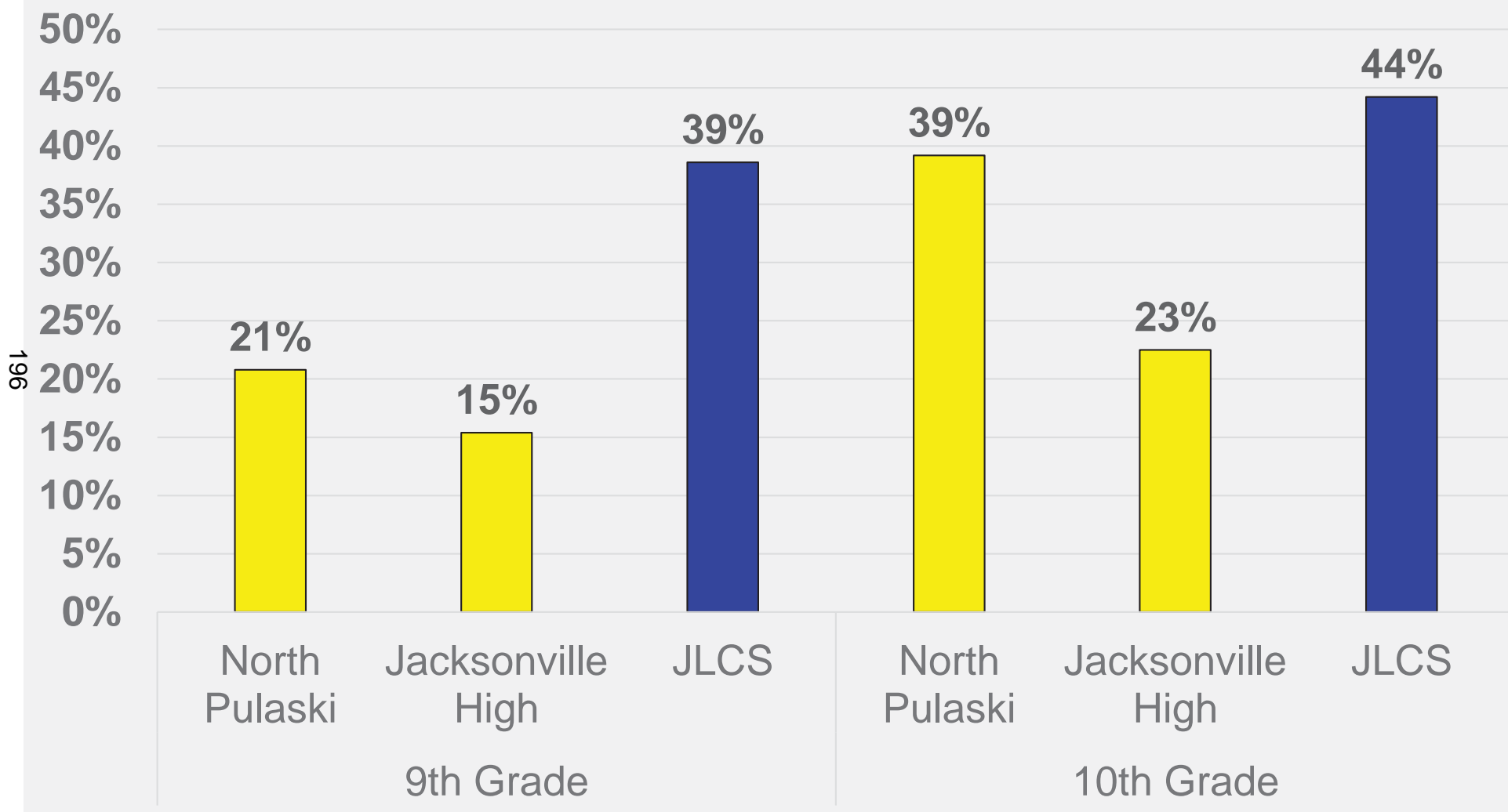
2015-2016 ELA Percentage Ready/Exceeding on ACT  
Aspire (Grades 6th-8th)



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# Lighthouse Academies®

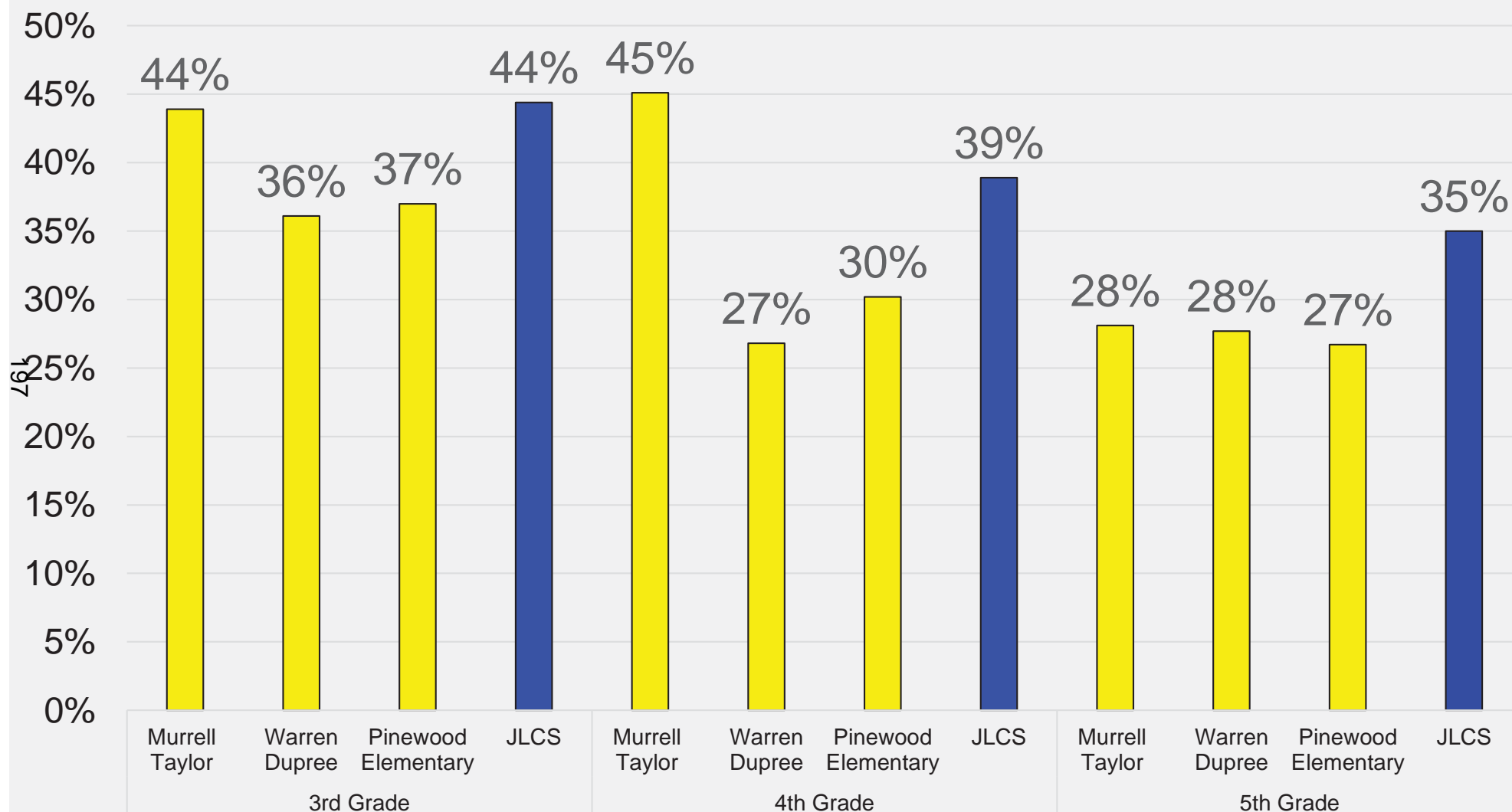
2015-2016 ELA Percentage Ready/Exceeding on ACT Aspire  
(9<sup>th</sup> and 10<sup>th</sup> Grade)



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# Lighthouse Academies®

## 2015-2016 Math Percentage Ready/Exceeding on ACT Aspire (Grades 3<sup>rd</sup>-5<sup>th</sup>)

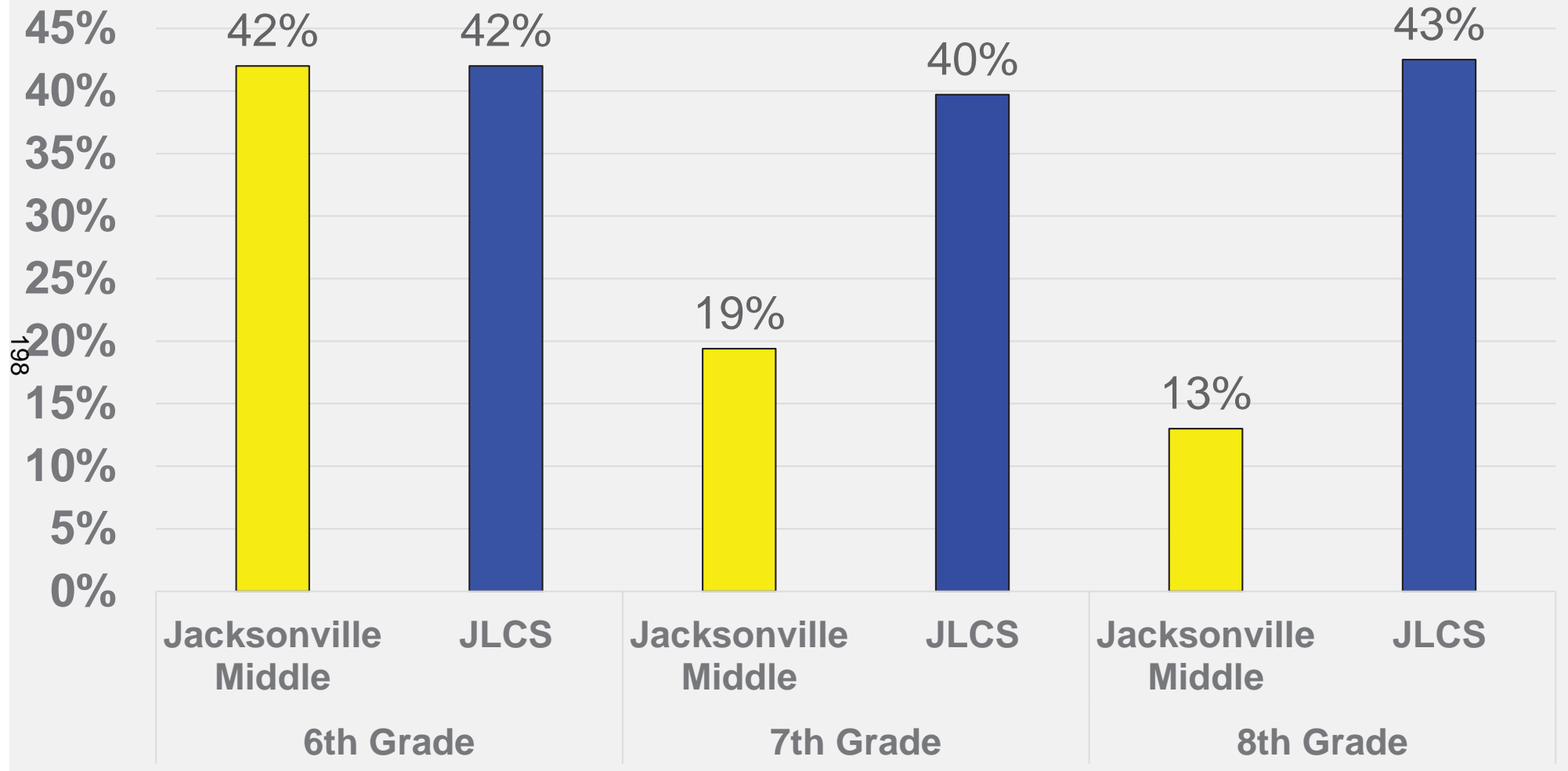


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# Lighthouse Academies®

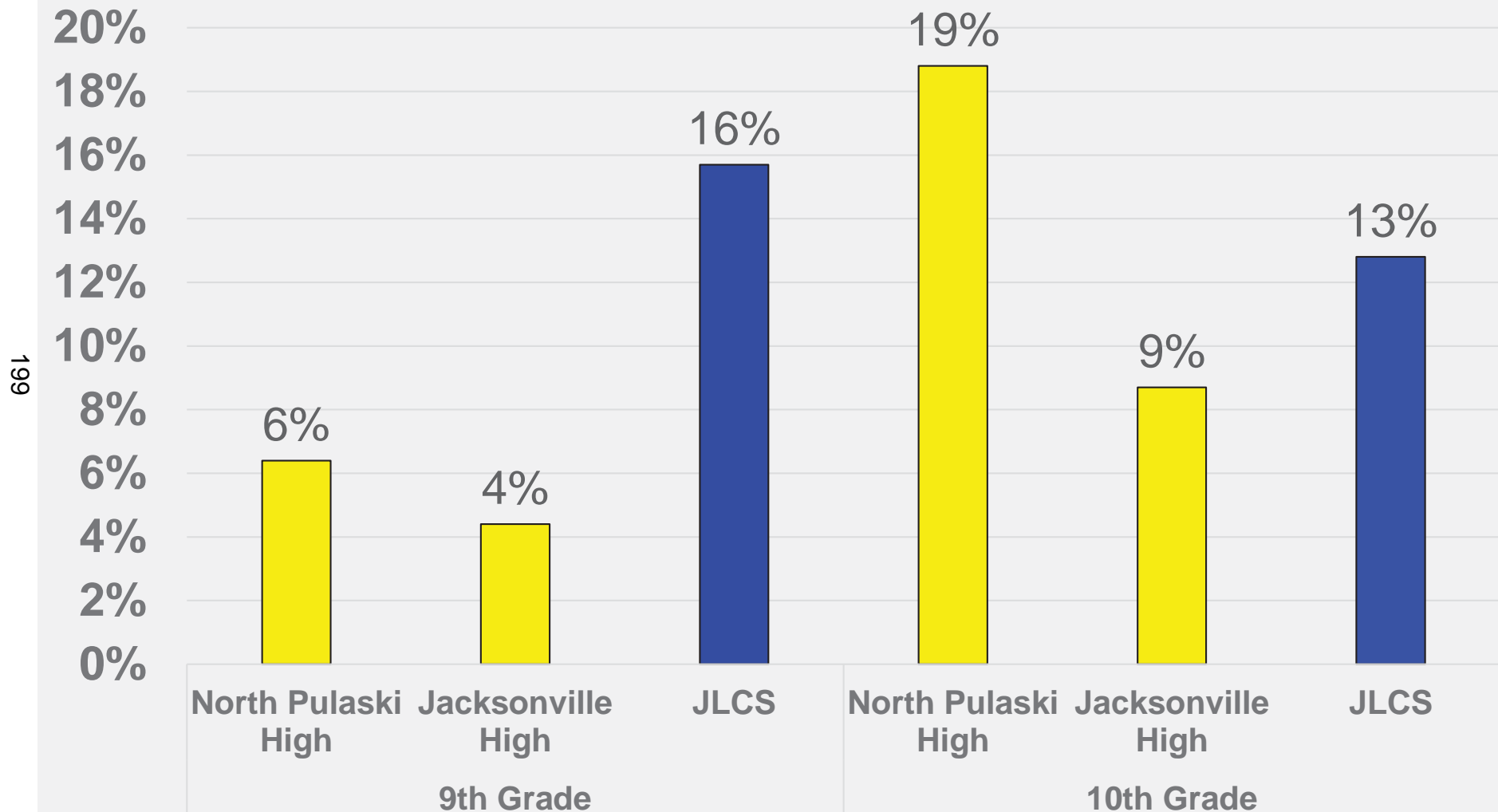
## 2015-2016 Math Percentage Ready/Exceeding on ACT Aspire (6<sup>th</sup>-8<sup>th</sup> Grade)



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## 2015-2016 Math Percentage Ready/Exceeding on ACT Aspire (9<sup>th</sup> and 10<sup>th</sup> Grades)



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# Lighthouse Academies®

## College and Career Readiness

- Graduation Rate- 100% in 2016
- College Acceptance Rate- 100% in 2016
- Class of 2016 was offered \$1,536,960 (59 scholars)
- AP Classes (13 Courses)
- Concurrent Credit courses
- ACT scores
  - Class of 2016 17.49
  - Class of 2017 18.74
  - Class of 2018 19.21



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# Lighthouse Academies®

Arkansas Baptist College

Arkansas State University

Arkansas Tech

Eastern Illinois University

Harding University

Henderson State

Hendrix College

Illinois State

Jackson State University

Jarvis Christian College

Johnson & Wales University

Missouri Southern State University

Missouri Valley College

Philander Smith College

Savannah College of Art and Design

Southern Arkansas University

Southern Illinois University

Talladega College

The University of Memphis

The University of Tampa

University of Arkansas at Fayetteville

University of Arkansas at Little Rock

University of Arkansas at Monticello

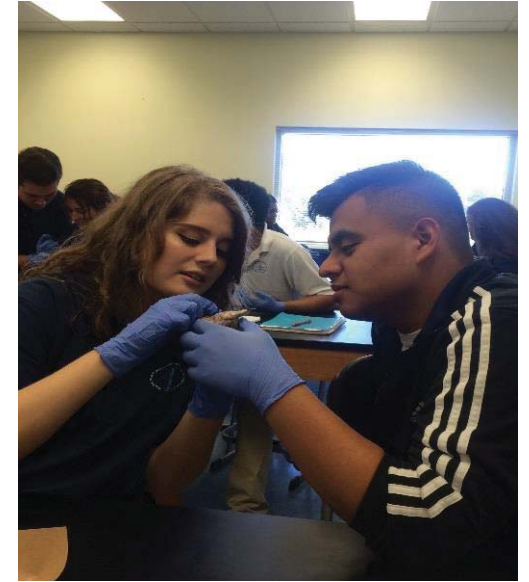
University of Arkansas at Pine Bluff

University of Central Arkansas

University of Illinois at Urbana-Champaign

Western Illinois University

# Lighthouse Academies®



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