AGENDA
STATE BOARD OF EDUCATION

January 12, 2017
Arkansas Department of Education
ADE Auditorium
10:00 AM

I. Call to Order

II. Recognition

1. Recognition: Ms. Jamille Rogers, I Love My Librarian Awardee
   Ms. Jamille Rogers was awarded the I Love My Librarian Award by the American Library Association.
   Presenter: Cassandra Barnett

2. Recognition: Dr. Ken Ramey, 2017 AAEA Superintendent of the Year
   Dr. Ken Ramey will be recognized as the 2017 AAEA Superintendent of the Year.
   Presenter: Dr. Richard Abernathy

III. Report

1. ACSVE Report
   Arkansas Coalition of Student Voices for Education will present data from a student survey and student summits.
   Presenter: Batesville and Harrison Students

2. EAST Initiative Update
   Matt Dozier will update the State Board on recent recognition of Arkansas students.
   Presenter: Matt Dozier

IV. Consent Agenda

1. Minutes 11
   Presenter: Deborah Coffman

2. Newly Employed, Promotions and Separations 26

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring,
promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: Greg Rogers and Clemetta Hood

3. Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann.§ 6- 17-309 27
   Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from twelve (12) school districts covering a total of fifteen (15) waivers. There were also requests for long-term substitutes from eighteen (18) school districts requesting a total of twenty-six (26) waivers for long-term substitutes. These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.
   Presenter: Ivy Pfeffer
4. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-004 – Sherry Lynn Young
   Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.
   Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning. Ms. Young accepted the recommendation on 12/5/16.

Presenter: Eric James

5. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-091 – S. Lewis Clark, Jr.
   Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order the revocation of Educator Clark's license. Mr. Clark voluntarily consents to the permanent revocation of his license.
   Presenter: Eric James

6. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-096 – Mary Lorene Horton
   Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.
   Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand; assess a $50.00 fine; require that she complete courses IAD14492 Classroom Management: Building Effective Relationships, 2nd Edition and ERC15037 Recognizing and Reporting Child Abuse for Arkansas Reporters through ArkansasIDEAS; and submit a written reflection on each training, addressing how the training will impact her future actions as a professional educator and mandated reporter. Both coursework and written reflections to be completed and submitted to the PLSB within sixty (60) days of the SBOE final order. All associated costs paid by educator. Ms. Horton accepted the recommendation on 11/29/16.
   Presenter: Eric James

7. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-109 – Ruby Jean Fowler
   Violation of Standard 1. An educator maintains a professional

relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning; require that she read Stop Workplace Drama by Marlene Chism and Building Trusting Relationships for School Improvement by Cori Brewster and submit a written reflection on each subject addressing how the information will impact her teaching and relationship with other faculty and students. Reading assignments and written reflections to be completed and submitted to the PLSB office within sixty (60) days of the State Board's final order. All associated costs paid by educator. Ms. Fowler accepted the recommendation on 11/19/16.
Presenter: Eric James

8. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-131 – Jeremy E. Ellis
   Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.
   Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning; require that he complete courses IAD14491 Classroom Management: Managing Challenging Behavior and IAD14492 Classroom Management: Building Effective Relationships, 2nd Edition through ArkansasIDEAS; and submit written reflections to the PLSB office addressing how the trainings will impact his teaching and classroom management. Coursework and written reflections to be completed within sixty (60) days of the State Board's final order. All associated costs paid by educator. Mr. Ellis did not reject the recommendation within the required time period.
   Presenter: Eric James

9. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-142 – Gregory Franklin Hendrix
   Violation of Standard 1. An educator maintains a professional

relationship with each student, both in and outside the classroom. Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. Violation of Standard 3. An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a one (1) year probation; assess a fine of $75.00; and require that he complete IAD14492 Classroom Management: Building Effective Relationships, 2nd Edition and IAE14017 The Learning Classroom: Feelings Count through ArkansasIDEAS; submit a written reflection on each training. Coursework and written reflections completed and submitted to the PLSB office within sixty (60) days of State Board's final order. All associated costs paid by educator. Mr. Hendrix accepted the recommendation on 11/14/16.
Presenter: Eric James

10. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-144 – Nash K. Simpson
Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand; assess a fine of $50.00; and require that he complete IAD14492 Classroom Management: Building Effective Relationships, 2nd Edition and IAE14017 The Learning Classroom: Feelings Count through ArkansasIDEAS; submit a written reflection on each training to the PLSB office. Coursework and written reflections to be completed and submitted to the PLSB within sixty (60) days of State Board's final order. All associated costs paid by educator. Mr. Simpson did not respond within the required time period.
Presenter: Eric James

11. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-169 – Tina Michelle Brewer

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a one (1) year license probation; assess a fine of $75.00; and require that she complete training on IAE14017 The Learning Classroom: Feelings Count and IAD14492 Classroom Management: Building Effective Relationships, 2nd Edition, through ArkansasIDEAS; and submit a written reflection on each training to the PLSB office. Coursework and written reflections to be completed within sixty (60) days of State Board's final order. All associated costs paid by educator. Ms. Brewer did not respond within the required time period.
Presenter: Eric James

12. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-174 – Jacquelin Marie Fischer
Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order the permanent revocation of her license. Ms. Fischer did not respond within the required time period.
Presenter: Eric James

13. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #17-032 – Kurt Randall Zimmerman
Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning, and require that he complete course IAD14492 Classroom Management: Building Effective Relationships, 2nd Edition, through ArkansasIDEAS; and submit a written reflection on the training to the PLSB office.

Coursework and written reflections to be completed within sixty (60) days of State Board's final order. All costs paid by educator. Mr. Zimmerman accepted the recommendation on 11/22/16.
Presenter: Eric James

14. 2016 Student Services Report 31
Ark. Code Ann. § 6-18-1007 requires the Department of Education to report annually on the status of public school student guidance and counseling services to the Governor, the State Board of Education, the Senate Committee on Education, and the House Committee on Education. Attached is the 2016 report.
Presenter: Suzanne Knowles

15. 2016 Advisory Council for the Education of Gifted and Talented Children Report 46
Ark. Code Ann. § 6-42-104(h)(4) requires the Advisory Council for the Education of Gifted and Talented Children to report annually on educational programs for gifted and talented students to the Governor, the General Assembly, the State Board of Education, and the Commissioner of Education. Attached is the 2016 report.
Presenter: Dr. Mary Kathryn Stein

V. Action Agenda A. 10:00am
Time: 10:00

1. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Amendment Request: Fayetteville Virtual Academy, Fayetteville, Arkansas 74
On December 13, 2016, representatives of Fayetteville Virtual Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By an unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The state Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
Presenter: Kelly McLaughlin

2. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Renewal Application: Badger Academy, Beebe, Arkansas 86

   On December 13, 2016, representatives of Badger Academy appeared before the Charter Authorizing Panel requesting a renewal of the charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

   Presenter: Kelly McLaughlin

3. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Renewal Application: Cabot Academic Center of Excellence, Cabot, Arkansas 126

   On December 13, 2016, representatives of Cabot ACE appeared before the Charter Authorizing Panel requesting a renewal of the charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

   Presenter: Kelly McLaughlin

4. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Renewal Application: Cross County Elementary Technology Academy 171

   On December 13, 2016, representatives of Cross County Elementary Technology Academy appeared before the Charter Authorizing Panel requesting a renewal of the charter. By a 4-to-3 vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

   Presenter: Kelly McLaughlin

5. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Renewal Application: Lincoln High School 397

   On December 14, 2016, representatives of Lincoln High School appeared before the Charter Authorizing Panel requesting a renewal of the charter. By an unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
   Presenter: Kelly McLaughlin

6. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Renewal Application: Osceola STEM Academy 449

   On December 14, 2016, representatives of Osceola STEM Academy appeared before the Charter Authorizing Panel requesting a renewal of the charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
   Presenter: Kelly McLaughlin

7. Consideration of Charter Authorizing Panel's Decision on the Open-Enrollment Public Charter School Renewal Application: Jacksonville Lighthouse Application 502

   On December 14, 2016, representatives of Jacksonville Lighthouse appeared before the Charter Authorizing Panel requesting a renewal of the charter. By an unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.
   Presenter: Virginia Perry

8. Consideration of Charter Authorizing Panel's Decision on the Open-Enrollment Public Charter School Renewal Application: Little Rock Preparatory Academy 608

   On December 15, 2016, representatives of Little Rock Preparatory Academy appeared before the Charter Authorizing Panel requesting a renewal of the charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

   Presenter: Virginia Perry

9. Consideration of Charter Authorizing Panel's Decision of Open-Enrollment Public Charter School Renewal Application: LISA Academy 729

   On December 15, 2016, representatives of LISA Academy appeared before the Charter Authorizing Panel requesting a renewal of the charter. By a 4-to-2 vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

   Presenter: Virginia Perry

10. Consideration of the Charter Authorizing Panel Decision on the District Conversion Public Charter School Amendment Request: Ozark Montessori Academy, Springdale, Arkansas 884

    On December 15, 2016, representatives of Ozark Montessori Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By an unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The state Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

    Presenter: Virginia Perry

VI. Adjournment

Minutes
State Board of Education Meeting
Thursday, December 8, 2016

The State Board of Education met Thursday, December 8, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 10:04 a.m.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; Meghan Ables, 2016 Teacher of the Year, and Johnny Key, Commissioner.

Absent: None

Recognition

The Singing Fingers from the Arkansas School for the Deaf presented a gift to Commissioner Key and the audience joined in singing Silent Night as the students signed.

Recognition of 2017 Arkansas Teacher of the Year

2016 Arkansas Teacher of the Year Meghan Ables recognized 2017 Arkansas Teacher of the Year Ms. Courtney Cochran. She said Ms. Cochran is from the Van Buren School District and she teaches Spanish.

Ms. Courtney Cochran introduced her husband Amos and three children Mattie, Jude, and Lucy. She also recognized Dr. Harold Jeffcoat, Superintendent of the Van Buren School District. She said she is looking forward to the opportunity to serve as the 2017 Arkansas Teacher of the Year.

Presidential Awards for Excellence in Mathematics and Science Teaching 2016 Arkansas State Finalists

Public School Program Advisor Ms. Michele Snyder recognized the Presidential Awards for Excellence in Mathematics and Science Teaching 2016 Arkansas State finalist, Mr. Justin Leflar, K-6 Science, from Holt Middle School in the Fayetteville School District. She said as a state finalist, Mr. Leflar will compete for the national award.

Presidential Awards for Excellence in Mathematics and Science Teaching 2014 & 2015 National Awardees

Public School Program Advisor Ms. Michele Snyder recognized Presidential Awards and Excellence in Mathematics and Science Teaching 2014 & 2015 National awardees Ms. Cassie Kautzer, 2014 K-6 Science Awardee, from the Springdale School District; and Ms. Diedre Young, 2015 7-12 Science Awardee, from the Ridgeway Christian High School.

Computer Science Coordinator Mr. Anthony Owen recognized Presidential Awards and Excellence in Mathematics and Science Teaching 2014 & 2015 National awardees Ms. Ashley Kasnicka, 2014 K-6 Math Awardee, from the Springdale School District; and Mr. Daniel Moix, 2015 7-12 Math Awardee, from the Arkansas School for Mathematics, Science and the Arts.

Mr. Owen said awardees were recognized in Washington DC and received $10,000. He encouraged schools to nominate great teachers for future awards.

National Council for the Social Studies National Recognition

Public School Program Advisor Ms. Maggie Herrick shared that the National Council for the Social Studies (NCSS) has named Little Rock School District teacher, Ms. Vicki Stroud Gonterman, the NCSS Teacher of the Year (Elementary Division) for 2016-2017.

Ms. Gonterman recognized her guests Ms. Sadie Mitchell, Ms. Tina Greenwood, Ms. Tina Griffey, and Ms. Laura Beth Arnold from the Little Rock School District. She said she worked for the Little Rock School District for 37 years and has been teaching at Gibbs International Magnet School for 30 years.

Consent Agenda

Ms. Chambers moved, seconded by Dr. Hill, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes – November 10, 2016
- Review of Loan and Bond Applications
- Newly Employed, Promotions and Separations
- Community Service Learning Application: Good Shepherd Humane Society
- Approval of High School Science Courses (Survey Results)
- Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann.§ 6-17-309

- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-101 – Mallory Dawn Rorie (Second Review requested by SBOE)
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-138 – Gaylon Eugene Freeman
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-139 – Toya Marie Graves
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-143 – Jeremy Jason Derkovitz
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-156 – Michael David Shedd
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #17-083 – Tyler Cameron Pickett
- Computer Science Report
- Consideration of LRSD Community Advisory Board Training Schedule

Commissioner Key said a vacancy in Zone 7 on the Little Rock School District Community Advisory Board has been filled by Ms. Kandi Hughes. He said another position is now vacant in Zone 1 on the Community Advisory Board and a request for nominations has been sent to area legislators.

Action Agenda

A-1 Consideration of Grade Inflation Report

ADE State Systems Administrator Mr. Louis Ferren said Ark. Code Ann. § 6-15-419 defines grade inflation as the statistical gap between grades assigned for core classes at the secondary level and student performance on college entrance exams such as the ACT. Grade inflation is the number of high school students who graduate with a GPA of 3.0 or higher with math or English ACT scores less than 19, divided by the number of graduates with GPAs of 3.0 or higher who have ACT scores. He said the report is in order of highest grade inflation first, and lowest grade inflation at the end. “RV” on the report is restricted value, indicating the data is protected to ensure student privacy. He said RV was used when there were less than ten students in a school with GPAs of 3.0 or higher and ACT scores.

Assistant Commissioner of Public School Accountability Ms. Annette Barnes said the purpose of the report is to make the public aware of the gap between grade point average of 3.0 or better and ACT score of 19 or better.

Office of Innovation for Education Director Dr. Denise Airola said the grade inflation data could be considered as a fifth indicator in the state accountability system. She said the letter grade (“B” or above) used in the calculation is the grade point average of 3.0 or above. She said the ACT score has been used in the calculation for the last two years.

Public Comment Ms. Annie Bryant said examining grade inflation in elementary would help to ensure students are not performing below grade level in high school. She said some students are only able to take the ACT assessment once or twice. She said it was important to see how schools are performing on the grade inflation list year-to-year. She said Dollarway did not want business as usual. She said she appreciates the diligence of the State Board and the Dollarway teachers.

Ms. Zook moved, seconded by Dr. Barth, to approve the grade inflation report. The motion carried unanimously.

A-2 Consideration of Suspension of Teaching License for Non-Completion of Required Training PLSB Case No.14-120 – Jeri Lyn Odom

Director of Educator Licensure Ms. Cheryl Reinhart introduced new PLSB Attorney Ms. Bilenda Harris-Ritter.

Director of Educator Licensure Ms. Cheryl Reinhart said Ms. Jeri Lyn Odom holds a standard teaching license and has not completed the required training as ordered by the State Board of Education and she has not responded to reminder letters. The PLSB staff respectfully requested the suspension of Ms. Odom's license until the training is completed and confirmation provided to the PLSB.

Ms. Newton moved, seconded by Ms. Zook, to suspend Ms. Odom's license until the training is completed and confirmation has been provided to the PLSB. The motion carried unanimously.

A-3 Consideration of Suspension of Teaching License for Nonpayment of Fines – PLSB Case No. 15-048 – Mary Jill Davis

Director of Educator Licensure Ms. Cheryl Reinhart said Ms., Mary Jill Davis holds a standard teaching license and has an outstanding fine of $75.00, as ordered by the State Board of Education. Ms. Davis has not responded to collection attempts. The PLSB staff respectfully requested the suspension of Ms. Davis' license until the fine is paid in full.

Dr. Barth moved, seconded by Dr. Hill, to suspend Ms. Davis' license until the fine has been paid in full. The motion carried unanimously.

A-4 District Request for Waivers Granted to Open-Enrollment Charters: County Line School District

Public School Program Advisor Ms. Kelly McLaughlin said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to Open-Enrollment Public Charter Schools that serve students who reside in

the school district. Representatives of the County Line School District appeared before the Board with a petition of waivers for five years.

County Line School District Superintendent Mr. Justin Gattis said the 38 required courses are provided by the district. He said some electives were offered through virtual opportunities. He said the request for waiver of the required 38 credits was withdrawn.

Dr. Barth moved, seconded by Ms. Chambers, to deny the waivers for class size and teaching load granted to Open-Enrollment Charters for County Line School District. Ms. Zook voted no. The final vote was 7-1. The motion carried.

Ms. Newton moved, seconded by Ms. Zook, to approve the waivers for planned instruction day granted to Open-Enrollment Charters for County Line School District. The motion carried unanimously.

Dr. Barth moved, seconded by Ms. Zook, to approve the waivers for clock hours, school day hours granted to Open-Enrollment Charters for County Line School District. The motion carried unanimously.

Ms. Chambers moved, seconded by Dr. Barth, to approve the waivers for mandatory attendance granted to Open-Enrollment Charters for County Line School District. The motion carried unanimously.

A-5 Approval of Middle School and High School English Language Arts Courses

Public School Program Manager Mr. Tommy Coy said when charged with the task of revising the previous English Language Arts standards, a group of qualified individuals from across the State came together to craft the Arkansas English Language Arts (ELA) Standards that were specific for the schools and students of Arkansas. As an extension of this work, middle school and high school courses were developed using the newly adopted English Language Arts Standards.

Ms. Dean moved, seconded by Ms. Zook, to approve the Middle School and High School English Language Arts courses. The motion carried unanimously.

Mr. Coy recognized Public School Program Advisor Ms. Sherri Thorne for her work on the courses.

A-6 Approval of High School Math Courses

Public School Program Manager Mr. Tommy Coy said when charged with the task of revising the previous mathematics standards, a group of qualified individuals from across the State came together to craft the Arkansas Math Standards that were specific for the schools and students of Arkansas. As an extension of this work, high school

courses were developed using the newly adopted math standards. The Quantitative Literacy course was respectfully submitted to the State Board of Education for adoption.

Ms. Newton moved, seconded by Ms. Zook, to approve the Quantitative Literacy course. The motion carried unanimously.

Mr. Coy recognized Public School Program Advisor Ms. Veronica Hebard for her work on the course.

A-7 Approval of High School Science Standards

Public School Program Manager Mr. Tommy Coy said when charged with the task of revising the science content standards for high school, a group of qualified individuals from across the State came together to craft Arkansas K-12 Science Standards that were specific for the schools and students of Arkansas. Reflecting what Arkansas educators know to be best for students, these standards are based on the Next Generation Science Standards and ensure that students are college and career ready and on track for success. The high school courses of the Arkansas K-12 Science Standards were respectfully submitted to the State Board of Education for adoption and 2018-2019 implementation.

Public School Program Advisor Ms. Michele Snyder said the team appreciated the comments from teachers and parents. She said the courses are integrated.

Dr. Barth moved, seconded by Ms. Newton, to approve the high school courses of the Arkansas K-12 Science Standards. The motion carried unanimously.

The Board recognized Public School Program Advisor Ms. Michele Snyder for her work on the standards and courses.

A-8 Consideration of State Board of Education Approval of Arkansas Professional Pathway to Educator Licensure (APPEL) Program Handbook

Public School Program Coordinator Ms. Joan Luneau said prior to October 2015, APPEL was governed by a set of rules from 2012 titled, ADE Rules Governing the Non-Traditional Licensure Program. In October 2015, the State Board approved the Arkansas Department of Education Rules Governing Educator Licensure and incorporated the previous rules under Chapter 5: Nontraditional Licensure. She said Section 5-2.0 Arkansas Professional Pathway to Educator Licensure (APPEL) states that an applicant for a provisional teaching licensure under APPEL shall adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission. She recommended that substantive changes to the APPEL Program Handbook should be approved by the State Board of Education as rules for APPEL had been previously approved.

Ms. Newton moved, seconded by Ms. Chambers, to approve the Arkansas Professional Pathway to Educator Licensure (APPEL) program handbook. The motion carried unanimously.

A-9 Appeal of PLSB Evidentiary Hearing Determination - Sherry Lynn Young, PLSB Case # 16-004

The action item was pulled from the agenda.

A-10 Progress Report Related to Arkansas Department of Education Provided Recommendations for Schools Classified in Academic Distress: Helena-West Helena School District

Public School Program Manager Dr. Richard Wilde said Helena-West Helena School District has one school classified in Academic Distress. He said the Arkansas Department of Education appointed review teams to conduct onsite reviews and to provide recommendations. Recommendations were provided to the district in June 2016. Dr. Wilde said school and district leadership would provide reports regarding the current status of progress towards Recommendations 1 and 3.

Central High School Principal Mr. Ernest Simpson III said the school leadership team has focused on teacher development, curriculum development, and response to intervention. He said teachers were utilizing professional growth plans, as noted by teacher engagement in professional learning on classroom management and participation in professional learning communities to work on lesson plans. He said curriculum documents have been developed to align to Arkansas Content Standards. He said students have been identified for targeted and intensive interventions. He said teachers have been receptive to continued professional learning but the challenge was finding time to learn and implement the methods. He said the Parents and Teachers Organization (PTO) has been very active. He said students have been involved in community activities through the EAST Initiative, Girls Empowerment, and Advancement Via Individual Determination (AVID). He said the staff continued to utilize pre- and post-assessments and data analysis to determine the appropriate next steps to improve student achievement.

Helena-West Helena School District Superintendent Mr. John Hoy said Mr. Simpson has participated in Leadership Quest. He said Dr. Diann Gathright has been assisting with learning to use Insight Reports to guide their work. He said the Act 1240 waivers (previously approved by the State Board) permitted the district to employ new strategies. He said assistance from the Department has helped teachers select pathways to licensure. He said teachers that are recruited to the district through the approved waivers are local. He said the Alternative School was moved from the High

School campus and the district has not expelled any students this year. He said the staff are instructing, assessing, and adjusting.

Dr. Wilde said the fiscal status of the district has improved. He said now that the district has adequate fiscal resources, the focus should be on academic improvement. He said the district needs highly defined systems to address the areas in need of improvement. He said the ADE would conduct a comprehensive review of the district and provide a report to the locally elected school board. He recommended Central High School provide a report to the Standing Committee on Academic Distress in June 2017.

School Board Member Mr. Andrew Bagley said four members of the Community Advisory Board were elected to the School Board. He said the Board was determined to move forward.

Ms. Zook moved, seconded by Mr. Black, to approve the Helena-West Helena progress report and June 2017 reporting date before the Standing Committee on Academic Distress. The motion carried unanimously.

A-11 Progress Report Related to Arkansas Department of Education Provided Recommendations for Schools Classified in Academic Distress: Pulaski County Special School District

Public School Program Manager Dr. Richard Wilde said Pulaski County Special School District has one school classified in Academic Distress. He said the Arkansas Department of Education appointed review teams to conduct onsite reviews and to provide recommendations. Recommendations were provided to the district in June 2016. He said school and district leadership would provide the current status of progress towards Recommendations 1 and 3.

Mills High School Principal Mr. Duane Clayton said the focus was teacher leader practices. He said the school had moved beyond compliance to school improvement. He said every teacher knows where their students scored on ACT Aspire. He said the leadership team was conducting classroom walk-throughs and using the data to identify areas for professional growth. He said the administrators are meeting with the schools in the feeder pattern to identify areas for improvement. He said disciplinary referrals have declined. He said incentives were provided for student success. He said data and Wise Ways were driving the decision making in the school. He said the district was implementing Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS)

Pulaski County School District Interim Assistant Superintendent Dr. John Tackett said they were utilizing the Effective Schools Research to guide their work. He said the feeder pattern schools were also utilizing the Strategic Instruction Model routines with students. He said the district starts early to identify potential teaching vacancies and begin recruitment. He said consultants were hired to review the curriculum for

alignment to the content standards and monitor the implementation in the classrooms. He said STAR assessments were used as screeners and diagnostic tools. He said he and Dr. Janice Warren worked with administrators in the feeder pattern to identify students that need intervention.

Dr. Wilde said the school improvement process and feeder pattern alignment has been embraced by the district. He said the School Improvement Specialist, Ms. Goff, is serving on the ADE School Improvement Reflection Team. He recommended a report to the Standing Committee on Academic Distress at the beginning of the 2017-2018 school year (August or September).

Pulaski County School District Superintendent Dr. Jerry Guess said the district was encouraging students to take the ACT multiple times to raise their score. He said he was very proud of the teachers and leaders to overcome the fiscal issues of the district. He said the locally elected school board would receive training on Saturday and a meeting was scheduled for early next week.

Dr. Barth moved, seconded by Ms. Newton, to approve the Pulaski Country Special School District progress report with a report to the Standing Committee on Academic Distress early in the 2017-2018 school year. The motion carried unanimously.

A-12 Adoption of State Board Meeting Calendar for 2017

General Counsel Ms. Lori Freno said the Board previously approved the 2017 calendar but was required to adopt the calendar for 2017 during the December meeting.

Mr. Black moved, seconded by Ms. Chambers, to adopt the State Board meeting calendar for 2017. The motion carried unanimously.

Reports

Report-1 Chair's Report

No report.

Report-2 State Board Standing Committees, Special Committees, Liaisons, and Appointments Report

Science Grant Manager and Appointment Dr. Barth said the final dollars in the NASBE grant will be used for professional development. He said this ends his appointment to this subcommittee.

ForwARd Arkansas Liaison Dr. Barth said Ms. Harriman will make the report later in the agenda.

Deeper Learning Grant Manager and Appointment Ms. Reith said the Board would continue the conversations on teacher pipeline and the teaching profession during the work session tomorrow.

ESSA Steering Committee Liaison Ms. Newton said students gave a great report to the Steering Committee. The students asked for flexible time to pursue their interests. She said they were seeing too much technology input and teaching to the test. The students wanted more teacher interaction and rigorous learning. She said the Steering Committee was moving from Phase One- gathering feedback to Phase Two – making decisions about the accountability system. She attended a conference in Houston and learned that other states are asking some of the same questions about the fifth indicator. She said we should continue to follow our vision and direct the plan to fit the vision.

Standing Committee on Academic Distress Chair Ms. Zook said the guidance from Dr. Wilde and team regarding the new format has been helpful. Board members expressed appreciation of the process and Dr. Wilde's assessment at the end of the presentation. Ms. Zook said districts under state authority report to the State Board and schools in Academic Distress report to the Standing Committee on Academic Distress.

Little Rock Area Public Education Stakeholder Group Liaison Dr. Barth said the Stakeholder Group met December 5, 2016. He reported the advice from the Board to the Stakeholder Group. He said Dr. Sarah McKenzie overviewed a series of reports from OEP regarding movement of students in Pulaski County. He said there was little segregate effect. He said it was unclear why students are moving. He said Commissioner Key encouraged the Stakeholder Group to be visionary in their recommendations for healthy public schools – traditional and charter. He said the next meeting is scheduled for January 30, 2017 and is scheduled to be a work session. He said his next report would be in February. Ms. Zook said she encouraged the Stakeholder Group to invite the school leaders to discuss best practices and collaboration methods.

National Association of State Boards of Education (NASBE) Liaison Ms. Reith said NASBE was encouraging Board members and stakeholders work together on ESSA.

Student Discipline Liaison Dr. Fitz Hill said a meeting was scheduled next week.

Report-3 ForwARd Report

ForwARd Executive Director Ms. Susan Harriman said ForwARd was working together to advance education. She said Arkansas State University (ASU) will become the fiscal agent and a board of directors have been selected.

ForwARd Associate Director Mr. Cory Biggs said the ADE high-functioning group was meeting every two weeks. He said the group has studied four key areas. He said ForwARd remained committed to community–based solutions. He said there were ongoing efforts to positively impact education policies regarding Community Eligibility Provision, data management, and rules/regulations.

Ms. Harriman said quality Pre-K was critical to moving the needle on the vision and strategic goals of ForwARd. She said the Grade Level Reading Campaign and the Talk, Read, Sing Campaign are collaborating to support quality Pre-K. She said federal, state, local, and private dollars are supporting Pre-K in Arkansas.

Mr. Biggs said community-level strategic planning processes are ongoing in the five ForwARd communities. He expected to share best practices with other communities.

Mr. Biggs said an updated ForwARd vision would be provided in 2017.

Public Comment Ms. Annie Bryant said the Forward Communities would be appropriate for Dollarway. She said she was unsure about how the communities were selected. She recommended the State Board request assistance for Dollarway.

Report-4 Commissioner's Report

Commissioner Key said the ADE launched the Teach Again campaign and has five renewals and 100+ inquires. He shared a short video that will be posted on social media and encouraged the Board to assist with getting the message out to the public. http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/teach-again

Commissioner Key said 45 districts brought 533 students to the Teacher Cadet Conference in Benton. He said a panel of Teachers of the Year, ADE staff, and university partners presented to the students. He said these are the efforts that can help fill the teacher pipeline. He recognized the efforts of Mr. Jeff Dyer.

Report-5 2016 Arkansas Teacher of the Year Report

The 2016 Arkansas Teacher of the Year Meghan Ables said Ms. Ivy Pfeffer, Mr. Jeff Dyer, and team did an amazing job organizing the Teacher Cadet Conference. She said the students asked amazing questions.

Report-6 ENIAC Announcement

Computer Science Coordinator Mr. Anthony Owen said Mr. Daniel Moix has been selected to receive the National Computer Science Teachers Association (CSTA) Award. Mr. Moix will receive a $10,000 award.

Mr. Owen introduced Ms. Kathy Kleiman, founder of the ENIAC Programmers Project.

Ms. Kleiman said typically women in computer science had a family member in computing. She shared a video trailer of her documentary series. She said in 1946 six brilliant young women programmed the first all-electronic, programmable computer, the ENIAC, a project run by the U.S. Army in Philadelphia as part of a secret World War II project. They learned to program without programming languages or tools (for none existed)—only logical diagrams. By the time they were finished, ENIAC ran a ballistics trajectory perfectly! Yet when the ENIAC was unveiled to the press and the public in 1946, the women were never introduced… and their story was lost for decades.

Mr. Owen said the three documentaries of the ENIAC Programmer Project would be available to Arkansans through Arkansas IDEAS.

Mr. Owen shared the story of the Arkansas Traveler and Commissioner Key presented Ms. Kleiman the Arkansas Traveler Award.

Adjournment

Mr. Black moved, seconded by Dr. Barth, to adjourn. The motion carried unanimously. The meeting adjourned at 5:41 p.m.

Minutes recorded by Deborah Coffman

Minutes
State Board of Education Meeting
Friday, December 9, 2016

The State Board of Education met Friday, December 9, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 9:03 a.m.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; Meghan Ables, 2016 Teacher of the Year, and Johnny Key, Commissioner.

Absent: None

Recognition

Recognition of AR PAEMST awardees and finalists

Awardees and finalists were awarded on Thursday.

Recognition of Blue Ribbon Schools

Public School Program Coordinator Ms. Otistene Smith recognized Des Arc Elementary, Euper Lane Elementary, and Weiner Elementary as Blue Ribbon Schools. Each school received a plaque.

Des Arc Elementary from the Des Arc School District was represented by Ms. Dena Rooks, K-6 principal; Ms. Sunny Morton, 2nd grade teacher; Ms. Stacy Childers, 1st grade teacher; Ms. Michele Calhoun, dyslexia interventionist; and Ms. Kathy Saul, K-6 special education teacher.

Des Arc Elementary Principal Ms. Dena Rooks said the success of the school was excellent teachers that do what is needed for students. She said there is an open-door policy in the school for all parents. She expressed gratitude for the teachers and parents and their efforts to ensure each child succeeds.

Euper Lane Elementary from the Fort Smith School District was represented by Dr. Mary Ann Johns, Director of Education; Ms. Melissa Braddy, Euper Lane Elementary Principal; Ms. Diane Willis, Teacher; Ms. Kim Pankey, Teacher; Ms. Sherri Penix, District Administrator; and Ms. Natalie Edmonson, Teacher.

Euper Lane Elementary District Administrator for Human Resources Ms. Sherri Penix said relationships are strong between parents, students, and teachers. She said the mission statement was exemplified in these relationships. She said the success is a result of good teaching, parental support, and amazing students.

Weiner Elementary from Harrisburg School District was represented by Mr. Danny Sample, Superintendent; Ms. Pam Hogue, Principal; Ms. Patricia Hesse, Lead Teacher/GT Facilitator; Ms. Ina Raye Hurdle, Digital Learning Facilitator; Ms. Tonya Thompson, Classroom Teacher; and Mr. Edgar Hernandez, Spanish Teacher.

Spanish Teacher Mr. Edgar Hernandez said Weiner Elementary was focused on meeting all needs of children. He said the school is a 1-1 technology school that is supported by the community. He said each child is enrolled in a Spanish class to learn the language and culture. He said elementary students are earning high school credits. He said the school is engaged in Project Based Learning. To better meet the needs of students, the current initiative is focused on Pre-K.

Ms. Smith introduced and presented a plaque to Weiner Elementary Principal Ms. Pam Hogue, recipient of the Blue Ribbons School Program 2016 Terrel H. Bell Award for outstanding school leadership.

Reports

Priority Schools 1st Quarter Progress Reports for school year 2016-17

Public School Program Manager Dr. Richard Wilde provided 45-day progress reports from priority schools. He said second quarter reports will be due at the end of January. He said this is a progress report on leading indicators, not a plan. Throughout the year, the Board should see a change in the progress on the leading indicators. He said goal-setting is a communication device with school staff – the goals communicate what is expected and the theory of action explains how the goals will be accomplished. The report captures the meaningful decisions made by the leadership teams. He said the report helps guide the School Improvement Unit to the areas that need support within the school. He said the school is required to include data on ESL and SPED students. He said this data is analyzed to ensure subgroups are receiving equitable support. He said data are collected regarding student and teacher attendance, math and English Language Arts grades, and interim assessments for English, reading, science, and math for analysis. The school is working to better address the needs of students in a more proactive method. He said an educator/student climate survey is administered each quarter to understand the level of support. He said the school is examining each question to determine trends.

Dr. Wilde said ADE was working on an extended reporting system for discipline. He said school are encouraged to collect data and analyze the data for solutions. He said general assistance is available to all schools. Board members encouraged the school improvement specialists (SIS) to share the survey and progress reporting tools with all schools. Dr. Wilde said the School Improvement Unit is collaborating with other division and units in the agency to better serve the needs of schools.

Commissioner Key asked Board members to communicate that the schools are not working on a state plan, instead the ADE teams are working with schools to implement a school plan based on the needs of the school. He expressed his appreciation to the School Improvement Specialists that are working in these schools.

Public Comment Ms. Annie Bryant said she appreciated Dr. Wilde and team for their support. She said December 10 marks the one-year anniversary of state takeover of the Dollarway District. She said parents and students don't feel valued. She said barriers still exists. She said the fiscal components are improving in the district but the academic components still need improvement. She said the district needs increased collaboration and communication.

Dr. Wilde said a team was in Dollarway this week to provide a comprehensive review the progress of the district and ADE team support.

Adjournment

Dr. Barth moved, seconded by Ms. Chambers, to adjourn. The motion carried unanimously. The meeting adjourned at 10:05 a.m.

Minutes recorded by Deborah Coffman

NEWLY EMPLOYED FOR THE PERIOD OF November 8, 2016 – December 19, 2016

Tiah Frazier – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 11/21/16.

Bilenda Harris-Ritter – Managing Attorney, Grade C129, Division of Educator Effectiveness and Licensure, PLSB, effective 11/21/16.

***Kiara James – Administrative Specialist III, Grade C112, Division of Learning Services, Special Education, effective 12/19/16.**

Matthew Newcomb – Education Investigator, Grade C121, Division of Educator Effectiveness and Licensure, PLSB, effective 12/1216.

Mitzi Smith – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 11/21/16.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF November 8, 2016 – December 19, 2016

***LaQuisha Blevens from an Administrative Specialist II Grade C109, Division of Educator Effectiveness and Licensure, Educator Licensure, to an Administrative Analyst, Grade C115, Division of Educator Effectiveness and Licensure, Educator Licensure, effective 12/19/16. Promotion**

Thomas Coy from a Public School Program Coordinator, Grade C123, Division of Learning Services, Curriculum and Instruction, to a Public School Program Manager, Grade C126, Division of Learning Services, Curriculum and Instruction, effective 11/21/16. Promotion

Jennifer Davis from an Attorney, Grade C124, Central Administration, Legal Services, to an Attorney Specialist, Grade C126, Central Administration, Legal Services, effective 12/05/16. Promotion

***Shirley Green from an Administrative Specialist III, Grade C112, Division of Research and Technology, Data Reporting and Systems, to a Computer Support Technician, Grade C115, Division of Research and Technology, Data Reporting and Systems, effective 11/21/16. Promotion**

SEPARATIONS FOR THE PERIOD OF November 8, 2016 – December 19, 2016

Wesley Reynolds – Accounting Coordinator, Grade C121, Division of Research and Technology, APSCN, effective 12/02/16. 0 Years, 4 months, 14 days. 01

Elizabeth Shock – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 11/23/16. 0 Years, 6 months, 0 day. 01

***DeAngela Staples – Administrative Analyst, Grade C115, Division of Educator Effectiveness and Licensure, Educator Effectiveness, effective 12/02/16. 7 Years, 2 months, 11 days. 01**

***Minority**

AASIS Codes:
01 – Voluntary

Additional Licensure Waiver Requests
2016 - 2017 School Year
January State Board Meeting

Total number of waivers requested this month – 15

Total number of waivers granted – 12

Total number of waivers denied – 3

Total number of School Districts requesting waivers – 12

Waivers granted for schools classified as:
ESEA Needs Improvement Priority* - *Academic Distressed

Watson Chapel School District

Watson Chapel High School – Robert Tate (302) Bldg. Lev Admin – Granted

Lee County School District

*Lee County High School – Beverly Bynum (258) SpEd Resource 7-12

*priority only

Additional Licensure Waiver Requests
2016 - 2017 School Year
January State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
6043700	ARKANSAS VIRTUAL ACADEMY	1	BALL, CHRYSTAL	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
7102000	CLINTON SCHOOL DISTRICT	1	HALL, RITA	183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
4501000	FLIPPIN SCHOOL DISTRICT	1	GILLEY, AMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	239	239-Curr/Prog Admin (Curr) PK-12	16-17	Denied
4602000	GENOA CENTRAL SCHOOL DISTRICT	1	MILLS, CONNIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12	530	530-Special Education Resource Elementary K-6	16-17	Denied
3904000	LEE COUNTY SCHOOL DISTRICT	2	BYNUM, BEVERLY	031-Business Ed/Sect Endors 7-12, 187-Secondary 7-12, 032-Business Education 7-12	258	258-Special Education K-12	16-17	Granted
			THOMAS, TRAKIA	167-Social Studies 7-12	258	258-Special Education K-12	16-17	Granted
2607000	MOUNTAIN PINE SCHOOL DISTRICT	1	APPLEGATE, SHELLEY	167-Social Studies 7-12, 230-Special Ed Inst Specialist 4-12	282	282-Curr/Prog Admin (Spec Ed) P-12	16-17	Granted
7206000	PRAIRIE GROVE SCHOOL DISTRICT	1	EVANS, PAMELA	184-Elementary 1-6, 308-ESL 7-12, 307-ESL PK-8	258	258-Special Education K-12	16-17	Denied
2705000	SHERIDAN SCHOOL DISTRICT	1	HARMON, AMBER	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16 16-17	Granted
0406000	SILOAM SPRINGS SCHOOL DISTRICT	2	BEEKS, KRISSI	166-Eng Lang Arts 7-12, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	16-17	Granted
			WOOD, CHARLOTTE	002-Middle Childhood Lang Arts/SS 4-8, 112-Basic Math Endorsement 7-12, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 302-Building Level Administrator 5-12, 4515b-Pre-Algebra 7-8, 4520-Algebra I 7-12, 4530-Geometry 7-12	133	133-Chemistry 7-12	16-17	Granted
4605000	TEXARKANA SCHOOL DISTRICT	2	NELSON, VINCENT	184-Elementary 1-6	262, 265	262-Instrumental Music K-12, 265-Vocal Music K-12	16-17	Granted
							16-17	Granted
6401000	WALDRON SCHOOL DISTRICT	1	HALE, ZACHARY	167-Social Studies 7-12, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	16-17	Granted
3509000	WATSON CHAPEL SCHOOL DISTRICT	1	TATE, ROBERT	230-Special Ed Inst Specialist 4-12, 302-Building Level Administrator 5-12, 231-Special Ed Ech Inst Specialist PK-4	302	302-Building Level Administrator 5-12	16-17	Granted

Additional Licensure Waiver Requests
2016 - 2017 School Year
January State Board Meeting

12	Total # Districts Requesting Waivers	15	Total # Waivers Requested this month

Total # of Waivers Granted	12
Total # of Waivers Denied	3
Total # of Waivers this month	15

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Long Term Sub Report
January 2017 State Board

Month on Boar	LEA	District	Sub Last Name	Sub First Name	Sub Cred.		Tof Record L.Name	Tof Record F. Name	Subject Teaching	Grant/Deny	Sem	Comment	Posted
2017 Jan	NA	Youth Home, Inc	Murray	Christopher	BS	Sociology/Psychology	Lock	Cecilia	SpEd General	Granted	2nd	teacher resigned 1/6/17	12/16/2016
2017 Jan	7302	England	Brazear	Suara	BA	Admin Management	NA	Na	Math 7-12	Granted	2nd	no teacher of record	12/16/2016
2017 Jan	2603	Hot Springs	McClendon	Lauren	BA	Musical Theatre	NA	NA	Drama 7-12	Granted	2nd	no teacher of record	12/16/2016
2017 Jan	2603	Hot Springs	Weatherspoon	Marsalis	BM	Composition Music	NA	NA	Music 5-12	Granted	2nd	no teacher of record	12/16/2016
2017 Jan	4605025	Texarkana	Blair	William	BS		Kirgis	Jay	Art 7-8	Granted	2nd	teacher resigned 12/16/16	12/16/2016
2017 Jan	6401	Waldron	Tosh	Bethany	BA	Psychology	Tosh	Bethany	Physical Science	Granted	2nd	teacher not certified	12/16/2016
2017 Jan	4303013	Carlisle	Prince	Logan	BSE	Math	Prince	Logan	Sec Math	Granted	2nd	teacher not certified	12/16/2016
2017 Jan	4303013	Carlisle	Hyde	Krystal	BSE	Agri Ed	Wortham	Ricky	Agri Sci & Tech	Granted	2nd	teacher resigned 8/1/16	12/16/2016
2017 Jan	5805020	Russellville	Leavell	Benjamin	BA	ECH	Beatty	Amber	2nd Grade	Granted	1st	teacher on leave	12/16/2016
2017 Jan	5805024	Russellville	Owens	Derek	BA	History	Phillips	Derek	SS, Hist, Coach	Granted	2nd	teacher resigned 9/29/16	12/16/2016
2017 Jan	5805024	Russellville	Hendricks	Michael	MA	US History	Jones	Cindy	SS, Hist	Granted	2nd	teacher suspended	12/16/2016
2017 Jan	7302	Beebe	Channing	Deidre	BA	Elem, SpEd	Thompson	Tina	SpEd	Granted	2nd	teacher on leave	12/16/2016
2017 Jan	401	Bentonville	Murray	Melissa	BS/MBA	Marketing	NA	NA	Sped SSP	Granted	1st	teacher resigned 10/21/16	12/16/2016
2017 Jan	5204	Camden Fairview	Shatley	Melissa	BA	Education	NA	NA	3rd Grade	Granted	1st	no teacher of record	12/16/2016
2017 Jan	5204	Camden Fairview	Atkins	Amanda	BGS	Teacher Education	NA	NA	Adv. Phys. Sci	Granted	1st	no teacher of record	12/16/2016
2017 Jan	4603009	Fouke	Harris	Wanda	MA	Elem, Sec Educ	Bullington	Breanna	Music, Choir	Granted	2nd	teacher on leave	12/16/2016
2017 Jan	6303000	Bryant	Roberts	Terri	BA	Elem Ed	Belin	Mertie	SpEd Elem	Granted	2nd	teacher resigned	12/21/2016
2017 Jan	1507000	South Conway County	Benson	Austin	BA	Art Ed	Moore	Jessica	Art 7-8	Granted	2nd	teacher on leave	12/21/2016
2017 Jan	6603	Hackett	Myers	Jacquelyn	BA	Math & Science 4-8	Lasiter	Michelle	Science 5-6	Granted	2nd	teacher retiring	12/21/2016
2017 Jan	404	Gravette	Carlton	Alaina	BA	Communications	Allison	Thomas	Art, Choir, Music	Granted	2nd	teacher on leave	12/21/2016
2017 Jan	5802	Dover	Earnest	Natalie	BA	Psych/ Crim Justice	Condley	Jessica	English	Granted	2nd	teacher on leave	12/21/2016
2017 Jan	5802	Dover	Cheatham	Rachelle	BS	Biology	Cheatham	Rachelle	Chemistry	Granted	2nd	teacher not certified	12/21/2016
2017 Jan	5802	Dover	Shatwell	Teresa	MA	GT	Taylor	Stephanie	English	Granted	2nd	teacher on leave	12/21/2016
2017 Jan	5805024	Russellville	Broomhall	Isabelle	BA	English Ed	Cooper	Beth	English 11th	Granted	2nd	teacher on leave	12/21/2016
2017 Jan	5602007	Harrisburg	Caldwell	Andrea	BSE	ECH	Davis	Keith	PE/ Health	Granted	2nd	teacher on leave	12/21/2016
2017 Jan	5201000	Bearden	Grice	Amanda	BSE	MS, Elem	Shelby	Ronald	Math 9-12	Granted	2nd	teacher retired	12/21/2016

ARKANSAS DEPARTMENT OF EDUCATION

PUBLIC SCHOOL STUDENT SERVICES PROGRAM

ANNUAL REPORT

[As required by Ark. Code Ann. §6-18-1007 (a)]

Submitted to:

Governor, State of Arkansas
House Committee on Education
Senate Committee on Education
Arkansas State Board of Education

January 1, 2017

JANUARY 2017 ANNUAL REPORT

In accordance with Ark. Code Ann. §6-18-1007 (a), this annual report has been compiled and will be transmitted to the Governor, State Board of Education and the Senate and House Interim Committees on Education.

By October 15 of each year, superintendents sign a *Statement of Assurance* that includes verification that the school district is in compliance with the requirements of the Public School Student Services Act. Commissioner's Memo LS-16-052, dated January 26, 2016, called for the submission of the annual Public School Student Services Report by each school counselor and local education agency (LEA) served. The data collected is inclusive of the ten charter schools that did not waive the requirements of the Public School Student Services Act. It is not inclusive of the charter schools that waived all or some of the requirements of the Public School Student Services Act. The report was collected electronically from March 1 through 18, 2016. A review of this 2015– 2016 school year data was the source for this report.

The Guidance and School Counseling Unit of the Arkansas Department of Education provides assistance to schools and districts to support them in in their efforts to follow the requirements of the public school student services legislation. Support is also provided to those needing information, materials, samples, and electronic or hands-on reviews. Statewide staff development opportunities and communications concerning the requirements of the law are provided to assist schools in the development and implementation of their plan.

Each district is required to have a site/building-based plan for each school building (LEA) in the district. The student services plan should reflect input from parents, teachers, administrators, students, and other stakeholders. The plan requires the delivery of a comprehensive, developmental program. Analysis of data from surveys, student assessments, and other measurement tools is used to evaluate the program's effectiveness. Components of the plan shall include, but are not limited to, guidance and counseling services, psychological services, visiting teacher and school social work services, career development services, group conflict resolution services, health services, suicide prevention public awareness programs, and occupational and placement specialists services. The report indicates that 99.8% of the schools have a written building-based student services plan.

In 2015-2016 there were approximately 1315 school counselors in the state with several counselors serving more than one school, which resulted in 1455 total reports submitted. Section 16.01.3 of the *Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts* requires a district-wide student-to-school counselor ratio of 450:1; however, there were 186 counselors serving more than 450 students. Of the 186, there were 107 counselors serving 500 or more students and 21 counselors serving more than 600. While these counselors were over-allocated, there were other counselors within the district who served fewer than 450 students, which allowed the district to meet the requirements of the *Rules Governing Standards for Accreditation*. The American School Counseling Association recommends a student-to-school counselor ratio of 250:1.

As a result of the 2011 Legislative Session, the Public School Student Services Act requires school counselors to spend at least 75% of work time each month providing direct counseling services and no more than 25% of work time each month providing administrative services related to counseling. As defined by the American School Counseling Association, direct student services are in-person interactions between the student and the counselor. It includes structured lessons provided in the classroom or in small group settings and is designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental levels. It also includes individual student planning designed to assist students in establishing personal goals and developing future plans, and responsive services designed to assist students' immediate needs and concerns. Administrative services related to counseling are services provided on behalf of students. These services include interactions with others, including referrals for additional assistance and consultation and collaboration with parents, teachers, other educators and community organizations. There were 119 counselors in 66 districts who reported percentages outside the 75:25 ranges. Each of these counselors was contacted through email or phone call to verify that the percentage of time providing direct services to students was correctly reported. While 65 counselors requested a report change in writing, 54 verified their reports were submitted as intended. Since the report was due prior to the administration of mandated state and federal assessments, this data may not accurately reflect counselors' time spent providing direct counseling services in the months of April and May.

Counselors who reported percentages outside of the 75:25 range were asked to provide an explanation regarding their time. As indicated in the explanations, school counselors spend time each month providing non-guidance activities. Many counselors are test coordinators and spend a great deal of time scheduling, training, and preparing technology for assessments. In addition, counselors assigned supplementary non-counseling duties such as coordinating 504 and RTI programs, inputting APSCN data, building master schedules and other clerical duties, report that they are finding it increasingly difficult to provide direct support to students 75% of their time each month.

It was reported that 100% of counselors serving students in grades K – 12 grades provide an age appropriate career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals. Item #54 indicates that individual age-appropriate career development counseling is provided by 100% of school counselors. Counselors serving students in grades 8 through 12 provide a career plan for each student.

In summary, the data shows that school districts are making a concerted effort to comply with the components of the Public School Student Services Act. The results of the 2015-2016 survey are contained in the following pages.

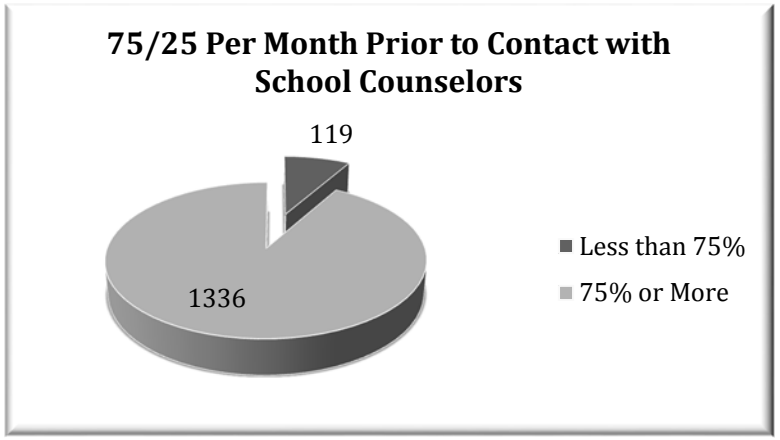
The first 16 questions of the report are demographic in nature: name, school, district, phone #, etc. Applicable results of the survey starting with #17 were tabulated and are reported below.

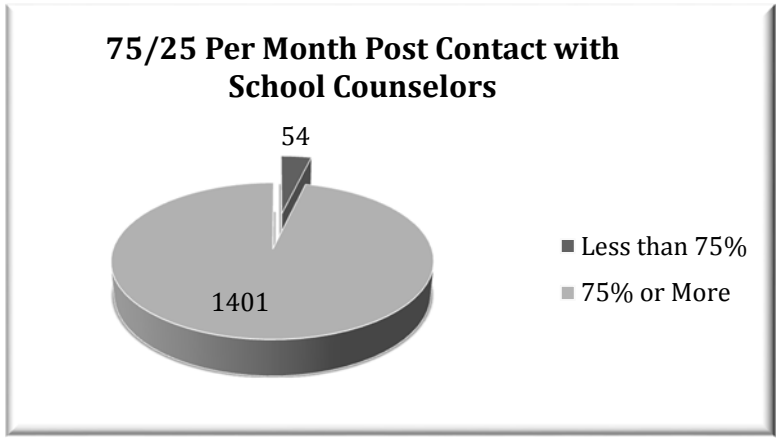
DIRECT COUNSELING SERVICES					
For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).					
Question #	**Question**	**# Yes**	**# No**	**% Yes**	**% No**
17	A building-based Student Services Plan has been written for this school building.	1453	2	99.86%	.14%
18	List names and positions/titles of other personnel implementing the Student Services Plan for this school (counselors, nurses, social workers, mental health workers, psychologists, health services, career services, special education services, 504 coordinators etc.).	All counselors submitted names of other personnel in the school who help implement the Student Services Plan.			
19	Counseling - individual (personal and social development, academic development, and age-appropriate career development)	1454	1	99.93%	.07%
20	Counseling - classroom (personal and social development, academic development, and age-appropriate career development)	1441	14	99.04%	.96%
21	Counseling - small groups (personal and social development, academic development, and age-appropriate career development)	1441	14	99.04%	.96%
22	The counselor consults with student(s).	1454	1	99.93%	.07%
23	The counselor consults with parents (with student present).	1451	4	99.73%	.27%
24	The counselor consults with school personnel or outside agencies (with student present).	1444	11	99.24%	.76%
25	The counselor provides test interpretation to the student(s).	1406	49	96.63%	3.37%
26	The counselor reviews records and files with the student(s).	1408	47	96.77%	3.23%

DIRECT COUNSELING SERVICES					
For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).					
Question #	**Question**	**# Yes**	**# No**	**% Yes**	**% No**
27	The counselor provides classroom guidance which is limited to forty (40) minute class sessions not exceeding three (3) per day.	1344	111	92.37%	7.63%
28	The counselor provides classroom guidance which is limited to forty (40) minute class sessions not exceeding ten (10) per week.	1339	116	92.03%	7.97%
29	Orientation activities are provided for new students at each level of education.	1,424	31	97.87%	2.13%
30	Academic advisement for class selection is provided to students.	1,338	117	91.96%	8.04%
31	Academic goals are established for students at all levels.	1,444	11	99.24%	.76%

ADMINISTRATIVE ACTIVITIES					
For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).					
Question #	**Question**	**# Yes**	**# No**	**% Yes**	**% No**
32	Consultation with parents is provided (without student present).	1,455	0	100%	0%
33	Consultation with school personnel or outside agencies is provided (without student present).	1,455	0	100%	0%
34	Incidents/concerns regarding child abuse or neglect are reported as required by law.	1,455	0	100%	0%
35	Referrals or recommendations are made for additional services.	1,454	1	99.93%	.07%
36	Test interpretation for parents is provided.	1,440	15	98.97%	1.03%
37	Test interpretation for school personnel and/or community agencies is provided.	1435	20	98.63%	1.37%
38	Records and files are reviewed and updated for the counselor's use.	1,454	1	99.93%	.07%
39	Academic, personal/social, and career development resources are available for students, parents, and other stakeholders to support educational decision making.	1452	3	99.79%	.21%

TALLY OF DIRECT/ADMINISTRATIVE COUNSELING RATIO			
Answer questions below as they pertain to the sections Direct Counseling and Administrative Activities. Total percentage cannot be more than 100%.			
Question #	**Question**		
40	**What is the estimated percentage of your time spent providing direct counseling services each month?** The data below reflects the overall average for the months of September to March of 2016.		
		Prior to communication with school counselors	**Post communication with school counselors**
Number of counselors who reported equal to or greater than 75% for Direct Counseling		1336	1401
Number of counselors who reported equal to or less than 25%		119	54
Percent of counselors who reported equal to or greater than 75% for Direct Counseling		91.7%	96.2%
Percent of counselors who reported equal to or less than 25%		8.3%	3.7%





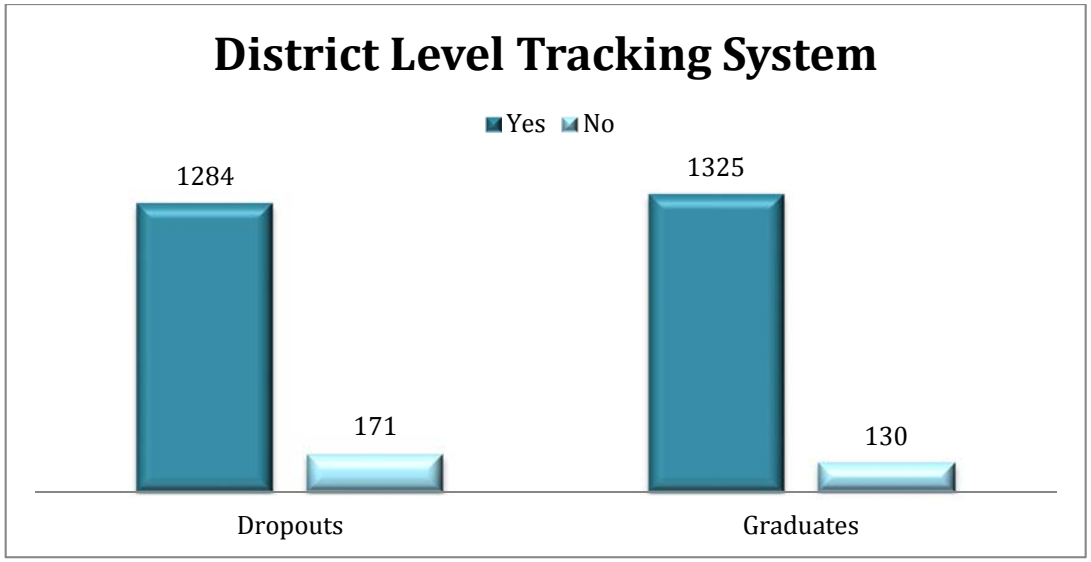
Question #	Question	Number of Responses
41	If your response to "estimated percentage of the school counselor's time spent providing direct counseling services" is less than 75% for any two-month time frame, please provide an explanation in the text box below.	**104**

GENERAL INFORMATION

For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).

Question #	Question	# Yes	# No	% Yes	% No
42	A building-based system of parental involvement has been implemented.	1,448	7	99.52%	.48%
43	Psychological services are being offered to students.	1,444	11	99.24%	.76%
44	A nurse coordinates health services for students.	1,454	1	99.93%	.07%
45	Conflict resolution services are available to students.	1,452	3	99.79%	.21%
46	A School/District bully prevention program has been developed and implemented.	1,441	14	99.04%	.96%
47	A School/District suicide awareness and prevention program has been developed and implemented.	1,419	36	97.53%	2.47%
48	The school/district provides data analysis to assist in the school improvement process for developing interventions and for assisting students who fail to reach proficiency on state-mandated assessments.	1450	5	99.66%	.34%

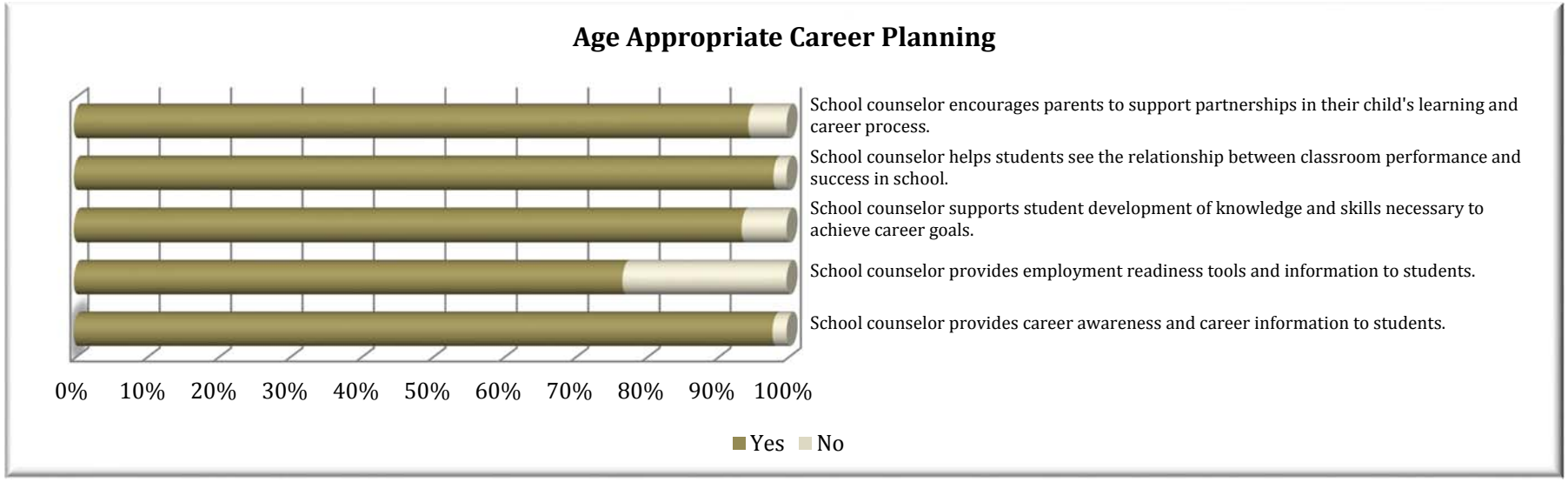
GENERAL INFORMATION					
For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).					
Question #	**Question**	**# Yes**	**# No**	**% Yes**	**% No**
49	There is a district-level tracking system for school dropouts that includes an exit interview and follow-up.	1,284	171	88.25%	11.75%
50	The School/District has a system to follow up on high school graduates.	1,325	130	91.07%	8.93%



GENERAL INFORMATION					
For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).					
Question #	**Question**	**# Yes**	**# No**	**% Yes**	**% No**
51	The district provides a liaison between the home and school by making home visits and referring students for assistance.	1,392	63	95.67%	4.33%
52	The district has available alternative methods of classroom management such as:				
	• Behavioral Contracting	1435	20	98.63%	1.37%
	• Dispute Resolution	1444	11	99.24%	.76%
	• Classroom Meetings	1411	44	96.98%	3.02%
	• Logical Consequences	1443	12	99.18%	.82%
	• Assertive Discipline	1408	47	96.77%	3.23%
	• Behavior Modification	1447	8	99.45%	.55%
	• Career & Academic Counseling	1453	2	99.86%	.14%

Question #	**Question**	**# Yes**	**# No**	**School does not have a TABE or HSE program or is an elementary or middle school.**
53	The school counselor administers the High School Equivalency Exam (HSE) or the GED assessment.	0	472	983

CAREER PLANNING					
Question #	Question				
54	Each counselor serving students in graded K-12 provides age-appropriate career planning. Choose all that apply to you.				
School counselor provides career awareness and career information to students.	School counselor provides employment readiness tools and information to students.	School counselor supports student development of knowledge and skills necessary to achieve career goals.	School counselor helps students see the relationship between classroom performance and success in school.	School counselor encourages parents to support partnerships in their child's learning and career process.	
1426	1118	1362	1428	1376	
55	How was career information discussed with students?				
	• Individual		1152	79.18%	
	• Small Groups		1002	68.87%	
	• Classroom Guidance		1411	96.98%	
	All counselors indicated that they discuss career information with their students.				


Age Appropriate Career Planning
School counselor encourages parents to support partnerships in their child's learning and career process.
School counselor helps students see the relationship between classroom performance and success in school.
School counselor supports student development of knowledge and skills necessary to achieve career goals.
School counselor provides employment readiness tools and information to students.
School counselor provides career awareness and career information to students.
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Yes
No

44

CAREER PLANNING

For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).

Question #	Question	# Yes	# No	% Yes	% No
56	During regular parent-teacher conferences, the counselor encourages parents to support partnerships in their students' learning and career planning process.	1,428	27	98.14%	1.86%
57	The counselor provides advisement to students on workforce or career opportunities available.	1,267	188	87.08%	12.92%
58	The school/district provides advisement to students on college assessments available.	1,389	66	95.46%	4.54%
59	Do you serve any students in grade 8 or above? If Yes, please respond to next question regarding the Career Action Planner	677	778	46.53%	53.47%

60	At my school, we use a career folder or planner (CAP) created and/or printed by (check all that apply): **Note:** Percent of districts using different modes of career planning below.							
	Educational Service Cooperatives	64%	District Developed	13%	Navigator Electronic	6%	Unlisted	21%
61	If you answered "Not Listed," we do not have a copy of your career folder on file and you will need to fax or mail a copy to us. It should not exceed 10 pages. Make sure the name of your school and district are on the form before mailing or faxing.							

SUBMITTING THE REPORT		
Question #	**Question**	**Number**
62	Please provide comments and/or concerns regarding the student services report. Beginning with item #15, the required items are addressed in Subchapter 10 - Public School Student Services Act (§6-18-1001 - §6-18-1009) please make suggestions on how the monitoring of compliance of this act might be improved or streamlined.	125 Comments
63	Date Survey submitted: MM/DD/YYYY	

ARKANSAS ADVISORY COUNCIL FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN

REPORT
JULY 1, 2015- JUNE 30, 2016

ARKANSAS DEPARTMENT OF EDUCATION
2016

ARKANSAS DEPARTMENT OF EDUCATION

July 1, 2015 - June 30, 2016

ANNUAL REPORT

ARKANSAS ADVISORY COUNCIL FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN

Linda Kay Thompson
Chairperson

ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key, Commissioner
Arkansas Department of Education

OFFICE OF EDUCATION OF GIFTED AND TALENTED CHILDREN

Stacy Smith, Assistant Commissioner
Dr. Mary Kathryn Stein, Public School Program Coordinator
Krystal Nail, Public School Program Advisor
Connie Storey, Public School Program Advisor

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2015-2016
GOVERNOR'S ADVISORY COUNCIL FOR GIFTED/TALENTED EDUCATION

Dr. Kenneth Bridges 210 South Newton Avenue Eldorado, AR 71730	Term 1:	07/20/2018
Sabitha Govindarajan 68 Bellegarde Drive Little Rock, AR 72223	Term 1:	07/20/2018
Kristen Hodge 1 Hayfield Road Little Rock, AR 72207	Term 1:	07/20/2016
Dr. Kathy Pillow-Price 100 Brandi Lane Beebe, AR 72012	Term 2:	07/20/2017
Dr. Rosilee Russell 2012 Euper Court Fort Smith, AR 72903	Term 1:	07/20/2018
Jessica Sabin 400 Fountain Avenue Little Rock, AR 72205	Term 1:	07/20/2017
Dustin Seaton, Co-Chair (Educator Position) 505 North Olive Avenue Fayetteville, AR 72701	Term 1:	07/20/2017
Linda Kay Thompson, Chair (Educator Position) P.O. Box 598 Star City, AR 71607	Term 1	06/20/2016
Joyce Wood 1227 South Harris Road Pearcy, AR 71964	Term 1:	07/20/2016

August 1, 2016

The Honorable Asa Hutchinson
Governor of the State of Arkansas
State Capitol
Little Rock, AR 72201

Dear Governor Hutchinson:

Arkansas continues to rank highly among national state leaders in
Gifted Education. The Council is pleased to share good news about Arkansas strides in Gifted Education, and offer our recommendations and thoughts to ensure continued growth in serving our academically strong students, who will be in the forefront of leadership, growing the economy and business of Arkansas.

+Act 56 Selection of Outstanding Gifted Programs: The Council recognized the following districts as Outstanding Gifted Programs in 2016:

School Districts less that 1,000: McCrory,
School District 1,000 to 3,000: Pea Ridge, Certificate of Merit to Stuttgart School District,
School Districts greater than 3,000: Springdale School District, Certificate of Merit to North Little Rock School District.

+Advanced Placement: The State of Arkansas continues to be a national leader in the growth of Advanced Placement college level courses. AP in Arkansas serves a nationally recognized diverse population of students statewide. Arkansas is one of the few states that pays the AP exam fees for all or part of the costs of public school students taking the Advanced Placement exams. In Arkansas if students complete the AP course, have a College Board trained teacher with a syllabus approved by the College Board, then their exams are paid for by the state and receive weighted credit. AP (& Pre-AP) teachers are trained through state funded statewide College Board Summer institutes and trainings. The Education Commission of the States released a report that cited Arkansas as leading the way in its Advanced Placement initiative.

+Arkansas Governor's School-2015: AGS returned to its original 6-week program in 2013, thus fulfilling the initial intent of student interaction with AGS curriculum. The program has served over 13,000 Gifted and Talented students over its now 37-year history. Many of these AGS alums now serve Arkansas in business, government, science, & education. Full funding for 2016 is in place. Continued support of AGS is both appreciated and vital. We continue to request that the granting cycle builds for sustainability through a cost of living increase for the 2017-2018 grant cycle.

+Summer Enrichment Programs (AEGIS programs)- Act 814 approved by the 90th Arkansas

General Assembly provides an appropriation for Academic Enrichment for the Gifted in Summer, thus reinstating AEGIS & providing initial start-up funding for this grant application program for school districts.

+GT Services reinstated in Schools of Innovation- Act 1136 approved by the 90th Arkansas General Assembly prevents the waiver of gifted services in Schools of Innovation.

The Advisory Council requests your continued support of Gifted Education as you examine the following recommendations:

1) Arkansas Governor's School: Arkansas Governor's School should be fully funded for an effective six-week long summer program. As AGS is currently funded, financial support for the program to adequately conduct a six-week long program must be renewed every two years.

2) Gifted Services in Charter Schools and Districts with Charter-Like Waivers (Act 1240 of 2015): Remove the option of a waiver of services to gifted and talented students (6-42-101 et seq.) or a waiver of the ADE Rules for Gifted and Talented Program Approval Standards (18) or of Pre-Advanced Placement and Advanced Placement classes.

Thank you for supporting Gifted Education and for allowing the Council to provide you with recommendations for further enhancement of Gifted Education services for all students of Arkansas.

Respectfully Submitted,

Linda Kay Thompson

Linda Kay Thompson, Chairperson 2015-16
Arkansas Advisory Council for Gifted and Talented Education

Overview and History of Gifted Education in Arkansas

Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator, to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.

Guidelines were developed to provide information to assist district in planning, implementing, and evaluating programs for gifted and talented students. This document, Education of Gifted and Talented Students: Guidelines for Local Education Agencies, was approved by the State Board of Education in 1981.

Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.

Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.

Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed $6 million. Districts which were operating approved programs were eligible to receive funds based on an “add on” weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district’s average daily membership).

The original guidelines developed to assist districts were then refined and updated and became the Rules and Regulations for gifted education in Arkansas. This document, Gifted and Talented Program Approval Standards, was approved by the State Board in 1987, revised in 1999 and 2009.

Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulated an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts of gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education – the previous year’s average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year’s average daily

membership, multiplied by fifteen hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

> *Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.*
>
> *Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.*

In ***Gifted and Talented Program Approval Standards, 2009***, standards are described that every school district in Arkansas must meet in order to provide an approved gifted program for students in their districts. These are minimum, not optimum, standards and enable school districts to establish equitable criteria for identification of gifted and talented students, establish programs which will lead to appropriate educational opportunities for these students, and establish procedures to evaluate the effectiveness of the provisions of these educational opportunities. Districts are encouraged to go beyond the standards in providing educational opportunities for their gifted and talented students. Standards include areas of community involvement, staff development, personnel, identification, program options, curriculum, and evaluation. A copy of these standards is available on the Arkansas Department of Education website on the following page: http://www.arkansased.org/divisions/learning-services/gifted-and-talented-and-advanced-placement. Click on the link on the right side for *Gifted and Talented Program Rules and Regulations*. Evidence verifying compliance with the standards should be kept on file in the district and available for review by the Department of Education when the district is monitored. Districts submit an annual program approval application to the Department of Education detailing how the district will serve gifted students. In 2012-13, this application changed from an electronic application that was printed and mailed to the Arkansas Department of Education to an online form. Each district undergoes an onsite monitoring by staff members of the Arkansas Department of Education, Office of Gifted and Talented, every three years. In 2011-12, onsite monitoring visits were shortened to half day visits for all but the largest school districts with submission of many of the program's policies and procedures prior to the onsite visit. In 2012-13, the submission of policies and procedures for schools being monitored was embedded in their online program approval application.

Advanced Placement (AP) and Pre-Advanced Placement (PreAP) courses are often utilized to serve gifted students at the secondary level. The ***Rules Governing the Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing the Availability of Advanced Placement Courses in the Four Core Areas In High School With Guidelines for Endorsed Concurrent Enrollment Courses***

http://www.arkansased.org/public/userfiles/Learning_Services/Gifted%20and%20Talented/AP_IB_Rules_August_2007.pdf

are in place to help ensure that high schools offer at least one AP course in each core content area, with PreAP courses in place to help prepare students for the rigor inherent in AP courses. These rules also specify that teachers must receive specific training to teach AP or PreAP, and students must complete the entire course and exam to receive weighted credit. Details about funding available for teacher training and for materials and equipment grants for AP courses are also contained in these rules. Schools receive incentive money for each score of three or higher obtained by their students on AP exams to utilize for improving their AP Program. Please see attachments for more information about the success Arkansas students are experiencing in AP.

The **Arkansas Governor's School**, a six-week residential program for gifted and talented students in the summer before their senior year, was established in 1980 and has operated each summer thereafter. Students are nominated for the Arkansas Governor's School (AGS) through their public, private, or home schools and are selected by a committee appointed by the Arkansas Department of Education. Selection is based on merit, measured by high intellectual potential, outstanding ability in an academic or artistic area, creativity, task commitment and social/emotional maturity. Efforts are made to insure a representative distribution from all school districts in the state, balanced proportions of male and female students, and an ethnic composition reflective of the state's demographic patterns. Members of the Governor's Advisory Council participate in the student and faculty selection processes.

Students are selected for content area classes in one of eight fields: choral music, drama, English/language arts, instrumental music, mathematics, natural science, social science, or visual arts. They also attend classes in general conceptual development and personal and social development. In addition, guest speakers, significant films, concerts, and dramatic productions provide experiences beyond the classroom curriculum. The AGS curriculum does not replicate that of high school or college. Students are exposed to topics outside the traditional curriculum and are encouraged to become a member of a "community of learners."

The **Governor's Advisory Council for the Education of Gifted and Talented Children** was established with Act 106 of 1979. The council consists of nine members, appointed by the Governor, who are interested in the education of gifted and talented children.

Act 56 of 1983 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than $3,000 to each of the recognized programs. Blind screening is used and districts are judged against those of similar size. Criteria for recognition include how a

district's program has exceeded minimum standards, innovative and creative aspects, and appropriateness of the program for the size of the district.

Act 814 of 2015 appropriated funds for grants for Academic Enrichment for the Gifted and Talented in Summer Programs (AEGIS). AEGIS grants may be awarded to public or private agencies for the establishment of annual summer residential or day programs.

Enacted by the Arkansas General Assembly
Act 106

STATUS REPORT
RECOMMENDATIONS FOR 2015-2016

Recommendations of the
Arkansas Advisory Council for the Education of Gifted and Talented Children
2015-2016

1. Gifted Services in Charter Schools and Districts with Charter-Like Waivers (Act 1240 of 2015)

Recommendation: Monitor the services provided for gifted students as described in the Open Enrollment Charter School agreements for charter schools approved by the State School Board or the Charter Authorizing Board and to continue to monitor the services in Districts with Charter-Like Waivers (Act 1240 of 2015).

Rationale: As the number of students enrolled in Open Enrollment Charter Schools continues to grow along with the students in districts seeking charter-like waivers (Act 1240), the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented to ensure students are being served as described in a school's approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented.

The Council notes that only two Open Enrollment Charter Schools have chosen not to waive the Standards for Gifted Program Approval. As more students enroll in Open Enrollment Charter Schools and attend schools in districts with charter-like waivers, the Council thinks it is important for the ADE's Office of Gifted and Talented to be involved in the accountability process of evaluating gifted services to ensure that the unique educational needs of gifted students' are met.

Status: Not Fulfilled

2. Restore GT Program Advisor Position

Recommendation: A return to having three (3) full time positions in the Office of Gifted and Talented and Advanced Placement at ADE [two (2) Program Advisors along with one (1) Program Coordinator] to facilitate a return to a three (3) year onsite monitoring schedule.

Rationale: The loss of a program advisor position from the Office of Gifted and Talented at ADE has resulted in a six (6) year onsite monitoring cycle of services to students rather than a three (3) year cycle onsite review. The greater number of intervening years presents a burden to gifted and talented coordinators in retaining evidence of compliance with GT Standards such as documentation of services to students and program evaluation. The high turn-over rate of GT Coordinators in some districts further complicates the less frequent monitoring schedule. The additional requirement to administrate Academic Enrichment Gifted/Talented in Summer Programs (AEGIS) will also impact the capacity of the unit.

Status: Fulfilled

3. Revision of AP/IB Rules

Recommendation: Revise the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses, August 2007 to allow the ADE Office of Gifted and Talented to endorse training requirements for Advanced Placement and Pre-Advanced Placement certification.

Rationale: Currently the ADE Rules for AP allow only for a College Board Summer Institute to serve as certification of training for Advanced Placement teachers and only College Board workshops or summer institutes to serve as certification of training for Pre-Advanced Placement teachers. There are and in the future there may be other forms of professional development which could be approved for certification such as being a reader (grader) for one of the Advanced Placement exams and other trainings. Allowing the Office of Gifted and Talented to decide which professional development opportunities are endorsed for Pre-AP and AP certification could increase the variety of trainings available to teachers since re-training is required every five (5) years. The current rules regarding concurrent enrollment may need revision.

Status: Partially Fulfilled *The Council voted to have the Office of Gifted & Talented and Advanced Placement begin the process of changing the AP/IB Rules (July 14, 2016). The vote occurred after the date of the report, but was included since it partially fulfilled the recommendation.*

RECOMMENDATIONS FOR 2016-2017

Recommendations of the
Arkansas Advisory Council for the Education of Gifted and Talented Children
2016-2017

1. Arkansas Governor's School

Recommendation: Arkansas Governor's School should be fully funded for an effective six-week long summer program.

Rationale: As AGS is currently funded, financial support for the program to adequately conduct a six-week long program must be renewed every two years.

The AGS Program was reduced from 6 weeks to 4 weeks in 2010 as a way to maintain the program without a funding increase. Funding for the 2013-2016 AGS sessions were increased by $250,000 to accommodate a six-week long program, but the funding must be requested at each biennial legislative session. The Council requests that adequate funds to support the school be increased by 3% for each three (3) year cycle of site selection for AGS.

2. Gifted Services in Charter Schools and Districts with Charter-Like Waivers (Act 1240 of 2015)

Recommendation: Remove the option of a waiver of services to gifted and talented students (6-42-101 et seq.) or a waiver of the ADE Rules for Gifted and Talented Program Approval Standards (18) or of Pre-Advanced Placement and Advanced Placement classes.

Rationale: As the number of students enrolled in Open Enrollment Charter Schools continues to grow along with the students in districts seeking charter-like waivers (Act 1240), the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented to ensure students are being served as described in a school's approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented to ensure equitable services.

The Council notes that only two Open Enrollment Charter Schools have chosen not to waive the Standards for Gifted Program Approval. As more students enroll in Open Enrollment Charter Schools and attend schools in districts with charter-like waivers, the Council thinks it is important for the ADE's Office of Gifted and Talented to be involved in the accountability process of evaluating gifted services to ensure that the unique educational needs of gifted students are met.

APPENDICES

Appendix A

ARKANSAS GOVERNOR'S SCHOOL

Arkansas Governor's School, inaugurated in 1980, celebrated its 37th year during the 2016 summer session. Approximately 14,000 students have been a part of this unique learning experience. In 2016, 606 students were nominated and submitted applications from 99 high schools in 41 counties. From these numbers, 435 students, from 93 high schools in 36 counties were accepted and 392 students completed the program. Thirty-four students were the only student attending from their high schools and 19 high schools had only 2 students attending.

Hendrix College's proposal to host AGS for 2016-2018 was selected by the Arkansas State School Board during their meeting on April 9, 2015.

Appendix B

Pre-AP and AP Teacher Training

Summer 2016 Advanced Placement Summer Institute Training: $661,200 was spent to fund Advanced Placement and Pre-Advanced Placement teacher trainings held at Arkansas State University; the University of Arkansas, Fayetteville; and the University of Arkansas at Little Rock.

Pre-AP	AP	Total	
61	142	203	ASU
47	259	306	UAF
289	514	803	UALR
397	979	1312	

Thirty-two Pre-AP Trainings were held at Education Service Cooperatives where 465 teachers participated in two-day trainings in math, science, or social studies/English.

Appendix C

Equipment and Materials Grants to AP Teachers

Grants of $81,301.05 were awarded to 93 teachers of Advanced Placement courses.

Appendix D

AP Incentive Money for Scores of 3, 4, or 5

Arkansas high schools received $50 for each qualifying score of 3, 4, or 5 earned by a student on an AP Exam as incentive money for AP programs. Schools received a total of $718,000 which is an increase of 16.41% from 2014.

Appendix E

ADVANCED PLACEMENT PROGRAM

2016 Arkansas Highlights
Public Schools
Advanced Placement Program®

AP® Participation and Performance

- The number of Arkansas students taking AP exams in 2016 was 26,577, representing a 3% increase from 2015 (25,757).

- The number of AP exams taken in 2016 was 46,094 up 2.4% over the previous year (44,951).

- There was a 4.6% growth in the number of exams with scores of 3 or higher (15,079 scores) compared with the national growth of 5.2%.

- Participation by all groups increased in 2016.

- 9,131 students scored 3 or higher on at least one AP Exam in May 2016.

- 15,079 AP exams received scores of 3 or higher in 2016 compared to 14,414 in 2015 and 12,209 in 2012.

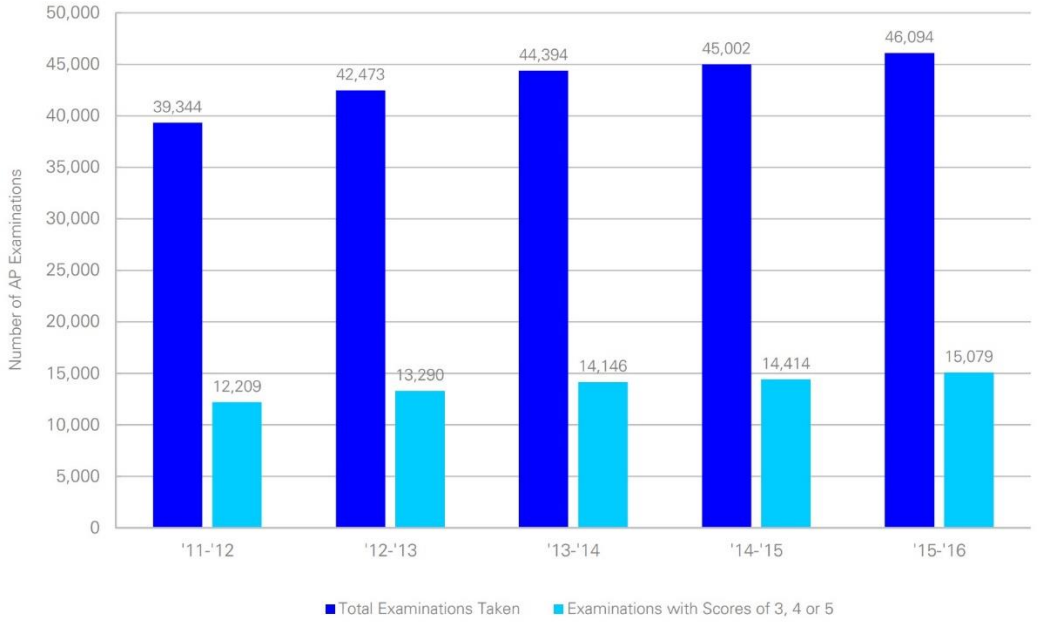
- The most popular AP exams in Arkansas were English Language (8,324), English Literature (6,779), US History (5,574), World History (4,712), Biology (2,654), AB Calculus (2,576), Psychology (1,868), and Statistics (1,853).

State Integrated Summary 2015-2016

Arkansas - Public Schools

CollegeBoard

AP: Number of Examinations and Number of Examinations with Scores of 3, 4 or 5



State Integrated Summary 2015-2016

Arkansas - Public Schools

CollegeBoard

AP: Participation and Performance Overview

		Arkansas - Public Schools				Total Group - Public Schools			
		# of Exam-Takers	% of Total	# of Exams Taken	# of Scores 3-5	# of Exam-Takers	% of Total	# of Exams Taken	# of Scores 3-5
All	Total	26,577	100.0%	46,094	15,079	2,272,520	100.0%	4,056,590	2,268,277
	Change from last year	+3.0%		+2.4%	+4.6%	+5.3%		+5.1%	+5.2%
Gender	Female	15,654	58.9%	26,764	8,072	1,292,288	56.9%	2,252,331	1,203,008
	Change from last year	+3.8%		+3.5%	+4.5%	+6.0%		+6.0%	+6.1%
	Male	10,923	41.1%	19,330	7,007	980,232	43.1%	1,804,259	1,065,269
	Change from last year	+1.9%		+1.0%	+4.7%	+4.3%		+3.9%	+4.2%
Race / Ethnicity	American Indian	186	0.7%	285	88	7,719	0.3%	11,970	4,201
	Change from last year	-		-	-	-		-	-
	Asian	886	3.3%	2,173	1,176	261,774	11.5%	575,493	395,161
	Change from last year	-		-	-	-		-	-
	Black	3,378	12.7%	5,616	567	174,976	7.7%	273,859	76,444
	Change from last year	-		-	-	-		-	-
	Hispanic or Latino	2,969	11.2%	5,024	1,443	532,709	23.4%	902,524	370,230
	Change from last year	-		-	-	-		-	-
	Pacific Islander	45	0.2%	67	17	4,021	0.2%	6,621	2,694
	Change from last year	-		-	-	-		-	-
	White	17,385	65.4%	30,028	10,934	1,160,729	51.1%	2,062,971	1,296,886
	Change from last year	-		-	-	-		-	-
	Two or More Races	1,280	4.8%	2,270	729	95,429	4.2%	168,733	95,678
	Change from last year	-		-	-	-		-	-
	Other	9	0.0%	34	13	1,792	0.1%	4,323	2,883
	Change from last year	-		-	-	-		-	-
	No Response	439	1.7%	597	112	33,371	1.5%	50,096	24,100
	Change from last year	-		-	-	-		-	-

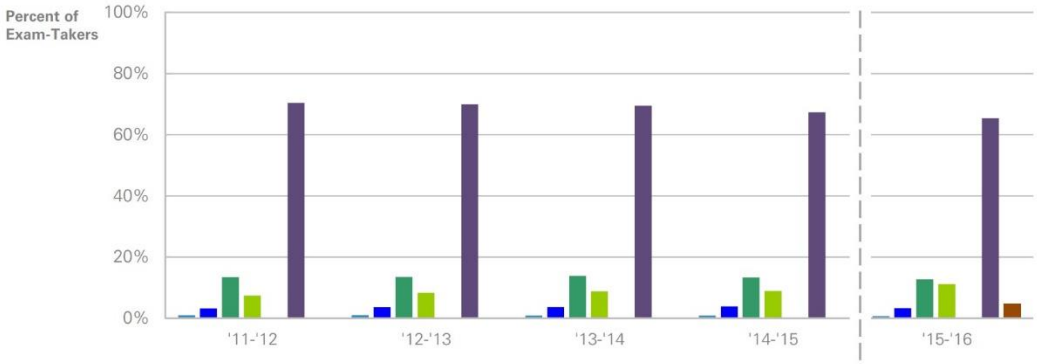
Note: Scores are reported when there are five or more exams taken by five or more test-takers.
Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. Due to these changes, the percentage change from last year is not provided. We encourage you to use caution when making comparisons between the 2015-16 school year and race/ethnicity subgroup data from prior years. American Indian includes Alaska Native, Black includes African American and Pacific Islander includes Native Hawaiian. Students reported as "Two or more races" are non-Hispanic. Please refer to the data notes section for additional information about the changes.

State Integrated Summary 2015-2016

Arkansas - Public Schools

CollegeBoard

AP: Participation by Race/Ethnicity - Students Taking One or More Exam



Number of Students Taking One or More AP Exam:	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
American Indian	224	256	238	239	186
Asian	737	875	931	1,008	886
Black	3,044	3,283	3,520	3,451	3,378
Hispanic or Latino	1,686	2,026	2,248	2,309	2,969
Pacific Islander	-	-	-	-	45
White	15,968	17,000	17,735	17,389	17,385
Two or more races	-	-	-	-	1,280
Other	293	363	412	391	9
No Response	735	517	447	1,021	439
Total	**22,687**	**24,320**	**25,531**	**25,808**	**26,577**

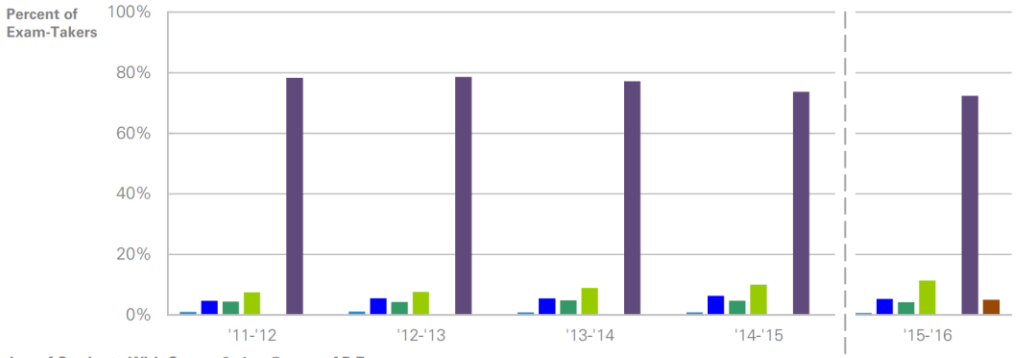
Note: Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. We encourage you to use caution when making comparisons between the 2015-16 school year and race/ethnicity subgroup data from prior years. American Indian includes Alaska Native, Black includes African American and Pacific Islander includes Native Hawaiian. Students reported as "Two or more races" are non-Hispanic. Please refer to the data notes section for additional information about the changes.

State Integrated Summary 2015-2016

Arkansas - Public Schools

CollegeBoard

AP: Participation by Race/Ethnicity - Students with Scores of 3, 4 or 5

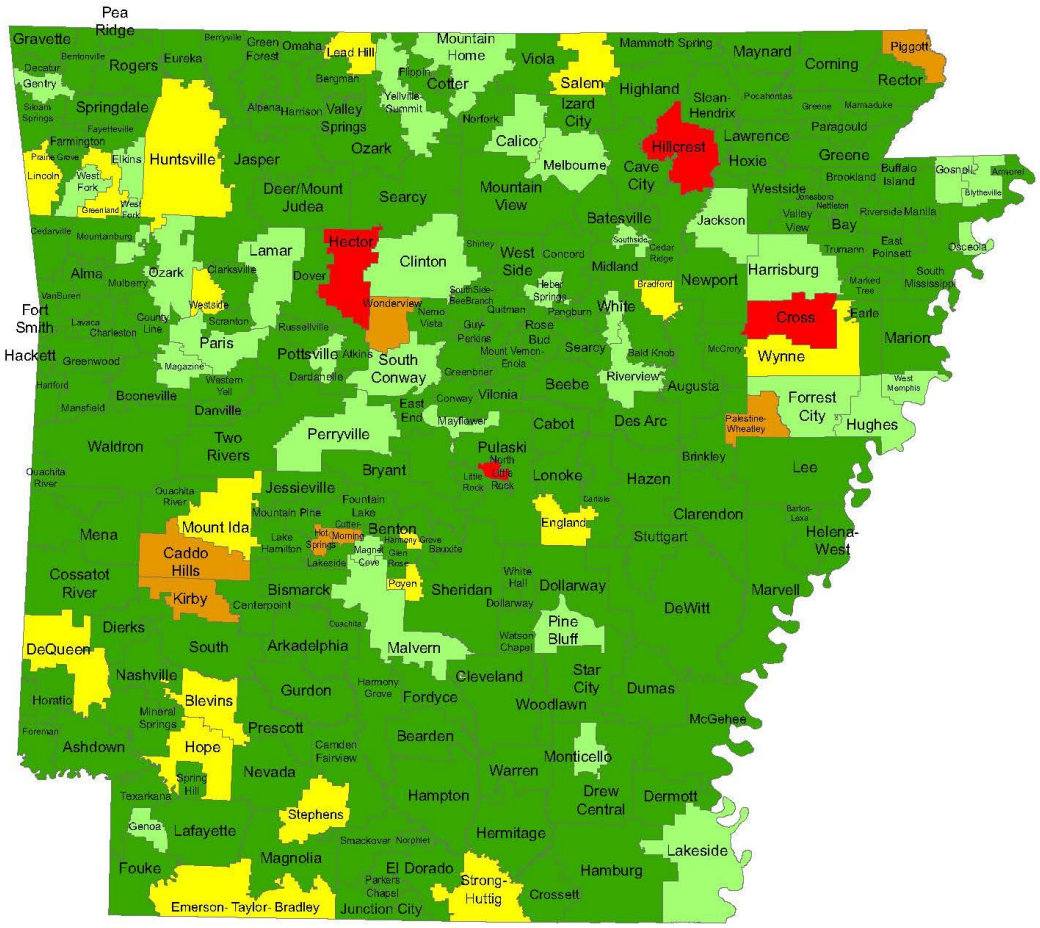


Number of Students With Scores 3, 4 or 5 on an AP Exam:	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
American Indian	74	89	77	80	59
Asian	351	441	468	553	491
Black	330	341	412	410	388
Hispanic or Latino	560	605	766	877	1,037
Pacific Islander	-	-	-	-	13
White	5,853	6,256	6,627	6,419	6,606
Two or more races	-	-	-	-	443
Other	102	120	138	130	5
No Response	206	106	96	234	89
Total	**7,476**	**7,958**	**8,584**	**8,703**	**9,131**

Note: Beginning with the 2015-16 school year, the collection and reporting of race/ethnicity was updated to reflect U.S. Department of Education guidelines. We encourage you to use caution when making comparisons between the 2015-16 school year and race/ethnicity subgroup data from prior years. American Indian includes Alaska Native, Black includes African American and Pacific Islander includes Native Hawaiian. Students reported as "Two or more races" are non-Hispanic. Please refer to the data notes section for additional information about the changes.

Arkansas Public Schools

AP® Participation by District: Class of 2015



Sources:
2013–14 NCES 12th–grade district enrollment, 2015 College Board AP Cohort Data, and 2013–14 Proximity School District Boundary Files.

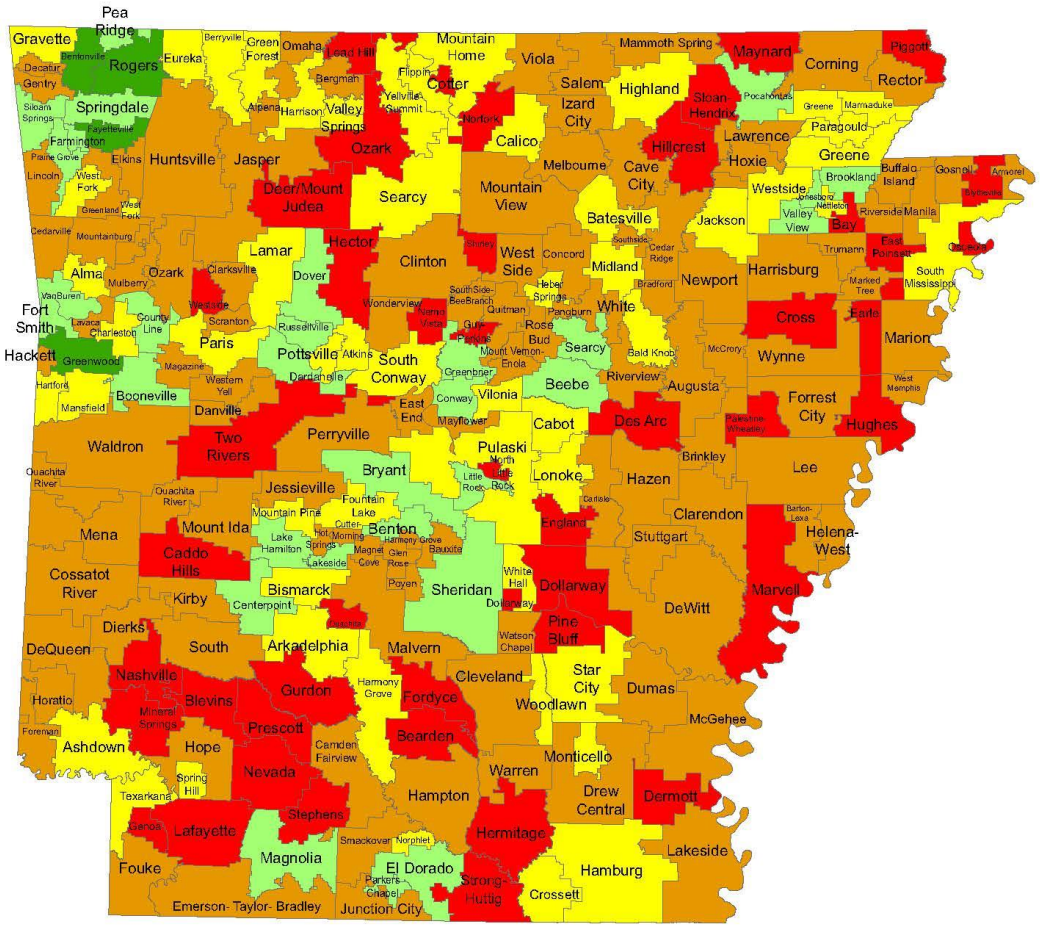
Notes:
The most recent enrollment data available were for the 2013–14 school year. A degree of caution should be exercised when reviewing participation estimates, as data may not reflect district enrollments for the 2014–15 school year. AP cohort data represent public school students from a given graduating class who took an AP Exam during high school.

Percentage of 12th-graders who took an AP Exam in high school:

- Less than 1%
- 1%–9%
- 10%–19%
- 20%–29%
- 30% or greater

Arkansas Public Schools

AP® Success by District: Class of 2015



Sources:
2013–14 NCES 12th–grade district enrollment, 2015 College Board AP Cohort Data, and 2013–14 Proximity School District Boundary Files.

Notes:
The most recent enrollment data available were for the 2013–14 school year. A degree of caution should be exercised when reviewing performance estimates, as data may not reflect district enrollments for the 2014–15 school year. AP cohort data represent public school students from a given graduating class who scored 3 or higher on an AP Exam during high school.

Percentage of 12th–graders who scored 3 or higher on an AP Exam during high school:

- Less than 1%
- 1%–9%
- 10%–19%
- 20%–29%
- 30% or greater

Appendix F

ARKANSAS ADVANCED INITIATIVE for MATH and SCIENCE (AR AIMS)
AP Training and Incentive Program

Arkansas Advanced Initiative for Math and Science, Inc., is an affiliate of the National Math and Science Initiative. The program invites schools to apply for participation in the program to strengthen the teaching of AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.

***2015-16 AP Results* Summary in Brief**

- Six new schools became Cohort 8: Genoa Central, Huntsville, Lincoln, Jacksonville-North Pulaski, Paragould, and Stuttgart. AR AIMS is now in 60 schools, 21% of the high schools across the state.
- AR AIMS leads all National Math and Science Initiatives in the country with increases in qualifying scores in all math and science (MS) exams for minority students.
- AR AIMS schools account for 49% of AP math, science, and English (MSE) exams taken, and 46% of AP MSE qualifying scores.
- AR AIMS schools account for 55% of AP MSE exams taken, and 44% of AP MSE qualifying scores for African American and Hispanic students.
- AR AIMS schools account for 51% of AP math and science (MS) exams taken, and 48% of AP MS exam qualifying scores.
- AR AIMS schools account for 61% of AP MS exams taken, and 57% of AP MS qualifying scores for African American and Hispanic students
- In the spring of 2016, over 35,000 students participated in online prep session programs in MSE content areas.
- During the 2015-16 school year, over 700 teachers were trained in AIMS workshops.
- AR AIMS conducted a one-week Summer Boot Camp on the UALR campus in 2016 for the second year serving 65 students, primarily students from Pulaski County schools with a few students from surrounding districts.
- AR AIMS initiated a one-week Summer Boot Camp on the UA-Fayetteville campus and served over 60 students.
- AR AIMS schools contributed significantly to the dramatic increase in the number of students taking AP classes.
- AR AIMS schools contribute significantly to the state's increase in minority students taking AP courses and achieving qualifying scores.
- AR AIMS is a STEM model that has produced significant results over time.

- AR AIMS is making a difference in the state by changing expectations and achievement.
- ForwARd Arkansas cited AR AIMS as being a “strong example of a program that is helping more high school students take AP exams and perform well on AP exams, better preparing them for the rigors of college-level coursework.”

Appendix G

Arkansas Advanced Placement Policies

Arkansas was recognized for having very progressive Advanced Placement legislation and policies by the Education Commission of the States in a report by Jennifer Dounay Zinth, published in May, 2016: “50-State Comparison: Advanced Placement Policies” which can be found at the following link.
http://www.esc.org/advanced-placement-policies/

Another policy report by Jennifer Dounay Zinth, the “Policy Analysis: Advanced Placement: Model Policy Components” recognized Arkansas in an article, “Arkansas-A Model for Other States” which can be found at the following link.
http://www.ecs.org/advanced-placement-model-policy-components/

Appendix H

DUKE TALENT IDENTIFICATION PROGRAM (TIP)

The 36th Annual 7th Grade Talent Search sponsored by Duke University at Durham, North Carolina recognized students with high mathematical, verbal, or general intellectual ability from a 16-state geographic region. Seventh graders take the Scholastic Assessment Test (SAT) and the ACT assessment. Arkansas students meeting at least one of the following criteria are invited to a State Recognition Ceremony:

ACT	ACT English	≥ 21
	ACT Math	≥ 21
	ACT Reading	≥ 21
	ACT Science	≥ 21
	*Or with three of the four following scores:	
	English = 20, Math = 20, Reading = 20, Science = 20	
SAT	SAT Math	≥ 530
	SAT Critical Reading	≥ 510
	SAT Math = 510 and SAT Critical Reading = 500	
	*Or with two of the three following scores:	
	Math = 520, Critical Reading = 500, Writing = 490	

The following scores qualify a student for recognition at the Grand Recognition Ceremony at Duke University:

ACT	ACT English	≥ 29
	ACT Math	≥ 28
	ACT Reading	≥ 30
	ACT Science Reasoning	≥ 27
	ACT Composite	≥ 28
SAT	SAT Math	≥ 680
	SAT Critical Reading	≥ 650
	SAT Writing	≥ 650
	SAT Critical Reading + Math + Writing ≥ 1850	

Students identified through the TIP talent search are encouraged to participate in various educational programs offered by local, state, and national agencies.

In the 2016 7th Grade Talent Search, a total of 23,488 students from Duke TIP's 16-state region scored well enough to be invited to a State Recognition Ceremony. This represents 42% of the students who actually tested. In Arkansas, 544 students out of the 1,184 who were tested, qualified for the State Recognition Ceremony which was hosted by The Center for Gifted Education at the University of Arkansas at Little Rock.

Appendix I

ACT 56 AWARDS

Act 56 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than $3,000 to the recognized programs.

The award recipients for the 2015-2016 school year were the McCrory School District for districts with fewer than 1,000 students; the Pea Ridge School District for districts of more than 1,000, but fewer than 3,000 students; and the Springdale School District for school districts with more than 3000 students. Certificates of Merit were received by the Stuttgart and North Little Rock School Districts.

An application is available through a Commissioner's Memo posted on the Department of Education's Website. Criteria for recognition include ways in which a district's program has exceeded minimum standards, innovative and creative aspects of the program, and appropriateness of the program for the size of the district.

Blind screening is used, and districts are judged against those of similar size.

Appendix J

AEGIS Programs

Academic Enrichment for Gifted/Talented in Summer (AEGIS) proposals for 2016 were requested from July through October and two technical assistance workshops were held to assist the public in the grant proposal process. A grant review committee was selected to review the proposals submitted.

The grant review committee selected Creative Adventures and Valuable Experiences through Spelunking (CAVES) to receive the grant. Project CAVES was a seven-day and six-night residential program that provided an authentic immersion in science for gifted high-school students. Activities focused on investigative studies in the areas of cave eco-systems, karst geology, bat populations, and hydrogeology. The program was sponsored by the Ozarks Unlimited Resources Educational Cooperative and took place June 12-18, 2016.

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

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Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Matthew Wendt
Fayetteville Virtual Academy
300 S Ray Avenue
Fayetteville, AR 72701

RE: Notice of Charter Authorizing Panel Decision
Fayetteville Virtual Academy Amendment Request

Dear Dr. Wendt:

On **December 13, 2016**, the Charter Authorizing Panel met and approved the amendment request to adjust the grade level expansion plan for Fayetteville Virtual Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the amendment will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

An Equal Opportunity Employer

Fayetteville Virtual Academy Amendment Request

Motion

To approve the amendment request

Barnes	Lester	Saunders-**M**
Gotcher	Pfeffer	Smith-**2**
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			The charter offers the type of academic flexibility that is responsive to student needs, and this amendment appears to be an appropriate response at this time.
Gotcher	X			I continue to be impressed with this model of learning and with the leadership team. I have no concerns having them move forward a year ahead of schedule.
Haley				Absent
Lester	X			District has a good plan for adding additional grade levels. I have no concerns.
Pfeffer	X			District has the opportunity to expand and is ready to move forward.
Rogers	X			The request is logical, and no concerns exists.
Saunders	X			No concerns exist.
Smith	X			I have no concerns. In fact, I think the inclusion of additional grades makes sense.
Coffman				Chair

Submitted by: Freddie Scott

Date: December 13, 2016

FAYETTEVILLE VIRTUAL ACADEMY

CURRENT DATA

Maximum Enrollment	500
Approved Grade Levels	K-12
Grades Served 2016-2017	4-8

2016-2017 Enrollment by Race

Two or More Races	5
Asian	1
Black	0
Hispanic	1
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	41
Total	**48**

2016-2017 Enrollment by Grade

4th Grade	9
5th Grade	10
6th Grade	7
7th Grade	10
8th Grade	12

BACKGROUND

Authorized	November 18, 2015
Contract Expiration	June 30, 2021

FAYETTEVILLE PUBLIC SCHOOLS
LEARN. GROW. PERFORM. LEAD.

October 21, 2016

RECEIVED
COMMISSIONER'S OFFICE
OCT 25 2015
DEPARTMENT OF EDUCATION

Mr. Johnny Key, Commissioner
Arkansas Department of Education
Four Capital Mall, Room 304-A
Little Rock, AR 72201

Dear Commissioner Key:

In Fayetteville Public Schools we are entering our third month in our conversion charter school approved last year - Fayetteville Virtual Academy. While our vision is still clear and things are proceeding successfully, we would like to grow at a larger rate than originally planned.

We opened the school in August with approval for 100 students in grades 4 – 8. The current charter outlines:

- adding grades 9 – 10 with a total of 225 students in the 2017-2018 school year,
- adding grades 11-12 in the 2018-2019 school year with a total of 350 students
- and adding grades K – 3 in the 2019-2020 school year for a final total of 500 students.

As we have begun work on the coming year's addition of grades 9 and 10, we realized the great advantage that can and should take place for all high school students by opening Fayetteville Virtual Academy to ALL high school students. We believe that online courses give choices and options that increase the opportunities for all students to graduate from high school and graduate college and career ready.

We come to you with a request to amend our charter to reflect these changes:

- Adding grades 9 – 12 in the 2017-2018 school year. The total number of students will remain the same.

In order to facilitate the high school CAP process, which begins in January, we need to know if we have state approval for the charter amendments by January 2017. For this reason, we respectfully request a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools, which sets the amendment hearing dates to the February and October authorizer meetings.

We ask that our amendment request be heard at the Charter Authorizing Panel meeting on December 14-15, 2016.

Thank you for your consideration of this request.

Sincerely,

Matthew Wendt, Ed.D.
Superintendent

1000 West Bulldog Boulevard • Fayetteville, Arkansas 72701
479.444.3000 • fayar.net

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

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Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

November 10, 2016

Dr. Matthew Wendt
Fayetteville Public Schools
1000 West Bulldog Boulevard
Fayetteville, Arkansas 72701

Re: Charter Authorizing Panel-Amendment Request

Dear Dr. Wendt:

I received your letter dated October 21, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools that states requests for amendments will be heard at the February and October authorizer meetings.

The Fayetteville Virtual Academy is requesting an amendment to allow it's grades 9-12 expansion to occur fully in the 2017-2018 school year rather than expanding grades 9-10 in 2017-2018 and grades 11-12 in 2018-2019. This amendment would not cause a change to the enrollment cap. As you stated, the Fayetteville Virtual Academy is asking for a waiver in order to have its amendment request considered by the Charter Authorizing Panel at the December hearing.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the February/October amendment hearing dates to allow this amendment request to appear on the December agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key
Commissioner

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

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ARKANSAS DEPARTMENT OF EDUCATION

Charter Amendment Request Form

Charter Name: Fayetteville Virtual Academy

LEA Number: 72-03-703 **Phone Number:** 479-445-1604 **Submission Date:** 11/09/2016

Charter Leader: Joanna Lever

Email Address: joanna.lever@fayar.net

Type of Amendment Requested:

[X] **Change grade levels served**

Current grade levels served 4-10

Proposed grade levels 4-12

FAYETTEVILLE PUBLIC SCHOOLS
LEARN. GROW. PERFORM. LEAD.

Charter Authorizing Amendment Request

Date: November 18, 2016

To: Charter Authorizing Panel

From: Dr. Matthew Wendt

Subject: Fayetteville Virtual Academy Amendment Request

In Fayetteville Public Schools we are entering our third month in our conversion charter school approved last year - Fayetteville Virtual Academy. While our vision is still clear, and things are proceeding successfully, we would like to expand at a larger rate than originally planned.

We opened the school in August with approval for 100 students in grades 4 – 8. The current charter outlines:

- adding grades 9 – 10 with a total of 225 students in the 2017-2018 school year,
- adding grades 11-12 in the 2018-2019 school year with a total of 350 students
- and adding grades K – 3 in the 2019-2020 school year for a final total of 500 students.

As we have begun work on the coming year's addition of grades 9 and 10, we have realized the great advantage that can and should take place for all high school students by opening Fayetteville Virtual Academy for ALL high school students. We believe that online courses give choices and options that increase the opportunities for all students to graduate from high school and to graduate college and career ready.

We wish to come to you with a request to amend our charter to reflect these changes:

- Adding grades 9 – 12 in the 2017-2018 school year. The total number of 225 students would remain the same.

We have attached requested information.

1000 West Bulldog Boulevard • Fayetteville, Arkansas 72701
479.444.3000 • fayar.net

Current FVA Enrollment as of 11/15/2016

Count			07	04	05	06	08	Summary
Fayetteville Virtual Academy	F	A	1					1
		W	4	2	1	3	6	16
		F	**5**	**2**	**1**	**3**	**6**	**17**
	M	B					1	1
		P		1				1
		W	5	6	9	4	6	30
		M	**5**	**7**	**9**	**4**	**7**	**32**
	Fayetteville Virtual Academy		**10**	**9**	**10**	**7**	**13**	**49**
Summary			**10**	**9**	**10**	**7**	**13**	**49**

Current Meal Status % for FVA Students as of 11/15/2016

Meal Status Code	Meal Status Count	Meal Status Percentage
01 Free Lunch Status	6	12.24%
02 Reduced Lunch Status	1	2.04%
03 Paid Lunch Status	37	75.51%
04 Free Lunch Status	5	10.20%
Meal Status - Total	**49**	**100.00%**

Desegregation Analysis

The change of adding two additional grade levels for the 17-18 school year will not have an effect on any school that must comply with any court orders and statutory obligations as it relates to the maintaining a unitary system of desegregated public schools. Fayetteville Virtual Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Fayetteville Public School District is not currently under any court ordered desegregation mandate.

FAYETTEVILLE PUBLIC SCHOOLS
LEARN. GROW. PERFORM. LEAD.

Budget Impact

There is no real impact to the budget since the request does not change the number of students served.

We respectfully ask that the ADE Charter Authorizing Committee approve our amendment. Thank you.

1000 West Bulldog Boulevard • Fayetteville, Arkansas 72701
479.444.3000 • fayar.net

2016 ESEA DISTRICT REPORT

FAYETTEVILLE SCHOOL DISTRICT

Superintendent: PAUL HEWITT
LEA: 7203000
Enrollment: 9652
Attendance: 95.45
Poverty Rate: 39.44
Address: 1000 W. STONE ST. FAYETTEVILLE, AR 72701
Phone: (479) 444-3000

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	5805	5878	98.76	5847	5892	99.24
Targeted Achievement Gap Group	2746	2801	98.04	2782	2815	98.83
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	520	537	96.83	527	538	97.96
Hispanic	733	744	98.52	747	753	99.20
White	3919	3959	98.99	3931	3958	99.32
Economically Disadvantaged	2438	2486	98.07	2469	2500	98.76
English Language Learners	482	487	98.97	501	503	99.60
Students with Disabilities	742	768	96.61	751	767	97.91

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	3497	5511	63.45	47.87
Targeted Achievement Gap Group	1031	2516	40.98	36.87
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	167	478	34.94	27.81
Hispanic	307	681	45.08	41.05
White	2678	3762	71.19	55.31
Economically Disadvantaged	921	2215	41.58	37.65
English Language Learners	133	454	29.30	30.15
Students with Disabilities	141	689	20.46	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	3181	5531	57.51	43.35
Targeted Achievement Gap Group	959	2532	37.88	34.25
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	139	483	28.78	23.53
Hispanic	265	684	38.74	38.01
White	2442	3768	64.81	50.35
Economically Disadvantaged	849	2226	38.14	34.76
English Language Learners	165	461	35.79	31.69
Students with Disabilities	165	696	23.71	12.35

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	630	738	85.37	85.71
Targeted Achievement Gap Group	207	264	78.41	82.59
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2015 State Average Percentage**
All Students	1686	1932	87.27	85.87
Targeted Achievement Gap Group	536	690	77.68	82.01
ESEA Subgroups	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2015 State Average Percentage**
African American	63	78	80.77	78.66
Hispanic	65	83	78.31	85.43
White	463	532	87.03	88.13
Economically Disadvantaged	168	213	78.87	82.42
English Language Learners	29	36	80.56	86.45
Students with Disabilities	59	78	75.64	82.56

2016 ESEA DISTRICT REPORT

FAYETTEVILLE SCHOOL DISTRICT

Superintendent: PAUL HEWITT
LEA: 7203000
Enrollment: 9652

Attendance: 95.45
Poverty Rate: 39.44

Address: 1000 W. STONE ST.
FAYETTEVILLE, AR 72701
Phone: (479) 444-3000

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

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
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Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Belinda Shook
Badger Academy
1201 West Center Street
Beebe, AR 72012

RE: Notice of Charter Authorizing Panel Decision
Badger Academy Renewal Application

Dear Dr. Shook:

On **December 13, 2016**, the Charter Authorizing Panel met and approved Badger Academy's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

An Equal Opportunity Employer

Badger Academy, Beebe Renewal Request

Motion

To approve the renewal request

Barnes	Lester	Saunders-**M**
Gotcher	Pfeffer-**2**	Smith
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I have no immediate concerns at this time.
Gotcher	X			I'm excited to see a third renewal for this Academy. I would encourage you to tell your story and continue to showcase your students.
Haley				Absent
Lester	X			I have no concerns.
Pfeffer	X			Charter has met goals and outlined new goals. I have no concerns with the renewal.
Rogers	X			I have no concerns.
Saunders	X			I have no concerns.
Smith	X			No concerns regarding the renewal application exist.
Coffman				Chair

Submitted by: Freddie Scott
Date: December 13, 2016

BADGER ACADEMY
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity Beebe School District

Address 1201 W Center Street
Beebe, AR 72012

Grades Served 7-12

Enrollment 37

Maximum Enrollment 170

Number of Years Requested 5

Mission Statement
The mission of Badger Academy is to provide an alternative setting to accommodate the students of Beebe Public Schools through instructional and social intervention that can be accomplished with an attitude of commitment and acceptance for attaining future success in educational endeavors and in the workforce.

2015-2016 Accreditation Status
Accredited

Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2015	7-12	22.80	2,422,868	78,719
2016	7-12	25.88	2,571,668	10,835
2017 YTD	7-12	-	1,679,684	41,950
			2017 Budget: 2,469,862	

Remaining Concerns
None

BADGER ACADEMY

CURRENT DATA

Maximum Enrollment	170
Approved Grade Levels	7-12
Grades Served 2016-2017	7-12

2016-2017 Enrollment by Race

Two or More Races	0
Asian	0
Black	4
Hispanic	1
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	32
Total	**37**

2016-2017 Enrollment by Grade

7th Grade	5
8th Grade	4
9th Grade	7
10th Grade	6
11th Grade	9
12th Grade	6

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	3
Title I	1
Source: School Cycle 4 Report	

2015-2016 Attendance Rate

	Q1	Q2	Q3	Q4
ADA	20.43	21.41	25.88	29.09
ADM	25.14	25.54	31.00	32.78
%	81.26%	83.83%	83.48%	88.74%

BACKGROUND

Authorized March 12, 2007
Contract Expiration June 30, 2017

Renewal Request May 14, 2012

Charter renewed for five years
Amendment approved to increase enrollment from 70 to 170
Amendment approved to waive the following:
6-16-102
Standards for Accreditation:
9.03.4
9.03.4.9
10.01.4

10.02.5
14.03
24.05
24.06
24.17

Board Appearance March 10, 2016

Appeal of academic distress designation

Amendment Request Considered and APPROVED April 20, 2016

Relocate from 401 W. Center to main campus at 1201 W. Center

UPDATED 11.8.16

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

Name of School: Badger 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

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

Comments and Additional Questions: Provide the numbers of GED's and diplomas awarded separately.

Applicant Response:

Year	Students	Increase Graduation Percentage	Graduating or GED
2011-2012	6	6 of 6 = 100%	6 Graduating / 0 GED
2012-2013	9	8 of 9 = 89%	8 Graduating / 1 GED
2013-2014	5	3 of 5 = 60%	3 Graduating / 1 GED
2014-2015	3	3 of 3 = 100%	3 Graduating / 0 GED
2015-2016	6	6 of 6 = 100%	6 Graduating / 0 GED

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 milestone percentages for Goal 2 were determined and why those goals are appropriately rigorous.

Applicant Response: The milestone percentages for Goal 2 were determined by a review of Beebe High School graduation rate trend data. The 2016 ESEA School Report was the primary document used during the review. The Three Year Average performance Graduation Rate for Beebe High School was 85.44% for All Students. The committee felt the starting point of 85% was a very rigorous goal for students within the ALE setting.

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**

Comments and Additional Questions: Provide a desegregation analysis.

Applicant Response:

Desegregation Analysis

On October 1, 2016, the enrollment for the Beebe Public School District was 3,259 students. The total minority student population of (6.93%) consists of (3.68%) African American; (0.52%) Asian, (0.52%) American Indian, (0.10%) Pacific Islander and (2.12%) Two or More Races.

Presently, there are four African American students, one Two or More Races and twenty-five White students enrolled in the Badger Academy Alternative Learning Environment. Out of the thirty students, one (3.33%) is identified as G/T, four (13.33%) as special education, and one (3.3%) homeless. In addition, out of the thirty total, twenty (66.66%) are on free and reduced lunches. District-wide, our total for free and reduced lunches is 52%. All students who attend Badger Academy possess at least two factors for being at risk for failure.

The Beebe School District and the Badger Academy Conversion Charter School adheres to guidelines established for student School Choice transfers according to statutory obligations to create and maintain a unitary system of desegregated public schools. For the 2016-17 school year, Beebe Schools received a total of 65 student transfer requests to attend or leave the district, with 61 white, 3 American Indian, and 1 listed as 2 or more races.

The Badger Academy Conversion Charter School should have little effect on the racial composition of the Beebe School District, or other surrounding districts, in regard to a unitary system of desegregated schools.

See Legal Comments.

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.

Badger Academy
2017 District Conversion Renewal Application

REQUEST TYPE	TOPIC	LAW / RULE / STANDARD	ISSUES?
New Waivers			
	None		
Rescinded Waivers			
	ALE Funding	**Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding**	
Amended Waivers			
	None		

Waivers To Be Rescinded

Section 4 of the ADE Rules Governing the Distribution of Special Needs Funding

Legal Comments: Applicant is designed to provide an alternative learning environment. Please provide information on why a waiver of this entire rule section is needed, as the rule is specific to ALE. Additional information may include, but is not limited to, how this waiver has been utilized in the past, how it is helping to achieve the stated program description and goals, and what impact not having this waiver would have on the school. Also, Applicant should review this section to see if only portions of the section are needed as a waiver.

Applicant Response: The wavier of this entire rule section is no longer needed. We would like to resend this existing wavier.

Remaining Legal Issues: None

Desegregation Analysis

Section 4.04.4 of the ADE Rules Governing Public Charter Schools requires a public charter school or applicant to provide to the Department of Education a desegregation analysis carefully reviewing the potential impact of a renewal application on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

- Please provide a desegregation analysis, as one was not included in the renewal application.

Applicant Response:

Desegregation Analysis

On October 1, 2016, the enrollment for the Beebe Public School District was 3,259 students. The total minority student population of (6.93%) consists of (3.68%) African American; (0.52%) Asian, (0.52%) American Indian, (0.10%) Pacific Islander and (2.12%) Two or More Races.

Presently, there are four African American students, one Two or More Races and twenty-five White students enrolled in the Badger Academy Alternative Learning Environment. Out of the thirty students, one (3.33%) is identified as G/T, four (13.33%) as special education, and one (3.3%) homeless. In addition, out of the thirty total, twenty (66.66%) are on free and reduced lunches. District-wide, our total for free and reduced lunches is 52%. All students who attend Badger Academy possess at least two factors for being at risk for failure.

The Beebe School District and the Badger Academy Conversion Charter School adheres to guidelines established for student School Choice transfers according to statutory obligations to create and maintain a unitary system of desegregated public schools. For the 2016-17 school year, Beebe Schools received a total of 65 student transfer requests to attend or leave the district, with 61 white, 3 American Indian, and 1 listed as 2 or more races.

The Badger Academy Conversion Charter School should have little effect on the racial composition of the Beebe School District, or other surrounding districts, in regard to a unitary system of desegregated schools.

Remaining Legal Issues: None

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: December 2, 2016

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis of Beebe Badger Academy

I. INTRODUCTION

On March 12, 2007, the State Board of Education (State Board) approved the application of Beebe School District to operate the Badger Academy. The district conversion school is currently approved to serve 170 students in grades 7-12. 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 Beebe 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.

Desegregation Analysis

On October 1, 2016, the enrollment for the Beebe Public School District was 3,259 students. The total minority student population of (6.93%) consists of (3.68%) African American; (0.52%) Asian, (0.52%) American Indian, (0.10%) Pacific Islander and (2.12%) Two or More Races.

Presently, there are four African American students, one Two or More Races and twenty-five White students enrolled in the Badger Academy Alternative Learning Environment. Out of the thirty students, one (3.33%) is identified as G/T, four (13.33%) as special education, and one (3.3%) homeless. In addition, out of the thirty total, twenty (66.66%) are on free and reduced lunches. District-wide, our total for free and reduced lunches is 52%. All students who attend Badger Academy possess at least two factors for being at risk for failure.

The Beebe School District and the Badger Academy Conversion Charter School adheres to guidelines established for student School Choice transfers according to statutory obligations to create and maintain a unitary system of desegregated public schools. For the 2016-17 school year, Beebe Schools received a total of 65 student transfer requests to attend or leave the district, with 61 white, 3 American Indian, and 1 listed as 2 or more races.

The Badger Academy Conversion Charter School should have little effect on the racial composition of the Beebe School District, or other surrounding districts, in regard to a unitary system of desegregated schools.

Exhibit A

District Conversion Public Charter School Renewal Application

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

Charter School: Badger Academy

Arkansas Department of Education

Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Contact Information

Sponsoring Entity:	**Beebe**
Name of Charter School:	**Badger Academy**
School LEA #	**7302703**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Mr. Keith Madden** **1201 W. Center St., Beebe, AR 72012** **501-882-5463** **501-882-8413** **keith.madden@badger.k12.ar.us**
Name of Superintendent: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Dr. Belinda Shook** **1201 W. Center St., Beebe, AR 72012** **501-882-5463** **501-882-5465** **belinda.shook@badger.k12.ar.us**

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

Renewal Application Approval Date by the School/Entity Board(s) **9/12/16**

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.

By the authority of Article 14 of the Arkansas Constitution, the General Assembly has provided that locally elected school boards will be responsible for the lawful operation and maintenance of its local schools.

The Beebe School Board is a five-member board, with each member elected to a five-year term. School Board positions are all at-large positions.

The Board has a broad range of powers and duties. In matters such as personnel discipline, expulsions, and student suspensions initiated by the superintendent, the Board serves as a finder of fact, not unlike a jury. For this reason, the board should not be involved in, or, to the extent practicable, informed of the facts or allegations of such matters prior to a board hearing or those disciplinary matters in which the Board could become involved.

It is the policy of the Beebe School Board that its actions will be taken with due regard for its legal responsibilities and in the belief that its actions shall be in the best interests of its students and the District as a whole.

The Beebe School Board of Education, operating in accordance with State and Federal laws, assumes its responsibilities for the operation of Beebe School District. 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. Performing the specific duties imposed upon the Board by the statutes in developing and adopting policies to effect the vision, mission and directions 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. Involving the members of the community in the district's decisions to the fullest extent practicable;

12. Striving to assure that all students are challenged and are given an equal educational opportunity;

13. Requiring and evaluating the reports of the Superintendent concerning the progress of the financial status of the schools;

14. Assisting in presenting to the public the needs and progress of the educational system.

15. Cooperating with other educational agencies in the continued improvement of the structure of Beebe School District;

16. Refraining, as an individual member, from commanding the services of any school employee;

17. Accepting the will of the majority vote in all cases and give wholehearted support to the resulting policy;

18. Visiting schools and classrooms when students are present no less than annually;

19. Setting an annual salary schedule; and

20. Being fiscally responsible to the District's patrons and maintaining the millage rate necessary to support the District's budget.

The Beebe School Board meets the second Monday of each month for regular meetings. Special meetings are sometimes called when needed.

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.

N/A

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
Brenda McKown **205 3rd Street** **McRae, AR 72102** **501-726-0085** **bmckown@catlaw.com**	**N/A**	
Clay Goff **220 Pruitt Lane** **Beebe, AR 72012** **501-882-9234** **Clay.goff@fsbank.com**	**N/A**	
Harold Davis **121 Hebel Lane** **McRae, AR 72102** **501-726-4502** **Dreams4you@sbcglobal.net**	**N/A**	
Janet Hines **151 Old School House Road** **Beebe, AR 72012** **501-882-3805** **janet@jaxsteel.com**	**N/A**	
Kathy Pillow-Price **100 Brandi Lane** **Beebe, AR 72012** **501-239-1984** **kpillowprice@gmail.com**	**N/A**	

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.

Current Mission: The mission of Badger Academy is to provide an alternative setting to accommodate the students of Beebe Public Schools through instructional and social intervention that can be accomplished with an attitude of commitment and acceptance for attaining future success in educational endeavors and in the workforce.

When Badger Academy was first approved, its goal was to offer an alternative setting to provide instructional and social interventions. Being in Badger Academy allows students who need an alternative setting to be more successful in future educational and career goals. The Academy currently serves grades 7-12. ***This also reflects the mission of the conversion charter school.*** As the school has evolved, over this contractual period, we have identified more students who are at risk of dropping out of school before completing their diploma. This information is based on their academic decline in the regular education setting. Before enrolling in Badger Academy, these students had lost confidence in their ability to be successful in completing scheduled classes within the regular scheduled time frame. They had also given up on the option of remaining successful at the rate the information was being taught. These students were losing their self-esteem and dropping out of school due to their lack of success and sense of self-worth.

Second Chance is a program through which Badger Academy offers evening classes and has progressed and expanded to support students representing a variety of at-risk groups. This has become a vital for our school. The projected admission into this school is to increase in the coming years. Badger Academy has become a vital element of our school. It provides an avenue where students who, given their current circumstances, might never complete their graduation requirements. One particular population of students who were unable to continue their education due to their circumstances were able to return in the evening program and complete the credits they lacked to receive their diplomas. Over the past four years 27 students have completed their graduation requirements.

Badger Academy encompasses 7-12 grades. Students in seventh and eighth grades alone have increased in number so they can receive earlier intervention and not give up on themselves so easily. Due to the number of students the academy has expanded credit offerings, which allow students to complete multiple courses in the same subject areas and remain on track to return to the mainstream school population and eventually graduate. We only have a few students now who are unable to transition back to their regular classes and can only have success remaining in the charter school setting, which the school can accommodate.

In the first few years of the school's inception, a .12 FTE counseling position was provided to address students' social, emotional, and academic needs. As the faculty and staff realized the number of students who qualified for an alternative setting, it was evident that a need for more counseling time was needed. The counseling position is now split between the 7-12 ALE students at the High School level and the ALE students at the Elementary Level, making it necessary to share a counseling position at each location. The counseling position is now .50 FTE at each location. The High School is .50 FTE for approximately 25-30 students. This increased time will provide more opportunities for daily contact with students and will provide the counselor the opportunity to provide services for those who need help in resolving conflicts and other challenges they may encounter in school. In addition, after moving Badger Academy to the main campus through a charter amendment in 2016, students have access to three other counselors located in the same building.

The original intent of the conversion school was to offer high school course credits through distance learning, which included Arkansas Virtual High School. Badger Academy began working with Virtual Arkansas three years ago. The students use zoom technology to connect with their instructors for real-time feedback; we also have highly qualified teachers who rotate and help when the students need hands-on assistance with concepts they are unclear on. Next, it was discovered, with the virtual classes the students who entered later in the semester had to begin the course in progress. This meant that many of the students were starting out behind in their virtual classes. Since utilizing both Virtual Arkansas and our highly qualified staff, we can offer instruction with small groups of students in all subject areas. Our teachers can differentiate instruction according to the individual student. Another advantage is that the staff can provide pacing that allows students to be successful as they progress through their courses. Also, students can practice and receive feedback using Edulastic.

To accentuate high yield instructional strategies we have incorporated technology into the instructional day. Students are actively engaged in learning due to the access to various technology devices we are able to use. Some of these devices used include; computers, smart boards, Promethean boards, TI-84 calculators, and iPods. The students are more engaged and can access needed information quickly with these tools. The other positive is the students are able to develop real-world skills by using this type of interactive technology.

The new location of Badger Academy within the main campus allows teacher's to work with the media specialists in the traditional school to establish more time when students can visit the library, work and checking out books. The technology at the Academy, along with access to the main library creates an atmosphere for successful research and learning for our at risk students.

The role of the parents at Badger Academy helps a great deal in the student's success at school. Parental communication is a key component in the success of the students maintaining a grade that allows them to graduate in a timely manner. The Academy uses Remind 101 and Twitter to let the parents know current events and what is currently happening, as far as grades, their child, and the activities of the school. The school also uses Twitter for information the parents need to support the instruction students are receiving. The director, counselor, and teachers help parents understand the importance of collaborating so they can maintain the path for graduating on time. School messenger and a parent calling system keeps parents informed regarding special functions or any school schedule changes, however the Remind is a quicker and more efficient means to get the information to the parents if the other systems fail.

Badger Academy is included as a priority in the Beebe School District's Arkansas Comprehensive School Improvement Plan (ACSIP). Arkansas Department of Education (ADE) school improvement specialists directed the school to place the plan within the District's when the conversion charter school began. Badger Academy now has a stand-alone plan along with the district's plan. Prior to the 2009-2010 school year the Academy did not have enough students to require an Adequate Yearly Progress status; however since that time the Academy has been designated as an *Extremely Small School* due to changes in school reporting requirements and our increasing numbers. Unfortunately, the new requirements have had a negative impact on our conversion charter school. The majority of students attending Badger Academy are identified as highly mobile, therefore only a few students have determined the AYP status for the school. Due to the change in the legislatures determination of what a conversion charter stand-alone represents, and the inclusion of an Alternative Learning Environment, Badger Academy is no longer in whole school improvement. The AYP status does not reflect the number of students who remained in school or graduated because of the Badger Academy Conversion Charter School.

The Dropout rate for Badger Academy was 13.79% for 2012-2013, 17.86% for 2013-2014, and 16.00% for the 2015-2016 school year. The Graduation rate is currently at 50% graduating or getting their GED. The October enrollment for the 2012-2013 school year is at 29, 2013-2014 is at 28, and the 2014-2015 is

at 25. Our attendance rate over the past four years is at 81.4% with a total of 82 students enrolled between 2012 and 2015. All of our students, with few exceptions, have advanced to the next level.

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

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 Goals Yes or No
1. Dropout Prevention – Graduation or getting a GED will continue to be a goal for the student population who attend Badger Academy/ ALE. These students are identified through a referral, committee, and recommendation process. Any student who is placed in the ALE through this process is at risk of dropping out. Students are placed, according to risk factors, with the goal of removing any barriers the student may experience in the traditional school setting.	Graduation statistics	The measurable goal will be a decrease in the Academy's dropout rate on the report card.	Annually	2011-2012 22.2%	2012-2013 17.1%	2013-2014 20.6%	2014-2015 20.0%	2015-2016 8.3%	Yes
2. Increase Graduation Rate - Graduation will be a goal for all students who attend Badger Academy. Students are identified through a referral and committee process. An annual review and graduation rate will be calculated for all students who attend Badger Academy at any point in time.	Graduation rate statistics	The measurable goal will be an increase in the Academy's graduation rate on the AYP report.	Annually	2011-2012 100%	2012-2013 89%	2013-2014 60%	2014-2015 100%	2015-2016 100%	Yes

3. College and Career Readiness - Badger Academy has an increased focus on, not only getting the students through graduation, but also preparing them for life after high school. Students will take the workforce readiness course and then be required to take a minimum of three courses requiring hands-on, practical application. The end-of-course Career and Technical exam scores will be used to measure improvement toward this goal. Students who are able to include it in their schedules will take the Career and Technical Internship course.	Career and Technical courses End-of-course exams ACT exam	The measurable goals will be increases in the Academy's ACT scores and End-of-Course Career and Technical scores.	Annually	2011-2012 35%	2012-2013 77%	2013-2014 72%	2014-2015 68%	2015-2016 NA	Yes

Goal 1: Dropout Prevention

A list of all 7-12 grade students attending Badger Academy at any point in time over the contractual time period was compiled. Data were collected on the students to identify the individuals' entry/withdrawal status in APSCN. The data provided information on each student's success in regard to continuing educational opportunities as well as completing graduation. According to the data collected, there were 182 students in grades 7-12 attending Badger Academy during the contractual time period (2011-2016). Of the 182 students, 150 were identified graduating, receiving their GED, moving to another Arkansas school district, moving out of state, or enrolling in home school to continue their educational opportunities. The remaining 32 students were scheduled to either graduate or continue their education in the Beebe School District, but were counted as dropping at some point in their education.

	Total Students	Remained in School/Graduated/GED	Dropped Out	Percentage Dropped
2011-2012	36	28	8	22.2%
2012 - 2013	41	34	7	17.1%
2013-2014	34	27	7	20.6%
2014-2015	35	28	7	20.0%
2015-2016	36	33	3	8.3%

Goal 2: Increase Graduation Rate

Graduation will continue to be a goal for all students who attend Badger Academy and are eligible due to their individual circumstances. Students are identified through a referral and committee process. An annual review and graduation rate will be calculated for all students who attend Badger Academy. At any point in time our students will be tracked and statistics will be kept to determine the graduation rate. These numbers will be used to calculate the total of students graduating who have been students at Badger Academy. The measurable goal will be an increase in the students who attend Badger Academy's graduation rate on the AYP report.

Year	Students	Increase Graduation Percentage	Graduating or GED
2011-2012	6	6 of 6 = 100%	6
2012-2013	9	8 of 9 = 89%	8
2013-2014	5	3 of 5 = 60%	5
2014-2015	3	3 of 3 = 100%	3
2015-2016	6	6 of 6 = 100%	6

Goal 3: College and Career Readiness

Over the past couple of years there have been many changes in testing statewide. This has caused scores fluctuate for our students. Having said that, the newer goal for Badger Academy to increase focus on, not only getting the students through graduation, but also preparing them for life after high school, is going to be a continuous goal. Students took the workforce readiness course and then were required to take a minimum of three courses requiring hands-on, practical application. The end-of-course Career and

Technical exam scores were used to measure improvement toward this goal. Students who were able to include it in their schedules took the Career and Technical Internship course.

Year	EOC CT Exam	Proficient	Percentage Proficient
2011	26	9	35%
2012	17	13	77%
2013	13	18	72%
2014	19	28	68%
2015	None	None	None

Narrative on Academic Performance Test Data

Badger Academy is designated as an "Extremely Small School" due to a population of approximately 25 to 30 students per year. Generally, 11-13 students are involved in testing at the junior high level. Additionally, the student test scores for each of the grades 7-12 reflect an even smaller number that is included in AYP calculations, normally two or three students in each grade level, due to the highly mobile status of the students. ***There are years when some grade levels have no test results due to the previous mentioned status of the students in that designated grade, or there are grade levels with no students identified. There are no test results for those grades due to the students not being identified for placement at Badger Academy.*** Some students are not identified until near the end of the first nine weeks of school, which makes them highly mobile and not eligible to count for the Academy's test scores. On the PARCC test there were a total of 24 students tested. 24 did not meet the mark, 17 partially met the mark, 3 approached the mark, 1 met the mark, and 0 exceeded the mark.

Grade 7

2011-2012 No students were tested in 2011 and only one student was tested in 2012, that student scored advanced in math and proficient in ELA.

2012-2013 two students tested of the 2, both scored basic in math, 1 scored basic and 1 scored proficient in ELA.

2013-2014 No students given tests in

2014-2015 School year the students were given the PARCC test. This was the only year this test was given. Of the 5 students tested in Math 3 did not meet the benchmark, 2 partially met the benchmark, 0 approached, 0 met, and 0 exceeded the benchmark score. ELA was also tested. Of the 5 students 3 did not meet the mark, 2 partially met, 0 approached, 0 met, and 0 exceeded the benchmark.

2015-2016 the ACT-Aspire was given, this test measures Math, Science, English, Reading, Writing, ELA, and STEM to two students attending the Academy of the two students, 0% met the all four performance goals as per the state preliminary data.

Grade 8

2011-2012 one student scored below basic on the Benchmark exam and 1 scored proficient.

2012-2013 one student scored below basic on the Benchmark exam and 2 students scored basic in math. Two students scored basic on the ELA Benchmark and 1 scored proficient.

2013-2014

2014-2015 School year the students were given the PARCC test. This was the only year this test was given. Of the 10 students who to the Math 4 did not meet the mark, 4 partially met the mark, 1 approached the mark, 1 met the mark and 0 exceeded. In ELA, of the 10 students tested 5 did not meet the mark, 4 partially met the mark 1 approached the mark, 0 met the mark and 0 Exceeded the mark. PARCC also tested Algebra 1. Of the 2 students 0 did not meet the mark, 1 partially met the mark, 1 approached the mark, 0 met the mark and 0 exceeded the mark.

2015-2016 the ACT-Aspire was given, this test measures Math, Science, English, Reading, Writing, ELA, and STEM, eight students attending the Academy took this test, of the eight students, 0% of the students met all four performance goals as per the state preliminary data.

Grade 9

2011-2012

2012-2013

2014-2015 School year the students were given the PARCC test. This was the only year this test was given. ELA was tested out of the 4 students tested 2 did not meet the mark, 2 partially met the mark, 0

approached the mark, and 0 exceeded the mark. Geometry was also tested, of the 4 students 2 did not meet the mark, 2 partially met the mark, 0 approached the mark, and 0 exceeded.
2015-2016 the ACT-Aspire was given to 10 students attending the Academy of the 10 students, 30% met the English readiness Benchmark, with 10% Exceeding, 20% met the ELA readiness Benchmark, 10 % met the writing readiness Benchmark, 30% met the Reading readiness Benchmark, Stem readiness was reported RV, and 0% met the all four performance goals as per the state preliminary data.

Grade 10
2011-2012
2012 -2013
2014-2015 School year the students were given the PARCC test. This was the only year this test was given. Of the 5 students who took the ELA 5 did not meet the mark, 0 partially met the mark, 0 approached the mark, 0 met the mark, and 0 exceeded.
2015-2016 the ACT-Aspire was given, this test measures Math, Science, English, Reading, Writing, ELA, and STEM four students attending the Academy took the test, of the four students, 0% met the English readiness Benchmark, 0% met the ELA readiness Benchmark, 0 % met the writing readiness Benchmark, 0% met the Reading readiness Benchmark, Stem readiness was reported as >10.

Grade 11
2011-2012 Two students scored basic in Literacy and 2 scored proficient. One student scored below basic in Geometry
2012 -2013 One student scored proficient in Literacy. One student took the algebra test and scored basic, one too Geometry and scored basic.
2013 -2014 Two students scored basic in Literacy. No students took the Algebra. Three took the Geometry test and scored a basic.
2014 -2015 Eleventh grade students enrolled in the academy did not take the ACTAAP that year. No score is given

Part C: New Performance Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. Dropout Prevention - Dropout prevention will continue to be a goal for the student population who attend Badger Academy/ ALE. These students are identified through a referral, committee, and recommendation process. Any student who is placed in the ALE through this process is at risk of dropping out. Students are placed, according to risk factors, with the goal of removing any barriers the student may experience in the traditional school setting.	Graduation Rate statistics	The measurable goal will be a increase in the District's Graduation/GED rate on the School's report card.	Annually	2016-2017 82% or more of the students will stay in school.	2017-2018 84% or more of the students enrolled will stay in school.	2018-2019 86% or more of the students enrolled will stay in school.	2019-2020 88% or more of the students enrolled will stay in school.	2020-2021 90% or more of the students enrolled will stay in school.
2. Increase Graduation Rate - Graduation will be a goal for all students who attend Badger Academy. Students are identified through a referral and committee process. An annual review and graduation rate will be calculated for all students who attend Badger Academy at any point in time.	Graduation rate statistics	The measurable goal will be an increase in the District's graduation rate on the AYP report.	Annually	2016-2017 85% or more of the students will graduate.	2017-2018 85.6% or more of the students will graduate.	2018-2019 85.8% or more of the students will graduate.	2019-2020 86% or more of the students will graduate.	2020-2021 86.3% or more of the students will graduate.

3. . College and Career Readiness - A continuing goal for Badger Academy is an increased focus on, not only getting the students through to graduation, but preparing them for life after high school. Students will take the workforce readiness course and then be required to take a minimum of three courses requiring hands-on, practical application. The end-of-course Career and Technical exam scores will be used to measure improvement toward this goal. Students who are able to include it in their schedules will take the Career and Technical Internship course.	Career and Technical courses End-of-course exams ACT exam	The measurable goals will be increases in the District's ACT scores and End-of-Course Career and Technical scores.	Annually	2016-2017 63% of our students will have met proficiency in all four areas of the Career and Tech. 15% of our students will have met all four readiness benchmarks on the ACT	2017-2018 66% of our students will have met proficiency in all four areas of the Career and Tech. 15.5% of our students will have met all four readiness benchmarks on the ACT	2018-2019 69% of our students will have met proficiency in all four areas of the Career and Tech. 15.7% of our students will have met all four readiness benchmarks on the ACT	2019-2020 72% of our students will have met proficiency in all four areas of the Career and Tech. 15.8% of our students will have met all four readiness benchmarks on the ACT	2020-2021 75% of our students will have met proficiency in all four areas of the Career and Tech. 16% of our students will have met all four readiness benchmarks on the ACT

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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)

6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-25-101 et seq.	Public School Library and Media Technology Act

Waivers from ADE Rules Governing Standards for Accreditation

9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
9.03.4.9	Health and Safety Education and Physical Education (to count 8th grade physical education for high school credit with approval request made an approved by ADE as outlined in 9.03.3.12 of the Standards for Accreditation)
10.01.4	Planned instructional time
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
15.03	Licensure and Renewal
16.02	Media Services
24.05	Requiring a school or district to be placed in probationary status for high school classes which meet less than 120 clock hours
24.06	Requiring a school or district to be placed in probationary status for an instruction day that is less than six hours per day or 30 hours each week
24.17	Requiring a school or district to be placed in probationary status for failing to teach required courses

Waivers from Other Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- 4.02.1.4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Requiring a 15:1 ratio to allow funding for alternative learning environments)

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.
None 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.

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.

No charter amendments are being requested. An amendment was done in the spring of 2016.

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.

Since this is a conversion charter school, within a public school, no desegregation analysis is necessary.

RENEWAL APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district requesting renewal of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by the following statements:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be 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.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate 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 district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

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.

Belinda Shook
Signature of Superintendent of School District

9-29-16
Date

Belinda Shook
Printed Name

Brenda McKown, President

Clay Goff, Vice President

Harold Davis, Secretary

Janet Hines, Member

Robert Jenkins, Member

Dr. Belinda Shook, Superintendent

Beebe Public Schools
1201 West Center Street
Beebe, Arkansas 72012
Phone 501-882-5463
Fax 501-882-5465

September 12, 2016

On Monday, September 12, 2016, the Beebe School Board of Education was informed of the application for renewal of the Badger Academy Conversion Charter School. The Board gave approval for Dr. Belinda Shook and her designees to complete the processes and submit the application to the Arkansas Department of Education for renewal of the conversion charter.

Brenda McKown 9-12-16

Beebe School Board President, Brenda McKown Date

2016 ESEA DISTRICT REPORT

BEEBE SCHOOL DISTRICT

Superintendent: BELINDA SHOOK
LEA: 7302000
Enrollment: 3280
Attendance: 93.55
Poverty Rate: 50.24
Address: 1201 W. CENTER ST. BEEBE, AR 72012
Phone: (501) 882-5463

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	2037	2042	99.76	2032	2036	99.80
Targeted Achievement Gap Group	1152	1156	99.65	1147	1150	99.74
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	76	76	100.00	75	75	100.00
Hispanic	87	87	100.00	88	88	100.00
White	1810	1815	99.72	1805	1809	99.78
Economically Disadvantaged	1063	1067	99.63	1060	1063	99.72
English Language Learners	22	22	100.00	23	23	100.00
Students with Disabilities	272	274	99.27	266	268	99.25

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	925	1910	48.43	47.87
Targeted Achievement Gap Group	382	1049	36.42	36.87
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	25	68	36.76	27.81
Hispanic	33	79	41.77	41.05
White	832	1705	48.80	55.31
Economically Disadvantaged	370	966	38.30	37.65
English Language Learners	7	21	33.33	30.15
Students with Disabilities	31	250	12.40	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	895	1905	46.98	43.35
Targeted Achievement Gap Group	384	1044	36.78	34.25
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	18	67	26.87	23.53
Hispanic	33	79	41.77	38.01
White	810	1701	47.62	50.35
Economically Disadvantaged	364	963	37.80	34.76
English Language Learners	7	21	33.33	31.69
Students with Disabilities	49	244	20.08	12.35

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	193	237	81.43	85.71
Targeted Achievement Gap Group	69	94	73.40	82.59
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2015 State Average Percentage**
All Students	590	700	84.29	85.87
Targeted Achievement Gap Group	221	283	78.09	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	174	216	80.56	88.13
Economically Disadvantaged	54	78	69.23	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	20	27	74.07	82.56

2016 ESEA DISTRICT REPORT

BEEBE SCHOOL DISTRICT

Superintendent: BELINDA SHOOK
LEA: 7302000
Enrollment: 3280

Attendance: 93.55
Poverty Rate: 50.24

Address: 1201 W. CENTER ST.
BEEBE, AR 72012
Phone: (501) 882-5463

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

BADGER ACADEMY

District: BEEBE SCHOOL DISTRICT
Superintendent: BELINDA SHOOK
Grades: 7 - 12
Enrollment: 26

Principal: KEITH MADDEN
Attendance: 81.16
Poverty Rate: 61.54

LEA: 7302703
Address: 1201 W CENTER ST
BEEBE, AR 72012
Phone: (501) 882 - 5463

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	24	26	92.31	24	26	92.31
Targeted Achievement Gap Group	15	16	93.75	15	16	93.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	4	4	100.00	4	4	100.00
Hispanic						
White	18	20	90.00	18	20	90.00
Economically Disadvantaged	15	16	93.75	15	16	93.75
English Language Learners						
Students with Disabilities	3	3	100.00	3	3	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	3	17	17.65	47.86
Targeted Achievement Gap Group	2	11	18.18	36.86
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	0	2	0.00	27.81
Hispanic	0	0		41.05
White	3	14	21.43	55.29
Economically Disadvantaged	2	11	18.18	37.64
English Language Learners	0	0		30.15
Students with Disabilities	0	1	0.00	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	1	17	5.88	43.35
Targeted Achievement Gap Group	0	11	0.00	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	0	2	0.00	23.53
Hispanic	0	0		38.01
White	1	14	7.14	50.35
Economically Disadvantaged	0	11	0.00	34.76
English Language Learners	0	0		31.69
Students with Disabilities	0	1	0.00	15.38

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	3	6	50.00	85.71
Targeted Achievement Gap Group	1	3	33.33	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	9	20	45.00	85.87
Targeted Achievement Gap Group	2	8	25.00	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	0	0	0.00	78.66
Hispanic	0	0	0.00	85.43
White	3	6	50.00	88.13
Economically Disadvantaged	1	3	33.33	82.42
English Language Learners	0	0	0.00	86.45
Students with Disabilities	0	0	0.00	82.56

2016 ESEA SCHOOL REPORT

BADGER ACADEMY

District: BEEBE SCHOOL DISTRICT
Superintendent: BELINDA SHOOK
Grades: 7 - 12
Enrollment: 26

Principal: KEITH MADDEN
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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: 11/03/2016

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

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Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Tony Thurman
Cabot Academic Center of Excellence
21 Funtastic Drive
Cabot, AR 72023

RE: Notice of Charter Authorizing Panel Decision
Cabot Academic Center of Excellence Renewal Application

Dear Mr. Thurman:

On **December 13, 2016**, the Charter Authorizing Panel met and approved Cabot Academic Center of Excellence's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

An Equal Opportunity Employer

Cabot Academic Center of Excellence Renewal Request

Motion

To approve the renewal request

Barnes	Lester	Saunders-**M**
Gotcher-**2**	Pfeffer	Smith
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This charter continues to be responsive to the challenges that cause students to be at-risk. I believe it meets the criteria for granting this renewal.
Gotcher	X			I'm impressed with their continued story of student success and happy to see them moving forward with this renewal.
Haley				Absent
Lester	X			The charter offers the academic flexibility that can serve a variety of student needs. I believe that the district understands the charter's needs moving forward and has a plan for improvement. I have no concerns.
Pfeffer	X			The district has created a program to meet the needs of students and has plans to continue moving forward.
Rogers	X			The program is solid, and I have no concerns.
Saunders	X			Dealing with a non-traditional population, I am encouraged by the opportunities provided by the Cabot School District.

Smith	X			No concerns regarding the renewal of the charter exist.
Coffman				Chair

Submitted by: Freddie Scott
Date: December 13, 2016

CABOT ACADEMIC CENTER OF EXCELLENCE
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity Cabot School District

Address 21 Funtastic Drive
Cabot, AR 72023

Grades Served 7-12

Enrollment 228

Maximum Enrollment 500

Number of Years Requested 5

Mission Statement
The mission of Cabot Academic Center of Excellence (ACE) is to increase the achievement of every student by providing anywhere, anytime learning whether in a traditional or non-traditional educational setting.

2015-2016 Accreditation Status
Accredited

Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2015	7-12	241	7,549,704	306,525
2016	7-12	234.37	7,668,779	328,867
2017 YTD	7-12	-	2,732,544	1,004,680
			2017 Budget: 7,618,784	

Remaining Concerns
Section 2, Part C, New Goals: The suggested individual student growth goal seems to lack rigor.

CABOT ACADEMIC CENTER OF EXCELLENCE

CURRENT DATA

Maximum Enrollment	500
Approved Grade Levels	7-12
Grades Served 2016-2017	7-12

2016-2017 Enrollment by Race

Two or More Races	2
Asian	2
Black	5
Hispanic	14
Native American/Native Alaskan	1
Native Hawaiian/Pacific Islander	0
White	204
Total	**228**

2016-2017 Enrollment by Grade

7th Grade	12
8th Grade	7
9th Grade	20
10th Grade	49
11th Grade	68
12th Grade	72

2015-2016 Student Status Counts

Migrant	0
LEP	3
Gifted & Talented	8
Special Education	32
Title I	1
Source: School Cycle 4 Report	

2015-2016 Attendance Rate

	Q1	Q2	Q3	Q4
ADA	215.95	221.58	234.37	246.34
ADM	216.88	223.09	237.61	250.88
%	99.57%	99.32%	98.64%	98.19%

BACKGROUND

Authorized March 8, 2004
Contract Expiration June 30, 2017

Renewal Request May 14, 2007
Charter renewed for five years

Amendment Request Considered and APPROVED December 14, 2009
Relocation

Renewal Request April 9, 2012
Charter renewed for five years
Amendment approved to increase enrollment cap to 500

Amendment Request Considered and APPROVED April 16, 2014

Add a campus

UPDATED 11.8.16

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

Name of School: Cabot Academic Center of Excellence

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 board approval date.
- Provide the name of the Principal and the Director of the program.

Applicant Response:

- Renewal Application Approval Date by the School/Entity Board: November 17, 2016
- Name of Principal/Director: Michele Evans

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:

- The Cabot Public Schools' Board of Education, operating in accordance with State and Federal laws, assumes its responsibilities for the operation of Cabot 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;
15. Striving to assure that all students are challenged and are given an equitable educational opportunity

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: Confirm that students participating in courses at ACE North are enrolled in Cabot ACE or at other schools in the district.

Applicant Response: Yes, students at ACE-North are enrolled in Cabot ACE (LEA #4304703). ACE-North is our satellite campus which allows students to participate easily in electives on the traditional campuses. Through ACE they are able to take a combination of digital courses and traditional courses in our blended learning environment. The majority of their instructional day is in the ACE-North setting.

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:
- Given the nature of the program and the students it seeks to serve, explain why individual student growth is not addressed in any of the goals.
- Explain if any instructional strategies will be altered to address and improve achievement.
- Explain the discrepancy between the number of students enrolled and the number of students tested.

Applicant Response:
- Individual Student Growth:

As part of ACE's mission, personalization and flexibility are key components of the educational experience that our students receive. Each family sits down with a teacher to create a student's individualized learning plan (ILP). When creating the ILP, the student's interest, academic achievement levels, and professional aspiration are taken into account. This allows for the most personalized educational plan possible.
We could easily add the goal that "ACE students will develop an individualized learning plan to support college and career readiness plus keep them on track to earn their high school diploma."
- Instructional Strategies:

We are focusing on the results of our interim assessments in order to improve our achievement scores on the ACT-Aspire. Also, we are doing focus groups along with intensive remediation based on students ILPs. Modifications to our curriculum have been a priority to align with the ACT-Aspire Performance Level Descriptors and our state standards.
- Discrepancy in number tested:

During the academic school year, ACE operates as an "anytime, anywhere" learning environment. This flexible schedule

works well for our at-risk population but can create difficulty for students on the state-mandated testing days. On these testing days, students are required to be present on campus and this attendance can conflict with other obligations such as work and family.
On the 2015 ESEA Accountability Report, ACE did not meet the 95% tested criteria. Reported testing rates were as follows:

ELA All Students % tested – 94.74 ELA TAGG %tested – 94.34
Mathematics All Students % tested – 85.57 Mathematics TAGG % tested – 90.91

After increasing efforts to educate students about the importance of their participation in the state assessments, ACE did show improvement on the 2016 ESEA Accountability Report:

ELA All Students % tested – 96.30 ELA TAGG % tested – 97.14
Mathematics All Students % tested – 95.37 Mathematics TAGG % tested – 95.71

While we met the state expectation of testing 95%, we realize that every students' performance is important and will continue efforts to improve student participation in state assessments.
(Attached: Corrected 2016 ESEA School Report)

Remaining Concern: The suggested individual student growth goal seems to lack rigor.

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:

Cabot Academic Center of Excellence
2017 District Conversion Renewal Application

REQUEST TYPE	TOPIC	LAW / RULE / STANDARD	ISSUES?
New Waivers			
	None		
Rescinded Waivers			
	None		
Amended Waivers			
	Class Size & Teacher Load	**Amend waiver of Section 10.02 to 10.02.5**	

Legal Comments Regarding Existing Waivers

Section 10.01 of the Standards for Accreditation

- Please provide additional information on how this waiver is being utilized and how it helps the school to achieve its program description and goals. Also, please confirm whether the planned instructional day averages six (6) hours per day or (30) hours per week.

Applicant Response: ACE is a year-round school which is based on mastery learning. Hours at ACE are from 8:00 to 3:15 Monday through Friday. However, we offer our students the opportunity to utilize a flexible schedule whereby they may attend class on campus less than six hours per day or 30 hours per week. Our students may access the web-based digital curriculum from any internet location. Therefore, we hope to continue with this waiver.

Remaining Legal Issues: None

Section 10.02 of the Standards for Accreditation

- Please confirm the grades served and the maximum class sizes being utilized. Is a waiver of the entire 10.02 needed or is only a subsection needed for Applicant to achieve its goals?

Applicant Response: We only need subsection 10.02.5 dealing with grades 7-12.
We serve grades 7-12. We follow the ALE guidelines of 18 to 1.

Remaining Legal Issues: No remaining issues. Waiver amended to 10.02.5.

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: December 2, 2016

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis of Cabot Academic Center of Excellence

I. INTRODUCTION

On March 8, 2004, the State Board of Education (State Board) approved the application of Cabot School District to operate the Cabot Academic Center of Excellence. The district conversion school is currently approved to serve 500 students in grades 7-12. 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 Cabot 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

The granting of a renewal to Cabot Public Schools for a conversion chart school 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. Nothing in the operation of the Academic Center of Excellence as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district in this state.

Exhibit A

ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application

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

Charter School: Cabot Academic Center of Excellence

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

Contact Information

Sponsoring Entity:	**Cabot School District**
Name of Charter School:	**Academic Center of Excellence**
School LEA #	**4304703**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Ms. Michele Evans & Mrs. Georgia Chastain** **21 Funtastic Drive Cabot, AR 72023** **(501) 743-3520** **(501) 843-0283** **Michele.Evans@cps.k12.ar.us** **Georgia.Chastain@cps.k12.ar.us**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Mr. Brian Evans** **14 Williamsburg Drive Cabot, AR 72023** **(501) 941-4002** **(501) 843-0283** **bevans@lifsi.com**

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.

Academic Center of Excellence is a District Conversion Charter in association with Cabot Public Schools. Cabot Public Schools has a seven member governing board. Representing one from each of the seven school board zones established before the charter was established. Members are elected in public election to a five-year term. The school follows a "staggered" election schedule so only one to two zones open yearly. The board operates as all public schools under the same policies, procedures, and recommended guidelines set forth by the Arkansas School Board Association. The board's authority and responsibilities are not different than any other public school.

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.

Because the governing board and staff adhere to the disclosure rules of all public schools, the District ensures all these rules are followed.

There have been no contract or lease agreements that require disclosure as described.

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
Brian Evans, President 14 Williamsburg Drive Cabot, AR 72023 501-941-4002 bevans@lifsi.com	None	None
Ricky Hill, Vice President 4455 Sandhill Road Cabot, AR 72023 501-286-5054 rhill@bankozarks.com	None	None
Dean Martin, Secretary 22 Gettysburg North Cabot, AR 72023 501-413-1853 Deanoc130@gmail.com	None	None
Corey Williams 150 Wenlock Cove Cabot, AR 72023 501-425-8808 cwilliams@my100bank.com	None	None
Mark Russell 280 Wilson Loop Road Ward, AR 72176 501-422-8894 Mdrusell91@yahoo.com	None	None
Sarah Owen 114 Hunters Chase Cove Cabot, AR 72023 501-941-4168 sowen@me.com	None	None
Donna Nash 14 Sycamore Street Cabot, AR 72023 501-843-6077 Dnash324@gmail.com	None	None
Michele Evans 10 Turnberry Drive Cabot, AR 72023 501-831-8127 Michele.Evans@cps.k12.ar.us	None	None
Georgia Chastain 35 Ridgefield Cove Ward, AR 72176 501-920-7096 Georgia.Chastain@cps.k12.ar.us	None	None

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

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

Current Mission: The mission of Cabot Academic Center of Excellence (ACE) is to increase the achievement of every student by providing anywhere, anytime learning whether in a traditional or non-traditional educational setting.

Academic Center of Excellence (ACE) has seen a variety of successes since the implementation of the school's charter in 2004. Our ultimate goal is to help students, despite unimaginable barriers, find success. In order to do this, we provide anywhere, anytime learning both in traditional and non-traditional educational settings. ACE is an alternative learning environment that has continued to see growth in a variety of facets.

Since our 2012 renewal, ACE has experienced intense growth to warrant the need of an additional satellite campus and separate facility for the intensive ALE program. We opened a satellite campus, ACE-North, in the fall of 2014. With a blended learning approach, we have been able to serve another seventy students each year. Students that choose to attend ACE-North are at-risk for dropping out of school due to academic struggles. The smaller learning environment, along with the blended learning model, is a good fit for them. At the same time, they have access to the many career electives that are available at CHS. This has provided a needed option for students and families who desired graduation but felt that wasn't obtainable.

ACE-North has been a great complement to our original ACE campus. ACE is a virtual school that uses online and blended learning so we can deliver flexible, anytime, anyplace learning. Our students have the luxury of accessing the rigorous digital curriculum personalized for learning for every student's needs. However, online instruction is only one component of the instructional day. Focus groups in all core subjects provide targeted and intense direct instruction. This flexibility is invaluable for many of these at-risk students who require employment to help support their families. Within this blended learning environment, students have ownership over their learning and progress at their own pace. Students move up to the next assignments when they've demonstrated proficiency. This allows advanced students to proceed at an accelerated pace and enables teachers to provide extra attention to those students who need help.

Our population is very mobile with students being assigned to our ALE throughout the year and also students choosing to attend ACE due to changes in their life circumstances. However, when looking at our ACTAAP data for the first three years of this contractual period our proficiency rates were exemplary when compared to other alternative learning environments.

All Students	2011-2012 Math	2011-2012 Literacy	2012-2013 Math	2012-2013 Literacy	2013-2014 Math	2013-2014 Literacy	3 year Math	3 year Literacy
ACTAAP % Proficient	74.19	73.33	70.27	78.95	58.33	80.49	67.59	77.59

On PARCC and now ACT Aspire, we experienced some dips in areas but had pockets of high achievements. For example:

- 8th grade English --- 78% Ready
- 10th grade Writing --- 61% Ready (above state average)
-

With the ACT testing for juniors starting in the spring of 2016, we are now seeing more students interested in pursuing postsecondary opportunities. In 2015, we only had twelve of our juniors/seniors take the ACT. With the new testing mandates, forty juniors were able to take the ACT. Many of our students come from situations of poverty and will be the first generation in their family to earn a high school diploma. Hopefully, college will be in the future for these students. Using their ACT results, we are working closely with our current seniors to adjust curriculum, implement strategies, and provide guidance helping them understand that postsecondary experiences are possible for them. We want to see a continued increase in our student's ACT scores and an increase in the frequency in which they take the test.

We proudly graduated ninety-six seniors this past May through ACE. This is a very successful step for these students. Through our Jobs for Arkansas Graduates (JAG) program, we will be tracking and supporting our alumni in their next steps. We want to ensure that they find success in life. JAG provides support to at-risk youth to encourage them to achieve high school graduation. We had twenty-one seniors benefit from JAG last year and already have nineteen enrolled this year. Along with academic support, JAG also provides work-based learning experiences that will lead them to further education and training and rewarding careers. JAG is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. These students, very possibly, would have dropped out of school without the flexible schedules available to them through ACE.

The past two years, we have served over 200 students with a current enrollment of 227 students. We have seen an 80% increase in our graduating seniors during current contractual period.

Even with our growing population, ACE continues to focus on the individual student. Every student enrolled in ACE has a student action plan (SAP). This SAP describes a plan for student success which is based on the individual needs of the students which incorporates academic and behavioral data. To enrich these plans, we partnered this year with HeartBridge to provide a Social Emotional Learning curriculum (SEL). We see where SEL becomes part of the glue that helps our students hold their lives together in the midst of shattered situations.

ACE is working hard to help interested families understand the virtual model and the blended model. We want them to make an informed choice so their child will earn a diploma. Like any school, our approach has its strengths and challenges. We are continually adapting to keep up with the rapidly changing educational landscape. We have been honored in several ways over this contractual period. To list a few:
*Received Honorable Mention from National Association of Alternative Educators in March, 2015
*Presented the 2015 Award of Excellence at the National Blended Learning Conference in March, 2016
*Hosted a state-wide Apex Learning Day for online learning April, 2016
*Teachers & Administrators from ACE have been presenters at numerous local/state/national conferences over this contractual period.

In summary, ACE gives the opportunity to many students with a wide range of barriers to receive a public education. It is not an uncommon occurrence for families to choose ACE due to medical conditions, required work schedule, social anxiety, emotional/behavioral placements, drug addictions, bullying, and/or teen pregnancy. We are able to help provide relief from concerns of health and/or safety for the student and their family. Families regularly report that ACE has positively changed the life of their child and provided an option that has allowed a greater opportunity for learning under often unimaginable barriers.

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 (12/13)	Year 2 (13/14)	Year 3 (14/15)	Year 4 (15/16)	Year 5 (16/17)	Met Goal Yes or No
1. The students at Cabot Academic Center of Excellence will meet adequate yearly progress as defined by the Arkansas Department of Education and the No Child Left Behind legislation with the ultimate goal of having 100% of students performing proficient or better on benchmark tests and end-of-course testing.	Benchmark tests and end-of-course testing	100% of students performing at proficient or better	Yearly	(ACTAAP) Math-70.27% Proficient Literacy-78.95% Proficient	(ACTAAP) Math-58.33% Proficient Literacy-80.49% Proficient	(PARCC) Math-16.67% Proficient Literacy-18.18% Proficient	(ACT-ASPIRE) Math-3.7% Proficient Literacy-40.74% Proficient	TBA	no

1. The students at Cabot Academic Center of Excellence will meet adequate yearly progress as defined by the Arkansas Department of Education and the No Child Left Behind legislation with the ultimate goal of having 100% of students performing proficient or better on benchmark tests and end-of-course testing.

Our original performance goal was based on student proficiency scores on the Benchmark Exams. However, during the last five years, the state of Arkansas has mandated three different assessments. Therefore our data cannot show our end results. Even so, Cabot Academic Center of Excellence students are progressing toward the original goal as evidenced by data of 2012, 2013, 2014 and 2015. The ACT Aspire given in 2016 is not as closely aligned to Common Core State Standards that we are required to teach as are the Benchmark and the PARCC exams. We will use our results from the 2016 ACT Aspire and use those as a baseline to build on over the next five year contractual period.

Supporting documentation is attached that shows our progress on the Benchmark Exams, along with PARCC and ACT Aspire Data. Our last five years ESEA School Reports have been included.

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.

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

Goals	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. Increase school's average ACT composite score	The ACT Profile Report	School's average ACT composite score of 20 or higher	2022	**20**	**20**	**20**	**20**	**20**
2. ACE will improve our school's student proficiency percentage in math an average of 10% each year over the baseline established from the 2016 ACT Aspire administration.	ACT Aspire 7-10th grades	Average of a 50% increase over the contractual period	2022	**15%**	**25%**	**35%**	**45%**	**55%**
3. ACE will improve our school's student proficiency percentage in literacy an average of 5% each year over the baseline established from the 2016 ACT Aspire administration.	ACT Aspire 7-10th grades	Increase our literacy percentage by 25 points	2022	**45%**	**50%**	**55%**	**60%**	**65%**
4. ACE will improve our school's student proficiency percentage in science an average of 5% each yaer over the baseline established from the 2016 ACT Aspire administration.	ACT Aspire 7-10th grades	Average of a 25% increase over the contractual period 8th grade-45% 9th grade-30% 10th grade-40%	2022	**8th-25%** **9th-10%** **10th-20%**	**8th-30%** **9th-15%** **10th-25%**	**8th-35%** **9th-20%** **10th-30%**	**8th-40%** **9th-25%** **10th-35%**	**8th-45%** **9th-30%** **10th-40%**

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)

6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-203	Committees on personnel policies—Members
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-25-101 et seq.	Public School Library and Media Technology Act

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

10.01	Required Time for Instruction and School Calendar
10.02	Class Size and Teaching Load
15.03	Licensure and Renewal
16.02	Media Services

Part A: New Waiver Requests

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

No new waivers 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.

ACE 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).

No charter amendments are requested at this time.

Section 5 –Desegregation Analysis

The granting of a renewal to Cabot Public Schools for a conversion chart school 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. Nothing in the operation of the Academic Center of Excellence as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district in this state.

RENEWAL APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district requesting renewal of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by the following statements:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be 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.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate 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 district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

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.

Signature of Superintendent of School District

9/29/16
Date

Tony Thurman
Printed Name

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	CABOT SCHOOL DISTRICT	Superintendent:	WILLIAM THURMAN
School:	**ACADEMIC CENTER FOR EXCELLENCE**	Principal:	GWYN EVANS
LEA:	4304703	Grades:	07 - 12
Address:	21 FUNTASTIC DRIVE	Enrollment:	191
	CABOT, AR 72023	Attendance Rate:	99.67% (3 QTR AVG)
Phone:	501-743-3520	Poverty Rate:	45.55%

Needs Improvement Focus School

Needs Improvement School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	79	YES	112	NO(85%)
Targeted Achievement Gap Group	37	NO(92%)	62	NO(82%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10
White	72	YES	102	NO(85%)
Economically Disadvantaged	37	NO(92%)	60	NO(82%)
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	19	NO(90%)

Needs Improvement School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	70	47.14	52.62
Targeted Achievement Gap Group	27	40.74	36.35
	Two Year Graduation Rate		
All Students	159	47.80	52.62
Targeted Achievement Gap Group	63	34.92	36.35
ESEA Subgroups	2011 Graduation Rate		
African Americans	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10
White	64	46.88	51.88
Economically Disadvantaged	25	44.00	35.29
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

Needs Improvement School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	30	73.33	75.74	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
	Three Year Performance			Three Year Growth		
All Students	86	70.93	75.74	18	83.33	100.00
Targeted Achievement Gap Group	27	48.15	54.17	n < 10	n < 10	n < 10
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	26	69.23	75.00	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	CABOT SCHOOL DISTRICT	Superintendent:	WILLIAM THURMAN
School:	**ACADEMIC CENTER FOR EXCELLENCE**	Principal:	GWYN EVANS
LEA:	4304703	Grades:	07 - 12
Address:	21 FUNTASTIC DRIVE	Enrollment:	191
	CABOT, AR 72023	Attendance Rate:	99.67% (3 QTR AVG)
Phone:	501-743-3520	Poverty Rate:	45.55%

Needs Improvement Focus School

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	31	74.19	83.63	n < 10	n < 10	n < 10
Targeted Achievement Gap Group	10	50.00	47.62	n < 10	n < 10	n < 10
	Three Year Performance			Three Year Growth		
All Students	83	77.11	83.63	18	83.33	100.00
Targeted Achievement Gap Group	26	53.85	47.62	n < 10	n < 10	n < 10
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	30	76.67	82.37	n < 10	n < 10	n < 10
Economically Disadvantaged	10	50.00	45.00	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

District:CABOT SCHOOL DISTRICT
School:ACADEMIC CENTER FOR EXCELLENCE
LEA:4304703
Address:21 FUNTASTIC DRIVE
CABOT, AR 72023
Phone:501-743-3520

Superintendent:WILLIAM THURMAN
Principal:GWYN EVANS
Grades:07-12
Enrollment:198
Attendance (3 QTR AVG):99.83
Poverty Rate:40.40

OVERALL SCHOOL STATUS:	FOCUS

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	73	76	96.05	84	86	97.67
Targeted Achievement Gap Group	38	40	95.00	50	51	98.04
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic						
White	70	72	97.22	78	79	98.73
Economically Disadvantaged	34	36	94.44	44	45	97.78
English Language Learners						
Students with Disabilities	9	10	90.00	16	16	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	30	38	78.95	86.28	91.00				85.70	93.00
Targeted Achievement Gap Group	10	18	55.56	75.92	91.00				78.27	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	77	102	75.49	86.28	91.00	15	18	83.33	85.70	93.00
Targeted Achievement Gap Group	22	37	59.46	75.92	91.00				78.27	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				71.33					72.66	
Hispanic				83.08					88.81	
White	30	38	78.95	86.58					85.73	
Economically Disadvantaged	10	16	62.50	79.35					79.83	
English Language Learners				67.59					81.78	
Students with Disabilities				48.12					60.80	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	26	37	70.27	87.95	92.00				79.33	81.00
Targeted Achievement Gap Group	8	17	47.06	79.72	92.00				68.93	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	72	96	75.00	87.95	92.00	12	18	66.67	79.33	81.00
Targeted Achievement Gap Group	16	34	47.06	79.72	92.00				68.93	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				71.41					65.38	
Hispanic				82.98					72.63	
White	25	35	71.43	88.41					79.83	
Economically Disadvantaged	7	14	50.00	82.09					70.88	
English Language Learners				67.74					62.13	
Students with Disabilities				59.78					46.95	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	33	73	45.21	77.63	94.00
Targeted Achievement Gap Group	12	37	32.43	66.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	109	232	46.98	77.63	94.00
Targeted Achievement Gap Group	34	100	34.00	66.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				72.23	
Hispanic				76.85	
White	32	66	48.48	77.53	
Economically Disadvantaged	8	30	26.67	62.97	
English Language Learners				100.00	
Students with Disabilities	4	11	36.36	72.92	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:	CABOT SCHOOL DISTRICT	**Superintendent:**	WILLIAM THURMAN		Report created on: 10/29/2014
School:	ACADEMIC CENTER FOR EXCELLENCE	**Principal:**	GWYN EVANS		
LEA:	4304703	**Grade:**	7 - 12		**% Prof/Adv.**
Address:	21 FUNTASTIC DRIVE	**Enrollment:**	186	**2014 Math + Literacy**	70.1
Address:	CABOT, AR 72023	**Attendance:**	94.78	**2013 Math + Literacy**	74.7
Phone:	501-743-3520	**Poverty Rate:**	51.61	**2012 Math + Literacy**	73.8

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT FOCUS

PERCENT TESTED						
PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	81	84	96.43	87	92	94.57
Targeted Achievement Gap Group	43	46	93.48	50	55	90.91
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	76	79	96.20	75	80	93.75
Economically Disadvantaged	41	44	93.18	45	50	90.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	10	11	90.91

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	33	41	80.49	80.15	91.00	n < 10	n < 10	n < 10	100.00	93.00
Targeted Achievement Gap Group	14	20	70.00	62.50	91.00	n < 10	n < 10	n < 10		93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	85	109	77.98	80.15	91.00	15	19	78.95	100.00	93.00
Targeted Achievement Gap Group	31	47	65.96	62.50	91.00	n < 10	n < 10	n < 10		93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
White	30	38	78.95	79.55		n < 10	n < 10	n < 10	100.00	
Economically Disadvantaged	14	19	73.68	78.57		n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	25.00		n < 10	n < 10	n < 10		

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	21	36	58.33	86.61	92.00	n < 10	n < 10	n < 10	100.00	81.00
Targeted Achievement Gap Group	9	19	47.37	57.15	92.00	n < 10	n < 10	n < 10		81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	70	104	67.31	86.61	92.00	10	19	52.63	100.00	81.00
Targeted Achievement Gap Group	22	46	47.83	57.15	92.00	n < 10	n < 10	n < 10		81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10		
White	19	30	63.33	85.58		n < 10	n < 10	n < 10	100.00	
Economically Disadvantaged	8	16	50.00	55.00		n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	25.00		n < 10	n < 10	n < 10		

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	1	29	3.45	61.23	94.00
Targeted Achievement Gap Group	0	17	0.00	47.92	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	67	172	38.95	61.23	94.00
Targeted Achievement Gap Group	23	81	28.40	47.92	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	50.00	
White	1	26	3.85	60.63	
Economically Disadvantaged	0	17	0.00	47.06	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	57.15	

2015 ESEA SCHOOL REPORT

District: CABOT SCHOOL DISTRICT
School: ACADEMIC CENTER FOR EXCELLENCE
Grade: 7 - 12
Enrollment: 218

Superintendent: WILLIAM THURM
Principal: GWYN EVANS
Attendance: 87.90
Poverty Rate: 42.20

LEA: 4304703
Address: 21 Funstastic Drive
Address CABOT, AR 72023
Phone (501) 743-3520

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT FOCUS

PERCENT TESTED

PERCENT TESTED STATUS: NEEDS IMPROVEMENT

	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	90	95	94.74	83	97	85.57
Targeted Achievement Gap Group	50	53	94.34	50	55	90.91
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	80	85	94.12	74	88	84.09
Economically Disadvantaged	42	44	95.45	42	47	89.36
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	14	92.86	10	10	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	8	44	18.18	21.47
Targeted Achievement Gap Group	1	20	5.00	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	7	37	18.92	26.68
Economically Disadvantaged	1	15	6.67	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	7	42	16.67	12.09
Targeted Achievement Gap Group	1	20	5.00	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	7	36	19.44	16.34
Economically Disadvantaged	1	15	6.67	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	50	81	61.73	65.54	94.00
Targeted Achievement Gap Group	24	46	52.17	53.71	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	84	183	45.90	65.54	94.00
Targeted Achievement Gap Group	36	100	36.00	53.71	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	55.55	
White	47	77	61.04	65.00	
Economically Disadvantaged	22	42	52.38	52.94	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	61.91	

2016 ESEA SCHOOL REPORT
ACADEMIC CENTER FOR EXCELLENCE

District: CABOT SCHOOL DISTRICT
Superintendent: WILLIAM THURMAN
Grades: 7 - 12
Enrollment: 229

Principal: GWYN EVANS
Attendance: 97.17
Poverty Rate: 37.55

LEA: 4304703
Address: 21 FUNTASTIC DRIVE CABOT, AR 72023
Phone: (501) 743 - 3520

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT FOCUS

PERCENT TESTED

PERCENT TESTED STATUS: NEEDS IMPROVEMENT

	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	104	137	75.91	103	137	75.18
Targeted Achievement Gap Group	68	86	79.07	67	86	77.91
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	3	4	75.00	3	4	75.00
Hispanic	4	6	66.67	3	6	50.00
White	93	122	76.23	93	122	76.23
Economically Disadvantaged	63	78	80.77	62	78	79.49
English Language Learners	1	2	50.00	0	2	0.00
Students with Disabilities	20	23	86.96	20	23	86.96

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	11	27	40.74	47.86
Targeted Achievement Gap Group	5	17	29.41	36.83
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	0	0		27.81
Hispanic	0	1	0.00	41.06
White	10	25	40.00	55.30
Economically Disadvantaged	5	15	33.33	37.65
English Language Learners	0	0		29.19
Students with Disabilities	0	4	0.00	12.12

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	1	27	3.70	43.35
Targeted Achievement Gap Group	0	17	0.00	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	0	0		23.53
Hispanic	0	1	0.00	38.01
White	1	25	4.00	50.35
Economically Disadvantaged	0	15	0.00	34.76
English Language Learners	0	0		31.10
Students with Disabilities	0	4	0.00	15.13

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	77	132	58.33	84.88
Targeted Achievement Gap Group	30	57	52.63	81.87
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	128	242	52.89	85.58
Targeted Achievement Gap Group	54	120	45.00	81.76
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	0	2	0.00	77.54
Hispanic	5	5	100.00	84.52
White	72	124	58.06	87.44
Economically Disadvantaged	23	48	47.92	81.70
English Language Learners	1	1	100.00	85.88
Students with Disabilities	8	14	57.14	81.89

2016 ESEA SCHOOL REPORT

ACADEMIC CENTER FOR EXCELLENCE

District: CABOT SCHOOL DISTRICT
Superintendent: WILLIAM THURMAN
Grades: 7 - 12
Enrollment: 229

Principal: GWYN EVANS
Attendance: 97.17
Poverty Rate: 37.55

LEA: 4304703
Address: 21 FUNTASTIC DRIVE CABOT, AR 72023
Phone: (501) 743 - 3520

OVERALL SCHOOL STATUS:	2015 NEEDS IMPROVEMENT FOCUS

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	104	108	96.30	103	108	95.37
Targeted Achievement Gap Group	68	70	97.14	67	70	95.71
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	93	97	95.88	93	97	95.88
Economically Disadvantaged	63	65	96.92	62	65	95.38
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	20	20	100.00	20	20	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	11	27	40.74	47.87
Targeted Achievement Gap Group	5	17	29.41	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	27.81
Hispanic	n < 10	n < 10	n < 10	41.05
White	10	25	40.00	55.31
Economically Disadvantaged	5	15	33.33	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	n < 10	n < 10	n < 10	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	1	27	3.70	43.35
Targeted Achievement Gap Group	0	17	0.00	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	23.53
Hispanic	n < 10	n < 10	n < 10	38.01
White	1	25	4.00	50.35
Economically Disadvantaged	0	15	0.00	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	n < 10	n < 10	n < 10	15.38

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	78	132	59.09	85.71
Targeted Achievement Gap Group	30	57	52.63	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	129	242	53.31	85.87
Targeted Achievement Gap Group	54	120	45.00	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	124	58.87	88.13
Economically Disadvantaged	23	48	47.92	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	8	14	57.14	82.56

2016 ESEA SCHOOL REPORT

ACADEMIC CENTER FOR EXCELLENCE

District: CABOT SCHOOL DISTRICT
Superintendent: WILLIAM THURMAN
Grades: 7 - 12
Enrollment: 229

Principal: GWYN EVANS
Attendance: 97.17
Poverty Rate: 37.55

LEA: 4304703
Address: 21 FUNTASTIC DRIVE
CABOT, AR 72023
Phone: (501) 743 - 3520

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

ACE
Academic Center of Excellence
Cabot Public Schools

Conversion Charter Schools – Innovation at Work

Cabot Public Schools offers virtual learning through ACE.

Serves grades 7-12
Students apply to attend
Average enrollment: 225 students

Blended learning is offered at ACE-North.

Serves grades 9-12
Average enrollment: 75 students

Who attends?

- Students previously homeschooled
- Those with medical conditions
- Students with full-time jobs
- Teenage parents
- Those wanting to graduate early
- Those dealing with social anxiety/bullying
- Students exiting ALE
- Those preferring smaller setting
- 95% meet the at-risk criteria

Unique Features of ACE:

- Most attend 3 days a week for 3 hours each
- Example: Seniors---M, W, F 8 to 11 a.m.
- Mastery based learning
- Flexible scheduling
- Most of work is done at home
- Bus transportation only morning and afternoon
- The student-advisor relationship is one of the main focuses
- Opened Fall 2004

Unique Features of ACE-North:

- Satellite campus on the high school property
- Opened Fall 2014
- Full-time regular schedule
- --Benefits those that need transportation
- Blended schedule:
- --At least 4 digital courses at ACE-North
- --Access to electives at CHS

- Our ultimate goal is to help students, despite unimaginable barriers, find success.

- Current senior enrollment: 66
- ACE: 39
- ACE-North: 26
- ALE: 1

- Approximately 10% of CHS graduating class.

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Carolyn Wilson
Cross County Elementary
21 CR 215
Cherry Valley, AR 72324

RE: Notice of Charter Authorizing Panel Decision
Cross County Elementary Renewal Application

Dear Ms. Wilson:

On **December 13, 2016**, the Charter Authorizing Panel met and approved Cross County Elementary's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

An Equal Opportunity Employer

Cross County Elementary Technology Academy Renewal Request

Motion

To approve renewal

Barnes	Lester-**2**	Saunders
Gotcher-**M**	Pfeffer	Smith
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes		X		I am uncomfortable with potentially penalizing this charter for being realistically cautious. I am deferring to State Board of Education for a broader discussion and possible review.
Gotcher	X			This district certainly has much to consider. I recognize and agree with the concerns of my panel members, but I am confident that they will engage their community stakeholders, revisit their goals, and report back to this panel at an appropriate time that fits their local timeline.
Haley				Absent
Lester	X			I believe that the district understands the panel's concerns and has a plan for improvement moving forward. I have no concerns for renewal.
Pfeffer	X			The district has an opportunity to move forward with its current charter and understands the panel's concern with the goals set. The panel and school have the opportunity to revisit the goals in the future as a new accountability system is established.

Rogers		X		I would have liked to have a designated time for the charter to come back once they have the additional data to be able to either defend or amend the goal of “50% of grade levels will maintain or exceed the state average of student performance on the state mandated assessment”.
Saunders	X			Concerns over rigor of future goals exist. Past performance has outperformed the state.
Smith		X		I have concerns regarding the success of the charter and goals set. Charters should have a mission that is innovative and different than traditional schools.
Coffman				Chair

Submitted by: Freddie Scott
Date: December 13, 2016

CROSS COUNTY ELEMENTARY
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity Cross County School District

Address 2622 Hwy 42
Cherry Valley, AR 72324

Grades Served K-6

Enrollment 323

Maximum Enrollment 500

Number of Years Requested 5

Mission Statement
The mission of Cross County Elementary is to prepare students that are proficient in requisite academic content areas and that are deeply versed in 21st century skills, are strong critical thinkers, and excellent problem solvers based on the Project Based Learning Rubrics (SWLOs).

2015-2016 Accreditation Status
Cited, Rule 15.03.3 (SPED Teacher ALP and Principal ALP)

Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2015	K-6	306.95	2,416,635	102,770
2016	K-6	303.78	2,626,970	61,962
2017 YTD	K-6	-	2,203,595	(349)
			2017 Budget: 2,710,773	

Remaining Concerns
Section 2, Part C, New Goals: The achievement threshold for Goals 1, 2, and 3 states that “50% of grade levels will maintain or exceed the state average of student performance on the state mandated assessment” and seems to lack rigor.

CROSS COUNTY ELEMENTARY

CURRENT DATA

Maximum Enrollment	500
Approved Grade Levels	K-6
Grades Served 2016-2017	K-6

2016-2017 Enrollment by Race

Two or More Races	0
Asian	0
Black	16
Hispanic	13
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	294
Total	**323**

2016-2017 Enrollment by Grade

Kindergarden	49
1st Grade	44
2nd Grade	40
3rd Grade	50
4th Grade	48
5th Grade	50
6th Grade	41

2015-2016 Student Status Counts

Migrant	21
LEP	0
Gifted & Talented	14
Special Education	45
Title I	343
Source: School Cycle 4 Report	

2015-2016 Attendance Rate

	Q1	Q2	Q3	Q4
ADA	313.45	313.17	303.78	303.72
ADM	337.75	340.80	333.72	335.93
%	92.81%	91.89%	91.03%	90.41%

BACKGROUND

Authorized January 9, 2012
Contract Expiration June 30, 2017

Amendment Request Considered and APPROVED October 8, 2012
Waiver of Standards for Accreditation 10.02, 10.02.2, 10.02.3, 10.02.4

Amendment Request Considered and APPROVED January 15, 2014
Amendment of goals to align with the testing indicators used by the district

UPDATED 11.8.16

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

Name of School: Cross County Elementary Technology 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

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: The Cross County School Board is governed by the Arkansas School Board Association. Board members receive annual training through the state board of education and attend the annual school board conference each year. The board is committed to following the rules and regulations established by the state school board. The local school board's primary function is to look out for the students and execute education at the local level. The local school board is accessible to the public. They incorporate the community's views and best interest when making decisions. The school board is responsible for overseeing the district's budget to ensure that the students get the best education possible for their tax dollars.

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 TAP program contributes to the school mission.

Applicant Response: In order to achieve our mission, it is imperative to have highly effective instruction in every classroom. Our mission states that we want to prepare students to be strong critical thinkers and excellent problem solvers while learning 21st century skills. At the core of our mission it is the goal of producing independent thinkers who are prepared to succeed in modern society. The TAP rubric is perfectly aligned to such outcomes, as it is designed to foster instruction that builds problem-solving and critical thinking skills. The use of the TAP system for teacher effectiveness and student growth enables our school to provide the best instruction to all students. While using the TAP rubric as an observation tool, many areas are assessed. The further a teacher progresses toward exemplary on the TAP rubric, instruction becomes more student driven and teacher facilitated which aligns perfectly with project/problem-based learning. The TAP rubric also includes a thinking indicator that promotes instruction of four types of critical thinking. The sole purpose is to teach students how to be independent thinkers so that can problem solve on their own.

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:

- Provide the TAP rubric.
- Explain why "50% of grade levels will maintain or exceed the state average of student performance on the state mandated assessment" was chosen as the achievement threshold for Goals 1, 2, and 3.

Applicant Response:

- As we crafted these goals, we kept in mind a trajectory of growth. Using the state averages made sense as a guiding point. In order for our goals to be attainable, we felt 50% was a great place to start. For example, the current state average performance for 2016 was 43.35% in math. We want to show cumulative growth at grade levels normed at 50% to indicate a progression of improvement for 5 years.
- The TAP Rubric will be attached separately.

Remaining Concern: The achievement threshold for Goals 1, 2, and 3 states that "50% of grade levels will maintain or exceed the state average of student performance on the state mandated assessment" and seems to lack rigor.

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.

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.

Cross County Elementary Technology 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 Cross County Elementary Technology Academy

I. INTRODUCTION

On January 9, 2012, the State Board of Education (State Board) approved the application of Cross County School District to operate the Cross County Elementary. The district conversion school is currently approved to serve 500 students in grades K-6. 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 Cross County 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.

Pursuant to Ark. Code Ann. §6-23-106, the Cross County School District has carefully reviewed the impact that the renewal of Cross County Elementary Technology Academy's (CCETA) conversion charter would have upon the efforts of Cross County School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of CCETA's 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 Cross County 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 CCETA will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

Exhibit A

District Conversion Public Charter School Renewal Application

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

Charter School: Cross County Elementary Technology Academy

Arkansas Department of Education

Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Contact Information

Sponsoring Entity:	**Cross County School District**
Name of Charter School:	**Cross County Elementary Technology Academy**
School LEA #	**1901701**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Mindy Searcy** **21 CR 215, Cherry Valley, AR 72324** **870 588 3338** **870 588 4454** **mindy.searcy@crosscountyschools.com**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Joan Ball** **P.O. Box 118, Cherry Valley, AR 72324** **870 588 4206** **joan.ball@crosscountyschools.com**

Number of Years Requested for Renewal (1-5) _____5_____

Renewal Application Approval Date by the School/Entity Board(s) 9-19-2016

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.

Cross County is a District Conversion Charter that has a seven member governing board one from each of the seven school board zones established before the charter was established. Each board member is elected by the constituents living in their respective zone. Members are elected in a public election to a five-year term. The school follows a "staggered" election schedule so only one to two zones open yearly. The board operates as all public schools under the same policies, procedures, and recommended guidelines set forth by the Arkansas School Board Association. The board's authority and responsibilities are no different than any other public school.

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.

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 teacher who is a board member's sister. She was employed with the District before charter status and is assigned to the elementary building. She is a fully licensed teacher, recommended for employment by a hiring committee that does not include board members.

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
Joan Ball, Brd President 870 588 4206	None	
Craig Walker, Brd Secretary 870 208 4421	None	
Shane Bell, Brd, V. Pres 870 588 1402	None	
Richard Imboden, Brd Mbr 870 926 3154	None	
James Matlock, Brd Mbr 870 208 8414	None	
Steve Stricklin, Brd Mbr 870 588 1688	None	
Dennis Stevenson, Brd Mbr 870 588 6162	Melinda Hogan, Teacher	Sister
Carolyn Wilson, Supt. 870 588 3338	None	

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

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

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

Previously, the mission of Cross County Elementary is to prepare students that are proficient in requisite academic content areas and that are deeply versed in 21st century skills, are strong critical thinkers, and excellent problem solvers based on the Project Based Learning Rubrics (SWLOs). CCETA's mission is directly linked to the District's mission. This linkage provides the optimal learning experience for all students preparing them to demonstrate real world readiness.

The mission of Cross County School District is to educate the whole child by preparing them to be lifelong learners and responsible citizens in a global society. In order to succeed in a rapidly changing world, all students will be able to:

- Think analytically;
- Solve problems creatively;
- Utilize technology appropriately;
- Collaborate effectively; and
- Communicate articulately

School representatives and stakeholders both agree these are the skills students need to be successful in the globalized world. In an effort to provide the best opportunity for students to excel in applying these skills, the school chose to adopt school-wide learning outcomes and adopted the Teacher Advancement Program (TAP) model.

School-Wide Learning Outcomes

Cross County Elementary has adopted school-wide learning outcomes (SWLO) that are assessed in all classes:

- Written communication (K-6);
- Oral communication (K-6);
- Problem Solving (K-6); and
- Collaboration (4-6)

The school and other stakeholders developed a mission statement for the school district that shows the parallels between the SWLOs and what stakeholders deemed as important skills for students in the mission. Every teacher assesses SWLOs through the context of their content to foster the development of real-world skills to lay a foundation that promotes success at our New Tech High School.

TAP and Cluster Meetings (PLC)

In 2010, CCSD was awarded the TIF (Teacher Incentive Fund) grant. This grant allowed us to implement the TAP (Teacher Advancement Program) System. Through this model, CCSD

received a waiver from the ADE to use the TAP evaluation system. The district's administration, master teachers, and mentor teachers have all received extensive training to become evaluators. Each year, evaluators are required to pass a test to recertify. In order to ensure that all teachers develop an in-depth understanding of the TAP instructional rubric, all teachers attend weekly cluster meetings. The first cluster cycle focuses on understanding and implementing best practices by honing in on what each indicator from the TAP rubric looks and sounds like in a classroom. The following cluster cycles consist of teachers learning how to implement the strategies that have been field tested to strengthen identified student weaknesses. The meetings begin by looking for trends in student data from the week before and using that data to help drive teacher instruction for the approaching week. Most of the cluster time is spent developing ways for the strategy to seamlessly be implemented into their own curriculum. Master and mentor teachers model and label the indicators when facilitating cluster, as well as in the classroom when providing follow-up support to teachers.

Support is determined during each cluster meeting. Just like a teacher would provide differentiated support to their students depending on what their individual needs might be, master and mentor teachers provide differentiated support for teachers to meet their individual needs in order to grow them as teachers. Throughout the year, teachers have the support of master and mentor teachers to make suggestions, model, co-teach, observe, and plan. Each teacher is observed three times throughout the year. After each observation, teachers are given a reinforcement area that they are strongly encouraged to continue and a refinement area to work on. All teachers reflect weekly on their teaching practices by keeping an on-going individual growth plan. Implementing this model, has allowed for personal growth for each teacher, which results in student achievement gains.

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.

Cross County Elementary Technology Academy (CCETA) has seen a variety of successes since the implementation of the school's charter. Our school's vision is "to provide all students with the experiences and opportunities necessary to succeed in a rapidly changing world. As we continue to grow toward our vision, we have found that innovation is key to ensuring that all students find success at CCETA and beyond. A major emphasis in our original charter application was the desire to prepare students with the 21st Century Skills needed to succeed, including technology proficiency. CCETA has been recognized as an Apple Exemplary School for three Apple recognition cycles. We implemented project-based learning, utilizing student led learning stations where their learning is assessed using the school's school wide learning outcomes which follows the New Tech model. Another area of emphasis was teacher effectiveness. With that in mind, CCETA implemented the Teacher Advancement Program (TAP). In March of 2014, CCETA was awarded the TAP Ambassador Award. This recognized CCETA for its efforts to represent the principles of TAP, which include student achievement and teacher performance. Additionally, in March of 2015, the Cross County School District, was awarded the TAP Award of Distinction which recognizes CCSD for its dedication and commitment to student achievement. All the successes mentioned previously originate from this mindset. These awards were given because of the commitment that the district has shown to

implement this initiative while working together to restructure systems and culture in support of building highly effective instructional teams.

A foundation of our school's growth is the use of value-added data. Value-added uses annual achievement test scores as the pretest and posttest to measure an entire year's learning. Multiple years of pretest scores for each student are used wherever possible in order to obtain a more precise picture of the student's learning trajectory. Value-added assessment applies sophisticated statistical methods, rather than simply subtracting scores, in order to incorporate multiple years of test data. The essence of value-added assessment is simply to use gains or growth in student achievement to measure the instructional performance of teachers and schools. The school-wide score is a composite of all the tested grades and subjects in the school. A school that achieves a year of academic growth as compared to other schools with similar students receives a score of "3." CCETA scored a value added of a "3" during the academic years of 11-12 and 12-13. There was a drop in value added to a "2" in 13-14, however, the value added score for 14-15 rebounded to a "4". This increase occurred the year that our students took the PARCC Exam. We credit this increase with our dedication to technology, our district's mission of preparing our students with 21st century skills, and the implementation of our TAP instructional strategies. The value added reports along with standardized test data drives the ongoing applied professional growth (weekly cluster group meetings), which occurs during the regular school day. Cluster group meetings allow teachers to examine student data together, engage in collaborative planning, and learn instructional strategies to increase student achievement.

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.

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 2012-2013 ACTAAP/ IOWA		Year 2 2013-2014 ACTAAP/ IOWA		Year 3 2014-2015 PARCC/ IOWA		Year 4 2015-2016 ACT/IOWA		Year 5 2016-2017 ACT/IOWA	Met Goals Yes or No
				Math	**Lit.**	**Math**	**Lit.**	**Math**	**Lit.**	**Math**	**Lit.**		
1. The number of students labeled as basic and below basic will decrease every year for the next five years.	ITBS/ ACTAAP	Decrease in the number of students labeled as basic and below basic	Annually	**1st** Bas: 22	**1st** Bas: 19	**1st** Bas:16	**1st** Bas: 8	**1st** Bas: 20	**1st** Bas: 18	**1st** Bas: 14	**1st** Bas: 20		Y
				2nd Bas: 14	**2nd** Bas: 13	**2nd** Bas:20	**2nd** Bas:35	**2nd** Bas: 23	**2nd** Bas: 25	**2nd** Bas: 10	**2nd** Bas: 16		Y
				3rd Bas: 7 Bel: 1	**3rd** Bas: 7 Bel: 9	**3rd** Bas: 1 Bel: 4	**3rd** Bas: 5 Bel: 3	**3rd** 1: 7 2: 10 3: 17	**3rd** 1: 6 2: 18 3: 9	**3rd** C: 9 N: 10	**3rd** C/N: 24		N
				4th Bas: 4 Bel: 2	**4th** Bas: 8 Bel: 0	**4th** Bas: 7 Bel: 9	**4th** Bas: 9 Bel: 2	**4th** 1: 9 2: 16 3: 18	**4th** 1: 7 2: 9 3: 10	**4th** C: 4 N: 17	**4th** C/N: 27		N
				5th Bas: 8 Bel: 17	**5th** Bas: 12 Bel: 0	**5th** Bas: 8 Bel: 7	**5th** Bas: 7 Bel: 1	**5th** 1: 12 2: 15 3: 15	**5th** 1: 11 2: 14 3: 14	**5th** C: 4 N: 11	**5th** C/N: 16		N
				6th Bas: 10 Bel: 2	**6th** Bas: 15 Bel: 2	**6th** Bas:13 Bel: 6	**6th** Bas:16 Bel: 3	**6th** 1: 7 2: 11 3: 18	**6th** 1: 7 2: 18 3: 14	**6th** C: 4 N:15	**6th** C/N: 24		N See narrative in the next section.

2. Cross County Elementary School Reading, Reading Comprehension, Mathematics, and Mathematic Reasoning will increase to meet AYP and individual student growth goals each year for the first five years.	ACTAAP, TLI	Meet AYP and student growth goals annually	Annually	**Strategy:** "Fantastic Five" and "Amazing Eight" Math 2012- 67.63% 2013- 71.43% (increase) Literacy 73.71% (met AMO)	**Strategy:** "Constructed Response" Math 70.49% Literacy 75.41% (met AMO)	**Strategy:** "Fraction Sense" Math 19.19 (met AMO) Literacy 25.00% (met AMO)	**Strategy:** "Amazing Eight" and "Justifying" Math 60.77% (exceeded state average) Literacy 49.17% (exceeded state average	**Strategy:** "Plan and Write"	2013- Partially 2014- Partially 2015- Yes 2016- Yes
3. There will be 1.5 years of growth on MAP testing (grades K-2) for each individual student each year, regardless of proficiency (Reading, Language Usage, and Math).	MAP	1.5 years growth for each student each year	Annually	NA	**ON JANUARY 25, 2014, THE CHARTER AUTHORIZING PANEL VOTED TO APPROVE THE AMENDMENT OF THIS GOAL.**	NA	NA	NA	NA

4. All classes will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.	TLI	80% mastery annually	Annually	Lowest 3 SLEs in each grade level after each TLI planned and implemented remediation.	Lowest 3 SLEs in each grade level after each TLI planned and implemented remediation.	Lowest 3 CCSS standards in each grade after each TLI level planned and implemented remediation.	Lowest 3 CCSS standards in each grade level after each TLI planned and implemented remediation.	TLI No longer available	No

1. The number of students labeled as basic and below basic will decrease every year for the next 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.

	Literacy Performance%			Literacy Growth%		
Year	AMO	CCETA	+/-	AMO	CCETA	+/-
2013	66.67	73.71	+7.04	66.5	69.6	+3.1
2014	68.12	75.41	+7.29	65.43	64.54	-.86
2015	21.47	25.0	+3.53			
	St. Avg.					
2016	47.86	49.17	+1.31			

	Math Performance%			Math Growth%		
Year	AMO	CCETA	+/-	AMO	CCETA	+/-
2013	76.71	71.43	-5.28	61.48	35.20	-26.28
2014	80.24	70.49	-9.75	60.87	40.41	-20.46
2015	12.09	19.19	+7.1			
	St. Avg.					
2016	43.35	60.77	+17.42			

We realize the data in the tables are not all positive and we are implementing "interventions" to help address the deficits. These efforts are detailed below. The implementation of data driven developed instructional strategies, field tested through our TAP program, target deficit areas and have yielded many positive results since 2012. And while we are now benefiting from the fruits of our labor, we are committed to increasing our performance in all areas. We will continue to actively incorporate research-based programs and strategies to push our student achievement in both mathematics and literacy. Some of these items can be found described below. Since both goals are interconnected, the following response will address both goals. The 2015 ESEA Report does indicate positive growth in both areas. Individual student progress and success is just as important as overall performance. We put many mechanisms in place to track all instructional processes to address individual growth including:

1. Value-added scores to break down student growth further;
2. Field testing to identify student growth and progress toward school-wide instructional strategies;
3. School-wide instructional strategies that track weekly progress of high, medium, and low work (quantitative and qualitative) for all students;
4. Data walls to track each student based on a set baseline to indicate achievement using standardized testing, interim assessments and pre and post-test data;
5. Mindplay, Reading Plus, for an example, are added computer aided platforms used to track all students;
6. ACT Aspire interim assessments which can predict student performance on end of year summative assessment; and
7. Purchased the MyMath curriculum in 2012, in order to provide all teachers with a researched-based program.

*The green highlighted number of students in the Goals Chart indicates a decrease of the number of students who were basic or below basic.

2. Cross County Elementary School Reading, Reading Comprehension, Mathematics, and Mathematical Reasoning will 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.

The leadership team, made up of mentor teachers, master teachers, and the principal, researches and implements school-wide strategies to address deficit areas and track that data weekly since we adopted the TAP model in 2011. Once a deficit is identified, the leadership team researches strategies that will help address these areas of need. These strategies are field tested on a group of students and adjustments are made to meet the needs of our students. Both quantitative and qualitative data is collected to track the progress of the field-tested students. (See Appendix Section 7) Once the strategy has proven to show improvements, it is then rolled out for the entire staff to implement. The strategies and data are presented in weekly cluster meetings (PLC) as part of student and staff support and are implemented across all content areas and used by all teachers.

To raise student achievement during 2012-2013 school year, the leadership team decided that a math strategy would make the most impact since we did not meet the AMO of 75.8% in math the previous school year. The leadership team selected two strategies to implement. Both strategies were field-tested. The results of the strategy are included in the chart above. The first strategy was "The Fantastic Five" a simple five step problem-solving process to dissect word problems to determine how to encounter and solve various types of problems. Next, "The Amazing Eight" strategy was implemented. This strategy focused on teaching our students a variety of eight strategies to use in order to solve word problems, such as, drawing pictures, making charts, and looking for patterns. An emphasis of the strategy was for our students to be proficient at selecting appropriate strategies to accurately solve word problems. Both strategies were adopted from Math Word Problems Made Easy by Bob Krech. The results of the 2013 ACTAAP showed that in math, we improved our percentage in math from 67.63% to 71.43%. Although we did not meet the AMO, we did make an increase and we have close to three fourths of our students who are proficient. K-2 teachers implemented a school-wide strategy weekly focusing on writing based on IOWA test results. The "POW Strategy", based on research from Powerful Writing Strategies for All Students by Karen R. Harris, involved students being able to pick ideas, organize notes, and write and say more.

During the 2013-2014 school year, the leadership team determined after disaggregating test data, that our students were low in answering constructed response questions by responding to texts. It was decided that we would implement a "Constructed Response" strategy based on Marzano's Strategies that Work and Webb's Depth of Knowledge in grades 3-6. The constructed response questions were clearly written so that you can identify four parts of the question to answer for both literacy and math. The first step in the strategy was teaching our students to label the prompt with 1, 2, 3, and 4 to identify the four things that had to be included in a constructed response answer. Next, our students had to be able to identify if the question was a Right There Question or a Think and Search Question to determine if only evidence from the text was needed or if background knowledge was necessary to use to make an accurate inference to answer the question correctly. In math, students identified the 4 tasks that they needed to complete to accurately answer the questions without leaving out any parts. As students answered the question, they had to refer back to the points that they labeled to determine if they completed the entire

question after each response. The results of the 2014 ACTAAP showed that in Literacy, we improved from 73.71% to 75.41%. Iowa Test of Basic Skills for grades K-2 indicated reading comprehension as the biggest area of concern. After giving a pre-test, the standards needing the most attention were asking and answering questions, visualizing, inferring, and summarizing. The "AVIS" strategy was developed using information from Reading with Meaning by Debbie Miller and Teaching for Deep Comprehension by Linda J. Dorn and Carla Soffos.

During the 2014-2015 school year, the leadership team selected a math strategy based on practical application. Looking at results from a school-wide math pre-test, applying fraction sense was an area the whole school struggled with. A research-based strategy (3-6) based on Marilyn Burns series: Teaching Arithmetic and Beyond Pizzas and Pies by Meghan Shaughnessy was designed in an effort to address more real-world application, and being able to understand fraction sense as a skill spanning multiple content areas, including real life scenarios. K-2 focused on place value in an effort to address math foundations also using Burns' research. When comparing test scores from 2014, math was 70.49% proficient, missing the targeted AMO of 80.24% for that year. After implementing the strategy, Cross County Elementary Technology Academy met its AMO for 2015, exceeding the AMO by 7.1 percentage points. Keep in mind, students took ACTAAP benchmark in 2014, and PARCC in 2015. As we researched strategies, the leadership team kept in mind that PARCC and Common Core were more application and real-world based.

In the 2015-2016 school year, a pretest with open response style math problem revealed problem solving was an area of concern. The fact that we also had several new teachers, influenced us to again choose "The Amazing Eight Strategy" for problem solving. An additional cycle was added using the "Justify It! Strategy" was included this year, as well, in order to accommodate the changing standardized testing format. The Act Aspire increases the rigor needed in student responses and requires students to justify their answers and provide evidence to support their responses. Based on the 2016 ESEA school report, the state has not set target AMO's yet. Therefore, analysis is not complete at this time. We do know that we exceeded the state average in all areas. In math, the state average for all students was 43.35%. CCETA had a percentage of 60.77%. In Literacy, the state average was 47.86% while the school scored 49.17%. When thinking of K-2 students, reading foundations is always important for all areas of learning. The leadership team identified inferring as the strategy and skill focus for all K-2 students. Research from Reading with Meaning by Debbie Miller and Teaching for Deep Comprehension by Linda J. Dorn and Carla Soffos was used to build the week-by-week focus. After addressing and fine-tuning classroom instruction since 2011, along with, implementing weekly reading strategies, K-2 data indicated growth in reading. In 2015, data indicated 38% of 1st grade were proficient or advanced on IOWA. In 2016, 59% were proficient. 2nd grade grew from 36% in 2015 to 64% in 2016.

Analysis of the 2016 standardized test (ACT Aspire) identified Literacy as the school's main focus, specifically the area of writing. To address this area of academic need, we are implementing the Plan and Write Strategy based on research from Powerful Writing Strategies for All Students by Karen R. Harris.

3. There will be 1.5 years of growth on MAP testing (grades K-2) for each individual student each year, regardless of proficiency (Reading, Language Usage, and 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.

During the 2013-2014 school year, Cross County Elementary Technology Academy requested an amendment to remove this goal from the charter. On January 15, 2014, the Charter Authorizing Panel voted to approve the amendment to the goals.

4. All classes will have 80% mastery by the end of the school year on each SLE as measured by the TLI 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.

After reflecting on this goal for the past five years, we have determined this goal has been particularly difficult to attain. The goal was written with previous AYP goals in mind of achieving 100% proficiency by the year 2014. At that time, it seemed reasonable to write the goal with 80% proficiency not knowing of the changes in testing and standards. While we had high expectations, the goal was not realistic, especially when compared to actual test data and other student outcomes. We were more focused on the "true" proficiency aligned to the ACTAAP and Arkansas curriculum standards. In an effort to track progress and growth, instead of just proficiency, we utilized a process that included completion of a strengths and weakness chart (included in the appendix). Each teacher completed this chart after each interim assessment and developed a plan in collaboration with the administrator to address the three lowest skills or standards. Grade level meeting are also required to further discuss how to implement strategies in the classroom to improve student achievement in the identified areas. Pacing guides are developed annually using the previous year's academic weaknesses and then strategically distributing the weakest skills to better meet the needs of students. (See Appendix Section 8)

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 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. In ELA 50% of grade levels will maintain or exceed the state average of student performance on the state mandated assessment and/ or decrease the number of students who do not meet the benchmark for each grade level as determined by the DIBELS assessment.	**State Mandated Test and DIBELS**	**State Average for state testing and at or above benchmark on DIBELS**	**Will assess annually but attainment will be met by 2022**	**Analysis of past DIBEL performance compared to this year**	**40% of grade levels will meet or exceed the state average over the three year average of the charter**	**45% of grade levels will meet or exceed the state average over the four year average of the charter**	**50% of grade levels will meet or exceed the state average over the five year average of the charter**

2. In math 50% of grade levels will maintain or exceed the state average of student performance on the state mandated assessment and/ or 70% of students will show growth on the Grade Equivalence (GE) indicator as determined by STAR Math.	**State Mandated Test and STAR Math**	**State Average for state testing and the GE indicator from STAR Math**	**Will assess annually but attainment will be met by 2022**	**Analysis of past STAR Math performance compared to this year**	**40% of grade levels will meet or exceed the state average over the three year average of the charter**	**45% of grade levels will meet or exceed the state average over the four year average of the charter**	**50% of grade levels will meet or exceed the state average over the five year average of the charter**
3. In Science 50% of grade levels will maintain or exceed the state average of student performance on the state mandated assessment.	**State Mandated Test**	**State Average for state testing**	**Will assess annually but attainment will be met by 2022**		**40% of grade levels will meet or exceed the state average over the three year average of the charter**	**45% of grade levels will meet or exceed the state average over the four year average of the charter**	**50% of grade levels will meet or exceed the state average over the five year average of the charter**

4. Based on 2015-16 annual CODE Data (Teacher Observation Portal) teachers will increase from 65% proficiency in the area of Problem Solving to 80% proficiency.	**TAP Rubric**	**Level 3**	**Will assess annually but attainment will be met by 2022**		**71% of teachers will obtain a proficiency level of 3 or higher**	**75% of teachers will obtain a proficiency level of 3 or higher**	**80% of teachers will obtain a proficiency level of 3 or higher**

Section 3 – Waivers

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

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

6-10-106	School year dates
6-17-111	Duty-free lunch periods
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-25-103(b)(1)	Requiring a minimum amount of time for the librarian to spend as an information specialist

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

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
15.03	Licensure and Renewal
18	Gifted and Talented Education

Waivers from Other Rules:

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

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.

Cross County Elementary Technology Academy is not adding any new waivers at this time.

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.

Cross County Elementary Technology Academy 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.

At this time, no charter amendments are requested.

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 Cross County School District has carefully reviewed the impact that the renewal of Cross County Elementary Technology Academy's (CCETA) conversion charter would have upon the efforts of Cross County School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of CCETA's 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 Cross County 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 CCETA will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

RENEWAL APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district requesting renewal of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by the following statements:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be 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.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate 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 district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

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.

Carolyn Wilson
Signature of Superintendent of School District

9-26-16
Date

Carolyn Wilson
Printed Name

Cross County Elementary Technology Academy

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8.....Teacher Observation Report

9..... ACSIP Report

10.....Special Education Monitoring

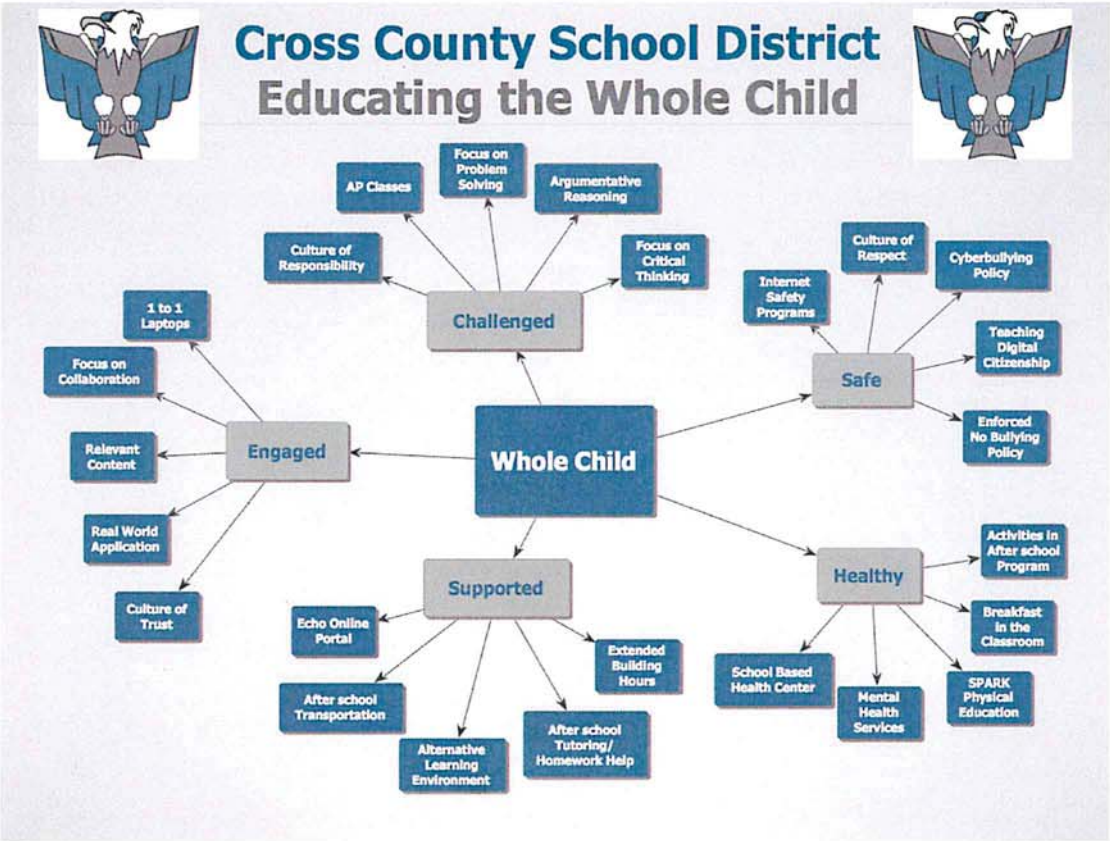
11.....Equity Compliance

12.....Financial Documents

13..... Annual Financial Audit

14..... Accreditation Reports

Appendix 1


Cross County School District
Educating the Whole Child
Whole Child
Challenged
AP Classes
Focus on Problem Solving
Argumentative Reasoning
Culture of Responsibility
Focus on Critical Thinking
Engaged
1 to 1 Laptops
Focus on Collaboration
Relevant Content
Real World Application
Culture of Trust
Safe
Internet Safety Programs
Culture of Respect
Cyberbullying Policy
Teaching Digital Citizenship
Enforced No Bullying Policy
Supported
Echo Online Portal
After school Transportation
Alternative Learning Environment
After school Tutoring/ Homework Help
Extended Building Hours
Healthy
Activities in After school Program
Breakfast in the Classroom
School Based Health Center
Mental Health Services
SPARK Physical Education

Appendix 2

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

TAP Research Summary

Examining the Evidence for the Impact of TAP: The System for Teacher and Student Advancement

June 2015

TAP Research Summary

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Researchers at the National Institute for Excellence in Teaching (NIET) and elsewhere have studied the effectiveness of TAP: The System for Teacher and Student Advancement in raising student achievement, improving the quality of instruction, and increasing the ability of high-need schools to recruit, retain, and support effective teachers. This document describes some of the most recent results that have emerged from the research on the TAP System to date. Data collection and analysis efforts are ongoing, and the findings described here will be updated periodically as information becomes available.

NIET Mission

Recognizing that an effective teacher is the most important school-based factor impacting student achievement, NIET is committed to ensuring a highly skilled, strongly motivated, and competitively compensated teacher for every classroom in America. NIET supports states, districts and schools in recruiting, developing, supporting, and retaining high-quality human capital in order to raise achievement levels for all students. NIET seeks to accomplish this commitment through two signature initiatives TAP™: The System for Teacher and Student Advancement and the NIET Best Practices Center.

TAP: The System for Teacher and Student Advancement Description

Introduced in 1999, the TAP System has become America's leading comprehensive educator effectiveness model that offers powerful career advancement and leadership opportunities for educators, a fair and transparent evaluation process that is linked to job-embedded professional development, and performance-based compensation. Each of these core elements is discussed below. For more information, visit www.niet.org/tap-system.

- Multiple career paths. In TAP schools, skilled teachers have the opportunity to serve as master and mentor teachers, receiving additional compensation for providing high levels of support to career teachers and increasing instructional effectiveness across the faculty. Master and mentor teachers form a leadership team, along with administrators, to deliver school-based professional support and conduct evaluations with a high level of expertise.

- Ongoing applied professional growth. Led by master and mentor teachers, TAP teachers participate in weekly cluster group meetings where they examine student data, engage in collaborative planning, and learn instructional strategies that have been field-tested in their own schools. Teachers benefit from a national TAP database of instructional strategies and their colleagues' experiences. Professional development continues in the classroom as master teachers model lessons, observe classroom instruction, and support teachers' pedagogical improvement.

- Instructionally focused accountability. TAP teachers are observed in classroom instruction several times a year by multiple trained observers, including principals and master and mentor teachers, using rubrics for several dimensions of instructional effectiveness. Evaluators are trained and certified, and leadership teams monitor the reliability and consistency of evaluations in their schools. These classroom evaluations are complemented by analyzing student achievement growth, rounding out a multi-measure system of teacher evaluation. Evaluation results are used as formative feedback in one-on-one mentoring sessions and guide planning for cluster group meetings.

- Performance-based compensation. TAP teachers have the opportunity to earn annual bonuses based on their observed skills, knowledge and responsibilities, their students' average achievement growth, and school-wide achievement growth. Master and mentor teachers receive additional

compensation based on their added roles and responsibilities, and principals can earn additional compensation based on school-wide achievement growth and other measures of effectiveness.

Best Practices Center Description

The NIET Best Practices Center (BPC) provides innovative services, support, and solutions to schools, districts, and states to improve educator effectiveness. Based on more than a decade of experience in schools across the country, the BPC works with its partners to redesign educator evaluation, deliver effective professional development, implement performance-based compensation systems, and train teacher leaders in schools. The BPC offers a network of expert trainers and access to a range of innovative Web-based resources and tools to support individual initiatives and goals. For more information, visit www.niet.org/best-practices-center.

TAP Influence in Schools

Since its inception in 1999, the TAP System of comprehensive educator effectiveness has operated across multiple states in hundreds of schools. TAP has grown steadily in the number of schools participating, with over 90% identified as high-need. In addition to schools and districts implementing the full TAP System, a number of states, districts, and schools are using TAP System materials and practices—in particular, the online portal which houses hundreds of hours of effective teaching across subjects and grade levels, the TAP teacher observational rubric, and the certification and recertification process for educator evaluators. As of the 2014-15 school year, NIET initiatives are impacting over 200,000 educators and more than 2.5 million students, approximately 5% of the American public school student population.

TAP Impact in Schools and Districts

A notable success of the TAP System is the expanding preponderance of performance data that comes from examining the impact of the system across multiple locations and conducted by different researchers using varied methodological frameworks (Algiers Charter School Association, 2011; Barnett, Rinthapol, & Alexander, 2015; Barnett, Rinthapol, & Hudgens, 2014; Buck & Coffelt, 2013; Daley & Kim, 2010; Hudson, 2010; Schacter et al., 2002; Schacter, Thum, Reifsneider, & Schiff, 2004; Schacter & Thum, 2005; Solmon, White, Cohen, & Woo, 2007). The next section discusses several of these studies demonstrating the impact of the TAP System. Following this general review, three new reports and the results from the 2014 TAP Teacher and Administrator Attitude Survey are presented.

Instructional Measurement That Leads to Improved Practice

To improve the quality of classroom instruction, the quality of each teacher's instruction must be assessed. Traditional school systems have not been successful at measuring and assessing classroom instruction. The New Teacher Project (TNTP) published a revealing report in 2009 showing that schools fail to evaluate their teachers in any meaningful way (Weisberg, Sexton, Mulhern, & Keeling, 2009). As TNTP reported, most teachers were rated at the very highest levels (replicated as Figure 1 below), despite the fact that most schools were not performing at these highest levels on achievement indicators.

A 2014 report from the National Council on Teacher Quality (NCTQ) indicated that while improvements in educator evaluation have occurred since the 2009 report, still many of the same problems persist.

Given that differences in teacher effectiveness represent the single most important school-related factor affecting student learning, accurately measuring differences in teacher performance is critical to the improvement of teaching and learning.

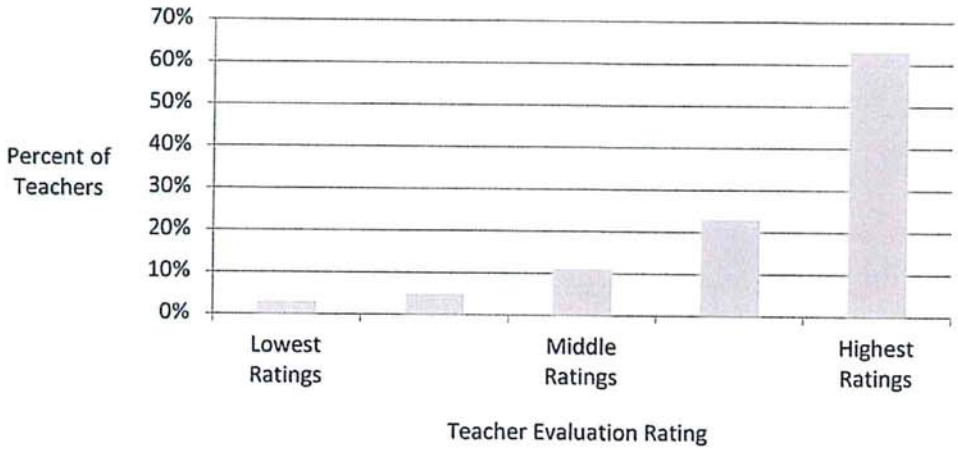
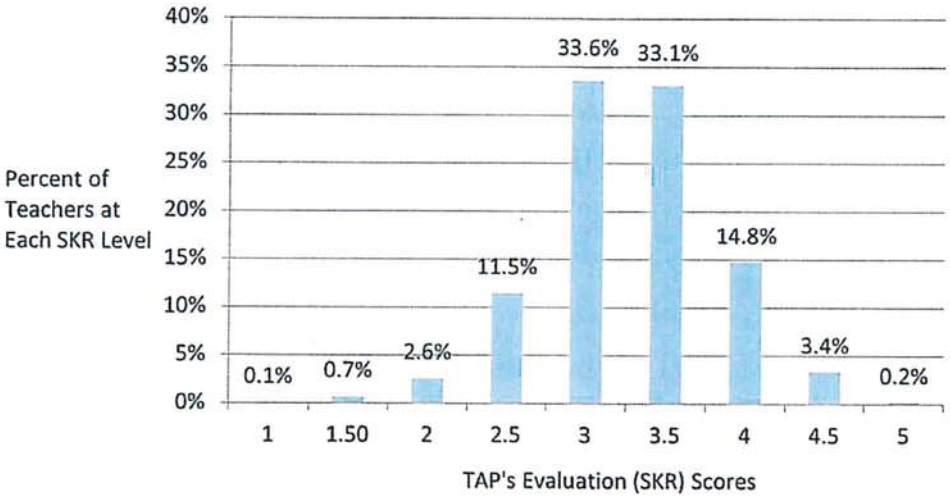


Figure 1: Traditional teacher evaluation scores.[1]

In contrast to traditional evaluation methods noted above in Figure 1, the TAP System has developed a comprehensive approach to teacher evaluation and incentives that depends on multiple measures of both teaching practice and teaching outcomes. This system provides differentiated feedback for teacher improvement, in contrast to the often found inflated ratings found in evaluation systems (see Figure 2).

[1] *Teacher evaluations in five urban school districts, based on data taken from http://widgeteffect.org/downloads/TheWidgetEffect.pdf. Scores on 3-point and 4-point scales have been interpolated to a 5-point scale using a cumulative probability density function based on reported data.*



Note: Teacher Skills, Knowledge, and Responsibilities distribution of TAP evaluations using 1-5 scale in half-point increments. Figure based on 13,891 teachers and approximately 55,564 observations, 2013-14.

Figure 2: Observational ratings of teachers in TAP schools.

The above ratings are based only on the classroom evaluation component of the TAP System, before considering student learning growth measures. Teachers are observed several times a year by multiple trained and certified raters who consider 19 areas of effective instructional practice. These observers use a multi-dimensional, research-based set of standards and rubrics that are fair, transparent, and curriculum-independent. Results are provided immediately as feedback to the teacher in post-observation mentoring sessions. The scores from all observations of these 19 classroom indicators are combined with seven responsibility indicators at the end of the school year to create an overall Skills, Knowledge, and Responsibilities (SKR) score for each teacher. On a scale of 1.0 to 5.0, 1 represents unsatisfactory performance on a certain standard, 3 represents proficiency on that standard, and 5 represents exemplary performance on that standard. Teachers earn scores in increments of 0.5.

TAP Teachers Demonstrate Consistent Improvement across Time

TAP results show a steady improvement in observed skills during the course of the school year. Figure 3 shows recent improvement for teachers in TAP nationally. This shows the improvement in instructional quality scores over a two-year period. In the data shown, despite a slight dip over the summer, teachers demonstrated an overall path of improvement that continued over both years. This graph is based on a sample including all TAP schools during the years 2012-2014.

We tracked a cohort of 5,469 teachers through observations grouped into six periods in fall, winter and spring of the 2012-2013 and 2013-2014 school years. The cohort was composed of teachers working in TAP schools both years, with observations in each of the observation periods. Teachers present in only one school year or who lacked an observation in one of the quarters were excluded from the sample. Including teachers present in only some of the periods would have complicated efforts to compare the level of instructional quality at different time points, since each average could reflect substantially different groups of teachers.

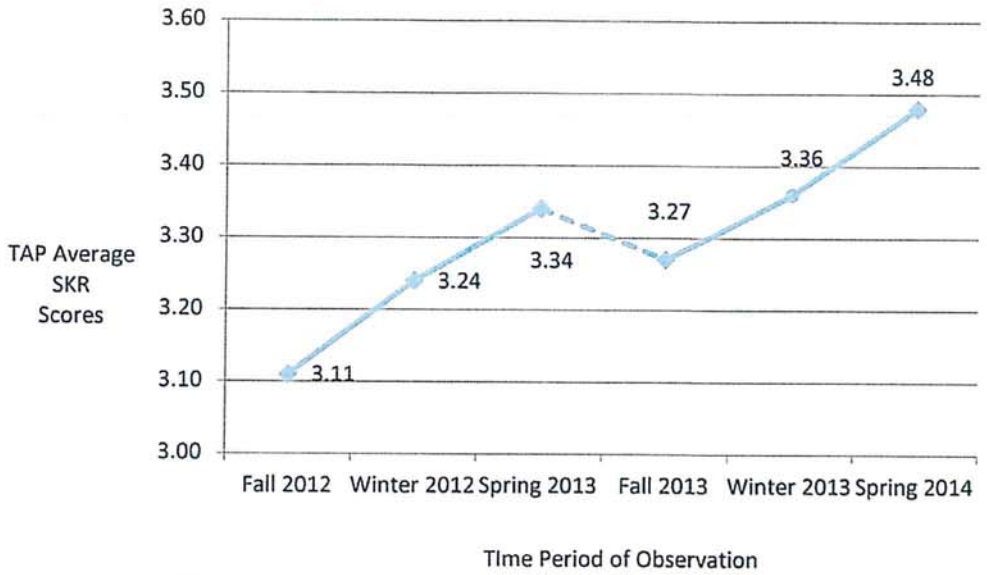
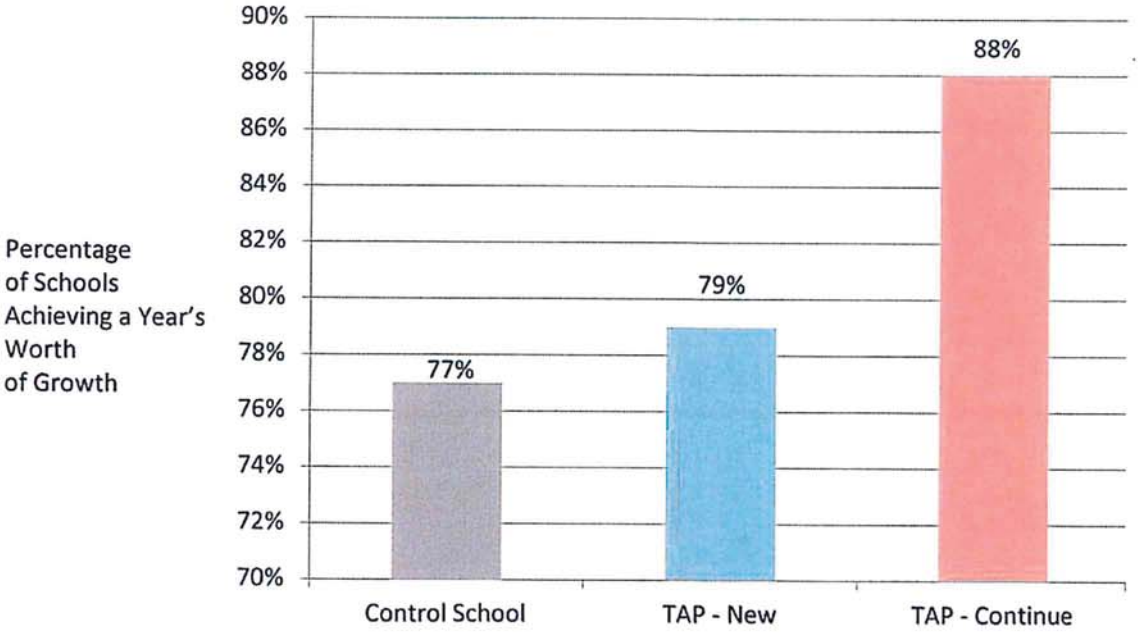


Figure 3: Teacher instructional improvement across time.

Within the TAP System, improvements to teacher instructional practices translate into gains in student achievement. More importantly, these improvements increase over time.



Note: Figure created with raw school-level, composite math and reading score data provided by SAS® for control (n=3,870) and TAP schools (n=353).

Figure 4: Student achievement growth by TAP System status

With student achievement gains and high performance scores on the teacher observation rubric, thus demonstrating increases in effectiveness, teachers are able to earn performance-based compensation. To represent this impact, Figure 4 shows how the salary of an effective teacher (defined as obtaining one year or more of student achievement growth and/or being rated as proficient on the TAP observation rubric, a top 10% effective teacher, and a TAP mentor and master teacher compares to all other teachers.

As demonstrated by the left side of the graph, teachers in schools with no additional financial awards for improving the performance of students or improving their own practice as demonstrated by high scores on a teacher observation rubric would receive the same salary (reflected on Figure 5 as the average teacher's salary nationally). However, on the right side of the graph, we see that in the TAP schools effective teachers can earn an average bonus of approximately $2,250 (4% of their annual salary), while teachers performing in the top 10% (those growing their students' performance by significantly more than one year's growth and demonstrating exemplary classroom practices) earn an average bonus of approximately $3,750 (7% of their annual salary). Further, in TAP schools, the multiple career paths allow for master and mentor teachers to earn approximately $10,000 (18% of their annual salary) through their performance bonus and salary augmentation for increased responsibilities.

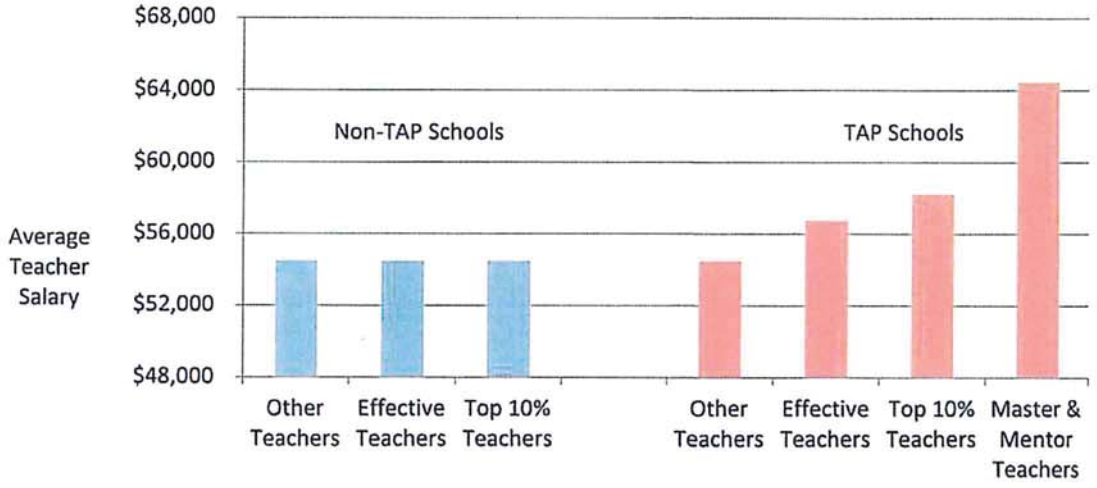


Figure 5: Teacher salary impacts based on demonstrated effectiveness.[2]

Results from Prior Selected Studies of TAP's Impact

- Mann, Leutscher, and Reardon (2013) examined the impact of the TAP System across fifteen schools in Louisiana. In order to determine impact, a one-to-one nearest-neighbor matching algorithm with replacements was created to find a comparison school for each TAP school. Based on the propensity scores computed using the selection model, the algorithm chooses the non-TAP school with the propensity score closest to the propensity score of the TAP school. There was no significant difference between the TAP schools and their matched comparison

[2] Average teacher salary based on reported national average from the Bureau of Labor Statistics, 2012 http://www.bls.gov/ooh/education-training-and-library/home.htm

schools in the pretreatment year, $t(26) = 0.080$, $p > 0.05$. However, results of the study indicate that in the four primary subjects assessed, there was a significant effect in favor of the TAP schools for ELA: $F(1, 6421) = 6.334$, $p = 0.012$; Mathematics: $F(1, 6421) = 86.386$, $p = 0.000$; Science: $F(1, 7084) = 31.792$, $p = 0.000$; and Social Studies: $F(1, 7085) = 87.411$, $p = 0.000$]. Further, the study examined the impact of the TAP System across time to find that the TAP schools significantly outperform comparison schools, $F(1, 24) = 5.30$, $p = 0.031$. The study also found that 92% of teachers reported that the TAP System made a positive difference on student achievement in their school and 91% reported that the AYP status was improved as a result of the TAP System.

- In 2010, Hudson examined the effect of the TAP System on student achievement across 151 schools in 11 states. Hudson used a statistical control matching method to ensure that the TAP schools and the comparison schools were equivalent prior to the intervention being implemented. Hudson also used a differences-in-differences approach to further account for any differences between the groups and to ensure that the evaluation was able to isolate the impact of the program. Results of the study indicate that students in TAP schools outperformed students in comparison schools by approximately 0.15 standard deviations in mathematics, and smaller effects but in favor of the TAP schools in reading. Hudson explains these findings in context to other education interventions by noting that "the estimated effect of TAP on mathematics achievement is more than twice as large [as class size reduction effects]" (p. 28).

- In 2007, Solmon et al. analyzed the impacts of the TAP System in terms of value-added gain scores across 650 classrooms in six states, including 61 TAP schools and 285 control schools. Researchers analyzed the student achievement gains at two levels of comparison—teacher-to-teacher and school-to-school. To evaluate TAP teachers (and similarly in evaluating TAP schools), researchers calculated the effect of each teacher on student progress as assessed by the difference between the actual average scores of the teacher's students and the expected average scores of those students (as derived from previous scores). Through this process, researchers created a statistical control group for the TAP teachers based on performance. Results of the study indicate that in every state more TAP teachers demonstrated statistically significant at or above average amount of student achievement growth than control group teachers. Further, TAP schools outperformed their controls in 57% of the categories in math and in 67% of the categories in reading.

- In their 2002 study, Shacter et al., analyzed the growth in achievement of students (n=3,319) whose schools implemented the TAP System compared to the growth of achievement of students (n=7,055) from matched comparison schools. The schools were matched on achievement (percentile rank in reading, mathematics, and language), school size, percent of students eligible for free lunch, school configuration, and location. A statewide cluster analysis was conducted to match the schools. Beyond the matched comparisons, the results in achievement were based on a multi-level value-added model utilizing prior test scores as covariates. Results of the analysis revealed that TAP schools made significantly higher improvements in student achievement gains. Further, this study found that those schools that implemented the TAP System with higher fidelity more significantly outperformed comparison schools.

- In their 2004 follow-up study, Schacter et al. examined the impact of the TAP System across 11 schools. The same cluster level analysis with multi-level multivariate analyses were employed

using all available covariates to compare growth between the TAP and control schools. Results from the study indicate that 65% of the TAP schools outperformed their matched controls in reading, language, and mathematics achievement, with the magnitude of change ranging from 6% to 46%. The teacher satisfaction component of this study indicated strong support for the four core principles of the TAP System.

Following a consistent pattern of multiple researchers investigating TAP in different locations using varied methodological approaches, three new reports are highlighted and summarized below demonstrating TAP's consistently positive impact on schools, teachers, and student achievement.

New TAP Studies

Evaluation of TAP System across Louisiana

A study released in fall 2014 (Barnett, Wills, & Kirby, 2014) evaluated the impact of the TAP System across 66 schools in Louisiana. The study, *Comprehensive Educator Effectiveness Models that Work: Impact of TAP: The System on Student Achievement in Louisiana*, was conducted by researchers within NIET and a third-party external evaluator, Dr. Peggy Kirby, president of ed-cet, inc., a firm specializing in education program evaluation. The study of schools from across Louisiana included elementary, middle, and high schools in urban, suburban, and rural communities. The study examined the impact of the TAP System on student achievement using two rigorous analytic strategies.

First, the authors employed a linear regression to compare 2012-13 Assessment Index (AI) performance of the 66 TAP schools and non-TAP schools statewide, controlling for prior (2010-11) achievement, percentage of students receiving free or reduced-price lunch, school configuration, school size (number of students), and percentage of English language learners.

Second, the authors compared the TAP schools with a propensity score matched group of non-TAP schools. The authors matched on baseline (2010-11) student achievement, school configuration (grades taught), percentage of students receiving free or reduced-price lunch, and school size (number of students). The matched groups were compared on 2012-13 K-8 AI as the dependent variable.

To answer the first question (Do students in TAP schools outperform students in similar schools statewide?) student performance was examined alongside a statewide group of comparison schools. Regression coefficients for all covariates were significant at $p < .05$ ($n = 1003$ schools with all covariate information), as shown in Table 1. Controlling for the covariates, implementation of the TAP System showed a significant positive effect on 2012-13 achievement: the 66 TAP schools scored 3.7 points higher on average than non-TAP schools ($p < .01$).

Table 1: Coefficient Estimates for Regression with 2012-13 Louisiana Assessment Index

	Estimate	Standard error	t	p
Intercept	19.252	3.558	5.41	.000***
2010-11 AI	0.786	0.022	36.16	.000***
% FRL	-0.183	0.022	-8.27	.000***
School configuration (baseline is elementary):				
Middle/junior high school	-1.669	0.786	-2.12	.034*

High school	-4.009	0.984	-4.07	.000***
School size	-0.003	0.001	-2.37	.018*
% LEP	0.334	0.076	4.41	.000***
TAP school	3.699	1.221	3.03	.003**

* $p < .05$. ** $p < .01$. *** $p < .001$.

For the second research question, the authors selected one propensity score matched control for each of the 66 TAP schools. The covariates in this model were 2010-11 AI, school configuration, percentage of students receiving free or reduced-price lunch, and school size (number of students). To verify the quality of matching, the authors assessed the standardized differences in means of the covariates between the TAP schools and the matches; all differences were well below the maximum acceptable value of 0.25 (Stuart, 2010). Like the TAP schools, the matched group consisted of 47 elementary schools, 15 middle schools, and 4 combination schools that serve students in the K-8 range.

The average 2012-13 AI for TAP schools (64.45) was 5.47 points greater than the average for the matched controls (58.98). To illustrate the gain in score for the TAP schools, Figure 6 shows the equivalent starting point for both TAP and control schools as a function of the maximum score on the 2010-11 AI (maximum of 200) and the change in score relative to the maximum score on the 2012-13 AI (maximum of 150). The score comparison indicates the TAP schools made larger gains in student achievement than matched comparison schools.

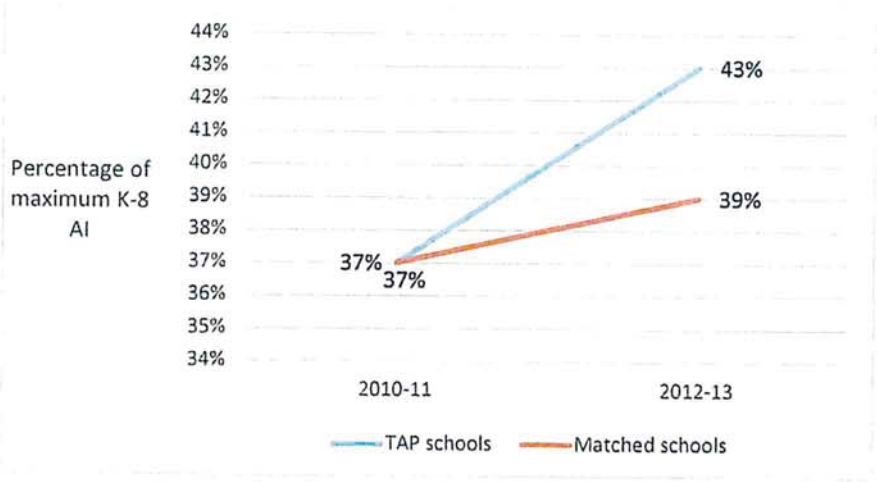


Figure 6: 2012-13 K-8 Assessment Index averages

Read the full Louisiana Impact report at http://www.niet.org/assets/Publications/louisiana-tap-student-achievement.pdf.

TAP's Effect on Teacher Retention

Counter to the national trends that show greater teacher attrition levels in high-need schools, a study from NIET finds that campuses implementing TAP: The System for Teacher and Student Advancement are keeping effective teachers at a higher rate than similar high-need schools and the national average overall (Barnett & Hudgens, 2014).

The TAP System retains teachers by creating teacher leaders; instituting high-quality and relevant professional development; building a structure for educator observation that supports faculty members through a trajectory of continual improvement; and offering opportunities for pay based on educators' roles and responsibilities, their accomplishments in the classroom, and the learning growth of their students. Specifically, the study—Staying Power: The Impact of the TAP System on Retaining Teachers Nationwide—reports that these methods have helped TAP schools retain approximately 14% more teachers than similar high-need schools and 10% more than the national average (Figure 7).

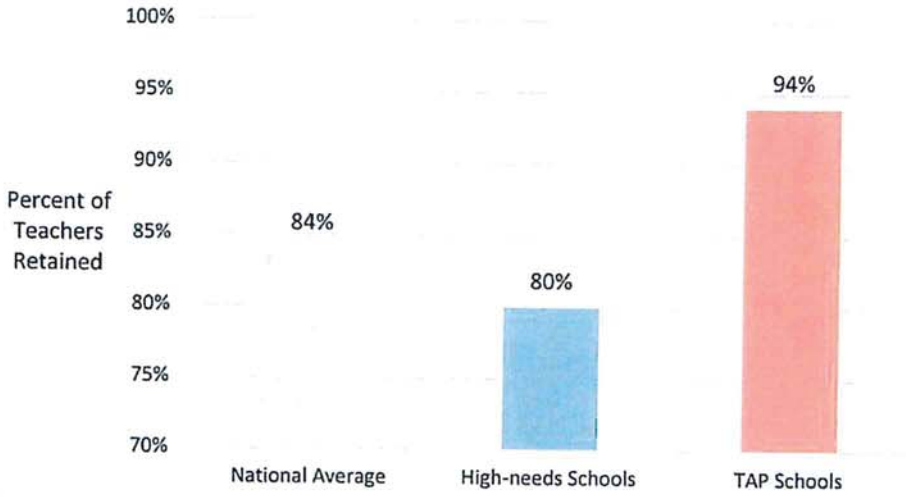


Figure 7: Retention rates in TAP schools relative to national average and high-need schools.

The study also examines the characteristics of different groups of teachers in TAP schools. The results of these analyses demonstrate that TAP teachers continue to improve while working in TAP schools. Specifically, the teachers in the TAP schools demonstrate growth in their instructional ability (TAP schools refer to this as Skills, Knowledge and Responsibilities or SKR scores). For stayers, SKR scores increased from 2010-11 ($M = 3.32$; $SD = 0.54$) to 2011-12 ($M = 3.44$; $SD = 0.51$), $t(2761) = 14.42$, $p = .00$, $d = 0.23$. Additionally, SKR scores increased from 2011-12 ($M = 3.25$; $SD = 0.50$) to 2012-13 ($M = 3.39$; $SD = 0.51$), $t(6412) = 28.84$, $p = .00$, $d = 0.28$.

More importantly, this growth in instructional ability also occurred while student performance scores demonstrated growth, as measured by the gain in the classroom value-added scores from 2011-12 ($M = 3.19$, $SD = 1.16$) to 2012-13 ($M = 3.25$; $SD = 1.13$), $t(1604) = 2.03$, $p = .04$, $d = 0.05$.

To put these findings into perspective, across the eight comparisons—two groups, two outcome measures, two change years—TAP schools resulted in higher mean scores in seven of the eight comparisons. In all four comparisons of teacher instructional ability, the TAP teachers demonstrated significant increases ($p < 0.05$). Further, in three of the four classroom value-added comparisons, the TAP schools also showed increases. This result indicates the TAP teachers remaining in TAP schools were more effective each year.

To also understand the degree of impact in retaining teachers, beyond a 14% comparative advantage, the effect size calculations provide further insight. The average effect size across the comparisons is $d = 0.26$. This finding shows that the effect of the TAP System on retaining teachers is approximately equal to the effect size of reducing class sizes by one-third on student achievement (Coe, 2002). While these

are different outcome measures, they provide some relativity to showcase how substantial the effect of the TAP System is on keeping teachers in schools.

To further explore the net effect of retaining teachers, and as demonstrated, more effective teachers, we examined the ongoing conversation about the costs of educator attrition for schools, teachers, students, and communities. Given the discrepancy in costs (ranging from $5,000 to 200% of the departing teacher's salary), a conservative estimate of teacher attrition may be defined at $8,500 per teacher (see ACORN, 2004; Barnes, Crowe, & Schaefer, 2007; Simon & Johnson, 2013; Texas Center for Educational Research, 2000).

To illustrate this impact, consider a representative elementary school with 40 teachers and a 20% attrition rate. In this school, eight teachers would depart the typical school each year. In a TAP System representative elementary school with 40 teachers, two teachers (6% attrition) would depart each year. The cost of attrition difference between these two schools on a conservative estimate would be $50,000[3]. Using higher estimates of attrition and larger schools, one can quickly glean the impact of the TAP System retention rate on the overall budget of a school when examining solely the attrition aspect. Non-pecuniary benefits (i.e. collegiality, morale, teacher satisfaction) would be expected to increase as a result of lower attrition as well.

Read the full retention report at http://www.niet.org/assets/Publications/staying-power-tap-system-teacher-retention.pdf.

TAP High School Summit

Educators were drawn from TAP partnering high schools across the nation, including administrators and teachers from traditional public and charter schools, representing education agencies at the school, district, and state levels. The purpose of this meeting was to collect information from educators with regard to implementing the TAP System at the high school level, specifically focusing on *"what makes the high school implementation different/unique."* Dozens of insights and solutions were discussed. The participants organized their insights around three key areas—cluster, field testing, and follow-up—and shared their experience in how the TAP System effectively impacts their high schools (see Figure 8 for list of topics).

[3] This example uses a conservative estimate in a representative non-TAP and TAP school, each comprised of 40 teachers. In the non-TAP school, 8 teachers would leave each year (20% loss). In the TAP school, 2 teachers would leave each year (6% loss). The conservative estimate for each teacher lost is $8,500. Therefore, the net loss of 6 teachers at the non-TAP school results in a cost of $50,000.

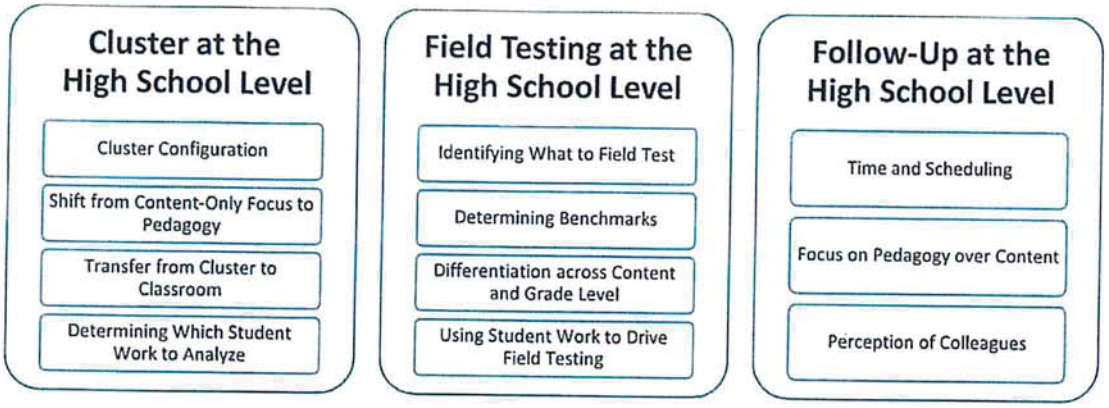


Figure 8: Key topics discussed at the High School Summit.

Read a summary of the discussion and solutions from the High School Summit report at http://www.niet.org/assets/Publications/tap-high-school-symposium.pdf

National TAP Attitude Surveys - 2014

Teacher Results – 2014 TAP Attitude Survey

Critics of performance incentives for teachers claim that they will result in competitiveness and a loss of collegiality among teachers. Notwithstanding, we find evidence of a high degree of collegiality in TAP schools. In the 2014 TAP national survey of teacher attitudes, 93% of teachers in TAP schools agree with statements reporting a high level of collegiality in their schools, and approximately 70% report strong agreement. This evidence for collegiality has been remarkably high over the last decade, as shown in Figure 9[4], which indicates that TAP schools consistently have a collaborative and collegial environment.

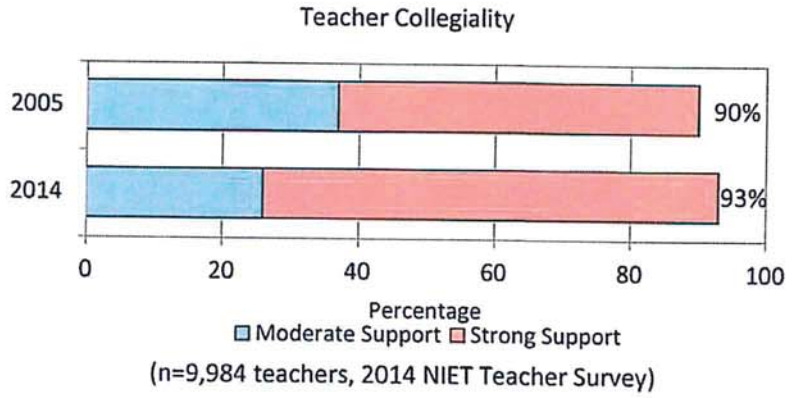
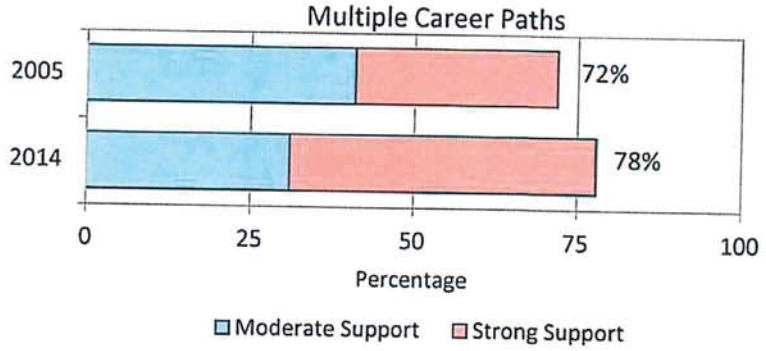


Figure 9: Level of reported collegiality from teachers in TAP schools nationwide.

[4] The five dimensions represented in this and the next figures are constructed from multiple teacher survey items using factor analysis. Most items in the survey are based on a 5-point Likert scale indicating agreement (*1*=Not at All and *5*=Very Much). For reporting purposes on collegiality and the four TAP elements, the results are presented as Moderate (weighted average of *3* on the items for that factor) and Strong (weighted average of *4* or *5* on the items for that factor).

Beyond the overall high levels of reported collegiality within TAP schools, the levels of support for the specific elements of TAP including *multiple career paths, ongoing applied professional growth, instructionally focused accountability* and *performance-based compensation* are also high and growing, as shown in Figures 10-13.

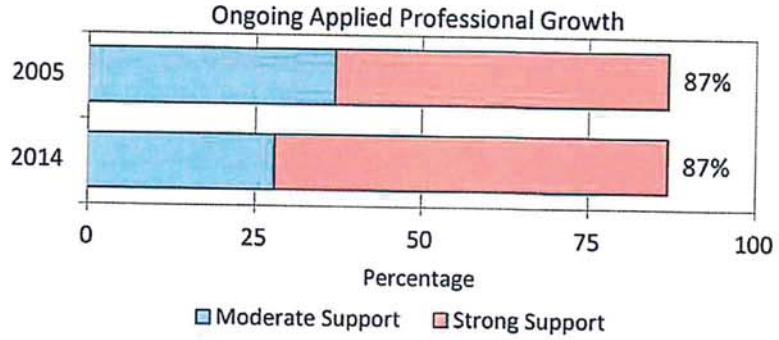
A growing number of teachers report that the creation of teacher leader roles in their school has a positive impact on student achievement and school goals. Teacher leaders and administrators form a leadership team that articulates school goals and supports each teacher in developing and achieving their own instructional goals based on their skills and their students' needs. Teacher leadership roles also provide a pathway for teachers to make a greater contribution to the instructional excellence of a school without leaving the classroom.



(n=9,984 teachers, 2014 NIET Teacher Survey)

Figure 10: Level of reported support for multiple career paths from teachers nationwide.

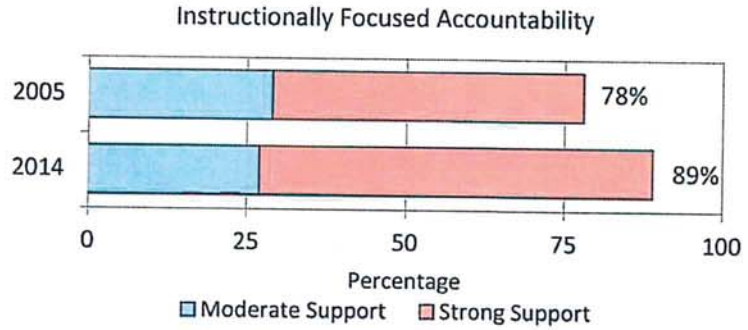
In TAP schools, master and mentor teachers lead weekly cluster group meetings where they examine student data, engage in collaborative planning, and discuss instructional strategies that have been field-tested in their own schools. Teachers benefit from access to a national TAP database of instructional strategies and their colleagues' experiences. Professional development continues in the classroom as master teachers model lessons, observe classroom instruction and support teachers' pedagogical improvement. Figure 11 demonstrates the increasing strong level of support for the professional growth that occurs in TAP schools, and further shows the sustained high level of overall support.



(n=9,984 teachers, 2014 NIET Teacher Survey)

Figure 11: Level of reported support for applied professional growth from teachers nationwide.

TAP teachers are observed in classroom instruction multiple times a year by multiple trained observers, including principals and master and mentor teachers, using rubrics measuring indicators of instructional effectiveness. Evaluators are trained and certified, and leadership teams monitor the reliability and consistency of evaluations in their schools. These classroom evaluations are complemented by analyzing student achievement growth, rounding out a multi-measure system of teacher evaluation. Evaluation results are used as formative feedback in one-on-one mentoring sessions, and guide planning for cluster group meetings. Figure 12 illustrates the strong level of support for the instructionally focused accountability reported by TAP teachers across the nation.



(n=9,984 teachers, 2014 NIET Teacher Survey)

Figure 12: Level of reported support for instructionally focused accountability from teachers nationwide.

TAP teachers have the opportunity to earn annual bonuses based on their observed skills, knowledge and responsibilities, their students' average achievement growth, and school-wide achievement growth. Master and mentor teachers receive additional compensation based on their added roles and responsibilities, and principals can earn additional compensation based on school-wide achievement growth and other measures of effectiveness. Figure 13 demonstrates the level of support for the performance-based compensation system from TAP teachers. Levels of support for performance-based compensation in TAP schools has increased significantly over time, from 49% in 2005 to 76% in 2014.

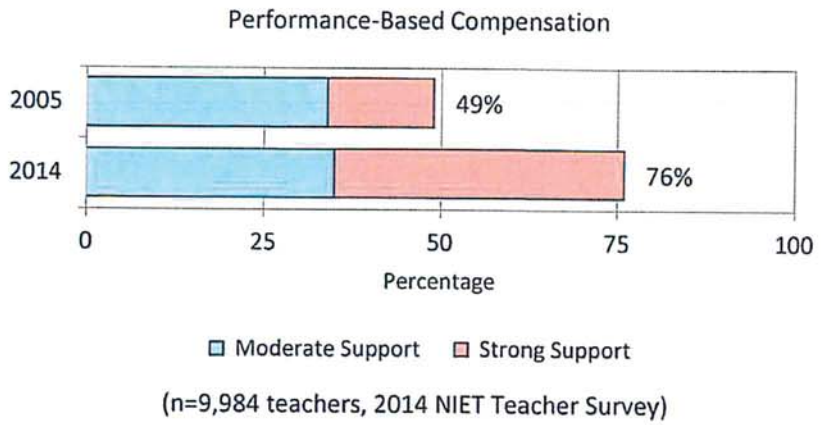
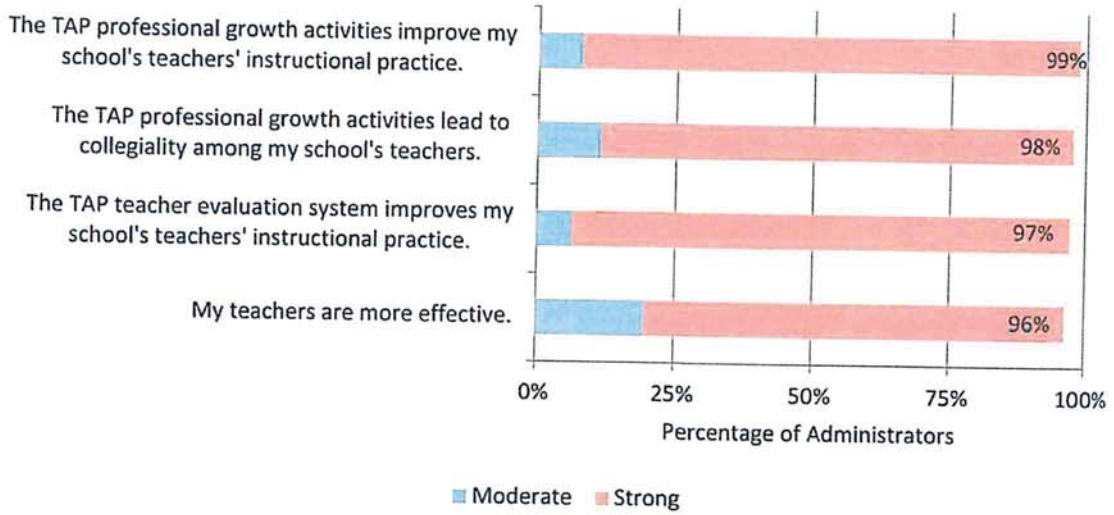


Figure 13: Level of reported support for performance-based compensation from teachers nationwide.

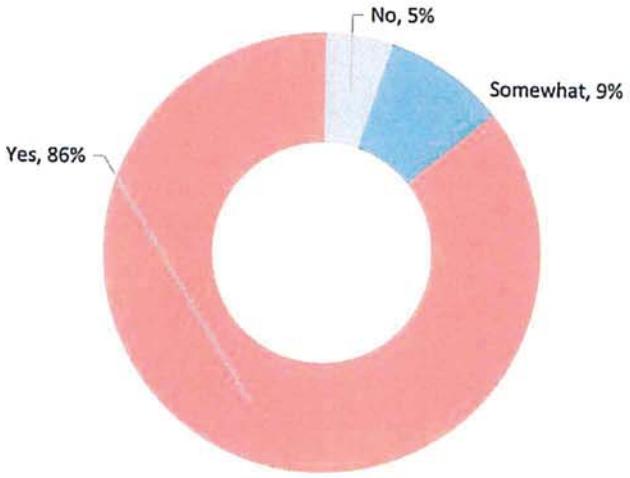
Principal Results – 2014 TAP Attitude Survey

The above substantially positive results from the TAP teacher survey are echoed by the 2014 TAP Principal Survey. As shown in Figure 14, principals have overwhelmingly reported that TAP has a positive effect on collegiality, instructional practices, and teacher effectiveness. Virtually all principals reported TAP's professional growth activities increased teacher instructional practices. Further, as noted on Figure 15, a significant majority of principals (86%) agree that the TAP System helps retain effective teachers.



(n=430 administrators, 2014 NIET Administrator Survey)

Figure 14: Principal survey results on TAP outcomes in their schools.



(n=430 administrators, 2014 NIET Administrator Survey)

Figure 15: "The implementation of TAP has helped retain effective teachers at my school."

Upcoming Projects

Teacher and Administrator Attitude Survey

The annual TAP Teacher and Administrator Attitude Survey measures the impact of TAP on teacher attitudes and job satisfaction. The survey contains questions that assess the perceptions of the implementation of TAP at the school and teachers' and administrators' overall job satisfaction. NIET asked approximately 14,000 teachers and 1,000 administrators within TAP schools across 11 states (i.e. AR, AZ, CA, CO, IA, IN, LA, MN, SC,TN, and TX) to complete the survey. The preceding results provide a glimpse into those responses aggregated across all respondents and comparing an early adoption year (2005) to the current year (2015). The next step in this analysis is to examine the changes across time and within each location, as well as examine additional questions reported throughout the survey, including the qualitative data and open-ended responses.

Measurement Stability of TAP Rubric and Alignment with Value Added

We are investigating multiple approaches to the stability of TAP observational rubric scores. One metric is the correlation between scores obtained from the same subjects at different time points. The correlations between average SKR scores in the 2010-11, 2011-12, and 2012-13 school years were highly significant and large, approaching 0.7 for consecutive school years. Another metric we investigated was the distribution of maximum year-to-year score changes. For more than 90% of teachers, scores either did not change over the period, or changed by 0.5. Score changes were within 1.0 for nearly 99% of teachers. Overall, the preliminary evidence—high year-to-year correlations, generally small year-to-year score changes, and a large proportion of score patterns consistent with improvement—is consistent with an instrument that generates stable scores while providing teachers with actionable feedback that guides them in improving their practice.

In addition, we are examining the relationship between TAP rubric scores and the classroom value-added component of teacher evaluation. The correlation of TAP SKR scores with classroom value-added exceeds all correlations between observational and classroom value-added measures reported in the literature to date (with the exception of one reported correlation with an equal value). This is encouraging evidence that the TAP observation rubric measures aspects of teacher practice that contribute to improved student test performance.

Career Ladders in Knox County, TN, TAP Schools

NIET received a federal Teacher Incentive Fund grant (TIF3) in 2010 to expand TAP System implementation in Knox County, TN, schools. With assistance from NIET, a third-party external evaluator is examining the career trajectories of former TAP mentor and master teachers who have transitioned into administrative leadership positions. Through the use of interview, survey, and focus group data, the authors explore structures within TAP that promote teacher leadership and prepare administrators to be effective instructional leaders.

Conclusion

The TAP System stands out because of its more than a decade-long track record of growth and success in raising student achievement in high-need schools. The research evidence also reveals several key reasons for TAP's positive impact: an evaluation system capable of differentiating teacher performance levels and providing detailed feedback for improvement, ongoing professional growth in classroom practice using student and teacher data to guide improvement, recruitment and retention of effective teachers, and the creation of a challenging, rewarding, and collegial environment focused on high-quality instruction and student learning.

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Appendix 3

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	CROSS COUNTY SCHOOL DISTRICT	Superintendent:	ROBERT MCCLURE
School:	**CROSS COUNTY ELEMENTARY**	Principal:	STEPHEN PRINCE
LEA:	1901006	Grades:	K - 06
Address:	2622 HWY 42	Enrollment:	320
	CHERRY VALLEY, AR 72324	Attendance Rate:	93.48% (3 QTR AVG)
Phone:	870-588-3327	Poverty Rate:	73.44%

Needs Improvement School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	188	YES	188	YES
Targeted Achievement Gap Group	142	YES	142	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	19	YES	19	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	168	YES	168	YES
Economically Disadvantaged	139	YES	139	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	24	NO(92%)	24	NO(92%)

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	173	74.57	61.03	131	75.57	57.75
Targeted Achievement Gap Group	127	67.72	61.03	97	71.13	57.75
	Three Year Performance			Three Year Growth		
All Students	495	65.45	61.03	357	64.71	57.75
Targeted Achievement Gap Group	448	62.72	61.03	323	62.23	57.75
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	17	52.94	56.86	13	30.77	47.62
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	155	76.77	62.33	117	80.34	59.78
Economically Disadvantaged	125	68.00	61.03	96	71.88	57.75
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	21	38.10	36.54	15	60.00	26.67

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	173	67.63	75.85	131	38.93	52.18
Targeted Achievement Gap Group	127	62.20	75.85	97	32.99	52.18
	Three Year Performance			Three Year Growth		
All Students	495	72.12	75.85	357	43.98	52.18
Targeted Achievement Gap Group	448	71.21	75.85	323	42.72	52.18
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	17	64.71	83.82	13	46.15	54.17
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	155	67.74	75.52	117	37.31	52.30
Economically Disadvantaged	125	61.60	75.85	96	32.29	52.18
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	21	57.14	64.75	15	26.67	38.89

AUD

District:CROSS COUNTY SCHOOL DISTRICT	Superintendent:ROBERT MCCLURE
School:CROSS COUNTY ELE TECH ACADEMY	Principal:STEPHEN PRINCE
LEA:1901701	Grades:K-06
Address:2622 HWY 42	Enrollment:321
CHERRY VALLEY, AR 72324	Attendance (3 QTR AVG):94.42
Phone:870-588-3337	Poverty Rate:72.90

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	193	194	99.48	193	194	99.48
Targeted Achievement Gap Group	143	144	99.31	143	144	99.31
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	16	16	100.00	16	16	100.00
Hispanic						
White	172	173	99.42	172	173	99.42
Economically Disadvantaged	140	141	99.29	140	141	99.29
English Language Learners						
Students with Disabilities	21	22	95.45	21	22	95.45

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	129	175	73.71	66.67	91.00	87	125	69.60	66.50	93.00
Targeted Achievement Gap Group	90	132	68.18	66.89	91.00	59	90	65.56	66.50	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	354	515	68.74	66.67	91.00	248	371	66.85	66.50	93.00
Targeted Achievement Gap Group	272	426	63.85	66.89	91.00	190	302	62.91	66.50	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	9	15	60.00	53.70		7	10	70.00	54.17	
Hispanic				100.00					100.00	
White	118	158	74.68	68.48		78	113	69.03	68.09	
Economically Disadvantaged	89	130	68.46	66.89		59	90	65.56	66.50	
English Language Learners										
Students with Disabilities	7	18	38.89	35.18		5	10	50.00	27.53	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	125	175	71.43	76.71	92.00	44	125	35.20	61.48	81.00
Targeted Achievement Gap Group	85	132	64.39	76.82	92.00	28	90	31.11	61.48	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	365	515	70.87	76.71	92.00	150	371	40.43	61.48	81.00
Targeted Achievement Gap Group	287	426	67.37	76.82	92.00	115	302	38.08	61.48	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	7	15	46.67	72.98		5	10	50.00	58.33	
Hispanic				100.00					100.00	
White	116	158	73.42	77.48		38	113	33.63	61.91	
Economically Disadvantaged	83	130	63.85	76.82		28	90	31.11	61.48	
English Language Learners										
Students with Disabilities	7	18	38.89	57.45		1	10	10.00	34.78	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

2014

District:	CROSS COUNTY SCHOOL DISTRICT	**Superintendent:**	M WILSON	Report created on: 10/29/2014
School:	CROSS COUNTY ELE TECH ACADEMY	**Principal:**	STEPHEN PRINCE	
LEA:	1901701	**Grade:**	K - 6	**% Prof/Adv.**
Address:	2622 HWY 42	**Enrollment:**	367	**2014 Math + Literacy** 73.0
Address:	CHERRY VALLEY, AR 72324	**Attendance:**	93.66	**2013 Math + Literacy** 72.6
Phone:	870-588-3337	**Poverty Rate:**	77.93	**2012 Math + Literacy** 71.1

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	189	189	100.00	189	189	100.00
Targeted Achievement Gap Group	156	156	100.00	156	156	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	19	19	100.00	19	19	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	165	165	100.00	165	165	100.00
Economically Disadvantaged	153	153	100.00	153	153	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	23	23	100.00	23	23	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	138	183	75.41	68.12	91.00	91	141	64.54	65.43	93.00
Targeted Achievement Gap Group	110	151	72.85	68.12	91.00	72	114	63.16	65.43	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	396	531	74.58	68.12	91.00	277	397	69.77	65.43	93.00
Targeted Achievement Gap Group	286	410	69.76	68.12	91.00	200	301	66.45	65.43	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	12	17	70.59	64.71		6	11	54.55	57.15	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	123	162	75.93	69.18		82	126	65.08	67.09	
Economically Disadvantaged	109	148	73.65	68.12		72	112	64.29	65.43	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	5	22	22.73	48.08		6	17	35.29	40.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	129	183	70.49	80.24	92.00	59	146	40.41	60.87	81.00
Targeted Achievement Gap Group	102	151	67.55	80.24	92.00	46	119	38.66	60.87	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	371	531	69.87	80.24	92.00	154	402	38.31	60.87	81.00
Targeted Achievement Gap Group	266	410	64.88	80.24	92.00	106	306	34.64	60.87	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	11	17	64.71	86.76		4	12	33.33	62.50	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	115	162	70.99	79.97		54	130	41.54	60.97	
Economically Disadvantaged	100	148	67.57	80.24		46	117	39.32	60.87	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	6	22	27.27	48.08		3	17	17.65	50.00	

2015 ESEA SCHOOL REPORT

District: CROSS COUNTY SCHOOL DISTRICT
School: CROSS COUNTY ELE TECH ACADEMY
Grade: K - 6
Enrollment: 331

Superintendent: M WILSON
Principal: STEPHEN PRINCE
Attendance: 96.71
Poverty Rate: 75.23

LEA: 1901701
Address: 2622 HWY 42
Address CHERRY VALLEY, AR 72324
Phone (870) 588-3337

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	184	185	99.46	184	185	99.46
Targeted Achievement Gap Group	137	138	99.28	137	138	99.28
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	16	16	100.00	16	16	100.00
Hispanic	3	3	100.00	3	3	100.00
White	165	166	99.40	165	166	99.40
Economically Disadvantaged	134	135	99.26	134	135	99.26
English Language Learners						
Students with Disabilities	16	16	100.00	16	16	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	43	172	25.00	21.47
Targeted Achievement Gap Group	23	128	17.97	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	14	14.29	10.44
Hispanic	0	1	0.00	15.49
White	41	157	26.11	26.68
Economically Disadvantaged	23	125	18.40	16.35
English Language Learners	0	0		8.19
Students with Disabilities	2	15	13.33	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	33	172	19.19	12.09
Targeted Achievement Gap Group	13	128	10.16	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	14	0.00	4.17
Hispanic	0	1	0.00	10.85
White	33	157	21.02	16.34
Economically Disadvantaged	13	125	10.40	8.85
English Language Learners	0	0		5.08
Students with Disabilities	0	15	0.00	3.23

2015 ESEA SCHOOL REPORT

District: CROSS COUNTY SCHOOL DISTRICT	**Superintendent:** M WILSON	**LEA:** 1901701
School: CROSS COUNTY ELE TECH ACADEMY	**Principal:** STEPHEN PRINCE	**Address:** 2622 HWY 42
Grade: K - 6	**Attendance:** 96.71	**Address** CHERRY VALLEY, AR 72324
Enrollment: 331	**Poverty Rate:** 75.23	**Phone** (870) 588-3337

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

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

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

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

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

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

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

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

Report created on: 11/09/2015

2016 ESEA SCHOOL REPORT
CROSS COUNTY ELE TECH ACADEMY

District: CROSS COUNTY SCHOOL DISTRICT
Superintendent: M WILSON
Grades: K - 6
Enrollment: 343

Principal: MINDY SEARCY
Attendance: 91.91
Poverty Rate: 74.05

LEA: 1901701
Address: 2622 HWY 42
CHERRY VALLEY, AR 72324
Phone: (870) 588 - 3337

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	191	194	98.45	191	194	98.45
Targeted Achievement Gap Group	146	149	97.99	146	149	97.99
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	13	13	100.00	13	13	100.00
Hispanic	3	3	100.00	3	3	100.00
White	175	178	98.31	175	178	98.31
Economically Disadvantaged	139	142	97.89	139	142	97.89
English Language Learners						
Students with Disabilities	25	25	100.00	25	25	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
All Students	89	181	49.17	47.86
Targeted Achievement Gap Group	60	140	42.86	36.82
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	7	12	58.33	27.81
Hispanic	1	3	33.33	41.06
White	81	166	48.80	55.29
Economically Disadvantaged	59	133	44.36	37.65
English Language Learners	0	0		29.19
Students with Disabilities	2	25	8.00	12.11

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
All Students	110	181	60.77	43.35
Targeted Achievement Gap Group	78	140	55.71	34.22
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	7	12	58.33	23.53
Hispanic	2	3	66.67	38.01
White	101	166	60.84	50.35
Economically Disadvantaged	75	133	56.39	34.76
English Language Learners	0	0		31.10
Students with Disabilities	5	25	20.00	15.13

ACT Aspire

ACT Aspire Summative, Assessed Apr 18, 2016 - May 16, 2016

CROSS COUNTY ELE TECH ACADEMY

CROSS COUNTY SCHOOL DISTRICT,
School ID: 1901701

Subject Proficiency by Grade Level

How can decisions be informed based upon grade level subject proficiencies?

Highest Subjects → Lowest Subjects

	ENGLISH	MATH	SCIENCE	READING	WRITING
CROSS COUNTY ELE TECH ACADEMY	75%	60%	44%	34%	25%
	141 37 9	113 53 21	82 40 65	64 46 77	46 110 30
Grade 3	National: Ready 76%	National: Ready 61%	National: Ready 41%	National: Ready 39%	National: Ready 21%
	37 10 2	30 10 9	20 10 19	19 9 21	10 27 11
Grade 4	National: Ready 75%	National: Ready 60%	National: Ready 43%	National: Ready 36%	National: Ready 19%
	40 11 2	32 17 4	23 12 6	13 15 13	10 30 6
Grade 5	National: Ready 82%	National: Ready 61%	National: Ready 42%	National: Ready 29%	National: Ready 24%
	31 6 1	23 11 4	16 10 12	11 9 18	8 22
Grade 6	National: Ready 70%	National: Ready 60%	National: Ready 49%	National: Ready 32%	National: Ready 36%
	33 10 4	28 15 4	23 8 16	15 13 19	17 26 4

SUBJECT FOCUS Better proficiency in Writing may improve scores.

ACT Aspire Writing Assessments are designed to provide a strong indication of whether students have the writing skills they will need to succeed as they begin work at their next grade level. Student responses are evaluated according to analytic rubrics that assess the generation, development, organization, and communication of ideas in standard written English.

Results for groups with 4 or fewer students are not shown

Legend: ACT Readiness Levels

48% — Ready Level of Nation

999 — Student Counts

Ready | Close | In Need of Support

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2012

School Number 1901006 CROSS COUNTY ELEMENTARY

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Percent Tested 2011-12	2009-2010 Below Basic	2009-2010 Basic	2009-2010 Proficient	2009-2010 Advanced	2009-2010 Proficient & Advanced	2010-2011 Below Basic	2010-2011 Basic	2010-2011 Proficient	2010-2011 Advanced	2010-2011 Proficient & Advanced	2011-2012 Below Basic	2011-2012 Basic	2011-2012 Proficient	2011-2012 Advanced	2011-2012 Proficient & Advanced	School
3rd Grade Literacy		Annual Measurable Objective (AMO)				71.2				2011 AMO	78.4						AMO
Combined Population	94.4	20.5	17.9	46.2	15.4	61.5	8.2	26.5	30.6	34.7	65.3	5.9	11.8	38.2	44.1	82.4	61.03
TAGG	92											8.7	17.4	34.8	39.1	73.9	61.03
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	56.86
Hispanic																	100
Caucasian	93.8	22.2	16.7	47.2	13.9	61.1	8.9	26.7	31.1	33.3	64.4	3.3	10	40	46.7	86.7	62.33
Economically Disadvantaged	95.8	20.5	17.9	46.2	15.4	61.5	8.2	26.5	30.6	34.7	65.3	8.7	17.4	34.8	39.1	73.9	61.03
Students with Disabilities	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	36.54
Number of recently arrived LEP students not assessed in 3rd Grade Literacy											0					0	
Limited English Proficient																	
Female	100	0	6.7	66.7	26.7	93.3	0	15	25	60	85	0	5.6	27.8	66.7	94.4	
Male	88.9	33.3	25	33.3	8.3	41.7	13.8	34.5	34.5	17.2	51.7	12.5	18.8	50	18.8	68.8	
Migrant	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
3rd Grade Mathematics		Annual Measurable Objective (AMO)				70				2011 AMO	77.5						AMO
Combined Population	94.4	5.1	7.7	38.5	48.7	87.2	0	6.1	28.6	65.3	93.9	8.8	14.7	29.4	47.1	76.5	75.85
TAGG	92											13	17.4	26.1	43.5	69.6	75.85
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	83.82
Hispanic																	100
Caucasian	93.8	5.6	8.3	38.9	47.2	86.1	0	6.7	28.9	64.4	93.3	6.7	10	33.3	50	83.3	75.52
Economically Disadvantaged	95.8	5.1	7.7	38.5	48.7	87.2	0	6.1	28.6	65.3	93.9	13	17.4	26.1	43.5	69.6	75.85
Students with Disabilities	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.75
Limited English Proficient																	
Female	100	0	6.7	26.7	66.7	93.3	0	5	20	75	95	5.6	5.6	16.7	72.2	88.9	
Male	88.9	8.3	8.3	45.8	37.5	83.3	0	6.9	34.5	58.6	93.1	12.5	25	43.8	18.8	62.5	
Migrant	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

Appendix 4

School Number 1901006 **CROSS COUNTY ELEMENTARY**

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Percent Tested 2011-12	2009-2010 Below Basic	2009-2010 Basic	2009-2010 Proficient	2009-2010 Advanced	2009-2010 Proficient & Advanced	2010-2011 Below Basic	2010-2011 Basic	2010-2011 Proficient	2010-2011 Advanced	2010-2011 Proficient & Advanced	2011-2012 Below Basic	2011-2012 Basic	2011-2012 Proficient	2011-2012 Advanced	2011-2012 Proficient & Advanced	School
4th Grade Literacy		Annual Measurable Objective (AMO)				71.2				2011 AMO	78.4						AMO
Combined Population	98.2	9.1	27.3	33.3	30.3	63.6	10	20	47.5	22.5	70	2	7.8	43.1	47.1	90.2	61.03
TAGG	98											2.3	9.1	45.5	43.2	88.6	61.03
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	56.86
Hispanic																	100
Caucasian	98.1	11.1	22.2	37	29.6	66.7	11.1	19.4	47.2	22.2	69.4	2.1	8.5	38.3	51.1	89.4	62.33
Economically Disadvantaged	100	9.1	27.3	33.3	30.3	63.6	10	20	47.5	22.5	70	2.3	9.1	45.5	43.2	88.6	61.03
Students with Disabilities	90	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	36.54
Number of recently arrived LEP students not assessed in 4th Grade Literacy											0					0	
Limited English Proficient																	
Female	100	5.6	16.7	44.4	33.3	77.8	0	6.3	50	43.8	93.8	0	4.8	23.8	71.4	95.2	
Male	97.1	13.3	40	20	26.7	46.7	16.7	29.2	45.8	8.3	54.2	3.3	10	56.7	30	86.7	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
4th Grade Mathematics		Annual Measurable Objective (AMO)				70				2011 AMO	77.5						AMO
Combined Population	98.2	12.1	12.1	24.2	51.5	75.8	7.5	15	30	47.5	77.5	5.9	15.7	33.3	45.1	78.4	75.85
TAGG	98											6.8	18.2	29.6	45.5	75	75.85
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	83.82
Hispanic																	100
Caucasian	98.1	14.8	11.1	18.5	55.6	74.1	8.3	16.7	27.8	47.2	75	6.4	17	29.8	46.8	76.6	75.52
Economically Disadvantaged	100	12.1	12.1	24.2	51.5	75.8	7.5	15	30	47.5	77.5	6.8	18.2	29.6	45.5	75	75.85
Students with Disabilities	90	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.75
Limited English Proficient																	
Female	100	11.1	5.6	22.2	61.1	83.3	0	12.5	18.8	68.8	87.5	4.8	9.5	28.6	57.1	85.7	
Male	97.1	13.3	20	26.7	40	66.7	12.5	16.7	37.5	33.3	70.8	6.7	20	36.7	36.7	73.3	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

School Number 1901006 **CROSS COUNTY ELEMENTARY**

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Percent Tested 2011-12	2009-2010 Below Basic	2009-2010 Basic	2009-2010 Proficient	2009-2010 Advanced	2009-2010 Proficient & Advanced	2010-2011 Below Basic	2010-2011 Basic	2010-2011 Proficient	2010-2011 Advanced	2010-2011 Proficient & Advanced	2011-2012 Below Basic	2011-2012 Basic	2011-2012 Proficient	2011-2012 Advanced	2011-2012 Proficient & Advanced	School
5th Grade Literacy		Annual Measurable Objective (AMO)				71.2				2011 AMO	78.4						AMO
Combined Population	100	6.7	31.1	44.4	17.8	62.2	2.6	56.4	20.5	20.5	41	10	12.5	42.5	35	77.5	61.03
TAGG	100											12	16	40	32	72	61.03
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	56.86
Hispanic		RV	RV	RV	RV	RV											100
Caucasian	100	2.7	29.7	45.9	21.6	67.6	3	51.5	21.2	24.2	45.5	10.8	10.8	46	32.4	78.4	62.33
Economically Disadvantaged	100	4.5	31.8	45.5	18.2	63.6	2.6	56.4	20.5	20.5	41	12.5	16.7	41.7	29.2	70.8	61.03
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	36.54
Number of recently arrived LEP students not assessed in 5th Grade Literacy											0					0	
Limited English Proficient																	
Female	100	0	33.3	38.9	27.8	66.7	0	38.9	22.2	38.9	61.1	0	0	53.3	46.7	100	
Male	100	7.7	30.8	50	11.5	61.5	4.8	71.4	19	4.8	23.8	16	20	36	28	64	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
5th Grade Mathematics		Annual Measurable Objective (AMO)				70				2011 AMO	77.5						AMO
Combined Population	100	13.3	13.3	51.1	22.2	73.3	17.9	25.6	28.2	28.2	56.4	12.5	37.5	22.5	27.5	50	75.85
TAGG	100											16	40	20	24	44	75.85
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	83.82
Hispanic		RV	RV	RV	RV	RV											100
Caucasian	100	10.8	16.2	48.6	24.3	73	21.2	21.2	24.2	33.3	57.6	13.5	37.8	21.6	27	48.7	75.52
Economically Disadvantaged	100	11.4	13.6	52.3	22.7	75	17.9	25.6	28.2	28.2	56.4	16.7	41.7	20.8	20.8	41.7	75.85
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.75
Limited English Proficient																	
Female	100	5.6	16.7	66.7	11.1	77.8	0	33.3	27.8	38.9	66.7	0	40	40	20	60	
Male	100	15.4	11.5	42.3	30.8	73.1	33.3	19	28.6	19	47.6	20	36	12	32	44	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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CROSS COUNTY SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Percent Tested 2011-12	2009-2010 Below Basic	2009-2010 Basic	2009-2010 Proficient	2009-2010 Advanced	2009-2010 Proficient & Advanced	2010-2011 Below Basic	2010-2011 Basic	2010-2011 Proficient	2010-2011 Advanced	2010-2011 Proficient & Advanced	2011-2012 Below Basic	2011-2012 Basic	2011-2012 Proficient	2011-2012 Advanced	2011-2012 Proficient & Advanced	School
5th Grade Science																	
Combined Population	100	28.9	46.7	24.4	0	24.4	10.3	56.4	30.8	2.6	33.3	20	50	25	5	30	
TAGG	100											28	52	12	8	20	
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Hispanic		RV	RV	RV	RV	RV											
Caucasian	100	24.3	48.6	27	0	27	12.1	51.5	33.3	3	36.4	18.9	48.7	27	5.4	32.4	
Economically Disadvantaged	100	27.3	47.7	25	0	25	10.3	56.4	30.8	2.6	33.3	29.2	54.2	12.5	4.2	16.7	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient																	
Female	100	27.8	44.4	27.8	0	27.8	5.6	55.6	38.9	0	38.9	6.7	66.7	26.7	0	26.7	
Male	100	26.9	50	23.1	0	23.1	14.3	57.1	23.8	4.8	28.6	28	40	24	8	32	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
6th Grade Literacy		Annual Measurable Objective (AMO)				67.6				2011 AMO	75.7						AMO
Combined Population	100	10.5	18.4	47.4	23.7	71.1	7.7	35.9	41	15.4	56.4	2.1	43.8	31.3	22.9	54.2	61.03
TAGG	100											2.9	57.1	20	20	40	61.03
African-American	87.5	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	56.86
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						100
Caucasian	100	8.6	17.1	48.6	25.7	74.3	9.4	31.3	43.8	15.6	59.4	0	41.5	34.2	24.4	58.5	62.33
Economically Disadvantaged	100	10.5	18.4	47.4	23.7	71.1	7.7	35.9	41	15.4	56.4	2.9	55.9	20.6	20.6	41.2	61.03
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	36.54
Number of recently arrived LEP students not assessed in 6th Grade Literacy											0					0	
Limited English Proficient																	
Female	100	0	11.8	47.1	41.2	88.2	12.5	25	50	12.5	62.5	0	29.2	33.3	37.5	70.8	
Male	100	19	23.8	47.6	9.5	57.1	4.3	43.5	34.8	17.4	52.2	4.2	58.3	29.2	8.3	37.5	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
6th Grade Mathematics		Annual Measurable Objective (AMO)				64.55				2011 AMO	73.41						AMO
Combined Population	100	15.8	18.4	34.2	31.6	65.8	12.8	25.6	38.5	23.1	61.5	14.6	20.8	25	39.6	64.6	75.85
TAGG	100											20	25.7	22.9	31.4	54.3	75.85

African-American	87.5	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	83.82
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						100
Caucasian	100	17.1	17.1	31.4	34.3	65.7	12.5	28.1	34.4	25	59.4	14.6	22	19.5	43.9	63.4	75.52
Economically Disadvantaged	100	15.8	18.4	34.2	31.6	65.8	12.8	25.6	38.5	23.1	61.5	20.6	26.5	20.6	32.4	52.9	75.85
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.75
Limited English Proficient																	
Female	100	11.8	23.5	23.5	41.2	64.7	12.5	25	50	12.5	62.5	8.3	20.8	25	45.8	70.8	
Male	100	19	14.3	42.9	23.8	66.7	13	26.1	30.4	30.4	60.9	20.8	20.8	25	33.3	58.3	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

School Number 1901006 **CROSS COUNTY ELEMENTARY**

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
Norm-Referenced Test*	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	38	38	42	49	49	65	67	67	66
Grade One Math Problems	43	43	51	60	60	55	49	49	56
Grade Two Reading Comprehension	47	47	42	67	67	67	56	56	67
Grade Two Math Problems	62	62	53	60	60	56	40	40	58
Grade Three Reading	47	47	55	47	47	51	44	44	51
Grade Three Math	52	52	60	50	50	57	53	53	58
Grade Four Reading	57	57	72	37	37	52	46	46	52
Grade Four Math	56	56	72	62	62	62	57	57	62
Grade Five Reading	49	49	66	26	26	47	34	34	47
Grade Five Math	54	54	67	46	46	57	38	38	57
Grade Five Science	39	39	62	47	47	61	42	42	61
Grade Six Reading	47	47	54	45	45	47	38	38	47
Grade Six Math	49	49	71	44	44	57	45	45	58
Grade Seven Reading		54	63		43	51		36	51
Grade Seven Math		53	66		47	55		40	55
Grade Seven Science		62	65		52	62		43	62
Grade Eight Reading		57	63		51	53		51	54
Grade Eight Math		59	74		55	55		46	56
Grade Nine Reading Comprehension		44	46		43	49		47	49
Grade Nine Math Concepts and Problems		61	67		41	55		58	56

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CROSS COUNTY SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT						6,181			6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)									1,193
Number of Students Taking ACT in Grades 9-11								30	37,235
Number of Students Taking ACT in Grade 12								37	26,716
ACT Reading		19.7	21		18.2	21		19.7	22
ACT English		19.6	21		16.2	20		17.6	21
ACT Mathematics		19.3	20		17.3	20		19.1	21
ACT Science		19.9	21		17.1	21		19.3	21
ACT Composite		19.3	21		16.9	21		18.8	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test									827
SAT Critical Reading Mean									570
SAT Math Mean									573
SAT Writing Mean									555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	.	12	21,226	.	19	22,783	.	27	24,357
Number of AP Exams Taken	.	12	32,923	.	22	35,183	.	35	39,314
Number of AP Exams Scored 3, 4, or 5	.	1	9,541	.	1	10,581	.	7	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11and 2011-12.

School Number 1901006 **CROSS COUNTY ELEMENTARY**

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	N	0	449	N	0	335			
First Year Not to Meet Standards (Alert)	Y	2	213	N	1	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	0	19			
Targeted Intensive School Improvement	N	0	13	N	0	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	0	80	Y	1	110			
Year Two of Whole School Improvement	N	0	46	N	0	69			
Whole School Corrective Action	N	0	35	N	0	46			
Whole School Intensive Improvement	N	0	29	N	0	39			
Whole School Intensive Restructuring	N	0	36	N	0	28			
State Directed	N	0	78	N	0	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							Y	2	580
Needs Improvement Priority							N	0	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							N	0	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							N	0	336
Exemplary							N	0	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	1			2			2		
1-Schools in Need of Immediate Improvement		1	115		0	214		0	85
2-Schools Approaching Standards (Alert)		0	252		1	251		1	231
3-Schools Meeting Improvement Standards		1	313		1	311		1	349
4-Schools Exceeding Improvement Standards		0	244		0	183		0	264
5-Schools of Excellence for Improvement		0	93		0	49		0	76

School Number 1901006 **CROSS COUNTY ELEMENTARY**

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	4			4			4		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		0	19		0	16		0	0
3-Schools Meeting Standards		1	246		0	187		1	150
4-Schools Exceeding Standards		1	506		2	496		1	416
5-Schools of Excellence		0	260		0	321		0	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	NO	0	776	NO	1	853	NO	1	838
Accredited-Cited	YES	2	227	YES	1	183	YES	1	209
Accredited-Probationary	NO	0	63	NO	0	27	NO	0	19
Attendance Rate									
Attendance Rate	93.5	93.3	94.2	92.9	92.9	94.7	93.5	95.1	95.2
Dropout Rate									
Dropout Rate		3.3	2.5		5.6	2.6		7.2	2.4
Graduation Rate									
Graduation Rate Combined		78.7	77.2		81.1	79.6		82.7	84.1
Graduation Rate for Targeted Achievement Gap Group		78.7						81.1	79.3
Graduation Rate African American		78.7	69.2		RV	71.4		RV	78.1
Graduation Rate Hispanic		78.7	70.4		RV	74		NA	78
Graduation Rate Caucasian		78.7	80.5		81.4	83.2		82.2	87
Graduation Rate Economically Disadvantaged		78.7	71.6		80.8	74.5		79.4	79.1
Graduation Rate Students with Disabilities		78.7	71.1		63.6	73.8		RV	79.2
Graduation Rate Limited English Proficient		78.7	68.2		NA	71.1		NA	77.3
Grade Inflation Rate		0	7.4		4.3	4.7		4.2	5.5
College Remediation Rate		55.6	49.1		81.6	51		60	48.7
October 1 Enrollment	290	596	467,061	306	628	468,066	320	638	468,656

School Number 1901006 CROSS COUNTY ELEMENTARY

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 3: RETENTION

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	6	6	1,687	0	0	1,653	0	1	1,535
Percent of Students Retained at Grade 1	17.1	17.1	4.5	0	0	4.4	0	2.6	4.1
Number of Students Retained at Grade 2	0	0	786	0	0	634	0	0	595
Percent of Students Retained at Grade 2	0	0	2.1	0	0	1.7	0	0	1.6
Number of Students Retained at Grade 3	1	1	359	0	0	286	0	2	305
Percent of Students Retained at Grade 3	2.3	2.3	1	0	0	0.8	0	5.7	0.8
Number of Students Retained at Grade 4	2.3	2.3	1	0	0	0.8	0	5.7	0.8
Percent of Students Retained at Grade 4	0	0	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 5	0	0	140	0	0	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	0	0	0.3	0	0	0.2
Number of Students Retained at Grade 6	0	0	185	0	0	133	0	1	138
Percent of Students Retained at Grade 6	0	0	0.5	0	0	0.4	0	2.1	0.4
Number of Students Retained at Grade 7	0	3	401	0	2	369	0	3	318
Percent of Students Retained at Grade 7	0	5.6	1.1	0	4.1	1	0	5.9	0.9
Number of Students Retained at Grade 8	0	0	418	0	2	400	0	0	256
Percent of Students Retained at Grade 8	0	0	1.2	0	3.7	1.1	0	0	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		Y	98%		Y	99%
Expulsions	0	0	0.1	0.7	0.6	0.1	0	0	0.1
Weapons Incidents	0.7	0.3	0.1	0.7	0.3	0.2	0.6	0.3	0.1
Staff Assaults	0.3	0.2	0.1	0	0	0.1	0.6	0.3	0.1
Student Assaults		4.4	0.5		5.4	0.4		3.1	0.4

School Number 1901006 **CROSS COUNTY ELEMENTARY**

CROSS COUNTY SCHOOL DISTRICT

INDICATOR 5: TEACHER QUALITY

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	93	95	96.3	85.7	82.5	95.7	93.5	93.7	98.2
% Teaching with Emergency/Provisional Credentials	4	2	2.7	7	14.3	2.4	9.7	14.3	2
% Teachers with Bachelor's Degree	70.4	63.3	53.6	67.9	61.9	51.1	65.4	67.3	59.3
% Teachers with Master's Degree	29.6	33.3	44.2	32.1	34.9	46.1	34.6	30.8	39.8
% Teachers with Advanced Degree	0	3.3	1.5	0	3.2	2	0	1.9	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0	1.1	1.5	0.8	0.3	1.4	NA		1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0	1.1	1.1	0.8	0.3	1.2	0	0	0.8

School Board Member Names*	Hours of Training
James Matlock	7

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0.3	0.7	3	0.3	1.1	3.3	0	0	2.8

School Number 1901006

CROSS COUNTY ELEMENTARY
CROSS COUNTY SCHOOL DISTRICT
INDICATOR 7: SCHOOL FUNDING

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.9	36.82		39.9	36.96		39.9	37.17
Expenditure Per Student		$10,545	$9,228		$10,320	$9,315		$10,596	$9,379
Average Teacher Salary		$39,895	$42,802		$37,774	$46,663		$37,868	$49,946
Total Expenditures		$8,348,021	$3,959,816,065		$6,656,466	$5,171,678,766		$7,619,589	$5,196,885,067
Instructional Expenditures		$3,195,204	$2,258,641,720		$2,835,187	$2,508,579,625		$3,090,999	$2,485,540,210
Administrative Expenditures		$546,167	$312,114,009		$674,209	$97,063,107		$687,134	$317,870,955
Extracurricular Expenditures		$231,944	$165,716,258		$188,376	$165,701,106		$230,031	$201,604,356
Capital Expenditures		$1,171,389	$650,002,941		$108,649	$649,987,805		$482,857	$608,547,135
Debt Service Expenditures		$551,098	$221,173,099		$513,236	$226,232,300		$514,714	$267,265,988
Percent of Students Eligible for Free and Reduced Meals		100	59.1		100	60		72.6	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

Cross County Ele Tech Academy

School Report Card 2012-2013
Academy | Cherry Valley , AR 72324
870-500-3337

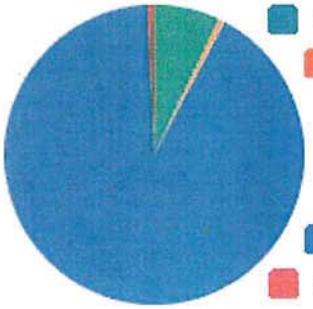
Principal: Stephen Prince
Superintendent: Robert McClure

SCHOOL CHARACTERISTICS

Enrollment	321
Avg. Class Size	20
Avg. years teaching Experience	11
Per pupil spending	
District avg.	$11,125
State avg.	$9,324
School Choice Transfers	---

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



- 0.0 % American Indian / Alaskan
- 0.0 % Asian
- 7.2 % Black / African American
- 0.0 % Hawaiian / Pacific Islander
- 0.6 % Hispanic / Latino
- 91.6 % White
- 0.6 % Two or More Races

Other Demographics

Limited English proficiency	N/D
Low-income	73 %
Students eligible to receive special education	10 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
3rd Grade Literacy		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	100											14.89	12.77	29.79	42.55	72.34	66.67
TAGG	100											17.95	15.38	28.21	38.46	66.67	66.89
African American	RV											RV	RV	RV	RV	RV	53.70
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											14.29	11.9	30.95	42.86	73.81	68.48
Economically Disadvantaged	100											18.42	15.79	28.95	36.84	65.79	66.89
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																RV	
Female	100											12.5	12.5	33.33	41.67	75	
Male	100											17.39	13.04	26.09	43.48	69.57	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	100											2.13	17.02	34.04	46.81	80.85	76.71
TAGG	100											2.56	20.51	35.9	41.03	76.92	76.82
African American	RV											RV	RV	RV	RV	RV	72.98
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											0	16.67	33.33	50	83.33	77.48
Economically Disadvantaged	100											2.63	21.05	36.84	39.47	76.32	76.82
Students with Disabilities	RV											RV	RV	RV	RV	RV	57.45
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											4.17	20.83	33.33	41.67	75	
Male	100											0	13.04	34.78	52.17	86.96	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
4th Grade Literacy		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	97.5											0	15.15	36.36	48.48	84.85	66.67
TAGG	96.15											0	14.29	38.1	47.62	85.71	66.89
African American	RV											RV	RV	RV	RV	RV	53.70
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	97.22											0	10	36.67	53.33	90	68.48
Economically Disadvantaged	96											0	14.29	38.1	47.62	85.71	66.89
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																RV	
Female	100											0	0	29.41	70.59	100	
Male	95.24											0	31.25	43.75	25	68.75	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	97.5											0	12.12	45.45	42.42	87.88	76.71
TAGG	96.15											0	19.05	42.86	38.1	80.95	76.82
African American	RV											RV	RV	RV	RV	RV	72.98
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	97.22											0	3.33	50	46.67	96.67	77.48
Economically Disadvantaged	96											0	19.05	42.86	38.1	80.95	76.82
Students with Disabilities	RV											RV	RV	RV	RV	RV	57.45
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	0	41.18	58.82	100	
Male	95.24											0	25	50	25	75	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Literacy		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	100											0	21.82	38.18	40	78.18	66.67
TAGG	100											0	27.27	40.91	31.82	72.73	66.89
African American	RV											RV	RV	RV	RV	RV	53.70
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											0	24	36	40	76	68.48
Economically Disadvantaged	100											0	27.27	40.91	31.82	72.73	66.89
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																RV	
Female	100											0	8.7	30.43	60.87	91.3	
Male	100											0	31.25	43.75	25	68.75	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	100											30.91	14.55	49.09	5.45	54.55	76.71
TAGG	100											36.36	15.91	45.45	2.27	47.73	76.82
African American	RV											RV	RV	RV	RV	RV	72.98
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											30	14	50	6	56	77.48
Economically Disadvantaged	100											36.36	15.91	45.45	2.27	47.73	76.82
Students with Disabilities	RV											RV	RV	RV	RV	RV	57.45
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											21.74	13.04	56.52	8.7	65.22	
Male	100											37.5	15.62	43.75	3.12	46.88	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Science																	
Combined Population	100											20	40	38.18	1.82	40	
TAGG	100											22.73	45.45	31.82	0	31.82	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											20	36	42	2	44	
Economically Disadvantaged	100											22.73	45.45	31.82	0	31.82	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											13.04	34.78	52.17	0	52.17	
Male	100											25	43.75	28.12	3.12	31.25	
Migrant	RV											RV	RV	RV	RV	RV	
6th Grade Literacy		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	100											2.7	35.14	43.24	18.92	62.16	66.67
TAGG	100											4	44	36	16	52	66.89
African American	RV											RV	RV	RV	RV	RV	53.70
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											3.03	33.33	42.42	21.21	63.64	68.48
Economically Disadvantaged	100											4	44	36	16	52	66.89
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																RV	
Female	100											0	8.33	66.67	25	91.67	
Male	100											4	48	32	16	48	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
6th Grade Mathematics		Annual Measurable Objective (AMO)					2012 AMO										AMO
Combined Population	100											5.41	24.32	45.95	24.32	70.27	76.71
TAGG	100											8	32	44	16	60	76.82
African American	RV											RV	RV	RV	RV	RV	72.98
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											6.06	27.27	39.39	27.27	66.67	77.48
Economically Disadvantaged	100											8	32	44	16	60	76.82
Students with Disabilities	RV											RV	RV	RV	RV	RV	57.45
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	25	50	25	75	
Male	100											8	24	44	24	68	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	---	---	---	47	47	56
Grade One Math Problems	---	---	---	---	---	---	48	48	56
Grade Two Reading Comprehension	---	---	---	---	---	---	52	52	59
Grade Two Math Problems	---	---	---	---	---	---	55	55	58
Grade Three Reading	---	---	---	---	---	---	44	44	51
Grade Three Math	---	---	---	---	---	---	53	53	55
Grade Four Reading	---	---	---	---	---	---	52	52	53
Grade Four Math	---	---	---	---	---	---	59	59	61
Grade Five Reading	---	---	---	---	---	---	41	41	47
Grade Five Math	---	---	---	---	---	---	45	45	55
Grade Five Science	---	---	---	---	---	---	53	53	60
Grade Six Reading	---	---	---	---	---	---	38	38	46
Grade Six Math	---	---	---	---	---	---	45	45	55
Grade Seven Reading	---	---	---	---	---	---	---	40	50
Grade Seven Math	---	---	---	---	---	---	---	47	54
Grade Seven Science	---	---	---	---	---	---	---	52	61
Grade Eight Reading	---	---	---	---	---	---	---	48	53
Grade Eight Math	---	---	---	---	---	---	---	41	54
Grade Nine Reading Comprehension	---	---	---	---	---	---	---	48	50
Grade Nine Math Concepts and Problems	---	---	---	---	---	---	---	42	49

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---	---	---	---	---	---	---		6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)	---	---	---	---	---	---	---		1,790
Number of Students Taking ACT in Grades 9-11	---	---	---	---	---	---	---	25	26,174
Number of Students Taking ACT in Grade 12	---	---	---	---	---	---	---	26	18,507
ACT Reading	---	---	---	---	---	---	---	20.45	21.67
ACT English	---	---	---	---	---	---	---	20.41	21.31
ACT Mathematics	---	---	---	---	---	---	---	18.41	20.73
ACT Science	---	---	---	---	---	---	---	19.66	21.04
ACT Composite	---	---	---	---	---	---	---	19.79	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	---	---	---	---	---	---	---	0	897
SAT Critical Reading Mean	---	---	---	---	---	---	---		473
SAT Math Mean	---	---	---	---	---	---	---		472
SAT Writing Mean	---	---	---	---	---	---	---		459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	---	---	---	---	40	24,364
Number of AP Exams Taken	---	---	---	---	---	---	---	65	42,545
Number of AP Exams Scored 3, 4, or 5	---	---	---	---	---	---	---	3	13,296
Number of Students Taking International Baccalaureate Courses	---	---	---	---	---	---	---		219

Download 2012 School Report Card for 2011 College Readiness Results

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							Y	2	797
Needs Improvement Priority							N	0	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							N	0	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							N	0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	---			---					
1 - Schools in need of Immediate Improvement		0	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		2	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		0	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	---			---					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		0	187		1	150			
4 - Schools Exceeding Standards		2	496		1	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	---	1	859	---	1	838	Y	1	783
Accredited-Cited	---	1	185	---	1	212	N	1	249
Accredited-Probationary	---	0	25	---	0	18	N	0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	---	92.9 %	94.7 %	---	95.1 %	95.2 %	91.9 %	92.6 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group	---			---			92.5 %	92.6 %	93.9 %
Attendance Rate African American	---			---			92.0 %	93.6 %	94.1 %
Attendance Rate Hispanic	---			---			84.5 %	84.5 %	94.5 %
Attendance Rate Caucasian	---			---			92.3 %	92.6 %	94.0 %
Attendance Rate Economically Disadvantaged	---			---			92.3 %	92.5 %	93.7 %
Attendance Rate Students with Disabilities	---			---			92.2 %	92.5 %	94.0 %
Attendance Rate Limited English Proficient	---			---					94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate	---	5.59 %	2.58 %	---	7.23 %	2.43 %	---	4.70 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	---	81.1 %	79.6 %	---	82.7 %	84.1 %	---	72.2 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group	---	80.8 %	74.6 %	---	81.1 %	79.3 %	---	64.9 %	80.5 %
Graduation Rate African American	---	87.5 %	71.4 %	---	85.7 %	78.1 %	---	75.0 %	78.1 %
Graduation Rate Hispanic	---	100.0 %	74.0 %	---	0.0 %	78.0 %	---	0.0 %	81.8 %
Graduation Rate Caucasian	---	81.4 %	83.2 %	---	82.2 %	87.0 %	---	71.7 %	87.8 %
Graduation Rate Economically Disadvantaged	---	80.8 %	74.5 %	---	79.4 %	79.1 %	---	63.9 %	80.3 %
Graduation Rate Students with Disabilities	---	63.6 %	73.8 %	---	77.8 %	79.2 %	---	80.0 %	80.4 %
Graduation Rate Limited English Proficient	---	0.0 %	71.1 %	---	0.0 %	77.3 %	---	0.0 %	80.8 %
Grade Inflation Rate	---	---	---	---	---	---	---	0 %	2.51 %
College Remediation Rate	---	46.7 %	47.8 %	---	58.8 %	49.4 %	---	90.9 %	43.0 %
Enrollment									
October 1 Enrollment	---	628	468,066	---	638	468,656	321	619	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions	---	4	505	---	---	378	---	---	471
Weapons Incidents	---	2	711	---	2	690	---	---	763
Staff Assaults	---	---	408	---	2	436	---	---	495
Student Assaults	---	34	1,952	---	20	1,944	---	16	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	---	0	1,655	---	1	1,534	2	2	1,416
Percent of Students Retained at Grade 1	---	0.00 %	4.40 %	---	2.63 %	4.09 %	4.17 %	4.17 %	3.82 %
Number of Students Retained at Grade 2	---	0	633	---	0	594	0	0	558
Percent of Students Retained at Grade 2	---	0.00 %	1.72 %	---	0.00 %	1.62 %	0.00 %	0.00 %	1.53 %
Number of Students Retained at Grade 3	---	0	287	---	2	305	0	0	240
Percent of Students Retained at Grade 3	---	0.00 %	0.78 %	---	5.71 %	0.84 %	0.00 %	0.00 %	0.66 %
Number of Students Retained at Grade 4	---	0	148	---	0	141	0	0	114
Percent of Students Retained at Grade 4	---	0.00 %	0.40 %	---	0.00 %	0.38 %	0.00 %	0.00 %	0.32 %
Number of Students Retained at Grade 5	---	0	105	---	0	84	0	0	101
Percent of Students Retained at Grade 5	---	0.00 %	0.29 %	---	0.00 %	0.23 %	0.00 %	0.00 %	0.28 %
Number of Students Retained at Grade 6	---	0	134	---	1	137	0	0	135
Percent of Students Retained at Grade 6	---	0.00 %	0.37 %	---	2.08 %	0.37 %	0.00 %	0.00 %	0.37 %
Number of Students Retained at Grade 7	---	2	367	---	3	317	0	3	296
Percent of Students Retained at Grade 7	---	4.08 %	1.01 %	---	5.88 %	0.86 %	0.00 %	5.36 %	0.81 %
Number of Students Retained at Grade 8	---	2	392	---	0	253	0	4	251
Percent of Students Retained at Grade 8	---	3.70 %	1.08 %	---	0.00 %	0.70 %	0.00 %	8.70 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	---	---	---	---	---	---	100.0 %	95.2 %	97.9 %
% Teachers with Emergency / Provisional Credentials	---	---	---	---	---	---	0.0 %	0.0 %	0.9 %
% Teachers with Bachelor's Degree	---	71.0 %	61.0 %	---	67.0 %	59.0 %	64.0 %	70.0 %	59.0 %
% Teachers with Master's Degree	---	27.0 %	39.0 %	---	31.0 %	40.0 %	36.0 %	29.0 %	40.0 %
% Teachers with Advanced Degree	---	2.0 %	1.0 %	---	2.0 %	1.0 %	0.0 %	2.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	0.3 %	---	---	---	---	---	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	---	---	---	0.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	---	---	0.0 %	0.0 %	0.6 %

School Board Members	Hours of Training
James Matlock	11.50
Dennis Stevenson	11.50
Craig Walker	7.00
Joan Ball	7.75
Shane Bell	11.50
Ricky Harrison	9.25
Richard Imboden	8.25

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INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	---	1.11 %	3.34 %	---	0.00 %	2.90 %	---	---	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.9	37.0		39.9	37.2		39.9	37.4
Expenditure Per Student		$10,320	$9,315		$10,596	$9,379		$11,125	$9,324
Average Teacher Salary		$37,774	$46,663		$37,868	$46,946		$44,306	$47,316
Total Expenditures		$6,656,466	$5,171,678,766		$7,619,589	$5,196,885,067		$7,351,257	$5,088,669,535
Instructional Expenditures		$2,835,187	$2,508,579,625		$3,090,999	$2,485,540,210		$3,091,432	$2,472,977,282
Administrative Expenditures		$674,209	$315,455,818		$687,134	$317,870,955		$647,038	$312,346,508
Extracurricular Expenditures		$188,376	$165,701,106		$230,031	$201,604,356		$211,940	$184,520,020
Capital Expenditures		$108,649	$649,987,805		$482,857	$608,547,135		$205,532	$531,101,753
Debt Service Expenditures		$513,236	$226,232,300		$514,714	$267,265,988		$341,776	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	---	100.0 %	60.0 %	---	72.6 %	60.5 %	72.9 %	73.7 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

Source: FNS National databank for federal fiscal year 2013.
State Free and Reduced Meal Rate includes preschool and adult education students.

Cross County Ele Tech Academy

School Report Card 2013-2014
Academy | Cherry Valley , AR 72324
870-588-3337

Principal: Stephen Prince
Superintendent: M Wilson

2014 School Performance Report Card · Arkansas

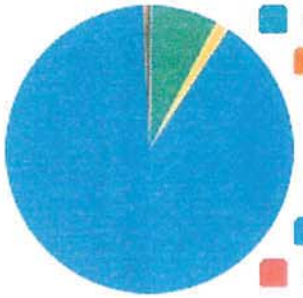
SCHOOL CHARACTERISTICS

Enrollment	367
Avg. Class Size	21
Avg. years teaching Experience	10
Per pupil spending	
• District avg.	$10,889
• State avg.	$9,457
School Choice Transfers	---
School Rating	
• School Rating	B
• Overall Points	245

A = 270-300, B = 240-269, C = 210-239, D = 180-209, F = Less Than 180

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



- 0.3 % American Indian / Alaskan
- 0.0 % Asian
- 7.6 % Black / African American
- 0.0 % Hawaiian / Pacific Islander
- 1.4 % Hispanic / Latino
- 90.2 % White
- 0.5 % Two or More Races

Other Demographics

Limited English proficiency	N/D
Low-income	78 %
Students eligible to receive special education	10 %

INDICATOR: Achievement

		2011-2012					2012-2013					2013-2014					
	Tested 2013-2014	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
3rd Grade Literacy		Annual Measurable Objective (AMO)								2013 AMO							AMO
Combined Population	100						14.89	12.77	29.79	42.55	72.34	8.57	14.3	28.6	48.6	77.2	68.12
TAGG	100						17.95	15.38	28.21	38.46	66.67	10.0	16.7	30.0	43.3	73.3	68.12
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.71
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100						14.29	11.9	30.95	42.86	73.81	10.0	16.7	26.7	46.7	73.4	69.18
Economically Disadvantaged	100						18.42	15.79	28.95	36.84	65.79	10.3	17.2	27.6	44.8	72.4	68.12
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.08
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy						RV					RV					---	
Female	100						12.5	12.5	33.33	41.67	75	0.00	6.25	18.8	75.0	93.8	
Male	100						17.39	13.04	26.09	43.48	69.57	15.8	21.1	36.8	26.3	63.1	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
3rd Grade Math		Annual Measurable Objective (AMO)								2013 AMO							AMO
Combined Population	100						2.13	17.02	34.04	46.81	80.85	2.86	11.4	45.7	40.0	85.7	80.24
TAGG	100						2.56	20.51	35.9	41.03	76.92	3.33	13.3	53.3	30.0	83.3	80.24
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	86.76
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100						0	16.67	33.33	50	83.33	3.33	13.3	43.3	40.0	83.3	79.97
Economically Disadvantaged	100						2.63	21.05	36.84	39.47	76.32	3.45	13.8	55.2	27.6	82.8	80.24
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	71.16
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100						4.17	20.83	33.33	41.67	75	0.00	0.00	50.0	50.0	100	
Male	100						0	13.04	34.78	52.17	86.96	5.26	21.1	42.1	31.6	73.7	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2011-2012					2012-2013					2013-2014					
	Tested 2013-2014	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
4th Grade Literacy		Annual Measurable Objective (AMO)								2013 AMO							AMO
Combined Population	100						0	15.15	36.36	48.48	84.85	1.96	15.7	52.9	29.4	82.3	68.12
TAGG	100						0	14.29	38.1	47.62	85.71	2.38	19.0	52.4	26.2	78.6	68.12
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.71
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100						0	10	36.67	53.33	90	0.00	13.6	52.3	34.1	86.4	69.18
Economically Disadvantaged	100						0	14.29	38.1	47.62	85.71	2.44	17.1	53.7	26.8	80.5	68.12
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.08
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy						RV					RV					---	
Female	100						0	0	29.41	70.59	100	0.00	11.5	57.7	30.8	88.5	
Male	100						0	31.25	43.75	25	68.75	4.00	20.0	48.0	28.0	76	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
4th Grade Math		Annual Measurable Objective (AMO)								2013 AMO							AMO
Combined Population	100						0	12.12	45.45	42.42	87.88	15.7	11.8	43.1	29.4	72.5	80.24
TAGG	100						0	19.05	42.86	38.1	80.95	19.0	11.9	42.9	26.2	69.1	80.24
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	86.76
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100						0	3.33	50	46.67	96.67	13.6	13.6	38.6	34.1	72.7	79.97
Economically Disadvantaged	100						0	19.05	42.86	38.1	80.95	19.5	12.2	41.5	26.8	68.3	80.24
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	71.16
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100						0	0	41.18	58.82	100	19.2	11.5	38.5	30.8	69.3	
Male	100						0	25	50	25	75	12.0	12.0	48.0	28.0	76	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2011-2012					2012-2013					2013-2014					
	Tested 2013-2014	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Literacy		Annual Measurable Objective (AMO)								2013 AMO							AMO
Combined Population	100						0	21.82	38.18	40	78.18	2.44	17.1	43.9	36.6	80.5	68.12
TAGG	100						0	27.27	40.91	31.82	72.73	3.45	13.8	48.3	34.5	82.8	68.12
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.71
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100.00
Caucasian	100						0	24	36	40	76	2.70	13.5	43.2	40.5	83.7	69.18
Economically Disadvantaged	100						0	27.27	40.91	31.82	72.73	3.57	10.7	50.0	35.7	85.7	68.12
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.08
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy						RV					RV					---	
Female	100						0	8.7	30.43	60.87	91.3	5.00	0.00	35.0	60.0	95	
Male	100						0	31.25	43.75	25	68.75	0.00	33.3	52.4	14.3	66.7	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
5th Grade Math		Annual Measurable Objective (AMO)								2013 AMO							AMO
Combined Population	100						30.91	14.55	49.09	5.45	54.55	17.1	19.5	48.8	14.6	63.4	80.24
TAGG	100						36.36	15.91	45.45	2.27	47.73	17.2	20.7	48.3	13.8	62.1	80.24
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	86.76
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100.00
Caucasian	100						30	14	50	6	56	13.5	18.9	51.4	16.2	67.6	79.97
Economically Disadvantaged	100						36.36	15.91	45.45	2.27	47.73	17.9	17.9	50.0	14.3	64.3	80.24
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	71.16
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100						21.74	13.04	56.52	8.7	65.22	15.0	10.0	45.0	30.0	75	
Male	100						37.5	15.62	43.75	3.12	46.88	19.0	28.6	52.4	0.00	52.4	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2011-2012					2012-2013					2013-2014					
	Tested 2013-2014	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Science																	
Combined Population	100						20	40	38.18	1.82	40	9.76	43.9	41.5	4.88	46.38	
TAGG	100						22.73	45.45	31.82	0	31.82	6.90	48.3	44.8	0.00	44.8	
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100						20	36	42	2	44	5.41	45.9	43.2	5.41	48.61	
Economically Disadvantaged	100						22.73	45.45	31.82	0	31.82	7.14	46.4	46.4	0.00	46.4	
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100						13.04	34.78	52.17	0	52.17	5.00	45.0	40.0	10.0	50	
Male	100						25	43.75	28.12	3.12	31.25	14.3	42.9	42.9	0.00	42.9	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
6th Grade Literacy		Annual Measurable Objective (AMO)								2013 AMO							AMO
Combined Population	100						2.7	35.14	43.24	18.92	62.16	5.36	28.6	44.6	21.4	66	68.12
TAGG	100						4	44	36	16	52	6.00	30.0	44.0	20.0	64	68.12
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	64.71
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100.00
Caucasian	100						3.03	33.33	42.42	21.21	63.64	5.88	29.4	43.1	21.6	64.7	69.18
Economically Disadvantaged	100						4	44	36	16	52	6.00	30.0	44.0	20.0	64	68.12
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.08
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy						RV					RV					---	
Female	100						0	8.33	66.67	25	91.67	0.00	16.7	50.0	33.3	83.3	
Male	100						4	48	32	16	48	9.38	37.5	40.6	12.5	53.1	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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INDICATOR: Achievement

6th Grade Math	Tested 2013-2014	2011-2012 Below Basic	2011-2012 Basic	2011-2012 Proficient	2011-2012 Advanced	2011-2012 Prof & Advanced	2012-2013 Below Basic	2012-2013 Basic	2012-2013 Proficient	2012-2013 Advanced	2012-2013 Prof & Advanced	2013-2014 Below Basic	2013-2014 Basic	2013-2014 Proficient	2013-2014 Advanced	2013-2014 Prof & Advanced	School AMO
		Annual Measurable Objective (AMO)					2013 AMO										
Combined Population	100						5.41	24.32	45.95	24.32	70.27	10.7	23.2	41.1	25.0	66.1	80.24
TAGG	100						8	32	44	16	60	12.0	26.0	38.0	24.0	62	80.24
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	86.76
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100.00
Caucasian	100						6.06	27.27	39.39	27.27	66.67	11.8	21.6	43.1	23.5	66.6	79.97
Economically Disadvantaged	100						8	32	44	16	60	12.0	26.0	38.0	24.0	62	80.24
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	71.16
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100						0	25	50	25	75	4.17	25.0	37.5	33.3	70.8	
Male	100						8	24	44	24	68	15.6	21.9	43.8	18.8	62.6	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

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INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth

	2011-2012				2012-2013				2013-2014			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	146	40.41	141	64.54
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	119	38.66	114	63.16
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12	33.33	11	54.55
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	50	2	100
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	130	41.54	126	65.08
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	117	39.32	112	64.29
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17	17.65	17	35.29
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA	NA	NA

INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	47	47	56	38	38	55
Grade One Math Problems	---	---	---	48	48	56	55	55	55
Grade Two Reading Comprehension	---	---	---	52	52	59	47	47	58
Grade Two Math Problems	---	---	---	55	55	58	41	41	58
Grade Three Reading	---	---	---	44	44	51	37	37	50
Grade Three Math	---	---	---	53	53	55	42	42	54
Grade Four Reading	---	---	---	52	52	53	48	48	52
Grade Four Math	---	---	---	59	59	61	61	61	61
Grade Five Reading	---	---	---	41	41	47	43	43	47
Grade Five Math	---	---	---	45	45	55	49	49	54
Grade Five Science	---	---	---	53	53	60	59	59	60
Grade Six Reading	---	---	---	38	38	46	43	43	46
Grade Six Math	---	---	---	45	45	55	47	47	54
Grade Seven Reading	---	---	---	---	40	50	---	41	49
Grade Seven Math	---	---	---	---	47	54	---	44	53
Grade Seven Science	---	---	---	---	52	61	---	48	60
Grade Eight Reading	---	---	---	---	48	53	---	36	52
Grade Eight Math	---	---	---	---	41	54	---	40	53
Grade Nine Reading Comprehension	---	---	---	---	48	50	---	43	51
Grade Nine Math Concepts and Problems	---	---	---	---	42	49	---	38	47

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INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---	---	---	---		6,692	---		7,110
District Provided Remediation for Students Taking Voluntary Universal ACT					N	48		---	36
Number of Students in College and Career Readiness Planning Program (CCRPP)	---	---	---	---	---	1,790	---	---	1,843
Number of Students Taking ACT in Grades 9-11	---	---	---	---	25	26,174	---	15	25,004
Number of Students Taking ACT in Grade 12	---	---	---	---	26	18,507	---	24	18,262
ACT Reading	---	---	---	---	20.45	21.67	---	21.08	22.46
ACT English	---	---	---	---	20.41	21.31	---	20.08	21.38
ACT Mathematics	---	---	---	---	18.41	20.73	---	18.33	21.02
ACT Science	---	---	---	---	19.66	21.04	---	20.04	21.90
ACT Composite	---	---	---	---	19.79	21.31	---	19.63	21.24
SAT® by College Board									
Number of Students Taking SAT College Admission Test	---	---	---	---	0	897	---	---	84
SAT Critical Reading Mean	---	---	---	---	RV	473	---	---	599
SAT Math Mean	---	---	---	---	RV	472	---	---	597
SAT Writing Mean	---	---	---	---	RV	459	---	---	584
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	---	40	24,364	---	28	25,547
Number of AP Exams Taken	---	---	---	---	65	42,545	---	36	44,424
Number of AP Exams Scored 3, 4, or 5	---	---	---	---	3	13,296	---	2	14,143
Number of Students Taking International Baccalaureate Courses	---	---	---	---		219	---	---	460
College Going Rate									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	---	35.9 %	51.5 %
African American	N/A	N/A	N/A	N/A	N/A	N/A	---	50.0 %	46.2 %
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	---	RV	33.2 %
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	---	33.3 %	50.6 %

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INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
College Credit Accumulation Rate									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	---	74.8 %	79.7 %
African American	N/A	N/A	N/A	N/A	N/A	N/A	---	36.0 %	69.9 %
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	---	RV	79.0 %
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	---	81.9 %	82.4 %

INDICATOR: School Performance

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Arkansas ESEA Accountability									
Needs Improvement				Y	2	797	Y	2	876
Needs Improvement Priority				N	0	38	N	0	36
Needs Improvement Priority Met Year 1 Exit Criteria				N	0	4	N	0	1
Needs Improvement Focus				N	0	80	N	0	81
Needs Improvement Focus Met Year 1 Exit Criteria				N	0	8	N	0	4
Achieving				N	0	130	N	0	67
Exemplary				N	0	9	N	0	1
	Download 2012 School Report Card for 2012 ESEA results								
School Rating									
School Rating							B		
Overall Points for School Rating							245		
Count of Schools with Rating = A *(270 - 300 Points)*								0	162
Count of Schools with Rating = B *(240 - 269 Points)*								1	322
Count of Schools with Rating = C *(210 - 239 Points)*								0	365
Count of Schools with Rating = D *(180 - 209 Points)*								1	160
Count of Schools with Rating = F *(Less than 180 Points)*								0	43
Performance School Rating									
Performance (Status) School Rating	---			---					
1 - Schools in need of Immediate Improvement		0	9		---	---			
2 - Schools Approaching Standards (Alert)		0	10		---	---			
3 - Schools Meeting Standards		1	150		---	---			
4 - Schools Exceeding Standards		1	416		---	---			
5 - Schools of Excellence		0	444		---	---			

INDICATOR: School Performance

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	---	1	838	Y	1	783	Y	1	790
Accredited-Cited	---	1	212	N	1	249	N	1	254
Accredited-Probationary	---	0	18	N	0	30	N	0	27
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	---	95.1 %	95.2 %	91.9 %	92.6 %	94.1 %	91.1 %	92.4 %	94.4 %
Attendance Rate for Targeted Acheivement Gap Group	---			92.5 %	92.6 %	93.9 %	91.0 %	92.1 %	94.0 %
Attendance Rate African American	---			92.0 %	93.6 %	94.1 %	85.6 %	89.5 %	94.3 %
Attendance Rate Hispanic	---			84.5 %	84.5 %	94.5 %	80.8 %	83.2 %	94.8 %
Attendance Rate Caucasian	---			92.3 %	92.6 %	94.0 %	92.5 %	93.2 %	94.3 %
Attendance Rate Economically Disadvantaged	---			92.3 %	92.5 %	93.7 %	90.9 %	91.9 %	93.8 %
Attendance Rate Students with Disabilities	---			92.2 %	92.5 %	94.0 %	92.1 %	93.6 %	94.1 %
Attendance Rate Limited English Proficient	---					94.8 %	0.0 %	0.0 %	95.3 %
Dropout Rate									
Dropout Rate	---	7.23 %	2.43 %	---	4.70 %	2.12 %	---	1.67 %	2.10 %

INDICATOR: School Performance

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	---	82.7 %	84.1 %	---	72.2 %	84.9 %	---	89.1 %	86.9 %
Graduation Rate for Targeted Acheivement Gap Group	---	81.1 %	79.3 %	---	64.9 %	80.5 %	---	86.1 %	82.9 %
Graduation Rate African American	---	RV	78.1 %	---	RV	78.1 %	---	RV	81.0 %
Graduation Rate Hispanic	---	RV	78.0 %	---	RV	81.8 %	---	RV	84.5 %
Graduation Rate Caucasian	---	82.2 %	87.0 %	---	71.7 %	87.8 %	---	91.9 %	89.3 %
Graduation Rate Economically Disadvantaged	---	79.4 %	79.1 %	---	63.9 %	80.3 %	---	85.7 %	82.7 %
Graduation Rate Students with Disabilities	---	RV	79.2 %	---	RV	80.4 %	---	RV	83.1 %
Graduation Rate Limited English Proficient	---	RV	77.3 %	---	RV	80.8 %	---	RV	84.1 %
Grade Inflation Rate	---	---	---	---	0 %	2.51 %	---	0 %	7 %
College Remediation Rate	---	58.8 %	49.4 %	---	90.9 %	43.0 %	---	62.5 %	45.4 %
Enrollment									
October 1 Enrollment	---	638	468,656	321	619	471,867	367	666	474,995

INDICATOR: School Environment

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff		100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	98.83 %		Y	96.89 %		Y	91.05 %
Expulsions	---	---	378	---	---	471	---	---	524
Weapons Incidents	---	2	690	---	---	763	2	2	843
Staff Assaults	---	2	436	---	---	495	---	---	504
Student Assaults	---	20	1,944	---	16	2,302	---	18	2,439

INDICATOR: Retention

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	---	1	1,534	2	2	1,416	2	2	1,514
Percent of Students Retained at Grade 1	---	3.00 %	4.00 %	4.00 %	4.00 %	4.00 %	4.00 %	4.00 %	5.00 %
Number of Students Retained at Grade 2	---	0	594	0	0	558	0	0	572
Percent of Students Retained at Grade 2	---	0.00 %	2.00 %	0.00 %	0.00 %	2.00 %	0.00 %	0.00 %	3.00 %
Number of Students Retained at Grade 3	---	2	305	0	0	240	0	0	279
Percent of Students Retained at Grade 3	---	6.00 %	1.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	2.00 %
Number of Students Retained at Grade 4	---	0	141	0	0	114	1	1	137
Percent of Students Retained at Grade 4	---	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	2.00 %	2.00 %	2.00 %
Number of Students Retained at Grade 5	---	0	84	0	0	101	0	0	82
Percent of Students Retained at Grade 5	---	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 6	---	1	137	0	0	135	0	0	134
Percent of Students Retained at Grade 6	---	2.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 7	---	3	317	0	3	296	0	2	315
Percent of Students Retained at Grade 7	---	6.00 %	1.00 %	0.00 %	5.00 %	1.00 %	0.00 %	4.00 %	2.00 %
Number of Students Retained at Grade 8	---	0	253	0	4	251	0	0	274
Percent of Students Retained at Grade 8	---	0.00 %	1.00 %	0.00 %	9.00 %	1.00 %	0.00 %	0.00 %	1.00 %

INDICATOR: Teacher Quality

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	---	---	---	100.0 %	95.2 %	97.9 %	100.0 %	95.1 %	95.7 %
% Teachers with Emergency / Provisional Credentials	---	---	---	0.0 %	0.0 %	0.9 %	0.0 %	0.0 %	0.8 %
% Teachers with Bachelor's Degree	---	67.0 %	59.0 %	64.0 %	70.0 %	59.0 %	57.0 %	68.0 %	57.0 %
% Teachers with Master's Degree	---	31.0 %	40.0 %	36.0 %	29.0 %	40.0 %	36.0 %	29.0 %	41.0 %
% Teachers with Advanced Degree	---	2.0 %	1.0 %	0.0 %	2.0 %	1.0 %	0.0 %	0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	0.0 %	0.9 %	0.0 %	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	0.0 %	0.6 %	0.0 %	0.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	0.0 %	0.7 %	0.0 %	0.4 %	0.7 %

School Board Members	Hours of Training
James Matlock	9.50
Steve Stricklin	12.50
Joan Ball	0.00
Shane Bell	12.50
Richard Imboden	8.25
Dennis Stevenson	9.50
Craig Walker	8.00

INDICATOR: School Choice

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	---	0.00 %	2.90 %	---	---	2.68 %	---	---	2.82 %

INDICATOR: School Funding

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.9	37.2		39.9	37.4		39.9	37.5
Expenditure Per Student		$10,596	$9,379		$11,125	$9,324		$10,889	$9,457
Average Teacher Salary		$37,868	$46,946		$44,306	$47,316		$42,632	$48,060
Total Expenditures		$7,619,589	$5,196,885,067		$7,351,257	$5,088,669,535		$7,901,084	$5,288,037,508
Instructional Expenditures		$3,090,999	$2,485,540,210		$3,091,432	$2,472,977,282		$3,099,829	$2,500,807,896
Administrative Expenditures		$687,134	$317,870,955		$647,038	$312,346,508		$631,497	$325,831,774
Extracurricular Expenditures		$230,031	$201,604,356		$211,940	$184,520,020		$237,300	$174,851,754
Capital Expenditures		$482,857	$608,547,135		$205,532	$531,101,753		$653,913	$423,083,973
Debt Service Expenditures		$514,714	$267,265,988		$341,776	$235,094,970		$319,547	$285,311,300
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	---	72.6 %	60.5 %	72.9 %	73.7 %	60.3 %	77.9 %	75.8 %	60.9 %
State Free and Reduced-Price Meal Rate***			60.3 %			60.7 %			61.2 %
National Free and Reduced-Price Meal Rate**			53.9 %			50.6 %			52.1 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Cross County Ele Tech Academy

School Report Card 2014-2015
Academy | Cherry Valley , AR 72324
870-588-3337

Principal: Stephen Prince
Superintendent: M Wilson

2015 School Performance Report Card · Arkansas

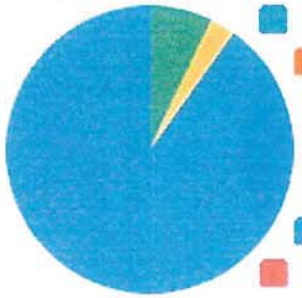
SCHOOL CHARACTERISTICS

Enrollment	331
Avg. Class Size	18
Avg. years teaching Experience	10
Per pupil spending	
• District avg.	$11,303
• State avg.	$9,642
School Choice Transfers	---
School Rating	
• School Rating	D
• Overall Points	198

A = 270-300, B = 240-269, C = 210-239, D = 180-209, F = Less Than 180

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



- 0.0 % American Indian / Alaskan
- 0.0 % Asian
- 7.3 % Black / African American
- 0.0 % Hawaiian / Pacific Islander
- 2.7 % Hispanic / Latino
- 90.0 % White
- 0.0 % Two or More Races

Other Demographics

Limited English proficiency	N/D
Low-income	75 %
Students eligible to receive special education	11 %

INDICATOR: Achievement

		2013-2014					2013-2014					2014-2015						
	Tested 2014-2015	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	State Average Met or Exceeded
3rd Grade Literacy		Annual Measurable Objective (AMO)								2014 AMO								
Combined Population	100.00	14.89	12.77	29.79	42.55	72.34	8.57	14.3	28.6	48.6	77.2	11.32	35.85	13.21	37.74	1.89	39.62	29.73
TAGG	100.00	17.95	15.38	28.21	38.46	66.67	10.0	16.7	30.0	43.3	73.3	13.89	38.89	16.67	27.78	2.78	30.56	21.32
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.64
Hispanic	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Caucasian	100.00	14.29	11.9	30.95	42.86	73.81	10.0	16.7	26.7	46.7	73.4	9.80	35.29	13.73	39.22	1.96	41.18	35.63
Economically Disadvantaged	100.00	18.42	15.79	28.95	36.84	65.79	10.3	17.2	27.6	44.8	72.4	11.76	38.24	17.65	29.41	2.94	32.35	21.27
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	13.29
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of recently arrived LEP students not assessed in 3rd Grade Literacy						---					---						---	
Female	100.00	12.5	12.5	33.33	41.67	75	0.00	6.25	18.8	75.0	93.8	13.64	31.82	13.64	36.36	4.55	40.91	33.19
Male	100.00	17.39	13.04	26.09	43.48	69.57	15.8	21.1	36.8	26.3	63.1	9.68	38.71	12.90	38.71	0.00	38.71	26.45
Migrant	RV	RV	RV	RV	RV	RV	---	---	---	---	---	RV	RV	RV	RV	RV	RV	13.60
3rd Grade Math		Annual Measurable Objective (AMO)								2014 AMO	80.24							
Combined Population	100.00	2.13	17.02	34.04	46.81	80.85	2.86	11.4	45.7	40.0	85.7	13.21	20.75	30.19	33.96	1.89	35.85	31.99
TAGG	100.00	2.56	20.51	35.9	41.03	76.92	3.33	13.3	53.3	30.0	83.3	19.44	25.00	33.33	22.22	0.00	22.22	23.72
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	15.88
Hispanic	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Caucasian	100.00	0	16.67	33.33	50	83.33	3.33	13.3	43.3	40.0	83.3	11.76	19.61	31.37	35.29	1.96	37.25	38.16
Economically Disadvantaged	100.00	2.63	21.05	36.84	39.47	76.32	3.45	13.8	55.2	27.6	82.8	17.65	23.53	35.29	23.53	0.00	23.53	23.73
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	15.07
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	100.00	4.17	20.83	33.33	41.67	75	0.00	0.00	50.0	50.0	100	22.73	18.18	22.73	36.36	0.00	36.36	32.16
Male	100.00	0	13.04	34.78	52.17	86.96	5.26	21.1	42.1	31.6	73.7	6.45	22.58	35.48	32.26	3.23	35.48	31.82
Migrant	RV	RV	RV	RV	RV	RV	---	---	---	---	---	RV	RV	RV	RV	RV	RV	14.23

INDICATOR: Achievement

		2012-2013					2013-2014					2014-2015						
	Tested 2014-2015	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	State Average Met or Exceeded
4th Grade Literacy		Annual Measurable Objective (AMO)								2014 AMO								
Combined Population	100.00	0	15.15	36.36	48.48	84.85	1.96	15.7	52.9	29.4	82.3	20.59	23.53	29.41	23.53	2.94	26.47	33.96
TAGG	100.00	0	14.29	38.1	47.62	85.71	2.38	19.0	52.4	26.2	78.6	20.69	27.59	31.03	20.69	0.00	20.69	24.33
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	18.51
Hispanic	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Caucasian	100.00	0	10	36.67	53.33	90	0.00	13.6	52.3	34.1	86.4	24.14	24.14	27.59	20.69	3.45	24.14	40.10
Economically Disadvantaged	100.00	0	14.29	38.1	47.62	85.71	2.44	17.1	53.7	26.8	80.5	21.43	25.00	32.14	21.43	0.00	21.43	24.60
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	11.20
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of recently arrived LEP students not assessed in 4th Grade Literacy						---					---						---	
Female	100.00	0	0	29.41	70.59	100	0.00	11.5	57.7	30.8	88.5	11.76	23.53	35.29	29.41	0.00	29.41	38.89
Male	100.00	0	31.25	43.75	25	68.75	4.00	20.0	48.0	28.0	76	29.41	23.53	23.53	17.65	5.88	23.53	29.30
Migrant	RV	RV	RV	RV	RV	RV	---	---	---	---	---	RV	RV	RV	RV	RV	RV	16.90
4th Grade Math		Annual Measurable Objective (AMO)								2014 AMO	80.24							
Combined Population	100.00	0	12.12	45.45	42.42	87.88	15.7	11.8	43.1	29.4	72.5	26.47	44.12	23.53	5.88	0.00	5.88	24.73
TAGG	100.00	0	19.05	42.86	38.1	80.95	19.0	11.9	42.9	26.2	69.1	31.03	44.83	20.69	3.45	0.00	3.45	16.55
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	10.06
Hispanic	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Caucasian	100.00	0	3.33	50	46.67	96.67	13.6	13.6	38.6	34.1	72.7	24.14	48.28	20.69	6.90	0.00	6.90	30.05
Economically Disadvantaged	100.00	0	19.05	42.86	38.1	80.95	19.5	12.2	41.5	26.8	68.3	32.14	42.86	21.43	3.57	0.00	3.57	16.55
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	9.77
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	100.00	0	0	41.18	58.82	100	19.2	11.5	38.5	30.8	69.3	23.53	47.06	23.53	5.88	0.00	5.88	25.01
Male	100.00	0	25	50	25	75	12.0	12.0	48.0	28.0	76	29.41	41.18	23.53	5.88	0.00	5.88	24.46
Migrant	RV	RV	RV	RV	RV	RV	---	---	---	---	---	RV	RV	RV	RV	RV	RV	13.94

INDICATOR: Achievement

		2012-2013					2013-2014					2014-2015						
	Tested 2014-2015	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	State Average Met or Exceeded
5th Grade Literacy		Annual Measurable Objective (AMO)								2014 AMO								
Combined Population	100.00	0	21.82	38.18	40	78.18	2.44	17.1	43.9	36.6	80.5	25.58	27.91	27.91	16.28	2.33	18.60	32.78
TAGG	100.00	0	27.27	40.91	31.82	72.73	3.45	13.8	48.3	34.5	82.8	29.41	32.35	26.47	8.82	2.94	11.76	23.15
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.94
Hispanic	---	---	---	---	---	---	RV	RV	RV	RV	RV	---	---	---	---	---	---	---
Caucasian	100.00	0	24	36	40	76	2.70	13.5	43.2	40.5	83.7	20.51	30.77	28.21	17.95	2.56	20.51	38.24
Economically Disadvantaged	100.00	0	27.27	40.91	31.82	72.73	3.57	10.7	50.0	35.7	85.7	29.41	32.35	26.47	8.82	2.94	11.76	23.35
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	11.05
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of recently arrived LEP students not assessed in 5th Grade Literacy						---					---						---	
Female	100.00	0	8.7	30.43	60.87	91.3	5.00	0.00	35.0	60.0	95	18.18	36.36	27.27	18.18	0.00	18.18	37.15
Male	100.00	0	31.25	43.75	25	68.75	0.00	33.3	52.4	14.3	66.7	33.33	19.05	28.57	14.29	4.76	19.05	28.56
Migrant	---	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	---	---
5th Grade Math		Annual Measurable Objective (AMO)								2014 AMO	80.24							
Combined Population	100.00	30.91	14.55	49.09	5.45	54.55	17.1	19.5	48.8	14.6	63.4	23.26	30.23	34.88	11.63	0.00	11.63	24.18
TAGG	100.00	36.36	15.91	45.45	2.27	47.73	17.2	20.7	48.3	13.8	62.1	29.41	35.29	29.41	5.88	0.00	5.88	16.36
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	10.37
Hispanic	---	---	---	---	---	---	RV	RV	RV	RV	RV	---	---	---	---	---	---	---
Caucasian	100.00	30	14	50	6	56	13.5	18.9	51.4	16.2	67.6	20.51	28.21	38.46	12.82	0.00	12.82	28.82
Economically Disadvantaged	100.00	36.36	15.91	45.45	2.27	47.73	17.9	17.9	50.0	14.3	64.3	29.41	35.29	29.41	5.88	0.00	5.88	16.42
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	10.54
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	100.00	21.74	13.04	56.52	8.7	65.22	15.0	10.0	45.0	30.0	75	22.73	27.27	36.36	13.64	0.00	13.64	24.99
Male	100.00	37.5	15.62	43.75	3.12	46.88	19.0	28.6	52.4	0.00	52.4	23.81	33.33	33.33	9.52	0.00	9.52	23.39
Migrant	---	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	---	---

INDICATOR: Achievement

		2012-2013					2013-2014					2014-2015						
	Tested 2014-2015	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	State Average Met or Exceeded
6th Grade Literacy		Annual Measurable Objective (AMO)								2014 AMO								
Combined Population	100.00	2.7	35.14	43.24	18.92	62.16	5.36	28.6	44.6	21.4	66	16.67	42.86	28.57	9.52	2.38	11.90	33.42
TAGG	100.00	4	44	36	16	52	6.00	30.0	44.0	20.0	64	17.24	51.72	24.14	6.90	0.00	6.90	23.31
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.72
Hispanic	RV	---	---	---	---	---	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	27.34
Caucasian	100.00	3.03	33.33	42.42	21.21	63.64	5.88	29.4	43.1	21.6	64.7	13.16	42.11	31.58	10.53	2.63	13.16	39.47
Economically Disadvantaged	100.00	4	44	36	16	52	6.00	30.0	44.0	20.0	64	17.24	51.72	24.14	6.90	0.00	6.90	23.61
Students with Disabilities	---	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	---	---
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Number of recently arrived LEP students not assessed in 6th Grade Literacy						---					---						---	
Female	100.00	0	8.33	66.67	25	91.67	0.00	16.7	50.0	33.3	83.3	0.00	35.00	45.00	15.00	5.00	20.00	40.45
Male	100.00	4	48	32	16	48	9.38	37.5	40.6	12.5	53.1	31.82	50.00	13.64	4.55	0.00	4.55	26.87
Migrant	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	13.54
6th Grade Math		Annual Measurable Objective (AMO)								2014 AMO	80.24							
Combined Population	100.00	5.41	24.32	45.95	24.32	70.27	10.7	23.2	41.1	25.0	66.1	16.67	26.19	40.48	16.67	0.00	16.67	25.32
TAGG	100.00	8	32	44	16	60	12.0	26.0	38.0	24.0	62	20.69	24.14	48.28	6.90	0.00	6.90	16.61
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	9.36
Hispanic	RV	---	---	---	---	---	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	19.15
Caucasian	100.00	6.06	27.27	39.39	27.27	66.67	11.8	21.6	43.1	23.5	66.6	13.16	26.32	42.11	18.42	0.00	18.42	30.91
Economically Disadvantaged	100.00	8	32	44	16	60	12.0	26.0	38.0	24.0	62	20.69	24.14	48.28	6.90	0.00	6.90	16.66
Students with Disabilities	---	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---	---	---
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	100.00	0	25	50	25	75	4.17	25.0	37.5	33.3	70.8	15.00	10.00	45.00	30.00	0.00	30.00	26.12
Male	100.00	8	24	44	24	68	15.6	21.9	43.8	18.8	62.6	18.18	40.91	36.36	4.55	0.00	4.55	24.58
Migrant	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	9.62

INDICATOR: Achievement

		2012-2013					2013-2014					2014-2015				
	Tested 2014-2015	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
5th Grade Science																
Combined Population	93.48	20	40	38.18	1.82	40	9.76	43.9	41.5	4.88	46.38	18.60	44.19	32.56	4.65	37.21
TAGG	91.89	22.73	45.45	31.82	0	31.82	6.90	48.3	44.8	0.00	44.8	23.53	38.24	35.29	2.94	38.24
African American	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Hispanic	---	---	---	---	---	---	RV	RV	RV	RV	RV	---	---	---	---	---
Caucasian	97.50	20	36	42	2	44	5.41	45.9	43.2	5.41	48.61	17.95	41.03	35.90	5.13	41.03
Economically Disadvantaged	91.89	22.73	45.45	31.82	0	31.82	7.14	46.4	46.4	0.00	46.4	23.53	38.24	35.29	2.94	38.24
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Limited English Proficient	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	88.00	13.04	34.78	52.17	0	52.17	5.00	45.0	40.0	10.0	50	31.82	45.45	18.18	4.55	22.73
Male	100.00	25	43.75	28.12	3.12	31.25	14.3	42.9	42.9	0.00	42.9	4.76	42.86	47.62	4.76	52.38
Migrant	---	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	---	---	---	---	---

INDICATOR: Achievement - Value-Added Student Academic Growth

	2012-2013				2013-2014				2014-2015			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Math Value Added Score	ELA Value Added Score	Weighted Average ELA + Math	School Growth Score
Combined Population	N/A	N/A	N/A	N/A	146	40.41	141	64.54	-0.0640	-0.0241	-0.0441	79
TAGG	N/A	N/A	N/A	N/A	119	38.66	114	63.16	---	---	---	---
African American	N/A	N/A	N/A	N/A	12	33.33	11	54.55	---	---	---	---
Hispanic	N/A	N/A	N/A	N/A	2	50	2	100	---	---	---	---
Caucasian	N/A	N/A	N/A	N/A	130	41.54	126	65.08	---	---	---	---
Economically Disadvantaged	N/A	N/A	N/A	N/A	117	39.32	112	64.29	---	---	---	---
Students with Disabilities	N/A	N/A	N/A	N/A	17	17.65	17	35.29	---	---	---	---
Limited English Proficient	N/A	N/A	N/A	N/A	NA	NA	NA	NA	---	---	---	---

INDICATOR: Achievement

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	47	47	56	38	38	55	48	48	52
Grade One Math Problems	48	48	56	55	55	55	39	39	50
Grade Two Reading Comprehension	52	52	59	47	47	58	46	46	56
Grade Two Math Problems	55	55	58	41	41	58	46	46	54
Grade Three Reading	44	44	51	37	37	50	---	---	---
Grade Three Math	53	53	55	42	42	54	---	---	---
Grade Four Reading	52	52	53	48	48	52	---	---	---
Grade Four Math	59	59	61	61	61	61	---	---	---
Grade Five Reading	41	41	47	43	43	47	---	---	---
Grade Five Math	45	45	55	49	49	54	---	---	---
Grade Five Science	53	53	60	59	59	60	---	---	---
Grade Six Reading	38	38	46	43	43	46	---	---	---
Grade Six Math	45	45	55	47	47	54	---	---	---
Grade Seven Reading	---	40	50	---	41	49	---	---	---
Grade Seven Math	---	47	54	---	44	53	---	---	---
Grade Seven Science	---	52	61	---	48	60	---	---	---
Grade Eight Reading	---	48	53	---	36	52	---	---	---
Grade Eight Math	---	41	54	---	40	53	---	---	---
Grade Nine Reading Comprehension	---	48	50	---	43	51	---	---	---
Grade Nine Math Concepts and Problems	---	42	49	---	38	47	---	---	---

INDICATOR: Achievement

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---		6,692	---		7,110	---	40	8,790
District Provided Remediation for Students Taking Voluntary Universal ACT		N	48		---	36		Y	73
Number of Students in College and Career Readiness Planning Program (CCRPP)	---	---	1,790	---	---	1,843	---	---	2,014
Number of Students Taking ACT in Grades 9-11	---	25	26,174	---	15	25,004	---	50	27,271
Number of Students Taking ACT in Grade 12	---	26	18,507	---	24	18,262	---	35	23,364
ACT Reading	---	20.45	21.67	---	21.08	22.46	---	20.51	21.35
ACT English	---	20.41	21.31	---	20.08	21.38	---	18.57	20.16
ACT Mathematics	---	18.41	20.73	---	18.33	21.02	---	18.37	20.14
ACT Science	---	19.66	21.04	---	20.04	21.90	---	18.69	20.85
ACT Composite	---	19.79	21.31	---	19.63	21.24	---	19.17	20.79
SAT® by College Board									
Number of Students Taking SAT College Admission Test	---	0	897	---	---	84	---	1	952
SAT Critical Reading Mean	---	RV	473	---	---	599	---	RV	565
SAT Math Mean	---	RV	472	---	---	597	---	RV	568
SAT Writing Mean	---	RV	459	---	---	584	---	RV	547
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	40	24,364	---	28	25,547	---	31	27,646
Number of AP Exams Taken	---	65	42,545	---	36	44,424	---	36	44,951
Number of AP Exams Scored 3, 4, or 5	---	3	13,296	---	2	14,143	---	0	14,391
Number of Students Taking International Baccalaureate Courses	---		219	---	---	460	---	---	1,328
College Going Rate									
All Students	N/A	N/A	N/A	---	35.9 %	51.5 %	---	41.0 %	54.9 %
African American	N/A	N/A	N/A	---	50.0 %	46.2 %	---		
Hispanic	N/A	N/A	N/A	---	0.0 %	33.2 %	---		
Caucasian	N/A	N/A	N/A	---	33.3 %	50.6 %	---		

INDICATOR: Achievement

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
College Credit Accumulation Rate									
All Students	N/A	N/A	N/A	---	74.8 %	79.7 %	---	---	---
African American	N/A	N/A	N/A	---	36.0 %	69.9 %	---	---	---
Hispanic	N/A	N/A	N/A	---	0.0 %	79.0 %	---	---	---
Caucasian	N/A	N/A	N/A	---	81.9 %	82.4 %	---	---	---

INDICATOR: School Performance

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Arkansas ESEA Accountability									
Needs Improvement	Y	2	797	Y	2	876	Y	2	834
Needs Improvement Priority	N	0	38	N	0	36	N	0	46
Needs Improvement Priority Met Year 1 Exit Criteria	N	0	4	N	0	1	N	0	3
Needs Improvement Focus	N	0	80	N	0	81	N	0	103
Needs Improvement Focus Met Year 1 Exit Criteria	N	0	8	N	0	4	N	0	31
Achieving	N	0	130	N	0	67	N	0	73
Exemplary	N	0	9	N	0	1	N	0	0
School Rating									
School Rating				B			D		
Overall Points for School Rating				245			198		
Count of Schools with Rating = A *(270 - 300 Points)*					0	162		0	10
Count of Schools with Rating = B *(240 - 269 Points)*					1	322		0	224
Count of Schools with Rating = C *(210 - 239 Points)*					0	365		1	564
Count of Schools with Rating = D *(180 - 209 Points)*					1	160		1	228
Count of Schools with Rating = F *(Less than 180 Points)*					0	43		0	19

INDICATOR: School Performance

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	Y	1	783	Y	1	790	Y	1	784
Accredited-Cited	N	1	249	N	1	254	N	1	261
Accredited-Probationary	N	0	30	N	0	27	N	0	21
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	91.9 %	92.6 %	94.1 %	91.1 %	92.4 %	94.4 %	95.2 %	94.5 %	94.4 %
Attendance Rate for Targeted Acheivement Gap Group	92.5 %	92.6 %	93.9 %	91.0 %	92.1 %	94.0 %	95.2 %	94.5 %	94.6 %
Attendance Rate African American	92.0 %	93.6 %	94.1 %	85.6 %	89.5 %	94.3 %	95.0 %	93.8 %	94.5 %
Attendance Rate Hispanic	84.5 %	84.5 %	94.5 %	80.8 %	83.2 %	94.8 %	94.7 %	94.7 %	95.0 %
Attendance Rate Caucasian	92.3 %	92.6 %	94.0 %	92.5 %	93.2 %	94.3 %	95.3 %	94.6 %	94.2 %
Attendance Rate Economically Disadvantaged	92.3 %	92.5 %	93.7 %	90.9 %	91.9 %	93.8 %	95.3 %	94.5 %	94.8 %
Attendance Rate Students with Disabilities	92.2 %	92.5 %	94.0 %	92.1 %	93.6 %	94.1 %	94.8 %	94.8 %	94.1 %
Attendance Rate Limited English Proficient			94.8 %	0.0 %	0.0 %	95.3 %	0.0 %	0.0 %	95.4 %
Dropout Rate									
Dropout Rate	---	4.70 %	2.12 %	---	1.67 %	2.10 %	---	1.75 %	2.25 %

INDICATOR: School Performance

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	---	72.2 %	84.9 %	---	89.1 %	86.9 %	---	83.0 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group	---	64.9 %	80.5 %	---	86.1 %	82.9 %	---	80.0 %	81.9 %
Graduation Rate African American	---	RV	78.1 %	---	RV	81.0 %	---	RV	77.5 %
Graduation Rate Hispanic	---	RV	81.8 %	---	RV	84.5 %	---	RV	84.5 %
Graduation Rate Caucasian	---	71.7 %	87.8 %	---	91.9 %	89.3 %	---	83.7 %	87.4 %
Graduation Rate Economically Disadvantaged	---	63.9 %	80.3 %	---	85.7 %	82.7 %	---	79.4 %	81.7 %
Graduation Rate Students with Disabilities	---	RV	80.4 %	---	RV	83.1 %	---	RV	81.9 %
Graduation Rate Limited English Proficient	---	RV	80.8 %	---	RV	84.1 %	---	RV	85.9 %
Grade Inflation Rate (EOC)	---	0 %	2.51 %	---	0 %	7 %	---	---	---
Grade Inflation Rate (ACT)	---	66.70 %	34.40 %	---	66.70 %	32.70 %	---	40.00 %	32.80 %
College Remediation Rate	---	90.9 %	43.0 %	---	62.5 %	45.4 %	---	68.6 %	54.2 %
Enrollment									
October 1 Enrollment	321	619	471,867	367	666	474,995	331	616	476,083

INDICATOR: School Environment

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	96.89 %		Y	91.05 %		Y	93.31 %
Expulsions	---	---	471	---	---	524	---	---	480
Weapons Incidents	---	---	763	2	2	843	3	5	799
Staff Assaults	---	---	495	---	---	504	---	---	664
Student Assaults	---	16	2,302	---	18	2,439	22	43	2,562

INDICATOR: Retention

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	2	2	1,416	2	2	1,514	4	4	1,313
Percent of Students Retained at Grade 1	4.00 %	4.00 %	4.00 %	4.00 %	4.00 %	5.00 %	7.00 %	7.00 %	3.00 %
Number of Students Retained at Grade 2	0	0	558	0	0	572	0	0	511
Percent of Students Retained at Grade 2	0.00 %	0.00 %	2.00 %	0.00 %	0.00 %	3.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 3	0	0	240	0	0	279	0	0	207
Percent of Students Retained at Grade 3	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	2.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 4	0	0	114	1	1	137	1	1	131
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.00 %	2.00 %	2.00 %	2.00 %	3.00 %	3.00 %	0.00 %
Number of Students Retained at Grade 5	0	0	101	0	0	82	0	0	108
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	0.00 %
Number of Students Retained at Grade 6	0	0	135	0	0	134	0	0	142
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	0.00 %
Number of Students Retained at Grade 7	0	3	296	0	2	315	0	0	316
Percent of Students Retained at Grade 7	0.00 %	5.00 %	1.00 %	0.00 %	4.00 %	2.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 8	0	4	251	0	0	274	0	0	395
Percent of Students Retained at Grade 8	0.00 %	9.00 %	1.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	1.00 %

INDICATOR: Teacher Quality

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	100.0 %	95.2 %	97.9 %	100.0 %	95.1 %	95.7 %	100.0 %	95.1 %	98.8 %
% Teachers with Emergency / Provisional Credentials	0.0 %	0.0 %	0.9 %	0.0 %	0.0 %	0.8 %	0.0 %	0.0 %	0.4 %
% Teachers with Bachelor's Degree	64.0 %	70.0 %	59.0 %	57.0 %	68.0 %	57.0 %	56.0 %	71.0 %	56.0 %
% Teachers with Master's Degree	36.0 %	29.0 %	40.0 %	36.0 %	29.0 %	41.0 %	44.0 %	29.0 %	41.0 %
% Teachers with Advanced Degree	0.0 %	2.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	0.0 %	0.9 %	0.0 %	0.0 %	0.9 %	0.0 %	0.0 %	1.4 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	0.0 %	0.6 %	0.0 %	0.0 %	0.6 %	0.0 %	0.0 %	0.7 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	---	0.0 %	0.7 %	0.0 %	0.4 %	0.7 %	0.0 %	0.0 %	0.9 %

School Board Members	Hours of Training
James Matlock	9.50
Steve Stricklin	12.50
Joan Ball	0.00
Shane Bell	12.50
Richard Imboden	8.25
Dennis Stevenson	9.50
Craig Walker	8.00

INDICATOR: School Choice

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	---	---	2.68 %	---	---	2.82 %	---	---	2.59 %

INDICATOR: School Funding

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.9	37.4		39.9	37.5		39.9	37.5
Expenditure Per Student		$11,125	$9,324		$10,889	$9,457		$11,303	$9,642
Average Teacher Salary		$44,306	$47,316		$42,632	$48,060		$42,512	$50,978
Total Expenditures		$7,351,257	$5,088,669,535		$7,901,084	$5,288,037,508		$8,030,344	$5,203,284,363
Instructional Expenditures		$3,091,432	$2,472,977,282		$3,099,829	$2,500,807,896		$3,170,510	$2,529,267,639
Administrative Expenditures		$647,038	$312,346,508		$631,497	$325,831,774		$581,172	$333,081,526
Extracurricular Expenditures		$211,940	$184,520,020		$237,300	$174,851,754		$235,000	$181,590,712
Capital Expenditures		$205,532	$531,101,753		$653,913	$423,083,973		$935,507	$510,124,487
Debt Service Expenditures		$341,776	$235,094,970		$319,547	$285,311,300		$346,684	$245,124,316
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	72.9 %	73.7 %	60.3 %	77.9 %	75.8 %	60.9 %	75.2 %	73.7 %	61.8 %
State Free and Reduced-Price Meal Rate***			60.7 %			61.2 %			61.1 %
National Free and Reduced-Price Meal Rate**			50.6 %			52.1 %			55.5 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Appendix 5

ARKANSAS DEPARTMENT OF EDUCATION

2013-2014 School Letter Grade Detail Report

School Letter Grade

B

245 Points Earned

1901701 - CROSS COUNTY ELE TECH ACADEMY
1901000 - CROSS COUNTY SCHOOL DISTRICT

Grade Range: K - 6 **Superintendent:** M WILSON **Principal:** STEPHEN PRINCE

	School Statistics	District Statistics	State Statistics
Enrollment	367	666	471867
Econ. Disadvantaged	77.93%	75.83%	60.3%
Proficient/Advanced Literacy	75.41%	67.08%	76.55%
Proficient/Advanced Math	70.49%	67.32%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	8	22	0	30
Basic (0.25)	36	31	16.75	67
Proficient (1.0)	80	81	161	161
Advanced (1.25)	59	49	135	108
Totals			312.75	366

Weighted Performance Points Earned = (312.75/366)*100 = 85.45

Component Two: School Improvement with ESEA Options

Number of Targets Met: 2 Number of Targets: 4 School Improvement Points Earned: 75

	Literacy	Math	Graduation Rate
All Students	Y	N	
Targeted Achievement Gap Group (TAGG)	Y	N	

# Possible Targets:	Number of Targets Met: 0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	85.94	TAGG Proficiency Rate:	70.86
Gap Size:		15.08	
Adjustment:		3	

	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools without Graduation Rate	Overall school Score = (1.5)(Weighted Performance + Gap Adjustment) + (1.5)(Improvement)
Score for This School	(1.5)(85.45 + 3) + (1.5)(75) = 245

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

D

198 Points Earned

1901701 - CROSS COUNTY ELE TECH ACADEMY
1901000 - CROSS COUNTY SCHOOL DISTRICT

Grade Range: K - 6 **Superintendent:** M WILSON **Principal:** STEPHEN PRINCE

	School Statistics	District Statistics	State Statistics
Enrollment	331	616	476083
Econ. Disadvantaged	75.23%	73.70%	61.83%
Proficient/Advanced ELA	25.00%	28.07%	33.9%
Proficient/Advanced Math	19.19%	13.74%	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	32	34	0	66
Partially Met	56	49	52.5	105
Approaching Grade Level	41	56	72.75	97
Met Grade Level	39	32	71	71
Exceeded Grade Level	4	1	5	5
Totals			201.25	344

Weighted Performance Points Earned = (201.25/344)*100 = 58.5

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 79.31

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	-0.0241	-0.064	-0.0441

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	45.45	TAGG Proficiency Rate:	14.06
Gap Size:		31.39	
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 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)(58.5 + -6) + (1.5)(79.31) + (0) = 198

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.

Appendix 6

Individual Growth Plan
2012-2013

School Goal: Based on 2011-2012 Benchmark test results for grades 3-6 and results from the IOWA test of basic skills for 1st and 2nd grade, by May 2013, Cross County Elementary Technology Academy will increase the number of students who are proficient and advanced from 69% to 84% in literacy.

- Students in **first grade** will increase the number of students who were proficient of advanced from 81% in Kindergarten to 91% in first grade.
- Students in **second grade** will increase the number of students who were proficient or advanced from 74% in first grade to 84% in 94%.
- Students in **third grade** will increase the number of students who were proficient or advanced in second grade from 45% to 60% in third grade.
- Student in **fourth grade** will increase the number of students who were proficient or advanced in third grade from 82% to 93% in fourth grade.
- Student in **fifth grade** will increase the number of students who were proficient or advanced in fourth grade from 85% to 93% in fifth grade.
- Student in **sixth grade** will increase the number of students who were proficient or advanced in fifth grade from 76% to 91% in sixth grade

In addition, CCETA will maintain or increase the achievement in the low-socioeconomic sub-population.

Yearly Cluster Goal: By May 2013, all students will improve performance on the Benchmark test by at least 15% with students performing in the highest proficiency level maintaining their scores due to teachers demonstrating proficiency in teaching literacy specifically the skill of writing.

Individual Goal:

Cycle 1: By the end of the cycle, teachers will effectively implement indicators from the TAP Rubrics as measured by the Leadership Team observations of classroom instruction and teacher assessments.

Cycle 2: By the end of the cycle, students will improve in the area of writing as measured by increasing by at least 1 stage on the Developmental Writing Stage Assessment, while students already proficient will maintain or improve their scores.

Cycle 3: By the end of the cycle, students will improve in the area of writing as measured by an increase from 50% proficient to 83% (5 out of 6 students) on the POW+WWW Writing Strategy while students already proficient will maintain or improve their scores.

Identified Need/Rationale: By May 2013, all students will improve performance on the Iowa Test of Basic Skills by 10% with students performing in the highest proficiency level maintaining their scores due to teachers demonstrating proficiency in teaching writing.

Activity/Classroom Outcome	Follow-up/Evidence
11/16/12 Pre-test Results based on the TLI Grade 1 Writing Rubric	

Sy scored a 4 Maci scored a 3 Cash scored a 3 Breanna scored a 2 Kayla scored a 2 Jacky scored a 2	
11/30/12 Beginning, Middle, End Strategy Lesson 1 This lesson was difficult and took a LONG time with just six kids. I think they may be more successful with this later.	This lesson was difficult and took a LONG time with just six kids. I think they may be more successful with this later.
12/14/12 Super Sentences Today, we are going to practice writing "great" sentences by completing a super sentence graphic organizer. Results: Sy scored a 4 Cash scored a 4 Maci scored a 2 Jacky scored a 2 Kayla scored a 2 Breanna scored a 2	This lesson went much better. I am going to do it again and change the activity to make the students think more critically.
1/4/13 Super Sentences 2 Today we are going to turn our boring sentences into super sentences by adding adjectives and describing words.	I can see growth! I am happy. Critical attributes of the lesson were reviewing those things good writers do, adjectives, and reading the words in the word bank together.
Sy scored a 4	Sy is so strong he goes above and beyond.
Jacky scored a 3	This was the best work Jacky has ever done for me.
Maci scored a 3 Kayla scored a 2	

Cash scored a 2 Breanna scored a 1	
1/11/13 Today, we are going to begin working on the POW writing strategy by identifying the who, what, when and where in a story. Results: Jacky scored a 4 Breanna scored a 4 Sy scored a 4 Kayla scored a 3 Cash scored a 3 Maci scored a 3	This lesson went very well. During the review at the beginning of the lesson they were on top of it. They were answering questions and making connections. The purpose of this lesson was to make the kids understand that they are authors when they write, just like the authors of the books they read. I want them to be aware of the important parts authors make sure are in their writings.
1/25/13 Today, we are going to learn the parts of our new writing strategy using flash cards and a graphic organizer. Results: Jacky was absent Cash scored a 4 Maci scored a 4 Sy scored a 4 Kayla scored a 3 Breanna scored a 3	This was a fun lesson. They did really well. It was very simple. We just practiced the different parts of the strategy. I think this will really help them be aware of the important things good writers need to include in their writings.
2/1/13 Today, we are going to learn some things that will help us pick our topic and organize the things we want to include in	All the kids included at least 4 ideas. They did really well.

our writer. Kayla scored a 4 Maci scored a 4 Sy scored a 4 Breanna scored a 4 Jacky scored a 4 Cash scored a 4	
2/22/13 Today, we are going to learn the parts of a good paragraph and how to identify the topic sentence. Results: Breanna scored a 4 Sy scored a 3 Jacky scored a 3 Cash scored a 2 Kayla Scored a 1	For this lesson, I used M&M's as a motivator and a reminder that the topic sentence tells what the paragraph is mainly or mostly about. Critical Attributes were reading all the answer choices and asking the question: "Are they all about _____?" It was also very important that I went over the fact that the topic sentence is what the paragraph is mainly or mostly about repeatedly throughout the lesson.
3/4/13 Today, we are going to learn how to write a topic sentence that introduces our reader to the topic we have chosen to write about. There is not a rubric for this assignment. They either got it or they didn't. If they wrote a detail sentence, we talked about it and I led them to writing a topic sentence.	Kayla and Macie were the only ones who started out with a detail sentence.

3/15/13 Make up field test with Brianna.	She wanted to just give me details, but we kept at it till we got a good topic sentence.
4/5/13 Today, we are going to use our web to add details to our topic sentence. Results: Cash scored a 4 Maci scored a 4 Sy scored a 4 Breanna scored a 4 Jacky scored a 3 Kayla scored a 3	I was very pleased at how well the students did! All of them were either proficient or advanced based on the rubric for this particular lesson.
4/22/13 Today, we are going to wrap our paragraph by adding a closing sentence to the end.	I used a 3 point rubric this week because, basically, they either did it or they didn't.
Results are based on a 3-point rubric this week. Maci scored a 2 Cash scored a 2 Sy scored a 3 Breanna scored 3 Kayla scored a 3 Jacky scored a 3	I was very pleased with the results. Jacky and Breanna were my lows based on standardized test scores. They have definitely made the most improvement through the whole cycle and scored proficient on this lesson. YEA!

Teacher: Mindy Searcy
(District Executive Master Teacher)

Year: 2014-2015

School Goal

Based on 2013-2014 Benchmark test results for grades 3-6 and the IOWA Test of Basic Skills for K-2 grade, by May 2015, Cross County Elementary Technology Academy will increase the number of students who are proficient and advanced from 189 to 237 in Math.

- Students in Kindergarten will increase from 69% proficient 75% proficient in Math on the IOWA Test of Basic Skills.
- Students in **first grade** will increase the number of students who were proficient or advanced from 35 in Kindergarten to 42 in first grade.
- Students in **second grade** will increase the number of students who were proficient or advanced from 36 in first grade to in 46.
- Students in **third grade** will increase the number of students who were proficient or advanced in second grade from 25 to 44 in third grade.
- Students in **fourth grade** will increase the number of students who were proficient or advanced in third grade from 30 to 32 in fourth grade.
- Students in **fifth grade** will increase the number of students who were proficient or advanced in fourth grade from 37 to 42 in fifth grade.
- Students in **sixth grade** will increase the number of students who were proficient or advanced in fifth grade from to 26 to 31 in sixth grade.

CCETA is committed to raising student achievement in Math. All students will receive instruction using the Fraction Sense Strategy. The teachers will better prepare students for the rigor of the Common Core State Standards by focusing on the following essential elements of CREDE, PBL, and Arkansas A+ with fidelity.

- Incorporating Instructional Conversations and Challenging Activities
- Planning rigorous and motivating projects
- Integrating the Arts
- Promoting a climate of trust, professionalism, and excellence

In addition, CCETA will maintain or increase the achievement in the low-socioeconomic sub-population.

Cluster Cycle Goal

Cycle 1: By the end of the cycle, teachers will effectively implement indicators from the TAP Instructional Rubrics as measured by the Leadership Teams observations of classroom instruction and teacher assessments.

Identified Need/Rationale

Based on the Common Core grade level assessments, students in grades 3-6 scored the lowest on the Common Core State Standards that cover Number Operations-Fractions. Because fractions will be on both the PBA and EOY PARCC exams, the leadership team agreed that fractions should be our focus for the 14-15 school year. Since these grade levels are all expected to perform a wide range of different tasks per grade level, "Fraction Sense" was decided to be the strategy that we would use to raise student achievement specifically in the area of Fractions.

Individual Goals
Cycle 1: By the end of the cycle, I will improve in the area of (_____indicator_____) by (____teacher practice___) throughout my instruction as measured by (_____tangible measurement of teacher practice_____)

Cycle 2:

Cycle 3:

Cycle 4:

Think About: **Date:**	**What will I try?**	**How did it go?**	**What will I do differently next time?**
10/17/14 Fraction Sense Pretest	Students were given a pretest that consisted of the 10 essential strategies that will help students develop fraction sense because of the complexity of the topic and the many challenges students and teachers often face when it comes to the learning and teaching of fractions.	Overall test results: 0 High, 0 Medium, and 10 Low Qualitative characteristics were identified for each essential strategy and are charted. See Field Test binder.	Each lesson will be designed to implement critical attributes that will improve qualitative characteristics collected from the pretest data. **10-31: I really hope the students get this part and it goes well!- Prince**

11/10/14 Lesson 1 Partitioning	In this activity, students partition a variety of shapes and number lines to show a specified fraction. Students also identify shaded parts of area and points on the number line. Some of the representations are partitioned evenly and others are not. Together, these activities provide opportunities for students to reason about the meaning of part-whole relations.	Results: 3 High, 5 Medium, 1 Low Qualitative characteristics included: no student was able answer; *What does it mean for something to be a fraction of something else?* Several students struggled with the number lines. They could partition them correctly, however, they were unable to label the correct fraction on given points. Also, through students explanations of the process they used to determine the fractions, they could explain drawing lines to make the shapes and lines divided equally but none of them used the word partition to explain.	Critical Attributes: 1. Ask: Is the shape or number line partitioned into equal parts? 2. Model drawing a rectangle around a number line to show how each line is a partition. Students want to count the first line (0). This is causing them to identify the wrong fraction, however they are partitioning correctly.
1/9/15 Lesson 2 Partitioning	In this lesson, students use different length rods as the part and the whole,, students develop their understanding that fractions such as ½ and ¾ are not names for specific rods, but rather descriptions of relationships between the rod designated as the part and the rod length designated as the whole.	Results: 8 High, 2 Medium, 0 Low I am very pleased with these results. Out of the 8 highs, 3 of those missed the last question. This tells me that I need to spend some more time working starting with a part and finding the whole. When my teachers role this strategy out into their	Critical Attributes: 1. Partitioning=same color rods 2. Make a generalization of the denominator and the size of the parts changing. 3. 5/5=1 4. Say one of 3 is the same as ⅓ to get students to understand

		classrooms, I will emphasize that more time needs to be spent on part to whole than whole to part. I had planned on this being one lesson but it took two. However, after meeting with Mrs. Stacy, we discussed how this could work as one based on it being taught over the course of multiple days. Results:	how many parts they need to make the whole
1/15/15 Lesson 3 Understanding Numerators and Denominators Part 1	In this lesson, students used the cuisenaire rods to partition number lines. This lesson was especially needed because all of our students are struggling with number lines and it is a very common characteristic that is being discussed weekly in cluster.	The check for mastery this week was videoing the students during their class discussions. I wish I would have focused more on the which is closest questions to help students gain a better understanding of the next lesson to come. When this is roled out in cluster, I will put an emphasis on these questions.	Critical Attributes: 1. Point out the 0 and 1. 2. Discuss all fractions that equal ½. 3. Discussion is essential!
1/28/15 Lesson 4 Understanding Numerators and Denominators Part 2	In this lesson, students determined if generalizations about fractions were true, sometimes true, or never true. They also determined if how problems were being solved were correct and had to justify why or why not.	Results: 1 High, 4 Medium, and 3 Low I am not happy with these results but I think that I had too much prepared for my students and I also crossed the fine line of comparing fractions. I should have	Critical Attributes: 1. Think Pair Shares for generalizations activity 2. Provide examples of each generalization. 3. Focus on numerator and denominator and

		focused more on the numerators and denominators.	not comparing fractions.
Lesson 4-5 Extension of Numerators and Denominators		As this lesson was rolled out in the classrooms, it was very clear that students were struggling. They were able to understand the the importance of the numerator and denominator and how they both determine the value of the fraction, however explaining how to determine which fraction was larger was what they most struggled with.	After being in classrooms and talking with the teachers, it was decided that we would spend another week on these lessons. It was apparent that we were not going to meet our numbers to meet our school goal.
2/4/15 Lesson 6 Equivalency	In this lesson, students used Cuisenaire rods to measure objects. The cuisenaire rods served as units of measure and students had to determine how to measure the remainder of the objects. The importance of this lesson is for students to begin using improper fractions and mixed fractions. They also began partitioning number lines that went to 2 with the rods to understand equivalency and how the number line shows fractions that are equivalent.	Results: 4 High, 3 Medium, and 2 Low Overall, I am very pleased with how my students did on this. They understood filling in the remainder of the objects better than I had anticipated. They did struggle with the number line and finding equivalent fractions. The next lesson will be spent going over the number line and finding equivalent fractions so I hope that my students become stronger with the number lines.	Critical Attributes: 1. definition of equivalent 2. Explain unit of measure by giving the example of using a shoe to measure. 3. Students have to understand that 4/2 is not the same as 2/4.

2/11/15 Lesson 7 Equivalency	In this lesson, students found a pattern to determine if fractions were equivalent by multiplying it by a fraction that is equal to one. Once students understood the concept they were able to come up with other fractions that are equivalent. I also had my students draw pictures to show how fractions are equivalent.	Results: 5 High, 3 Medium, 1 Low Overall, I am very pleased with the results of this lesson. My students understand that to find equivalency, the whole must be the same size. They are able to find patterns to determine if fractions are equal and they can draw pictures to show how fractions are equivalent by partitioning wholes into smaller pieces.	Critical Attributes: 1. During review have the rods available to illustrate to the kids the idea of equivalence. 2. Integrate shoulder partner discussion/reiteration of teacher instruction throughout model and direct instruction 3. Use intentional grouping arrangements to ensure that group work is balanced (to rely that at least one student can take lead when teacher is not present) 4. To provide a model that clearly involves a visual of procedural steps Things to think about: · Provide all students with a pre drawn rectangle that is split into 100 pieces (i.e., graph paper) · Provide paragraph frame to help cue students through explanation. · Ensure the pictures they are asked to draw are less than 100 pieces big. · Older grade levels might present their model with other ways to find equivalent fractions that do not follow the pattern of always

			multiplying numerator and denominator by same number. Danielle watched this lesson and helped come up with
2/25/15 Lesson 8 Fractional Parts of a Whole	In this lesson, my students cut strips of paper into halves, thirds, fourths, sixths, and eighths. Next, they covered the area of the whole brick to see what fractions make up a whole. This was a great visual to begin having students add fractions without finding the common denominator.	Results: 4 High, 3 Medium, and 1 Low I loved, loved, loved teaching this lesson. It was so much fun and to hear how my students were thinking was proof that this strategy is working and and changing the way they are seeing and understanding fractions. They did so much better than I anticipated!	Critical Attributes: 1. To check, combine the like fractions. 2. Make sure that students cut the sixths and eighths accurately.
3/19/15 Hook for Lesson 9 Identifying the Unit	In this lesson, grouped my students according to their ability levels and gave them this problem. Two students, Josh and Kiki, were talking about the books they were reading. Josh said he read $\frac{1}{2}$ of the chapters in his book. Kiki said she read 1/3 of the chapters in her book.	Results: All of my groups answered that Josh read more because ½ is larger that ⅓. None of them asked if the books they were reading were the same. They did exactly what I expected them to do.	

	Which student has read more chapters? Explain your answer in the space below?		
3/20/15 Lesson 9 Identifying the Unit	I started my lesson by going back to their student work from the day before and asking if any of them wanted to change their answer? None of them did. They were all very confident. Next, I showed them two books that were different lengths. Immediately, they wanted to change their answers and I could see that it clicked! We continued the lesson by comparing a six pack, 12 pack, and 24 pack of cokes. Emphasizing throughout that the whole is not the same.	Results: 5 High, 2 Medium, and 1 Low I was very pleased with these results, however, my students did struggle with the second page on the check for mastery. Since I gave them two choices to choose from, I noticed that they thought they had to choose one. I told them to take off the choices and read the problem again. This made a difference. I also emphasized that "places" was plural. After reflecting on this, I know that I should have spent more time modeling thinking by asking, "Do we have enough information?	Critical Attributes: 1. Ask: Do we have enough information. 2. Ask: Are the "wholes" the same?
4/2/15 Lesson 10 Multiple Meaning of Fractions	This is a really long lesson with several new things to cover so I decided to split this lesson up into two parts so that they would not be out of their regular classroom as long. I pulled my kiddos today	All of my students were here today.	

	for the first part of the lesson. The goal for today was to get my kids thinking about fractions in the real world. They helped me brainstorm a list of how ¼ is used in the real world. Once this list was made, we drew pictures (models) that would represent the fractions. The purpose of this lesson was to get our students away from drawing area models especially circles to represent all fractions. Students were introduced to the 4 different ways to represent fractions: set model, area model, number line, and measure.		
4/3/15 Lesson 10 Multiple Meaning of Fractions	I began my lesson by going over the 4 models again. Next, I modeled solving a word problem and did a "think aloud" so that students could hear my thought process on choosing a model that would help me solve the problem and represent the fraction best. We did one more together and then I broke the students up into groups to practice some more.	Results: 2 High, 6 Medium, and 0 Low Adarius was out today. He is normally a high student. I am very pleased with how this lesson went. Overall, my students were able to choose the best model. However, there were several that did not solve the problems. I think the reason this happened is because the first two problems on the check for mastery did	Critical Attributes: 1. Ask: As you read this problem, what are you visualizing? 2. Explicit model with "think aloud" to identify the correct model. 3. Refer to the chart throughout the lesson so that students will use it as a visual.

		not require them to solve, only choose the correct model. This is disappointing because when we went through the gradual release, they had to solve the problems.	4. Group students according to their ability levels. H with L
4/16/15 Lesson 11 Understanding Decimals	I used base-10 blocks and grids to represent decimals and fractions. I tied it to the place value of decimals and how the tenths rods and hundredths cubes represent each place.	Results: 5 Low, 0 Medium, and 3 Low As I went through the lesson, my lower students seemed to have a better understanding so I am disappointed with how they did on the check for mastery. They struggled with the 0.09 the most. I was surprised that they put 9/10. I will have to make sure that I go back over this with my students.	Critical Attributes: 1. Provide students with a visual of tenths and hundredths place and as you use base-10 blocks to represent a fraction, write the decimal in the place value visual. Make the connection that the tenths place is the same as the number of tenths rods and the hundredths place is the same as the number of hundredths cubes. 2. Have students read the fraction and then read the decimal. Point out that it is the **same**. 3. When students compare the value of decimals, make them use the visual. And ask, "How much of the flat is shaded?"

4/22/15 Understanding Decimals	This was an extended lesson from the first decimal lesson. The focus of this lesson was to get the kids writing numbers with decimals correctly while thinking about each digit's place value. I also wanted my students to focus on greater than and less than. I missed in the fractions, ¼, ½, and ¾s to find the decimal equivalents.	Results: 5 High, 2 Medium, and 2 Low Overall, my students did very well. They did a lot better than I expected on the bottom half of their check for mastery. I really believe that the hands on activity that I did with my kids at the beginning helped them to justify the value of each dimal and how it compares to one. It also helped them see that decimals fall on a number line.	Critical Attributes: 1. Decimals and fractions on a number line. 2. Say: Listen to what you hear. That will let you know what the place value is.
4/24/15 Post Test	Students were given a post test that consisted of the 10 essential strategies that will help students develop fraction sense because of the complexity of the topic and the many challenges students and teachers often face when it comes to the learning and teaching of fractions.	Results: 6 High, 2 Medium, 0 Low	Wooohooooo! I am tickled plum pink with these results!!! This was my all time favorite strategy and I know with out a doubt that we will see positive results on the PARCC test.

Cycle 2
Pretest Results

Overall Test		
High 80-100%	Medium 60-79%	Low Below 59%
0	0	10

Partitioning

- 3/10 partitioned the square
- 0 students were able to answer the number line question correctly nor explain
- 1/10 partitioned the second circle into thirds correctly
- overall, students do not have an understanding of the importance of shapes and number lines need to be partitioned into equal parts to determine a fraction

Numerators and Denominators

- 0 students could justify correctly why they chose 7/8 as the larger fraction. They all saw the numerators and denominators as numbers that stand-alone and are larger than 5 and 6. Their explanations did not include any understanding of the fraction being a part of a whole.

Equivalency

- 0 students got the answer correct
- 6/10 students used circles to explain their thinking which justifies that most students relate circles to fractions more so than other shapes
- 2/10 students showed $\frac{1}{2}$ and 2/4
- reasoning did not make sense and students could not show how they were equal by using the number or rectangle

Parts of a Whole

- 1/10 students correctly answered and could explain reasonably
- some students just counted each piece (1/1, 1/2, 1/3)
- several explanations contained no logic

Identifying the Unit
• 0/10 students understood that in order to determine the larger fraction, the two wholes must be the same size • 5/10 explained that 1/3 is larger than $\frac{1}{2}$ • 2/10 explained that $\frac{1}{2}$ is larger than 1/3

Relationships Between Fractions and Decimals
• 9/10 students chose that .55 was great than .7 • 0 students used the hundreds flats to show their work • 0 students were able to give the correct decimal for 3/5 • 5/10 students placed a decimal in 35 • 2/10 drew a picture instead of showing decimal

Representations of Fractions
• 8/10 students accurately showed $\frac{1}{4}$ of a circle • 4/10 students drew a road or rectangle to represent $\frac{1}{4}$ of a mile but did label the fraction • 2/10 students correctly showed $\frac{1}{4}$ of the class • 3/10 drew a circle to represent $\frac{1}{4}$ of the class

Using Benchmarks to Compare Fractions
• 0/10 used $\frac{1}{2}$ as a benchmark fraction to estimate • explanations did not verify that fractions were part of a whole instead, they explained that numerators and denominators were separate numbers

Appendix 7

Teacher: Jessica Stacy **Date**: 9/16/14 **TLI Test Date**: 9/11/14 **Grade**: 5th

Three Weaknesses

Standard	Description	Plan for Addressing Weakness
5.NBT.1(B)	Recognize that in a multi-digit number, as you move to the left, the place value is 10 times the place value to the right and as you move to the right, the number is 1/10 the value to the left of it.	This question represented 1/10 as 0.1. The students did not make the connection. We will look at the relationship between 1/10 and .1.
5.NBT.5	Multiply multi-digit numbers up to 4 digit by 3 digit.	Continue practicing and working multiplication problems. This skill is developed through repetition and practice. We will also analyze the work of others to pick out positives and negatives of the work.
5.NBT.3b	Compare decimals based on place value	This questions specifically focused on the fact that zeros at the end of decimals do not change the value. So, 5.1 = 5.100. We will explore this concept using manipulatives to show the values are the same.

Three Strengths

Standard	Description	Plan for Addressing Strength
5.NBT.3b	Compare decimals based on place value	With the exception to the weakness above, we will continue to build on the knowledge of decimal place value by moving on to adding, subtracting, multiplying, and dividing decimals.
5.NBT.2(A)	Multiplying and dividing by powers of 10	This question focused on knowing that $10^2 = 10 \times 10$. We will continue to review this by practicing problems because this does not tie in to any other standards.
5.NBT.3a(A)	Writing decimals in word, standard, and expanded form	We will continue to read numbers using the proper names of the numbers.

Teacher: Jessica Stacy **Date**: **TLI Test Date**: 10/15/14 **Grade**: 6th

Three Weaknesses

Standard	Description	Plan for Addressing Weakness
6.NS.6c(B)	Understand positive and negative rational numbers on the coordinate plane	Connect to solid understanding of positive and negative whole numbers on the number line.
6.NS.6b(B)	Understand that when ordered pairs differ by signs, the quadrant changes	Review through practice to make students more familiar with the quadrants of the coordinate plane.
		Include real world ratio problems in CREDE centers.

Three Strengths

Standard	Description	Plan for Addressing Strength
6.NS.5(A)	Understand how positive and negative numbers are used together to describe numbers of opposite value	Use this understanding to further student understanding of rational numbers on the number line.
6.NS.5(B)	Understand the meaning of 0 in a real world situation	Continue to review this topic through review work.
6.NS.6a	Find rational numbers on a horizontal or vertical number line.	Connect this understanding to the relationship of the number lines and the coordinate grid.

Teacher - Emily Wheat Date - 4/3/12 TLI Date - 3/14/12

SLE	Description	Plan for addressing weakness	
2.0A.3 (B)	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (B). Write an equation	More practice with writing equations and multiplication problems (6 + 6 = 12, etc.); review of those basic addition facts up to	
2.0A.1(M)	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Incorporating more word problems into our daily math block. Introducing more multi-step problems into my lessons (most of the standards until now have been one-step problems, but as they move forward there are more multi-step problems, so we need to work on being more comfortable and competent with those).	
2.NBT6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Practice, practice, practice! We will do at least 2 of these problems each day during our math block for the remainder of the year.	

Three Strengths

Grade Level Meeting Record	
Time: 2:15-3:05	**Date: October 22, 2014**
Teachers Present: Brandi McLeroy, Jessica Burkett, Misty Hendrix	
Teachers Absent: none	
TLI Unit	
Discussed what we would need to cover for the next module. Decided to finish chapter on division before moving on. Will cover distributive and assocative property of mult. and division next.	
Unit Planning/PBL/Arts Intertgration/CREDE	
This unit will dive into research-based thinking and how to organize/read informational texts. We discussed our new PBL and how the structure of it should work. We talked about how to take grades on it and how we would assess the students.	
Projects: We discussed what we would be covering in the informational unit.	
Items Discussed and Tasks:	
We discussed our math module (what we've covered and what needed to be covered before the next TLI cutoff). Discussed our next writing prompt to go along with our informational unit. Looked at the different A+ art options we could use and looked at different Arkansas standards that we could tie into this opportunity. In our decision, we looked at ways to possibly include 4th grade.	
Plan of Action for Decisions:	
We will be collecting materials for our new unit.	
Personal Responsibility:	
Misty will type up the new meeting record and lesson plans and get together grammar lessons for the unit. Jessica will type the new spelling and multiplication list for the group. Brandi will come up with stations to integrate reading and science.	
Other:	

Grade Level Meeting Record	
Time: 1:20	**Date:8/20/14**
Teachers Present: Amanda Hendrix, Caryn McClanahan, Tiffany Head, Ashlee Davidson, Dana Otterpohl	
Teachers Absent:	
BUGS	
Behavior: Kids are unmotivated at this time(Tiffany), 2nd year kids are more "friendly" (Amanda), respectful behavior (Ashlee),	
Unit Planning/PBL/Arts Intertgration/CREDE	
UPT repeative, use daily schedule more than actual UPT, cant look at UPT and know what were doing down to the minute, math TLI skills, math lessons,	
Grading: ECHO, Amanda locked out, spelling test grades, AIPs, math, literacy, reading,	
Student Work: one on one work, reading sight words, reading with expression, DRA, CREDE stations lasting long enough	
Items Discussed and Tasks:	
All	
Plan of Action for Decisions:	
Personal Responsibility:	
teachers responsible for all students	
Other: DRA & Math test (Dana O.)	

Common Core Math Curriculum Map

CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 1 - Math	Start: 8/5/2015	Test: 9/9/2015
Common Core Standard		**Materials / References**
Understand the place value system.		
5.NBT.1 *	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	
	(A). 10 times as much as it represents in the place to its right.	
	(B). 1/10 of what it represents in the place to its left.	
5.NBT.2 *	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole - number exponents to denote powers of 10.	
	(A). Use whole - number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.	
	(B). Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	
5.NBT.3 *	Read, write, and compare decimal to thousandths.	
	a*. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000)	
	(A). Base-ten numerals and number names.	
	(B). Expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000.	
	b. Compare two decimals to thousandths based on meanings of the digits in each place using <, =, and , > symbols to record the results of comparisons.	
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	
8 testable standards	* 16/20 available questions	End of Module 1

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 2 - Math		Test: 10/14/2015
Common Core Standard		**Materials / References**
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
5.MD.3 *	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
	a. A cube with side length 1 unit, called a "unit cube" is said to have "one cubic unit" of volume, and can be used to measure volume.	
	b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	
5.MD.5 *	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
	a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as it would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	
	b. Apply the formulas V = l x w x h and V = b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	
	c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	
Understand the place value system.		
5.NBT.1 *	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	
	(A). 10 times as much as it represents in the place to its right.	
	(B). 1/10 of what it represents in the place to its left.	

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CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 2 - Math		Test: 10/14/2015
Common Core Standard		**Materials / References**
Understand the place value system.		
5.NBT.3 *	Read, write, and compare decimal to thousandths.	
	a*. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000)	
	(A). Base-ten numerals and number names.	
	(B). Expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000.	
	b. Compare two decimals to thousandths based on meanings of the digits in each place using <, =, and , > symbols to record the results of comparisons.	
11 testable standards		End of Module 2

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**The number of standards does not meet the minimum number recommended by the TLI Math Curriculum Specialists.
You requested up to 20 questions for this assessment but your alignment will only allow up to 8 questions.
Please contact your TLI Math Curriculum Specialist with any questions.**

CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 3 - Math		Test: 11/18/2015
Common Core Standard		Materials / References
Understand the place value system.		
5.NBT.2 *	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole - number exponents to denote powers of 10.	
	(A). Use whole - number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.	
5.NBT.4	Use place value understanding to round decimals to any place.	
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	
5.NBT.7 *	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, the properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
	(A). Add and subtract decimals.	
4 testable standards	* 8/20 available questions	End of Module 3

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CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 4 - Math	Test: 12/11/2015	
Common Core Standard		**Materials / References**
Understand the place value system.		
5.NBT.2 *	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole - number exponents to denote powers of 10.	
	(B). Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	
5.NBT.4	Use place value understanding to round decimals to any place.	
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
5.NBT.7 *	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, the properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
	(A). Add and subtract decimals.	
	(B). Multiply and divide decimals.	
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
5.MD.3 *	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
	a. A cube with side length 1 unit, called a "unit cube" is said to have "one cubic unit" of volume, and can be used to measure volume.	
	b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	
5.MD.5 *	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
	a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as it would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	

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CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 4 - Math	Test: 12/11/2015
Common Core Standard	**Materials / References**
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	
b. Apply the formulas V = l x w x h and V = b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	
10 testable standards	End of Module 4

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CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 5 - Math		Test: 2/9/2016
Common Core Standard		**Materials / References**
Use equivalent fractions as a strategy to add and subtract fractions.		
5.NF.1 *	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12 (In general, a/b + c/d = (ad + bc/bd)	
	(A). Add and subtract fractions.	
	(B). Add and subtract mixed numbers.	
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
5.NF.3 *	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b) . Solve word problems involving division of whole-numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole number does your answer lie?	
	(A). Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b).	
	(B). Solve word problems.	
5 testable standards	* 10/20 available questions	End of Module 5

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CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 6 - Math	Test: 3/2/2016	
Common Core Standard		**Materials / References**
Use equivalent fractions as a strategy to add and subtract fractions.		
5.NF.1 *	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12 (In general, a/b + c/d = (ad + bc/bd)	
	(A). Add and subtract fractions.	
	(B). Add and subtract mixed numbers.	
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
5.NF.3 *	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b) . Solve word problems involving division of whole-numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole number does your answer lie?	
	(A). Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b).	
	(B). Solve word problems.	
5.NF.4 *	Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.	
	a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (in general, (a/b) x (c/d) = ac/bd).	
	b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	

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CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 6 - Math		Test: 3/2/2016
Common Core Standard		Materials / References
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
5.NF.5 *	Interpret multiplication as scaling (resizing), by:	
	a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	
	b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n x a)/(n x b) to the effect of multiplying a/b by 1.	
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	
5.NF.7 *	Apply and extend previous understandings of division to divide unit fractions by whole number and whole numbers by unit fractions. (Students able to mulitply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade).	
	a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷4 = 1/12 because (1/12) x 4 = 1/3.	
	b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.	
	c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get it 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups raisins?	
13 testable standards		End of Module 6

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CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 7 - Math		Test: 4/20/2016
Common Core Standard		**Materials / References**
Write and interpret numerical expressions.		
5.OA.1 *	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	
	(A). Use parentheses, brackets, or braces.	
	(B). Evaluate expressions.	
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation add 8 and 7, then multiply by 2 as 2 x (8 + 7). Recognized that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	
Analyze patterns and relationships.		
5.OA.3 *	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	
	(A). Generate two numerical patterns using two given rules.	
	(B). Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	
	(C). Identify apparent relationships between corresponding terms.	
Graph points on the coordinate plane to solve real-world and mathematical problems.		
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction on one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinates, y-axis and y-coordinate).	
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

CROSS COUNTY SCHOOL DISTRICT - GRADE 5 MATH **2015 - 2016**

Module 7 - Math		Test: 4/20/2016
Common Core Standard		**Materials / References**
Represent and interpret data		
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	
Convert like measurement units within a given measurement system.		
5.MD.1 *	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	
	(A). Convert U.S. customary units.	
	(B). Convert metric units.	
	(C). Use conversions (U.S customary units and metric units) in solving multi-step, real world problems.	
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.	
Classify two-dimensional figures into categories based on their properties.		
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	
15 testable standards		End of Module 7

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Appendix 8

Teacher Averages By Rubric Domain - Cross County Elementary School (2015 - 2016)

Teacher	# Obs.	Instruction Avg.	Problem Solving
Teacher 1	4	3.31	2.5
Teacher 2	4	3.63	3
Teacher 3	4	2.9	2.5
Teacher 4	4	3.52	3
Teacher 5	4	3.63	3
Teacher 6	4	3.08	3
Teacher 7	4	2.65	2
Teacher 8	4	3.19	2.75
Teacher 9	4	3.17	2.5
Teacher 10	4	3.15	2.5
Teacher 11	4	3.4	3
Teacher 12	4	3.58	3
Teacher 13	4	2.85	2.5
Teacher 14	4	2.65	2.75
Teacher 15	4	2.69	2.25
Teacher 16	4	3.42	3
Teacher 17	4	3.85	3.25
Teacher 18	4	4.02	3.25
Teacher 19	4	3.25	3
Teacher 20	4	3.42	3
Teacher 21	4	3.15	3
Teacher 22	4	3.31	3
Teacher 23	4	3.33	3
Teacher 24	4	3.31	3
Teacher 25	4	3.21	3
Teacher 26	4	3.17	3
Teacher 27	4	3.21	3
Total	108	3.26	2.84

Comprehensive Plan Report

Appendix 9

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

May 18, 2016

Cross County Elementary Tech Academy NCES - 50774001509

Cross County School District

School Success Indicators Key Indicators are shown in RED.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	**ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 10/23/2015
	Evidence:	CCETA, through the TAP program, has an established a leadership team consisting of the principal, 2 master teachers and 2 mentor teachers who provide weekly embedded professional development and support for all faculty. These multiple career pathways are integrated through the TAP Program: The System for Teacher and Student Advancement has been approved by the board and incorporated into the school governance policy.
	Added date:	

Indicator	**ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 10/23/2015
	Evidence:	Agendas are required for all leadership team meetings, including those meetings designated for ACSIP. Samples are uploaded on the Dashboard.
	Added date:	

Indicator	**ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 10/23/2015
	Evidence:	The leadership team meets weekly with all K-6 and support staff to provide curricular support and model an academic strategy that targets our identified weaknesses on the standardized test. Meeting records/agendas are required for each meeting. Samples will be uploaded on the Dashboard.
	Added date:	

School Leadership and Decision Making

Indicator **IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)**

Status **Full Implementation**

Assess Level of Development: Initial: Full Implementation 05/17/2016

Evidence: The Leadership Team meets weekly to plan targeted professional development based on observation data and monitor professional growth plans. The team also reflects on teacher evaluation and classroom walk-thru data. Professional development is provided by the school district, local educational cooperative, and other educational organizations. For example, The System for Effective Teacher and Student Advancement (TAP)is utilized to provide specific professional development for novice and veteran teachers on a weekly basis. Think Forward was also used district wide to provide additional PBL training.

Added date:

Indicator **IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess Level of Development: Initial: Full Implementation 05/11/2016

Evidence: All certified faculty members at CCETA maintain a professional growth plan that is updated on a weekly basis during our weekly professional development cluster meetings. Teachers reflect on their teaching and on student data using the TAP Instructional Rubric. They also reflect on the required 4 observations each year. Teachers and observers meet following each observation to reflect and update their personal goals based on the outcomes of each observation. 2015-16 growth plans will be completed and turned in to the principal by May 19, 2016.

Added date:

Indicator **IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)**

Status **Full Implementation**

Assess Level of Development: Initial: Full Implementation 05/11/2016

	Evidence:	CCETA provides all staff high-quality, job embedded, and differentiated professional development provided through The System for Teacher and Student Advancement (TAP). Teachers participate in professional clusters meeting on a weekly basis to ensure all teachers will have an understanding to enable them to provide high quality instruction. Teachers will participate in comprehensive literacy training such as, ELLA, Effective Literacy, and Lit Lab provided through the local co-op and Harding University's Lit Lab Program. In math, teachers participate in CGI, Cognitive Guided Instruction and ECM, Extending Children's Mathematics. As required by state law, teachers receive a minimum of 30 hours. Included in these hours are 6 hours of technology (Act 969 of 2013), 2 hours of Arkansas History, teen suicide, child maltreatment, and parental involvement every 4 years.
	Added date:	

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	**IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 05/17/2016
	Evidence:	Extended year services are provided to students on an as needed basis, such as, summer school, after/before school tutoring, SPED extended school year services (SPED supervisor supervises when this is necessary), and Kindergarten Readiness Bootcamp to help prepare income Kindergarten students who perform below expectation on the Kindergarten screeners.
	Added date:	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	**IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 10/23/2015
	Evidence:	The leadership team has worked collaboratively with district personnel to ensure that CCETA is meeting the requirements for retaining and employee teachers who are highly qualified. Documentation is on file at the central office for each employee. In the event that a teacher is hired who is not highly qualified, a plan is put in place to ensure they become highly qualified as soon as possible.
	Added date:	

Curriculum, Assessment, and Instructional Planning

Indicator	**IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)**		
Status	**Objective Met** 4/1/2016		
Assess	Level of Development:	Initial: Limited Development 02/03/2016	
		Objective Met - 04/01/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Curriculum alignment and standard aligned units are developed and monitored	
Plan	Assigned to:	Mindy Searcy	
	How it will look when fully met:	This is a continual process that evolves throughout each and every school. Alignment days are included in our professional development plan, in order to prevent stagnation of our curriculum. Teachers create pacing guides in collaboration with The Learning Institute that are based on the Common Core State Standards and aligned with their assessments. Alignment is addressed at weekly during our embedded professional development cluster meetings.	
	Target Date:	09/30/2016	

Tasks:

1. Survey all teachers for immediate curriculum needs through email.

Assigned to:	Dana Otterpohl
Added date:	02/03/2016
Target Completion Date:	02/26/2016
Comments:	
Task Completed:	3/18/2016 12:00:00 AM

2. Have teachers respond to email concerning immediate curricular needs.

Assigned to:	Carol Crow
Added date:	02/03/2016
Target Completion Date:	02/08/2016
Comments:	
Task Completed:	3/18/2016 12:00:00 AM

3. Follow up with teachers who do not respond to email.

Assigned to:	Dana Otterpohl
Added date:	02/03/2016
Target Completion Date:	03/25/2016
Comments:	Follow up was conducted during cluster.

	Task Completed:	4/1/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	4/1/2016
	Experience:	4/1/2016 Pacing guides have been established to align standards, curriculum, instruction and assessments. Survey results were used to determine curricular needs at his time and and for the upcoming 2-16-17 school year. The assessment preparation and the testing window was established and is in progress at this time. Teachers identified any gaps in instruction that need addressed to ensure alignment.
	Sustain:	4/1/2016 Alignment is an ongoing process and is addressed horizontally continually during grade level meetings and vertically during the weekly embedded professional development cluster meeting.
	Evidence:	4/1/2016 This is a recurring process.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	**IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 01/08/2016
	Evidence:	CCETA utilizes multiple sources,including The Learning Institute's and DIBELS interim assessments to continually monitor student progress and will continue to do so for the remainder of the 15-16 school year.
	Added date:	

Indicator	**IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 01/08/2016
	Evidence:	CCETA sets and displays yearly AMO's and other assessment targets yearly. A data wall is displayed in our TAP room where weekly pd is held. This data is updated annually and with each interim assessment, in order to monitor student progress.
	Added date:	

Indicator	**IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(Focus)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 01/08/2016

	Evidence:	CCETA's leadership team meets weekly to monitor and update unit progress(interim assessments) and any new curriculum needs. Lesson plans are turned in weekly and monitored by the principal to ensure proper alignment. Implementation is monitored through classroom walk-thrus and random unannounced observations. The RTI process is followed for any student who is in jeapoardy. RTI/Intervention meeting are held monthly to monitor implementation and student progress.
	Added date:	

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	**IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)**	
Status	**Full Implementation**	
Assess	Level of Development:	Initial: Full Implementation 04/28/2016
	Evidence:	CCETA implements all components of ACT 309 of 2009. CCETA surveys all stakeholders at the beginning of the year, in order to better assess their needs. Based on these results and laws pertaining to parent communication, parent compacts are created in collaboration with parents, teachers, and students that describe the roles and responsibilities of each party. Teachers and parents also collaborate on the creation of AIPs that target individual student needs based on their standardized test scores. Also, parents are surveyed throughout the year to gain additional information. CCETA host an annual open house, an annual report to the public, and multiple parent nights to offer opportunities to aid parents in understanding content, , standards, and academic assessments, CCETA conducts 2 parent teacher conferences a year and sends out progress reports every 6 weeks. Parents can also log in their child's ECHO account to access current lesson plans and grades at any time. CCETA employs a full time parent coordinator who distributes academic materials for parents to use with their students, among other things.
	Added date:	

Appendix 10

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

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Chair

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Vice Chair

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Little Rock

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Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

May 14, 2013

Dr. Matt McClure, Superintendent
Cross County School District
21 CR 215
Cherry Valley, AR 72324

Dear Dr. McClure:

On February 20 - 22, 2013, the special education program of the Cross County School District was officially monitored. The information contained in this report reflects the findings regarding the district's compliance with state and federal regulations governing programs for students with disabilities. During the monitoring visit, a random sample of six folders was selected and reviewed. Other on-site and off-site data, including December 1 child count, were reviewed. Classroom observations and interviews were conducted.

The review of the Cross County School District's implementation of state and federal regulations governing educational programs for the disabled verified the district's substantial compliance with said requirements. The district is commended for being in substantial compliance with state and federal regulations in each of the following areas:

1. Child Find
2. Due Process
3. Protection in Evaluation Procedures
4. Procedures for Evaluating Specific Learning Disabilities
5. Individualized Education Programs
6. Free Appropriate Public Education
7. Least Restrictive Environment
8. Confidentiality of Information
9. System of Personnel Development
10. Children With Disabilities in Private Schools
11. Use of Funds

It is the intention of the Special Education Unit that this information will assist the Cross County School District in further developing its special education program. Please contact me if I can be of additional assistance.

Respectfully,

JoAnn Weaver, Area Supervisor
Monitoring/Program Effectiveness
Special Education

cc: Lisa Haley, Administrator, Monitoring/Program Effectiveness
Melissa Moore, LEA Supervisor
File

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Appendix II

ARKANSAS DEPARTMENT OF EDUCATION
ANNUAL EQUITY COMPLIANCE REPORT
SCHOOL YEAR: 2015 - 2016

LEA: 1901000
COUNTY: CROSS
DISTRICT: CROSS COUNTY SCHOOL DISTRICT
SCHOOL:

PAGE: 1
RPT034 - SIS CERTIFIED
CYCLE: 2
RUN: 10/15/2015 9:11:04 AM

EDUCATION COOPERATIVE: CROWLEY'S RIDGE EDUCATION COOP

DISTRICT'S EQUITY COORDINATOR: MOORE, MELISSA

COORDINATOR'S POSITION/TITLE: LEA Supervisor

ADDRESS: 21 CR 215, CHERRY VALLEY, AR, 72324

TELEPHONE NUMBER: 870-588-3337 FAX: 870-588-4606

COORDINATOR'S SIGNATURE: Melissa Moore DATE: 10/15/15

---

1. Is there a district Equity Self-Evaluation process used annually to determine if the district complies with Standard I, Civil Rights Laws of 1964, Title VI, Title IX and Section 504?

Yes X No ___

2. Is the district's non-discrimination policy posted in all of the district's facilities and included in all handbooks, application forms, recruitment materials and public media?

Yes X No ___

3. Are strategies to alleviate inequities included in the school improvement plans, and do these strategies comply with state and federal regulations?

Yes X No ___

4.Do all committees and staff reflect the diversity of the district's population?

Yes X No ___

5. Is staff development needed for a better understanding of state and federal regulations?

Yes X No ___

The signatures below certify that the district is in compliance with the state and federal civil rights regulations, and with Standard I for Accreditation of Arkansas Public Schools.

Superintendent's Name: Carolyn Wilson
(Please Print)

Signatures/Dates:

Carolyn Wilson — Superintendent — Date 10-19-15

Board President — Date 10-19-15

Board Secretary — Date 10-19-15

EDUCATION COOPERATIVE: CROWLEY'S RIDGE EDUCATION COOP

DISTRICT'S EQUITY COORDINATOR: MOORE, MELISSA

COORDINATOR'S POSITION/TITLE: LEA Supervisor

ADDRESS: 21 CR 215, CHERRY VALLEY, AR, 72324

TELEPHONE NUMBER: 870-588-3337 FAX: 870-588-4606

COORDINATOR'S SIGNATURE: Melissa Moore DATE: 10/15/15

Title VI of the Civil Rights Act of 1964 states: No person in the United States shall, on the grounds of race, color, or nation origin be excluded from participation in, be denied the benefit of or be otherwise subjected to discrimination under any program or activity receiving Federal Financial Assistance.

1. Does the district have board adopted grievance procedures that encourage local resolution of problems rather than resorting to the formal civil rights complaint procedure?

Yes X No ___

2. Does the district distribute its grievance procedures and policy of non-discrimination to the students, parents and the general public annually?

Yes X No ___

3. Is there a district policy and procedure which ensures that no student is denied equitable access to instructional services, transportation, student activities, facilities, honors, and awards, learning materials, guidance and counseling, and curriculum and instruction?

Yes X No ___

4. Does the district utilize a variety of methods to encourage all identifiable groups of parents to become involved in school functions?

Yes X No ___

5. Are the district's policies of non-discrimination posted in all facilities and disseminated prior to the beginning of each school year to students, parents, employees and the general public?

Yes X No ___

6. Are all resources and materials - books, speakers, etc. - selected to accommodate the diversity of the student population?

Yes X No ___

SECTION 504: DISABILITY

LEA: 1901000 | Identify the designated Section 504 Coordinator(34C.F.R.104.7). | PAGE: 1
COUNTY: CROSS | SCHOOL YEAR: 2015 - 2016 | RPT032 - SIS CERTIFIED
DISTRICT: CROSS COUNTY SCHOOL DISTRICT | CYCLE: 2
SCHOOL: | RUN: 10/15/2015 9:10:39 AM

EDUCATION COOPERATIVE: CROWLEY'S RIDGE EDUCATION COOP

DISTRICT'S EQUITY COORDINATOR: MOORE, MELISSA

COORDINATOR'S POSITION/TITLE: LEA Supervisor

ADDRESS: 21 CR 215, CHERRY VALLEY, AR, 72324

TELEPHONE NUMBER: 870-588-3337 FAX: 870-588-4606

COORDINATOR'S SIGNATURE: Melissa Moore DATE: 10/15/15

Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991, states: No otherwise qualified handicapped individuals...shall, solely by reason of their handicap, be excluded from participation in, be denied the benefit of or be subjected to discrimination under any program or activity receiving federal financial assistance.

1. Does the district comply to notice of non-discrimination? Yes X No ___

2. Does the district provide appropriate provisions for children who have been identified with disabling conditions under Section 504, to ensure equal educational opportunities?

Yes X No ___

3. Has the district taken appropriate steps to notify students, parents and the general public of its duty to assure equitable access to educational programs?

Yes X No ___

4. Are appropriate steps taken when notifying parents of their rights, and students when applicable?

Yes X No ___

5. Is Child-find in place to identify students with disabilities who do not qualify for services under the Individuals with Disabilities Education Act?

Yes X No ___

6. Are modifications and accommodations for Section 504 students developed in compliance with regulations?

Yes X No ___

7. Are parent rights provided to parents, guardians and etc., as required by Section 504 Requirements?

Yes X No ___

TITLE VI: NATIONAL ORIGIN

LEA: 1901000 **Identify your districts English as a second language (ESL) Coordinator.** PAGE: 1
COUNTY: CROSS SCHOOL YEAR: 2015 - 2016 RPT033 - SIS CERTIFIED
DISTRICT: CROSS COUNTY SCHOOL DISTRICT CYCLE: 2
SCHOOL: RUN: 10/15/2015 9:10:53 AM

EDUCATION COOPERATIVE: CROWLEY'S RIDGE EDUCATION COOP

DISTRICT'S EQUITY COORDINATOR: MOORE, MELISSA

COORDINATOR'S POSITION/TITLE: LEA Supervisor

ADDRESS: 21 CR 215, CHERRY VALLEY, AR, 72324

TELEPHONE NUMBER: 870-588-3337 FAX: 870-588-4606

COORDINATOR'S SIGNATURE: Melissa Moore DATE: 10/15/15

Title VI of the Civil Rights Act of 1964(42 U.S.C. Sec. 200d.et seq.) requires: that no person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving financial assistance. In addition, insofar as national origin regulations are applied to those students who are limited in their English proficiency, the May 25, Memorandum from DHEW requirements states that: Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

Indicate your response to the following statements

1. Does the district have in place, a process that ensures that students of national origin are provided opportunity for full participation in the full life of the school, including all academic services, counseling, extra-curricular student activities, and placement in gifted and talented programs, advanced placement and honors courses?

Yes X No ___

2. Has the district identified language minority students, assessed the level of English proficiency, and provided all Limited English Proficient (LEP) students with an educational program that develops English skills and provides for appropiate, understandable content and subject matter instruction?

Yes X No ___

3. Does the district ensure that staff training, curriculum materials, and evaluation procedures are appropriate for LEP students?

Yes X No ___

4.Does the district ensure that LEP students are not inappropriately placed in special education classes due to their inability to speak and understand English?

Yes X No ___

5. Does the district ensure that parents who are not proficient in English are provided with appropriate, understandable, and sufficient information about all school activities?

Yes X No ___

6. Does the district take steps to modify a program for LEP students when that program proves not to be effective?

Yes X No ___

Appendix 12

ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

State Board of Education

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Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

February 10, 2016

Ms. Carolyn Wilson
Cross County School District
21 County Road 215
Cherry Valley, AR 72324

Dear Ms. Wilson:

We have reviewed the information submitted in Cycle I for the 2015-2016 budget. Our review included checking fund balances, and budgeted revenues and expenses.

Based on the information submitted, this letter is to notify you that the Cross County School District budget for school year 2015-2016 has been approved by the Arkansas Department of Education, Financial Accountability and Reporting Unit in accordance with Ark. Code Ann. § 6-20-2202.

If you need any further information or assistance, please let me know. You can reach me by phone at 501-682-5059, or email at alisa.moore@arkansas.gov .

Sincerely,

Alisa Moore

Alisa Moore
Finance Coordinator
ADE Financial Accountability and Reporting

cc: Greg Rogers, Assistant Commissioner of Fiscal and Administrative Services

AM/tr

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Legal Balance
Teacher Salary, Operating and Debt Service Funds

LEA: 1901000
County: CROSS
District: CROSS COUNTY SCHOOL DISTRICT

SIS: RPT52
Cycle: 10/01/2015

	Actual 2015	Budgeted 2016
Beginning Balance	$2,822,575.46	$2,519,405.67
Total Op Fund & Debt Srvc Fund Rev	$5,993,693.96	$5,989,431.00
Less Total Salary Fund Expenditures	$2,311,607.41	$2,344,198.62
Less Total Operating Fund Expenditures	$3,638,571.87	$2,932,226.11
Less Total Debt Service Fund Expenditures	$346,684.47	$456,925.00
Less Total Expenditures on Underpayments	$0.00	$0.00
Accrued Revenue	$0.00	$0.00
Legal Balance	**$2,519,405.67**	**$2,775,486.94**
Less NSLA Balance	$96,343.90	$0.00
Less PD Balance	$5,393.22	$0.00
Less ELL Balance	$0.00	$0.00
Less ALE Balance	$1,033.26	$0.00
Net Legal Balance Less Categoricals	**$2,416,635.29**	**$2,775,486.94**

Legal Balance includes restricted categorical balances as shown on the Categorical Fund Report. However, the categorical balances will be deducted from the Legal Balance reports for ADE and Legislature.

Alisa Moore
ADE Approved By
2/10/16
DATE

Annual Financial Report and Budget - Level I

County: CROSS

CROSS COUNTY SCHOOL DISTRICT

LEA: 1901000

		2014/2015 Actual Amount	2015/2016 Budget Amount
Fund 1 - Teacher Salary	Beginning Balance	0.00	0.00
	Total Revenues	0.00	0.00
	Total Expenditures	2,311,607.41	2,344,198.62
	Total Transfers	2,311,607.41	2,344,198.62
	Ending Balance	0.00	0.00
Fund 2 - Operating	Beginning Balance	2,822,575.46	2,519,405.67
	Total Revenues	5,982,046.30	5,982,981.00
	Total Expenditures	2,638,571.87	2,932,226.11
	Total Transfers	-3,646,644.22	-2,794,673.62
	Ending Balance	2,519,405.67	2,775,486.94
Fund 3 - Building	Beginning Balance	1,873,683.93	2,356,517.87
	Total Revenues	408,443.96	0.00
	Total Expenditures	925,610.02	750,000.00
	Total Transfers	1,000,000.00	0.00
	Ending Balance	2,356,517.87	1,606,517.87
Fund 4 - Debt Service	Beginning Balance	0.00	0.00
	Total Revenues	3,647.66	0.00
	Total Expenditures	346,684.47	456,925.00
	Total Transfers	343,036.81	456,925.00
	Ending Balance	0.00	0.00
Fund 5 - Capital Outlay/Dedicated M&O	Beginning Balance	0.00	0.00
	Total Revenues	0.00	0.00
	Total Expenditures	0.00	0.00
	Total Transfers	0.00	0.00
	Ending Balance	0.00	0.00
Fund 6 - Federal Grants	Beginning Balance	24,438.04	25,871.12
	Total Revenues	1,110,773.41	758,668.14
	Total Expenditures	1,109,340.33	751,628.13
	Total Transfers	0.00	0.00
	Ending Balance	25,871.12	32,911.13
Fund 7 - Activity	Beginning Balance	135,990.83	90,597.00
	Total Revenues	210,705.89	0.00

Annual Financial Report and Budget - Level I

County: CROSS

CROSS COUNTY SCHOOL DISTRICT

LEA: 1901000

		2014/2015 Actual Amount	2015/2016 Budget Amount
Fund 7 - Activity	Total Expenditures	256,099.72	0.00
	Total Transfers	0.00	0.00
	Ending Balance	90,597.00	90,597.00
Fund 8 - Food Service	Beginning Balance	69,921.98	35,575.40
	Total Revenues	408,083.79	379,825.00
	Total Expenditures	442,430.37	403,704.00
	Total Transfers	0.00	0.00
	Ending Balance	35,575.40	11,696.40
Fund 9 - Fixed Asset	Beginning Balance	0.00	0.00
	Total Revenues	0.00	0.00
	Total Expenditures	0.00	0.00
	Total Transfers	0.00	0.00
	Ending Balance	0.00	0.00

Appendix 13

COBB AND SUSKIE, LTD.
CERTIFIED PUBLIC ACCOUNTANTS

One Financial Centre • Suite 400 • P. O. Box 21675 • Little Rock, Arkansas 72221-1675
(501) 225-2133 • Fax (501) 223-2839

Michael L. Cobb

Anne Suskie Pinyan

Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit
of Financial Statements Performed in Accordance
with *Government Auditing Standards*

The Board of Education
Cross County School District No. 7
Cross County, Arkansas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standard* issued by the Comptroller General of the United States, the financial statements of each major governmental fund, and the aggregate remaining fund information of Cross County School District No. 7, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise Cross County School District No. 7's regulatory basis financial statements, and have issued our report thereon dated February 29, 2016. We issued an adverse opinion because the District prepared the financial statements on the basis of the financial reporting provisions of Arkansas Code. which is a basis of accounting other than accounting principles generally accepted in the United States of America. The effects on the financial statements of the variances between the regulatory basis of accounting and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material. However, the financial statements present fairly, in all material respects, the respective regulatory basis financial position of each major governmental fund and the aggregate remaining fund information of the District as of June 30, 2015 and the respective regulatory basis changes in financial position thereof and the respective regulatory basis budgetary comparison for the general and special revenue funds for the year then ended, on the basis of accounting described in Note 1.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Cross County School District No. 7's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Cross County School District No. 7's internal control. Accordingly, we do not express an opinion on the effectiveness of Cross County School District No. 7's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Cross County School District No. 7's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cobb and Duskin, Ltd.

Certified Public Accountants
February 29, 2016

COBB AND SUSKIE, LTD.
CERTIFIED PUBLIC ACCOUNTANTS
One Financial Centre • Suite 400 • P. O. Box 21675 • Little Rock, Arkansas 72221-1675
(501) 225-2133 • Fax (501) 223-2839
Michael L. Cobb
Anne Suskie Pinyan

Independent Auditors' Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133

The Board of Education
Cross County School District No. 7
Cross County, Arkansas

Report on Compliance for Each Major Federal Program

We have audited Cross County School District No. 7's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Cross County School District No. 7's major federal programs for the year ended June 30, 2015. Cross County School District No. 7's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Cross County School District No. 7's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Cross County School District No. 7's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Cross County School District No. 7's compliance.

Opinion on Each Major Federal Program

In our opinion, Cross County School District No. 7, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

Report on Internal Control Over Compliance

Management of Cross County School District No. 7 is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Cross County School District No. 7's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Cross County School District No. 7's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Cobb and Suskie, Ltd.

Certified Public Accountants
February 29, 2016

CROSS COUNTY SCHOOL DISTRICT NO. 7
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015

Section I: SUMMARY OF AUDITORS' RESULTS

1. Type of Report Issued, Financial Statements
   The independent auditors' report expresses an adverse opinion on the GAAP basis of reporting and unqualified opinion on the regulatory basic financial statements.
2. Significant Deficiencies, Financial Statements
   No significant deficiencies were disclosed during the audit of the basic financial statements.
3. Material Noncompliance, Financial Statements
   No instances of noncompliance material to the financial statements were disclosed during the audit.
4. Significant Deficiencies, Major Programs
   No significant deficiencies were disclosed during the audit of the major federal award programs.
5. Type of Report Issued, Compliance
   The auditors' report on compliance for the major federal award programs expresses an unqualified opinion.
6. Audit Findings Under Section 510(a)
   As reported below, there were no audit findings relative to thc major federal award programs.
7. Major Programs
   Special Education, CFDA Number 84.027
   Teacher Incentive Fund, CFDA 84.374A
   Child Nutrition Cluster, CFDA Numbers 10.553 and 10.555
8. Threshold between Type A and Type B Programs
   The threshold for distinguishing Type A and B programs was $300,000.
9. Type of Auditee
   Cross County School District No. 7 did not qualify as a low-risk auditee as that term is defined by OMB Circular A-133.

Section II: FINANCIAL STATEMENT FINDINGS

1. Significant Deficiencies
   None
2. Significant Deficiencies – Prior Year
   None.

Section III: FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

1. Significant Deficiencies
   None
2. Significant Deficiencies – Prior Year
   None

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CERTIFIED PUBLIC ACCOUNTANTS

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Michael L. Cobb

Anne Suskie Pinyan

Independent Auditors' Report on Compliance With Arkansas State Requirements

The Board of Education
Cross County School District No. 7
Cross County, Arkansas

We have examined management's assertions that Cross County School District No. 7 substantially complied with the requirements of Arkansas Code Annotated 6-1-101 and applicable laws and regulations including those listed in the accompanying schedule of statutes required to be addressed by the Arkansas Department of Education during the year ended June 30, 2015. Management is responsible for the District's compliance with those requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the District's compliance with specified requirements.

In our opinion, Cross County School District No. 7 complied, in all material respects, with the aforementioned requirements for the year ended June 30, 2015.

This report is intended solely for the information and use of the School Board, and the Arkansas Department of Education and is not intended to be and should not be used by anyone other than these specified parties.

Cobb and Suskie, Ltd.

Certified Public Accountants
February 29, 2016

CROSS COUNTY SCHOOL DISTRICT NO. 7
SCHEDULE OF STATUTES REQUIRED BY ARKANSAS DEPARTMENT OF EDUCATION
TO BE ADDRESSED IN INDEPENDENT AUDITORS' REPORT ON COMPLIANCE
FOR THE YEAR ENDED JUNE 30, 2015

DESCRIPTION	STATUTES
Bidding and Purchasing Commodities	6-21-301 – 6-21-305
Ethical Guidelines and Prohibitions	6-13-628, 6-24-101 et seq.
Collateralization & Investment of Funds	6-20-222; 19-1-504
Deposit of Funds	19-8-104; 19-8-106
District Finances	6-20-402
• Bonded & Non-bonded Debt, District School Bonds	6-20-1201 – 6-20-1208, 6-20-1210
• Petty Cash	6-20-409
• Changes in Pullback (no deferrals – declining accrual percentages)	6-20-401
• Investment of Funds	19-1-504
Management of Schools	
• Board of Directors	6-13-604; 6-13-606; 6-13-608;6-13-611 – 6-13-613; 6-13-617 – 6-13-620; 6-24-101 et seq.
• District Treasurer	6-13-701
○ Warrants/checks	6-17-918; 6-17-919; 6-20-403
Management Letter for Audit	14-75-101 - 14-75-104
Nonrecurring Salary Payments	6-20-412
Revolving Loan Fund	6-19-114; 6-20-801 et seq.
Salary Laws – Classified	6-17-2201 et seq.; 6-17-2301 et seq.
Salary Increases 5% or more (Certified & Classified)	6-13-635
School Elections	6-13-622; 6-13-630; 6-13-631; 6-13-634; 6-14-106; 6-14-109; 6-14-118
Teacher and Employees	
• Personnel Policies	6-17-201 et seq.; 6-17-2301
• Employment and Assignment	6-17-301 et seq.
• Teacher's License Requirement	6-17-401 et seq.
• Contracts	6-17-801 et seq.
• Certification Requirements	6-17-309; 6-17-401
• Fair Dismissal Act	6-17-1501 et seq.; 6-17-1701 et seq.
• Sick Leave Policies	6-17-1201 et seq.; 6-17-1301 et seq.
Teacher Salaries and Foundation Funding Aid	6-17-803; 6-17-907; 6-17-908; 6-17-911 – 6-17-913; 6-17-918; 6-17-919
Trust Funds (Education Excellence)	6-5-307
Use of Contractors, Improvement Contracts	22-9-201 – 22-9-205
Use of DM&O Millage	26-80-110
On Behalf Payments	The amount of funds paid by the Arkansas Department of Education to the Employee Benefits Division, on-behalf of the District's employees.

ARKANSAS DEPARTMENT OF EDUCATION

Cross County School District
2015/2016 School Year

Standards Annual Accreditation Report

Cross County School District

Accreditation Status:

District:

1901000 - Cross County School District

Superintendent M Wilson

21 Cr 215

Cherry Valley , AR 72324

870-588-3338

Schools:

1901701 - Cross County Ele Tech Academy - Cited

1901703 - Cross Cnty High A New Tech Sch - Accredited

ADE Standards Assurance Supervisor:

Mari Beth Lawrence

Mari Beth.Lawrence@arkansas.gov

Telephone: 501-683-1024

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	50
03	51
04	56
05	37
06	52
07	46
08	54
09	49
EE	1
K	46
10	49

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
626	120	23495

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
1.95	2.00	0.00	1.00

11	43
12	42

ARKANSAS DEPARTMENT OF EDUCATION

Cross County Ele Tech Academy
2015/16 School Year

Standards Annual Accreditation Report

Cross County Ele Tech Academy

Accreditation Status: Cited

District:

1901000 - Cross County School District

Superintendent M Wilson

21 Cr 215

Cherry Valley , AR 72324

870-588-3338

ADE Standards Assurance Supervisor:

Mari Beth Lawrence

Mari Beth.Lawrence@arkansas.gov

Telephone: 501-683-1024

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	1901701	Job Not Certified: CLARK, BETTY: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2016	Cited
Job Not Certified	X	15.03.3	1901701	Job Not Certified: CLARK, BETTY: 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/2016	Cited
Job Not Certified	X	15.03.3	1901701	Job Not Certified: CLARK, BETTY: 972200 Special Education Science	ALP Licensure Completion Date: 09/01/2016	Cited
Job Not Certified	X	15.03.3	1901701	Job Not Certified: CLARK, BETTY: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2016	Cited
Job Not Certified	X	15.03.3	1901701	Job Not Certified: CLARK, BETTY: 972700 Special Education Social Studies	ALP Licensure Completion Date: 09/01/2016	Cited
Job Not Certified	X	15.03.3	1901701	Job Not Certified: SEARCY, MINDY: 2010 Elementary School Principal	ALP Licensure Completion Date: 09/01/2018	

School Details Summary

Student Enrollment

Grade Level	Student Count
01	50

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
343	60	10700

02	50
03	51
04	56
05	37
06	52
EE	1
K	46

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.95	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Cross Cnty High A New Tech Sch
2015/16 School Year

Standards Annual Accreditation Report

Cross Cnty High A New Tech Sch

Accreditation Status: Accredited

District:

1901000 - Cross County School District

Superintendent M Wilson

21 Cr 215

Cherry Valley , AR 72324

870-588-3338

ADE Standards Assurance Supervisor:

Mari Beth Lawrence

Mari Beth.Lawrence@arkansas.gov

Telephone: 501-683-1024

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	1901703	Job Not Certified: BURNETTE, AUBRIE: 972200 Special Education Science	ALP Licensure Completion Date: 09/01/2018	
Job Not Certified	X	15.03.3	1901703	Job Not Certified: BURNETTE, AUBRIE: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2018	

School Details Summary

Student Enrollment

Grade Level	Student Count
07	46
08	54
09	49
10	49
11	43
12	42

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
283	60	12795

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	0.00

2016 ESEA DISTRICT REPORT

CROSS COUNTY SCHOOL DISTRICT

Superintendent: M WILSON
LEA: 1901000
Enrollment: 626
Attendance: 91.68
Poverty Rate: 73.48
Address: 21 CR 215
CHERRY VALLEY, AR 72324
Phone: (870) 588-3338

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	381	384	99.22	381	384	99.22
Targeted Achievement Gap Group	289	292	98.97	289	292	98.97
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	27	27	100.00	27	27	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	347	350	99.14	347	350	99.14
Economically Disadvantaged	280	283	98.94	280	283	98.94
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	47	47	100.00	47	47	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	174	361	48.20	47.87
Targeted Achievement Gap Group	118	274	43.07	36.87
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	11	26	42.31	27.81
Hispanic	n < 10	n < 10	n < 10	41.05
White	160	328	48.78	55.31
Economically Disadvantaged	117	265	44.15	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	3	47	6.38	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	166	361	45.98	43.35
Targeted Achievement Gap Group	110	274	40.15	34.25
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	8	26	30.77	23.53
Hispanic	n < 10	n < 10	n < 10	38.01
White	154	328	46.95	50.35
Economically Disadvantaged	107	265	40.38	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	5	47	10.64	12.35

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	39	47	82.98	85.71
Targeted Achievement Gap Group	28	35	80.00	82.59
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2015 State Average Percentage**
All Students	119	147	80.95	85.87
Targeted Achievement Gap Group	83	108	76.85	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	36	43	83.72	88.13
Economically Disadvantaged	27	34	79.41	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	n < 10	n < 10	n < 10	82.56

2016 ESEA DISTRICT REPORT

CROSS COUNTY SCHOOL DISTRICT

Superintendent:	M WILSON			**Address:**	21 CR 215
LEA:	1901000	**Attendance:**	91.68		CHERRY VALLEY, AR 72324
Enrollment:	626	**Poverty Rate:**	73.48	**Phone:**	(870) 588-3338

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

CROSS COUNTY ELE TECH ACADEMY

District: CROSS COUNTY SCHOOL DISTRICT
Superintendent: M WILSON
Grades: K - 6
Enrollment: 343

Principal: MINDY SEARCY
Attendance: 91.91
Poverty Rate: 74.05

LEA: 1901701
Address: 2622 HWY 42
CHERRY VALLEY, AR 72324
Phone: (870) 588 - 3337

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	191	194	98.45	191	194	98.45
Targeted Achievement Gap Group	146	149	97.99	146	149	97.99
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	13	13	100.00	13	13	100.00
Hispanic	3	3	100.00	3	3	100.00
White	175	178	98.31	175	178	98.31
Economically Disadvantaged	139	142	97.89	139	142	97.89
English Language Learners						
Students with Disabilities	25	25	100.00	25	25	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	89	181	49.17	47.86
Targeted Achievement Gap Group	60	140	42.86	36.86
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	7	12	58.33	27.81
Hispanic	1	3	33.33	41.05
White	81	166	48.80	55.29
Economically Disadvantaged	59	133	44.36	37.64
English Language Learners	0	0		30.15
Students with Disabilities	2	25	8.00	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	110	181	60.77	43.35
Targeted Achievement Gap Group	78	140	55.71	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	7	12	58.33	23.53
Hispanic	2	3	66.67	38.01
White	101	166	60.84	50.35
Economically Disadvantaged	75	133	56.39	34.76
English Language Learners	0	0		31.69
Students with Disabilities	5	25	20.00	15.38

2016 ESEA SCHOOL REPORT

CROSS COUNTY ELE TECH ACADEMY

District: CROSS COUNTY SCHOOL DISTRICT
LEA: 1901701
Superintendent: M WILSON
Principal: MINDY SEARCY
Address: 2622 HWY 42
CHERRY VALLEY, AR 72324
Grades: K - 6
Attendance: 91.91
Enrollment: 343
Poverty Rate: 74.05
Phone: (870) 588 - 3337

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

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

D

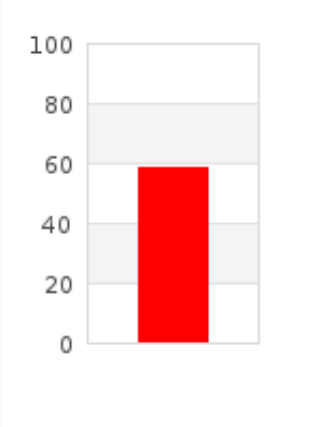
198 Points Earned

1901701 - CROSS COUNTY ELE TECH ACADEMY
1901000 - CROSS COUNTY SCHOOL DISTRICT

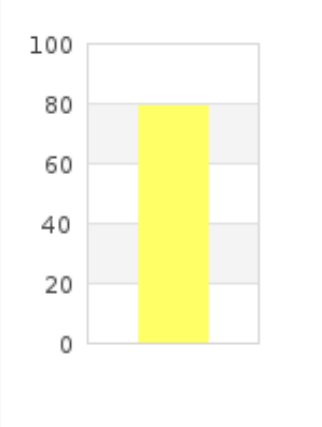
Grade Range: K - 6 **Superintendent:** M WILSON **Principal:** STEPHEN PRINCE

	School Statistics	District Statistics	State Statistics
Enrollment	331	616	476083
Econ. Disadvantaged	75.23%	73.70%	61.83%
Proficient/Advanced ELA	25.00%	28.07%	33.9%
Proficient/Advanced Math	19.19%	13.74%	24.59%

How did we get this grade?



Weighted Performance Score: 58.5



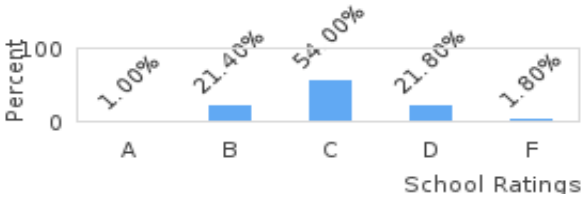
School Value-Added Growth: 79.31

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

- Weighted performance score lowered this school's score.
- Lower than expected average growth value decreased this school's score.
- Achievement Gap adjustment lowered this school's score. (Gap Adjustment = -6)

Statewide School Rating Distribution



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

Last year's letter grade: **B** (245 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

D

198 Points Earned

1901701 - CROSS COUNTY ELE TECH ACADEMY
1901000 - CROSS COUNTY SCHOOL DISTRICT

Grade Range: K - 6 **Superintendent:** M WILSON **Principal:** STEPHEN PRINCE

	School Statistics	District Statistics	State Statistics
Enrollment	331	616	476083
Econ. Disadvantaged	75.23%	73.70%	61.83%
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Proficient/Advanced Math	19.19%	13.74%	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	32	34	0	66
Partially Met	56	49	52.5	105
Approaching Grade Level	41	56	72.75	97
Met Grade Level	39	32	71	71
Exceeded Grade Level	4	1	5	5
Totals			201.25	344

Weighted Performance Points Earned = (201.25/344)*100 = 58.5

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 79.31

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	-0.0241	-0.064	-0.0441

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	45.45	TAGG Proficiency Rate:	14.06
Gap Size:		31.39	
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 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)(58.5 + -6) + (1.5)(79.31) + (0) = 198

Point Ranges for Grades

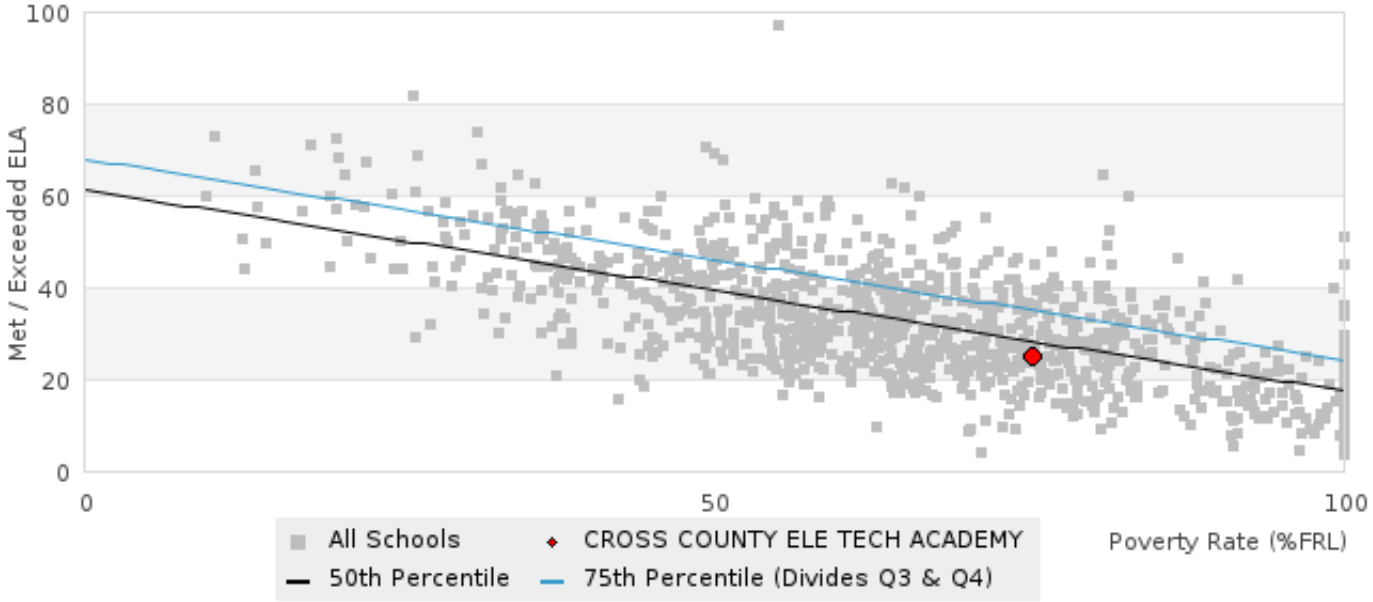
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

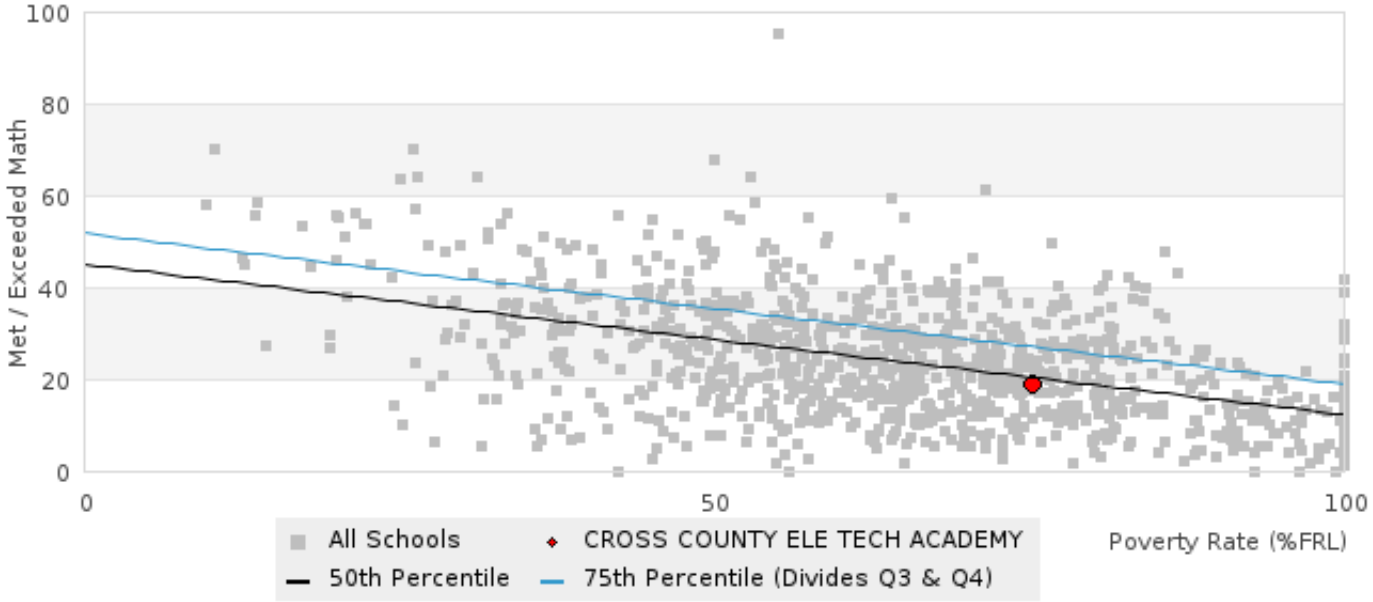
ARKANSAS DEPARTMENT OF EDUCATION

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%).

Teaching Skills, Knowledge, and Responsibilities Performance Standards Overview

INSTRUCTION	THE LEARNING ENVIRONMENT
1. Standards and Objectives* 2. Motivating Students* 3. Presenting Instructional Content* 4. Lesson Structure and Pacing* 5. Activities and Materials* 6. Questioning* 7. Academic Feedback* 8. Grouping Students* 9. Teacher Content Knowledge* 10. Teacher Knowledge of Students* 11. Thinking* 12. Problem Solving*	1. Expectations* 2. Managing Student Behavior* 3. Environment* 4. Respectful Culture*
DESIGNING AND PLANNING INSTRUCTION	**RESPONSIBILITIES**
1. Instructional Plans 2. Student Work 3. Assessment	1. Staff Development** 2. Instructional Supervision** 3. Mentoring** 4. Community Involvement** 5. School Responsibilities** 6. Growing and Developing Professionally 7. Reflecting on Teaching

* Indicates criteria that are evaluated during classroom observations.
** Indicates criteria that are only applied to master and mentor teachers.

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Instruction

	Exemplary (5)*	Proficient (3)*	Unsatisfactory (1)*
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	• All lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Most lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Lessons are not started promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

*** Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.**

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Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Activities and Materials	Activities and materials include all of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).	Activities and materials include few of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning	Teacher questions are varied and high quality, providing a balanced mix of question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality, providing for some, but not all, question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.	Teacher questions are inconsistent in quality and include few question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.

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Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

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Instruction Continued

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Thinking	Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints.	The teacher implements few learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. NOTE: If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.
Problem Solving	Over the course of multiple observations the teacher implements activities that teach and reinforce 6 or more of the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations the teacher implements activities that teach and reinforce 4 or more of the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations the teacher implements less than 2 activities that teach the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

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Designing and Planning Instruction

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson and unit closure;
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners and;
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure;
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners and;
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			  ○ are rarely aligned to state standards.
			  ○ are rarely logically sequenced.
			  ○ rarely build on prior student knowledge
			  ○ inconsistently provide time for student work, and lesson and unit closure;
			• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and;
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing and; • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing and; • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test; • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards and; • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks and; • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; • include performance checks, although the purpose of these checks is not clear.

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The Learning Environment

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is arranged to promote individual and group learning.	The classroom • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible. • displays student work. • is arranged to promote individual and group learning.	The classroom • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

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Cross County Elementary Technology Academy

Charter Renewal 12-13-16

Project-based Learning

K-3

- Written Communication
- Oral Communication
- Problem Solving
- Content

4-6

- Written Communication
- Oral Communication
- Problem Solving
- Collaboration
- Content

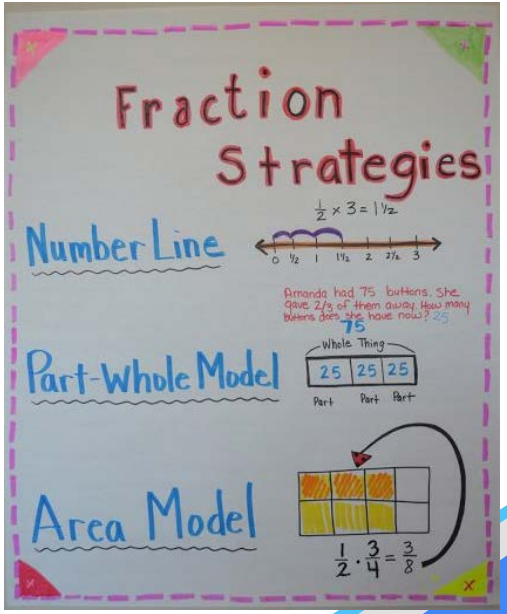
School-wide Learning Outcomes

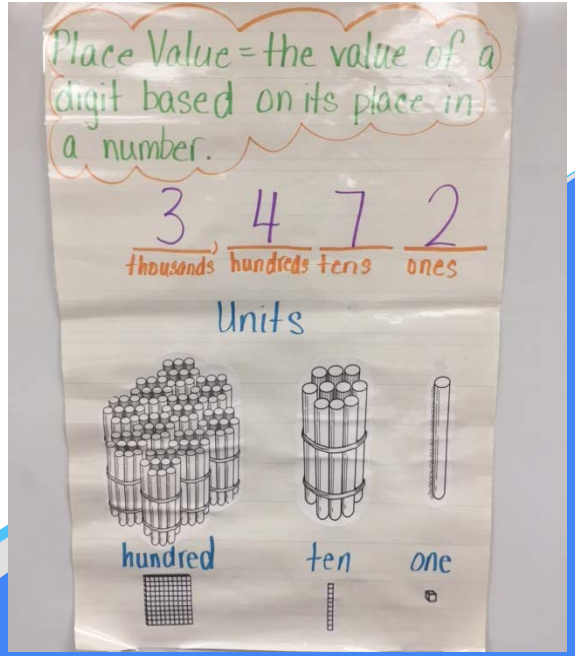
Teacher Support: TAP

Cluster/PLC Meetings

School-wide Instructional Strategies Math

- Fractions
- Place Value
- Amazing Eight
- Fantastic Five

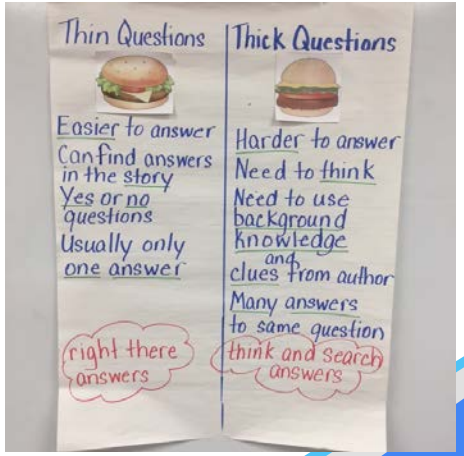


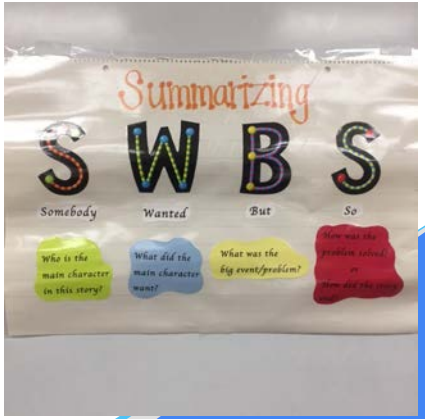


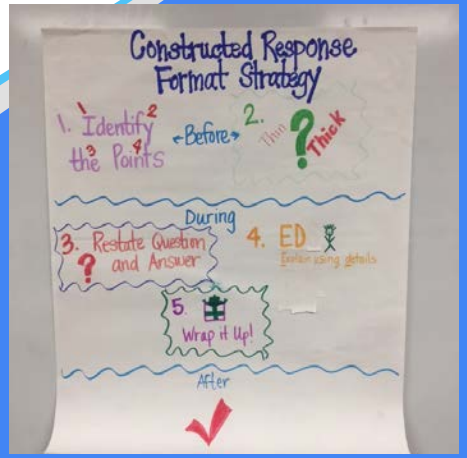
Research: Beyond Pizzas and Pies (Shaughnessy), Teaching Arithmetic (Burns)

School-wide Instructional Strategies Literacy

- Plan and Write
- AVIS
- Summarizing (SWBS)
- Comprehension
- Constructed Response







Research: Strategies that Work (Harvey), The Comprehension Toolkit (Harvey)

Parent Involvement

Closing

Cross County School District

M. Carolyn Wilson, Superintendent

BOARD MEMBERS:

Joan Ball
President

Shane Bell
Vice-President

Craig T. Walker
Secretary

Dennis Stevenson

DeWayne Cameron

Richard Imboden

Steve Stricklin

December 26, 2016

Re: Cross County Elementary Technology Academy

Dear Members of the Board,

After our recent renewal application and the comments made by the authorizing panel, we determined it would be best to address those reservations in the event you may have questions during the January board meeting. Members of the panel did have reservations concerning the goals we proposed.

After reflecting on the comments and the goals, we agree those goals seem low based on our current performance on the ACT Aspire. We crafted the goals in an effort to set a baseline using the 50% as a threshold until we were able to identify trend data from our students' performance. We settled on 50% by setting a goal higher than how the state performed on the 2016 assessments. We felt like this would be a good starting point. We hope to identify trend data of our student performance with the second year testing results. We plan to have a stakeholders meeting on January 7, 2017 to gain feedback of our currently proposed goals. Once we have identified trend data, we will amend our goals as appropriate for the 2017-2018 school year.

Sincerely,

Mindy Searcy

Mindy Searcy
Elementary Principal

Carolyn Wilson

Carolyn Wilson
Superintendent

Cross County Administrative Offices
M. Carolyn Wilson, Superintendent
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3338 ext 2200
870-588-3565 fax

Cross County Elementary Technology Academy
Mindy Searcy, Principal
2622 Hwy 42
P.O. Box 300
Cherry Valley, AR 72324
870-588-3338 ext 2228
870-588-4454 fax

Cross County High School
A New Tech School
Stephen Prince, Principal
21 CR 215
P.O. Box 180
Cherry Valley, AR 72324
870-588-3337 ext 2208
870-588-4606 fax

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

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Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Mary Ann Spears
Lincoln High School
107 E School Street
Lincoln, AR 72744

RE: Notice of Charter Authorizing Panel Decision
Lincoln High School Renewal Application

Dear Ms. Spears:

On **December 14, 2016**, the Charter Authorizing Panel met and approved Lincoln High School's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

An Equal Opportunity Employer

Lincoln High School Renewal Request

Motion

To approve the renewal request

Barnes	Lester	Saunders-**2**
Gotcher-**M**	Pfeffer	Smith
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes			X	Abstain
Gotcher	X			Recognizing that this application process can be a complicated process, I truly appreciate the heart and vision of this district of keeping students first and encourage them to seek the assistance of the Charter Office as a resource in the future.
Haley				Absent
Lester	X			The Charter has adapted goals to continue to serve their students. I have no concerns.
Pfeffer				Absent
Rogers	X			The charter continues to work towards improvement to serve their students.
Saunders	X			The school appears to be constantly adapting and adjusting to the needs of their students.
Smith	X			Lincoln High School has adjusted their mission and goals but continue to look for career pathways and opportunities for their students. The district still needs to continue to look for ways to improve in core academic areas.

Coffman				Chair

Submitted by: Kelly McLaughlin (ADE)
Date: December 14, 2016

LINCOLN HIGH SCHOOL
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity Lincoln Consolidated School District

Address 1392 East Pridemore Drive
Lincoln, AR 72744

Grades Served 8-12

Enrollment 498

Maximum Enrollment 850

Number of Years Requested 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

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
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
Total	**498**

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.

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?
New Waivers			
	Educator Licensure	**§§ 6-15-1004, 6-17-401, 6-17-902, and 6-17-919 Standards 5.03**	▯
	Planned Instructional Day	**§ 6-16-102 Standards 10.01.4**	▯
	Written Personnel Policies	**§ 6-17-201**	▯
	Library Media Specialist	**§ 6-25-103 Standards 16.02**	▯
Rescinded Waivers			
	Class Size & Teaching Load	**Standards of Accreditation 10.02**	▯
Amended Waivers			
	None		

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

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

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.

EXHIBIT A

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

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

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).

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

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter school's mission, as approved by the authorizer, is provided. Describe the charter's progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.
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 -8th Math- 68% -Same class previous 7th scores - 59% -8th Literacy - 80% -Same class previous 7th scores -52% Alg. EOC -74.5% Bio EOC - 28% Geo EOC - 82% 11th Literacy - 77%	ACTAAP -8th Math- 69% -Same class previous 7th scores - 64% -8th Literacy - 68% -Same class previous 7th scores -73% Alg. EOC -55% Bio EOC - 21% Geo EOC - 63% 11th Literacy - 67%	ACTAAP -8th Math - 52% -Same class previous 7th scores - 67% -8th Literacy - 75% -Same class previous 7th scores -77% Alg. EOC -61% Bio EOC - 60% Geo EOC - 67% 11th Literacy - 71%	PARCC Math 8th State - 720 Alg. I -718 State -733 Alg. II - 714 State - 717 Geo. - 725 State - 730 Literacy 8th State - 733 9th State - 737 10th State - 735 11th State - 743	ACT Aspire Reading 8th - 54.12% 9th - 27.36% 10th - 35.89% Writing 8th -32.94% 9th - 53.77% 10th - 48.6% English 8th - 71.77%, 9th - 46.22% 10th - 42.71% Math 8th - 45.89%, 9th - 32.07% 10th - 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% 8th 9th 10th Math Growth-56% 8th 9th	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

							10th	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.

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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. 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) 8th grade: 75%, 50%, 45%, 60%, 38% 9th grade: 50%, 38%, 24%, 32%, 58% 10th grade: 47%, 35%, 31%, 40%, 53%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8th grade: 77%, 55%, 50%, 65%, 43% 9th grade: 55%, 43%, 29%, 37%, 63% 10th grade: 52%, 40%, 36%, 45%, 58%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8th grade: 80%, 60%, 55%, 70%, 48% 9th grade: 60%, 48%, 34%, 42%, 68% 10th grade: 57%, 45%, 41%, 50%, 63%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8th grade: 83%, 65%, 60%, 75%, 53% 9th grade: 65%, 53%, 39%, 47%, 73% 10th grade: 62%, 50%, 46%, 55%, 68%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8th grade: 86%, 70%, 65%, 77%, 58% 9th grade: 70%, 58%, 44%, 52%, 78% 10th 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

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	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

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	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
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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: 11/03/2016

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

C

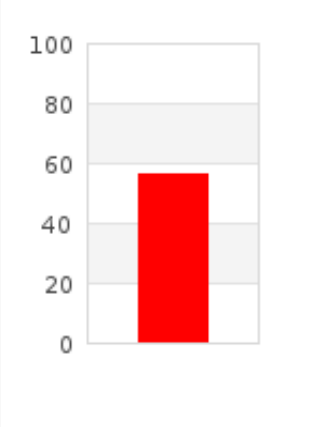
239 Points Earned

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

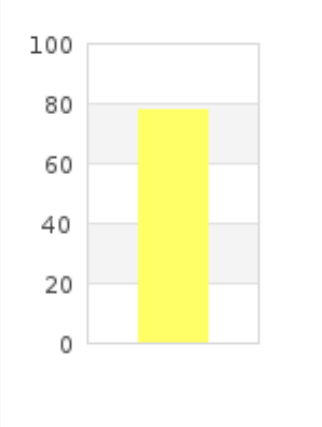
Grade Range: 8 - 12 **Superintendent:** MARY SPEARS **Principal:** COURTNEY JONES

	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%

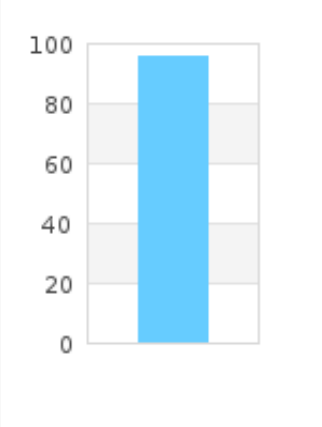
How did we get this grade?



Weighted Performance Score: 56.18



School Value-Added Growth: 77.86



Graduation Rate: 96.04

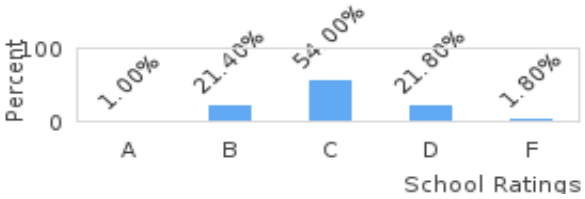
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools'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

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

C

239 Points Earned

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

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)*100 = 56.18

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 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

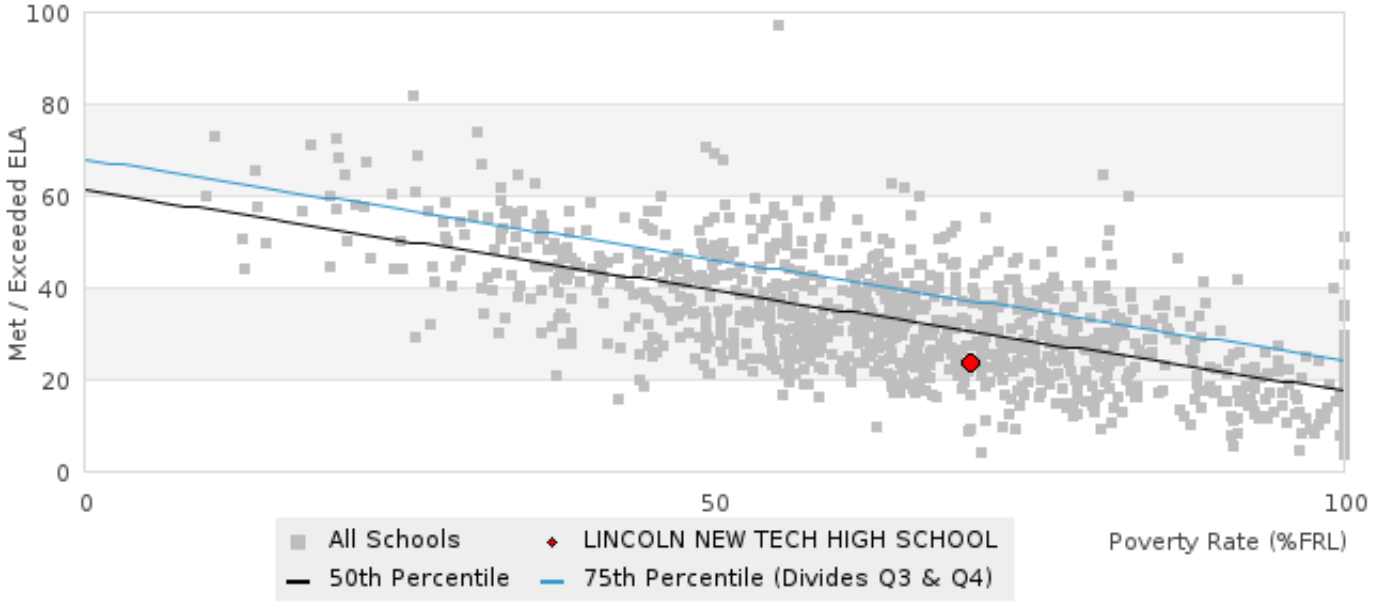
Schools with Graduation Rate	Overall School Score = (Weighted Perf. + Gap Adj.) + (Growth Score) + (Grad Rate + Gap Adj.) + (Challenge Points in Math &or ELA)
Score for This School	(56.18 + 3) + (77.86) + (96.04 + 6) + (0) = 239

Point Ranges for Grades

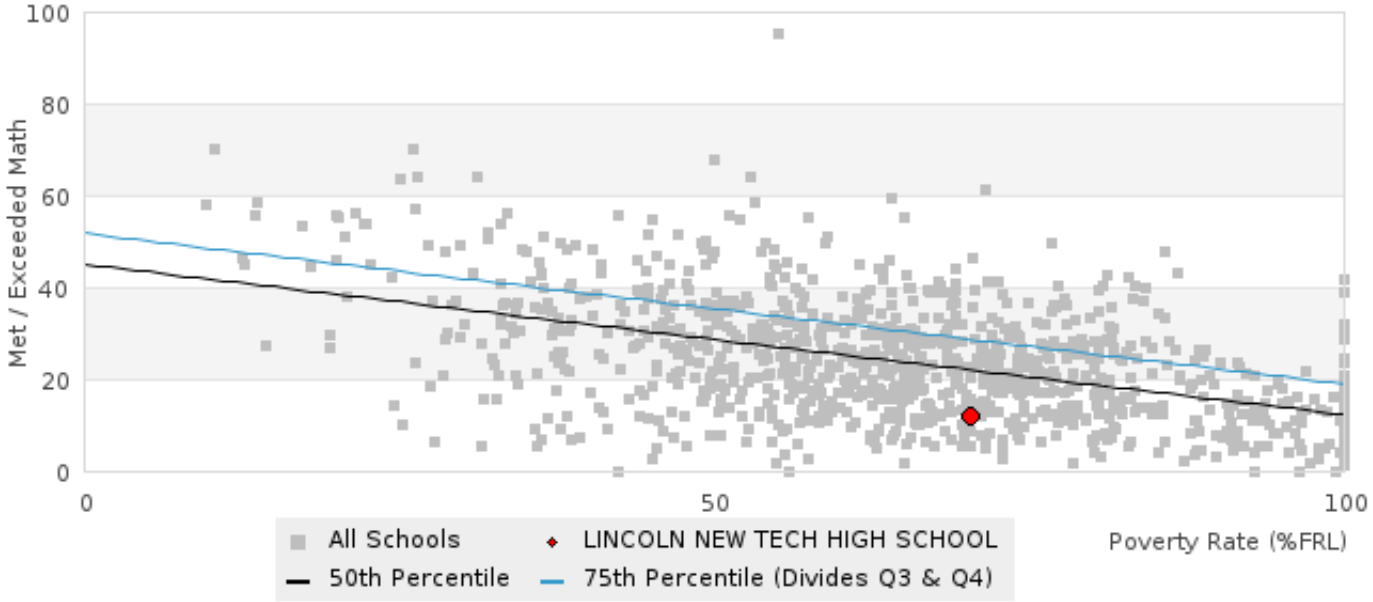
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

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

Charter Renewal

December 14, 2016

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.**

Flex-Mod Schedule

Lincoln High School

A - PHASE 3

	MON	TUE	WED	THU	FRI
7:55 8:25					
8:25 8:55	1	2	3		
8:55 9:25				2	3
9:25 9:55	2	1	4		
9:55 10:25					
10:25 10:55	3	4		1	4
10:55 11:25			Lunch/ADV	Lunch/ADV	Lunch/ADV
11:25 11:55	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV
11:55 12:25	Lunch/ADV	Lunch/ADV			
12:25 12:55					
12:55 1:25	5	7	5		6
1:25 1:55				6	ACTIVITY
1:55 2:25	6	5			
2:25 2:55					
2:55 3:25	8	8	7	8	7

Lincoln High School

B - PHASE 4

	MON	TUE	WED	THU	FRI
7:55 8:25					
8:25 8:55	1	2	3	2	3
8:55 9:25					
9:25 9:55	2	1	4		
9:55 10:25			2		
10:25 10:55	3	4	1	1	4
10:55 11:25	4	3	Lunch/ADV	Lunch/ADV	Lunch/ADV
11:25 11:55	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV	Lunch/ADV
11:55 12:25	Lunch/ADV	Lunch/ADV		5	
12:25 12:55				7	
12:55 1:25	5	7	5		6
1:25 1:55			6	6	ACTIVITY
1:55 2:25	6	5			8
2:25 2:55					
2:55 3:25	8	8	7	8	7

Flex-Mod Schedule

Personalized Learning

Supervised PLT time with certified staff

PLT time in Math office

PLT time in English 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

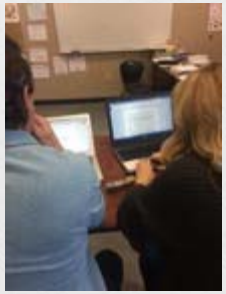
Here is the schedule for Keri Pomeroy.

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					

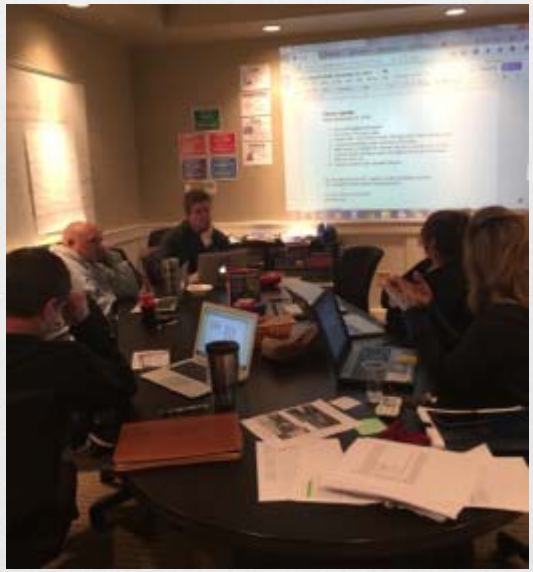
Flight Key: Flight 1 Flight 2 Flight 3 Flight 4 Flight 5 Flight 6 Flight 7 Flight 8

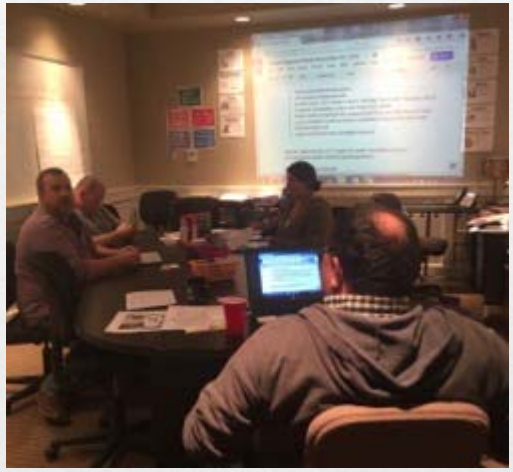
Personalized Learning

Collaboration on Science RTI



Teacher Collaboration



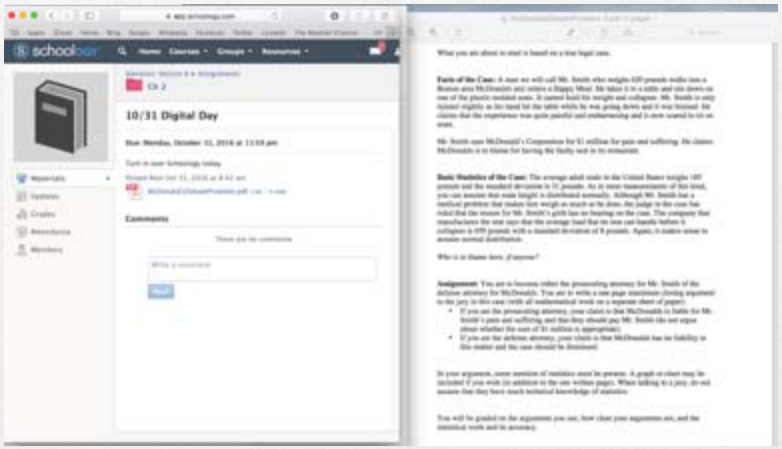


Professional Learning Communities

Expanded Educational Offerings

- 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

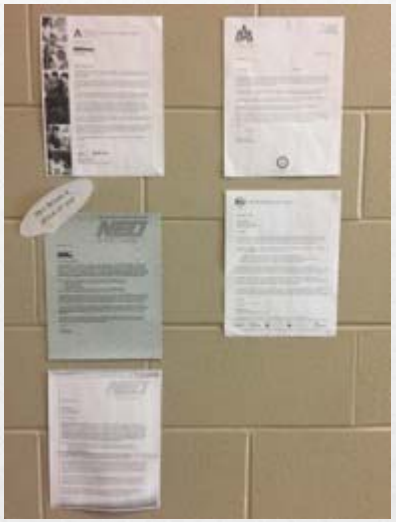
Technology



Virtual Day assignment on Schoology

One-to-one computers for students 8-12

Student Perseverance



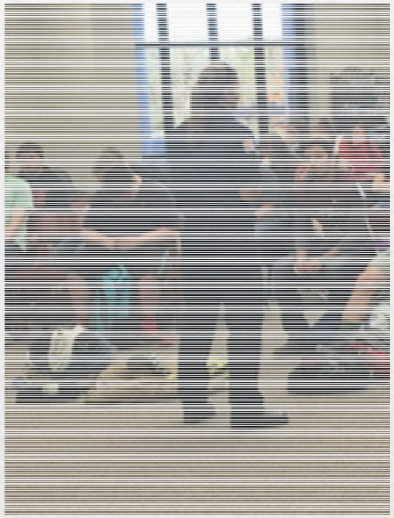
College and Vocational School acceptance letters
Wall of Fame

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

Dayspring Behavioral Health
A division of Preferred Family Healthcare

Ozark Guidance

Waivers

- FLEXIBILTY

  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

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
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Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Michael Cox
Osceola STEM Academy
2750 West Semmes
Osceola, AR 72370

RE: Notice of Charter Authorizing Panel Decision
Osceola STEM Academy Renewal Application

Dear Mr. Cox:

On **December 14, 2016**, the Charter Authorizing Panel met and approved Osceola STEM Academy's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

An Equal Opportunity Employer

Osceola STEM Academy Renewal Request

Motion

To approve a 3 year renewal

Barnes-**M**	Lester	Saunders-**2**
Gotcher	Pfeffer	Smith
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			While I believe there is much work to be done, I also believe it would be detrimental to the educational process to terminate the charter at this time. I encourage the district to continue to respond to the needs of its student population.
Gotcher	X			I support this conversion charter and their plans for the future. I further believe a three-year renewal positions them to work with School Improvement Unit, Charter Office, and district leadership towards a positive direction for all kids.
Haley				Absent
Lester	X			I believe the charter understands the panel's concerns about the goals established, and I feel comfortable with a three year renewal.
Pfeffer				Absent
Rogers	X			Although there were concerns about the set goals and on-going academic challenges, I do think the charter leadership is working towards helping their students both academically and socially.

Saunders	X			I would like to see more rigorous goals.
Smith	X			I am comfortable seeing the charter continue with the existing waivers to allow for some flexibility. I would like to encourage the school to continue to work with School Improvement and the Charter Unit to align goals.
Coffman				Chair

Submitted by: Kelly McLaughlin (ADE)
Date: December 15, 2016

OSCEOLA STEM CHARTER
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity Osceola School District

Address 112 N School Street
Osceola, AR 72370

Grades Served 5-8

Enrollment 346

Maximum Enrollment 450

Number of Years Requested 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

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
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
Total	**346**

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 12th 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. Graduation rate was 78.72 in 2012	ESEA Report	Increase by 4% per year until reading 95-100% graduation rate	Annually	2013 Graduation rate was 81.65 +2.65%	2014 Graduation rate was 82.22 -+.57%	2015 Graduation rate was 83.67 -+1.45%	2016 Graduation rate was 85.71 +2.04%

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 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 5th grade and very low in 7th 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 charte**r: 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
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.	**ACT Aspire**	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
2. Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.	**ACT Aspire**	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
3. 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 Science, 50% of Osceola STEM Academy students will meet or exceed their student growth goal.	**NWEA MAP Assessment**	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.	**High School Graduation Percentage**	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.

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 statuary 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 A

District Conversion Public Charter School Renewal Application

Deadline for Submission: <u>4:00 PM on September 29, 2016</u>

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

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

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).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
James Baker School Board President	None	
Micheal Ephlin School Board Vice President	None	
Denise Williams School Board Secretary	None	
Jaqueline Baker School Board Member (501) 454-5572	None	
Sylvester Belcher School Board Secretary (870) 563-2920	None	
Torian Bell School Board Secretary (870) 284-0763	None	
Ollie Collins School Board Secretary	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: 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-8th 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)

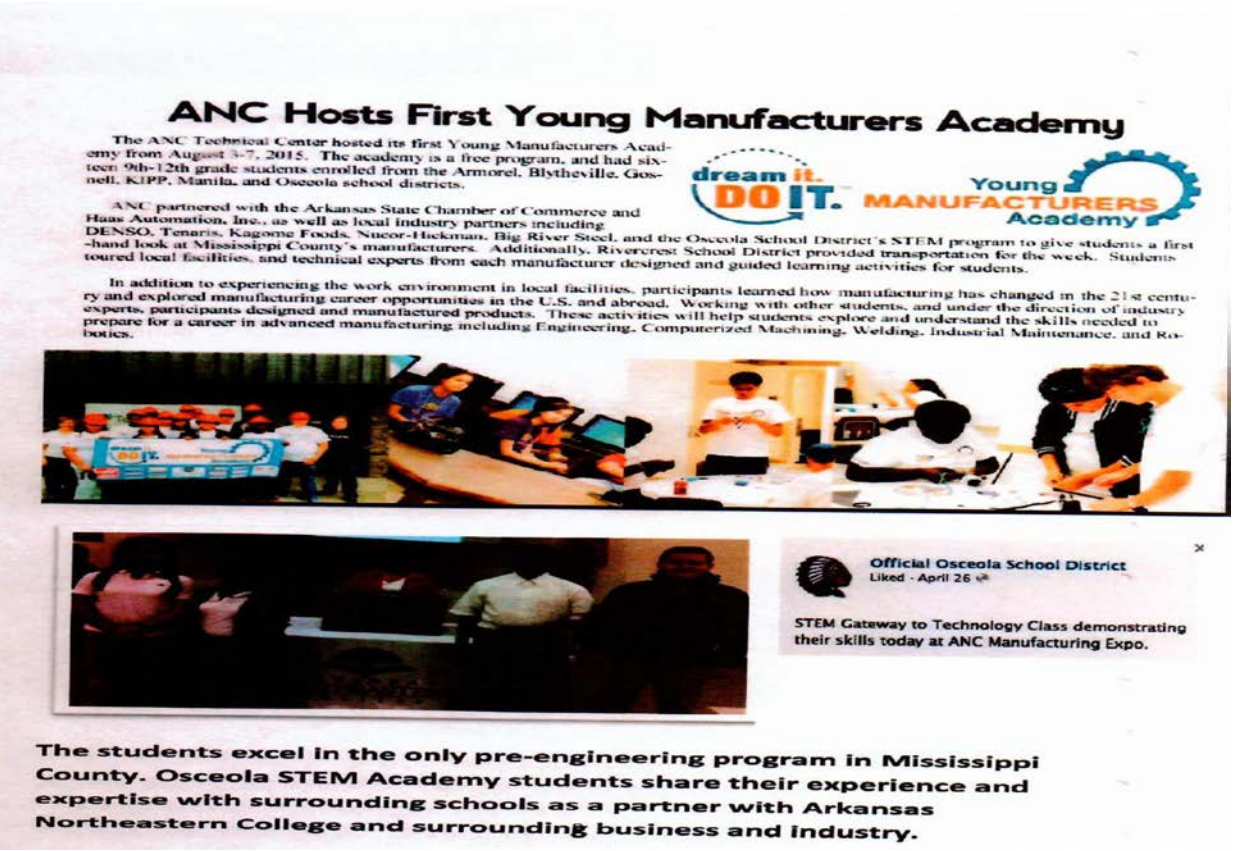
2015 Parcc Assessment Data						
	Literacy STEM % Prof or Adv	Literacy Performance AMO	No State Required Growth %	Math STEM % Prof or Adv	Math Performance AMO	No State Required Growth %
All Students	16.30	21.47		8.56	12.09	
TAGG	16.30	16.32		8.56	8.91	

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 7th 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.

dream it. DO IT. Young MANUFACTURERS Academy

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

Osceola STEM Academy students begin using AutoDesk software in 5th 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 5th-8th 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	2013 Average Daily Attendance was 96.67	2014 Average Daily Attendance was 94.76	2015 Average Daily Attendance was 95.44 We have on an average of 5 to 7 students who check out early	2016 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	2013 13.40	2014 13.50	2015 13.60	2016 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	2013 Graduation rate was 81.65 +2.65%	2014 Graduation rate was 82.22 -+.57%	2015 Graduation rate was 83.67 -+1.45%	2016		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%f 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 Learned 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 7th and 8th 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 absentees 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.	**ACT Aspire**	Meet or exceed student growth goals and AYP of schools and students w/similar demographic	Annually					

2. Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.	**ACT Aspire**	Meet or exceed the State composite Score benchmark for schools w/similar demographic	Annually					
3. 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 Math, 50% of Osceola STEM Academy students will meet or exceed their student growth goal.	**NWEA MAP Assessment**	Meet student growth goals in Literacy as projected by MAP Meet student growth goals in Math as projected by MAP Meet student growth goals in Science as projected by MAP	Annually					
4. 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.	**High School Graduation Percentage**	Increase by 4% per year until reading 95-100% graduation rate	Annually					

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 statuary 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

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	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			**Address:**	PO BOX 528
LEA:	4713000	**Attendance:**	93.07		OSCEOLA, AR 72370
Enrollment:	1236	**Poverty Rate:**	100.00	**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

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

D

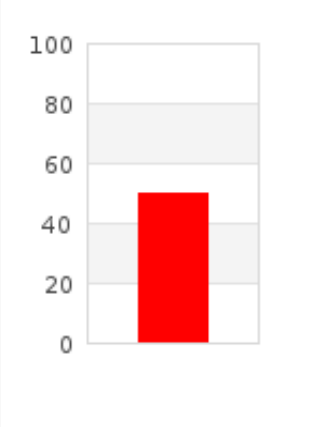
196 Points Earned

4713705 - OSCEOLA STEM CHARTER
4713000 - OSCEOLA SCHOOL DISTRICT

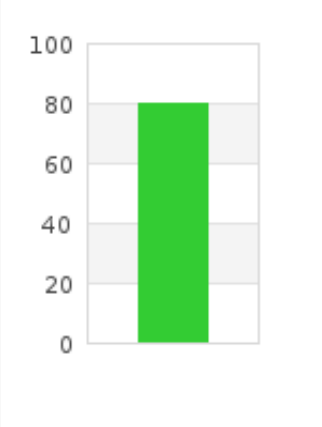
Grade Range: 5 - 8 **Superintendent:** MICHAEL COX **Principal:** CHRISTEL SMITH

	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%

How did we get this grade?



Weighted Performance Score: 50.24



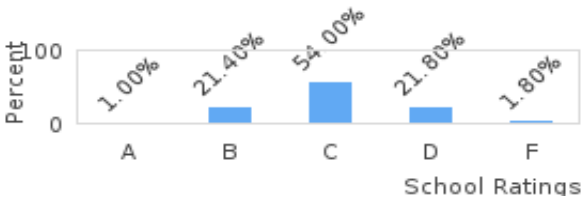
School Value-Added Growth: 80.25

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)

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

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)*100 = 50.24

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 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)(Weighted Performance + Gap Adjustment) + (1.5)(Growth Score) + (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

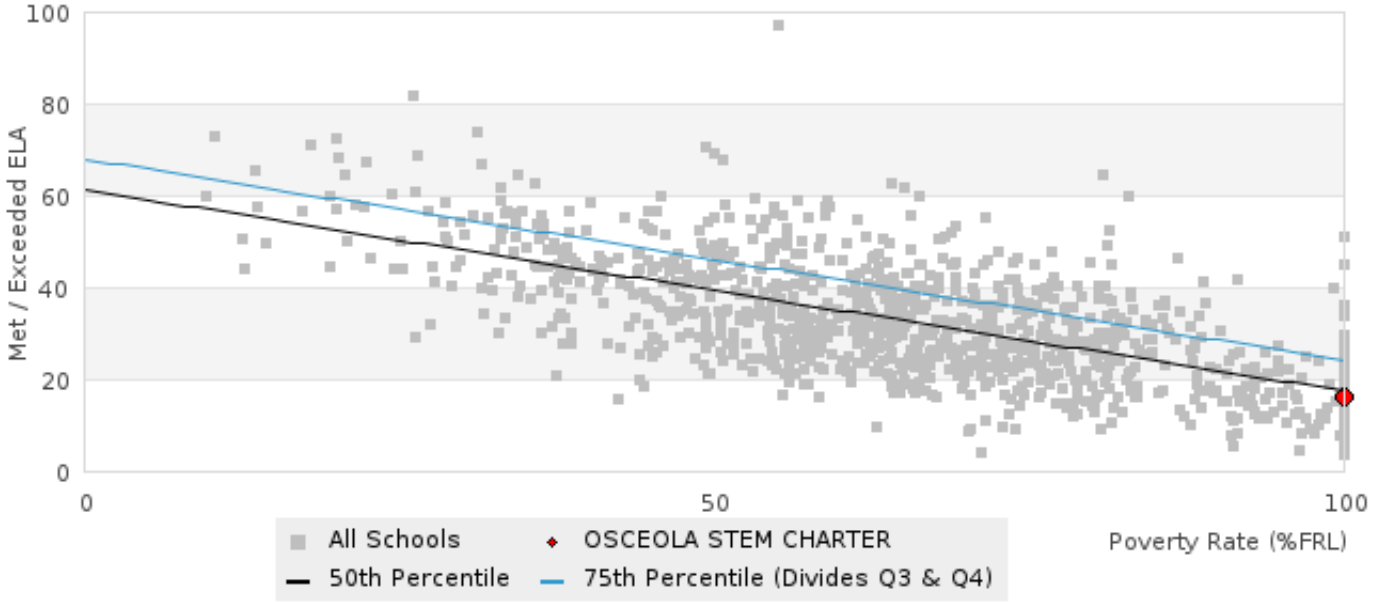
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

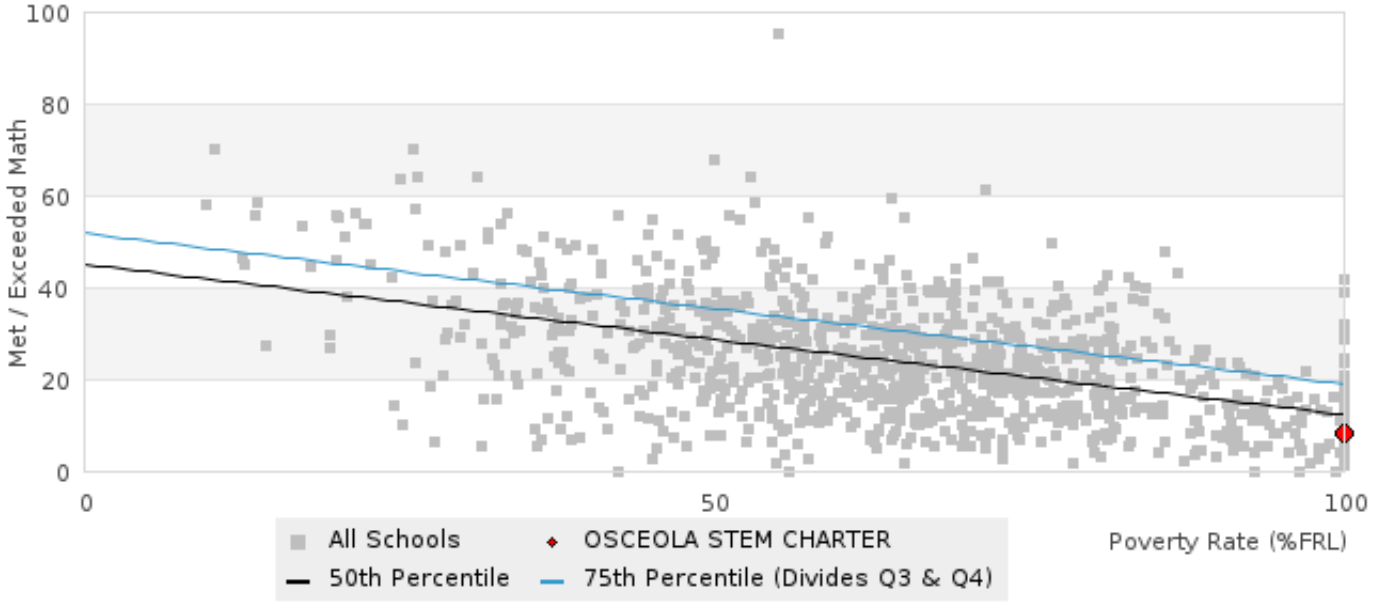
ARKANSAS DEPARTMENT OF EDUCATION

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 7th and 8th 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,

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 OF OSCEOLA ARKANSAS

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 technolgy 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

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

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

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,

Amanda Wright

Amanda Wright

A-2

Stem Academy

2016 ACT Aspire Data Breakdown

Osceola STEM Academy	29.31 (State Avg 43.35)		34.74 (State Avg 47.87)	
Subgroups	Math		Literacy	
	STEM	State Avg	STEM	State Avg
African-Americans	24.64	23.53	30.43	27.81
Hispanics	45.45	38.01	36.36	41.05
White	53.85	50.35	61.54	55.31
Economically Disadv.	29.31	34.76	34.74	37.65
ELL	N/A	31.69	N/A	30.15
Students w/ Disability	4.44	15.38	8.89	12.35

*In Math needed to move 45 kids to meet State Avg .

5th grade had 39 kids close to ready
6th grade had 43 kids close to ready
7th grade had 34 kids close to ready
8th grade had 29 close to ready

Total of 145 kids were CLOSE TO READY IN MATH

*In Literacy needed to move 40 kids to meet State Avg.

English

5th grade had 32 kids close to ready
6th grade had 33 kids close to ready
7th grade had 24 kids close to ready
8th grade had 29 close to ready

Total of 118 kids were CLOSE TO READY IN LITERACY

In Writing

5th grade had 36 kids close to ready
6th grade had 43 kids close to ready
7th grade had 32 kids close to ready
8th grade had 46 kids close to ready

Total of 157 kids were CLOSE TO READY IN WRITING

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Lenisha Broadway
Jacksonville Lighthouse Charter School
401 Main Street, Suite 401
North Little Rock, AR 72116

RE: Notice of Charter Authorizing Panel Decision
Jacksonville Lighthouse Charter School Renewal Application

Dear Ms. Broadway:

On **December 14, 2016**, the Charter Authorizing Panel met and approved Jacksonville Lighthouse Charter School's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Wood, Jacksonville North Pulaski School District

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

An Equal Opportunity Employer

Jacksonville Lighthouse Charter School Renewal Request

Motion

To approve the renewal request

Barnes-**2**	Lester	Saunders
Gotcher	Pfeffer	Smith-**M**
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I have no concerns at this time and believe the charter is demonstrating successful implementation and meeting individual needs in a responsive manner.
Gotcher	X			I have no concerns that would cause me to support anything less than this request offers. However, I would encourage continued recruitment and retention efforts for quality teachers in the classroom.
Haley				Absent
Lester	X			No concerns exists.
Pfeffer				Absent
Rogers	X			I have no concerns at this time.
Saunders	X			I look forward to improvement in the Elementary.
Smith	X			I have no concerns at this time. The charter seems to be in tune to areas of concern and has taken steps to address weak areas.
Coffman				Chair

Submitted by: Kelly McLaughlin
Date: December 14, 2016

JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity	Lighthouse Academies of Arkansas, Inc.
Address	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
Grades Served	K-12
Enrollment	979
Maximum Enrollment	1,019
Number of Years Requested	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 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

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
Total	**979**

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
Number of Exams	**22**	**18**	**24**	**11**	**75**
Average Score	**1.8**	**1.3**	**1.0**	**1.7**	

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
Number of Exams	**8**	**42**	**25**	**25**	**19**	**19**	**4**	**4**	**16**	**11**	**194**
Average Score	**1.3**	**1.3**	**1.6**	**1.3**	**1.5**	**1.0**	**1.0**	**1.0**	**1.8**	**1.7**	

- 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.

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	

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

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 or 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)

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

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

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

ARKANSAS DEPARTMENT OF EDUCATION

DATE: December 2, 2016

TO: Charter Authorizer

FROM: ADE Legal Services Staff

SUBJECT: Desegregation Analysis of Charter Renewal for Jacksonville Lighthouse Charter

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%	--
DISTRICT TOTAL	**894**	**977**	**26,728**	**5,203**	**186**	**13,302**	**47,290**
	1.89%	2.07%	56.52%	11.00%	0.39%	28.13%	--
Open-Enrollment Public Charter Schools in Pulaski County							
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%	--
CHARTER TOTAL	137	342	3548	975	51	2315	7,368
	1.86%	4.64%	48.15%	13.23%	0.69%	31.42%	--
COUNTYWIDE TOTAL	**1,031**	**1,319**	**30,276**	**6,178**	**237**	**15,617**	**54,738**
	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

EXHIBIT A

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.

EXHIBIT A

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

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

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.

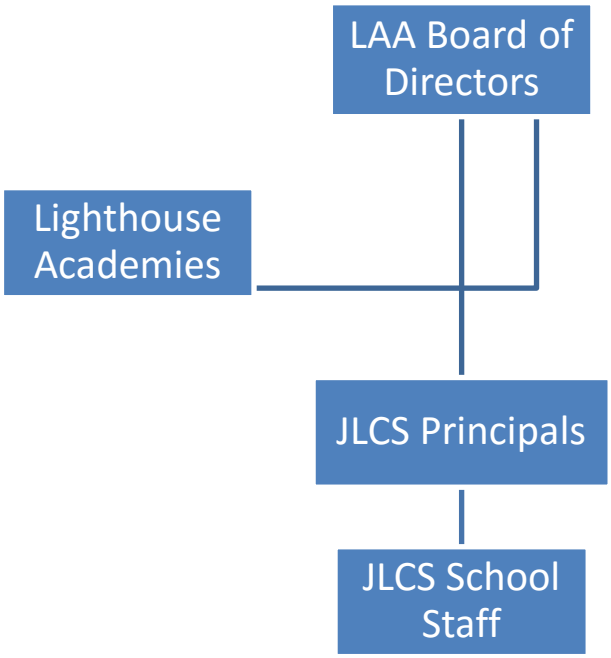
- Consultant Support: The Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- Community Relationships: The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other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

Kevin McCleary **416 Oak Street** **Jacksonville, AR 72076** **501-982-5144** keveve69@yahoo.com		
Keri Urquhart **17 Vixon Tr** **Jacksonville, AR 72076** **501-786-0917** **Kju822@centurytel.net**	**NONE**	
Lenisha Broadway **401 Main St. Suite 202** **NLR, AR 72116** **501-374-5001** **501-985-1201 (fax)** **lbroadway@lhacs.org**	**NONE**	
Roger Sundermeier **1218 Commons Dr.** **Jacksonville, AR 72076** **501-258-7041** **rsundermeier@fabandt.com**	**Jerry Sundermeier, Child Nutrition**	**Mother**
Colonel William E. Brooks **13 Herk Dr.** **Jacksonville, AR 72076** **501-554-0603** **William.brooks@us.af.mil**	**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 8th 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 9th-12th were enrolled in 66 Advanced Placement courses, whereas in 2016-2017, students in grades 9th-12th were enrolled in 262 Advanced Placement courses. In 2016-2017, JLCS College Preparatory Academy also have twenty 11th and 12th 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 3rd-8th 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 3rd-10th 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, ReadiStep, PSAT, SAT, Explore Testing, and ACT	100% of 10th -12th graders will take a Pre-AP or AP course.	Annually	In the 2013-2014 school year, JLCS highest grade was 10th grade. All students in 10th grade took at least 1 pre-AP Course	In the 2014-2015 school year, JLCS highest grade was 11th. 100% of the 10th and 11th grade scholars were enrolled in at least one Pre-AP course or one AP Course.	In the 2015-2016 school year, 100% of the 10th-12th 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 7th grade-10th grade.	JLCS did not have a graduating class in 2014-2015. The College Preparatory Academy only had grades 7th grade-11h grade.	JLCS first graduating class had a 100% graduation rate with all students that entered JLCS in the 9th 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 7th grade-10th grade.	JLCS did not have a graduating class in 2014-2015. The College Preparatory Academy only had grades 7th grade-10th 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 is 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 met 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.

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.
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 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 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 significate 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.

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

Met Goal: YES

Explanations/Analysis:

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

Table 6 AP course enrollment at JLCS CPA
Table 7 Concurrent Credit course enrollment at JLCS CPA

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

**In 2013-2014, JLCS did not have an 11th or 12th grade class. In 2014-2015, JLCS did not have a 12th 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 11th graders enrolled in eight concurrent classes, and fifteen 12th 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 9th grade until 12th 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

College/University	Number of Scholars Accepted
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.

550

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 9th grade cohort will graduate within 4 years	An average 92% over a two year time span of scholars enrolled since 9th grade cohort will graduate within 4 years	An average 92% over a two year time span of scholars enrolled since 9th grade cohort will graduate within 4 years	An average 95% of scholars enrolled since 9th 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 involuntary 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.

Keri Urquhart

Signature of Charter Board President

9-21-16

Date

Keri Urquhart

Printed Name/Position

ARKANSAS DEPARTMENT OF EDUCATION

CHARTER SCHOOL
WAIVER REQUEST FORM

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 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 or a daily basis.

Topic: Planning Time

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 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 content teachers).

Topic: Teaching Load

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

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

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 7211
Phone: (501) 374-5001

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: 11/03/2016

2016 ESEA SCHOOL REPORT

JACKSONVILLE LIGHTHOUSE CHARTE

District: JACKSONVILLE LIGHTHOUSE CHARTER
LEA: 6050701
Superintendent: LENISHA BROADWAY
Principal: NORMAN WHITFIELD
Address: 251 NORTH FIRST STREET JACKSONVILLE, AR 72076
Grades: K - 4
Attendance: 95.51
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 CHARTE

District: JACKSONVILLE LIGHTHOUSE CHARTER
LEA: 6050701
Superintendent: LENISHA BROADWAY
Principal: NORMAN WHITFIELD
Address: 251 NORTH FIRST STREET JACKSONVILLE, AR 72076
Grades: K - 4
Attendance: 95.51
Enrollment: 389
Poverty Rate: 68.89
Phone: (501) 985 - 1200

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

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
LEA: 6050705
Superintendent: LENISHA BROADWAY
Principal: EVAN MCGREW
Address: 251 NORTH FIRST STREET JACKSONVILLE, AR 72076
Grades: 5 - 8
Attendance: 96.04
Enrollment: 190
Poverty Rate: 46.32
Phone: (501) 985 - 1200

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

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

OVERALL SCHOOL STATUS:	2014 ACHIEVING

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
LEA: 6050703
Superintendent: LENISHA BROADWAY
Principal: WILLIAM FELTON
Address: 251 NORTH FIRST STREET JACKSONVILLE, AR 72076
Grades: 9 - 12
Attendance: 96.58
Enrollment: 425
Poverty Rate: 58.35
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

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

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

6050701 - JACKSONVILLE LIGHTHOUSE CHARTE
6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

School Letter Grade

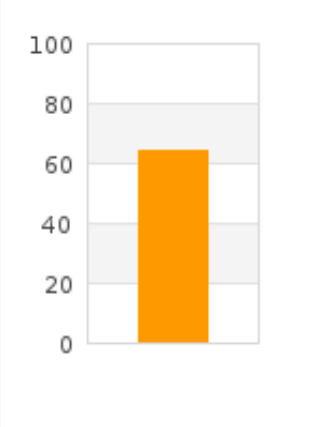
C

222 Points Earned

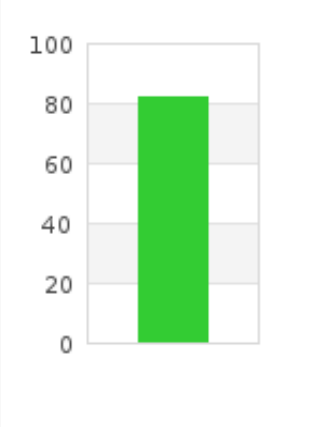
Grade Range: K - 4 **Superintendent:** PHILLIS NICHOLS ANDERSON **Principal:** NORMAN WHITFIELD

	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

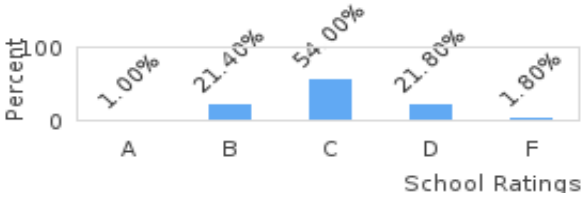
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools'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

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

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)*100 = 64.56

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 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)(Weighted Performance + Gap Adjustment) + (1.5)(Growth Score) + (Challenge Points in Math &or ELA)
Score for This School	(1.5)(64.56 + 0) + (1.5)(82.32) + (2) = 222

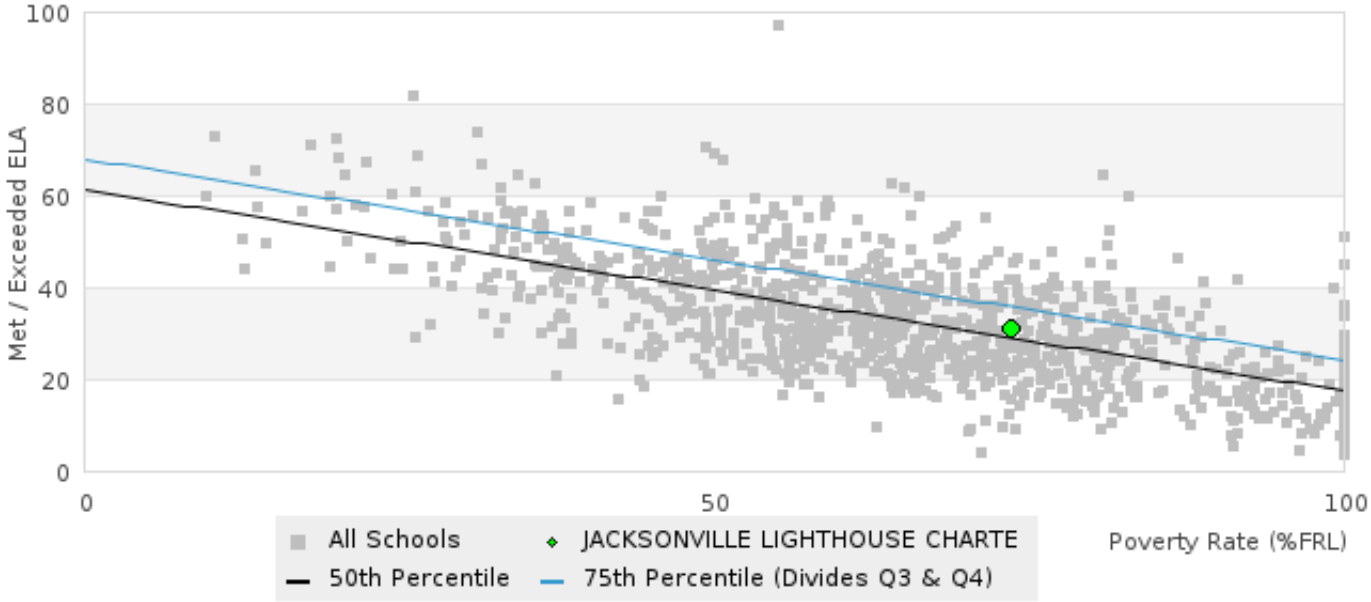
Point Ranges for Grades

A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

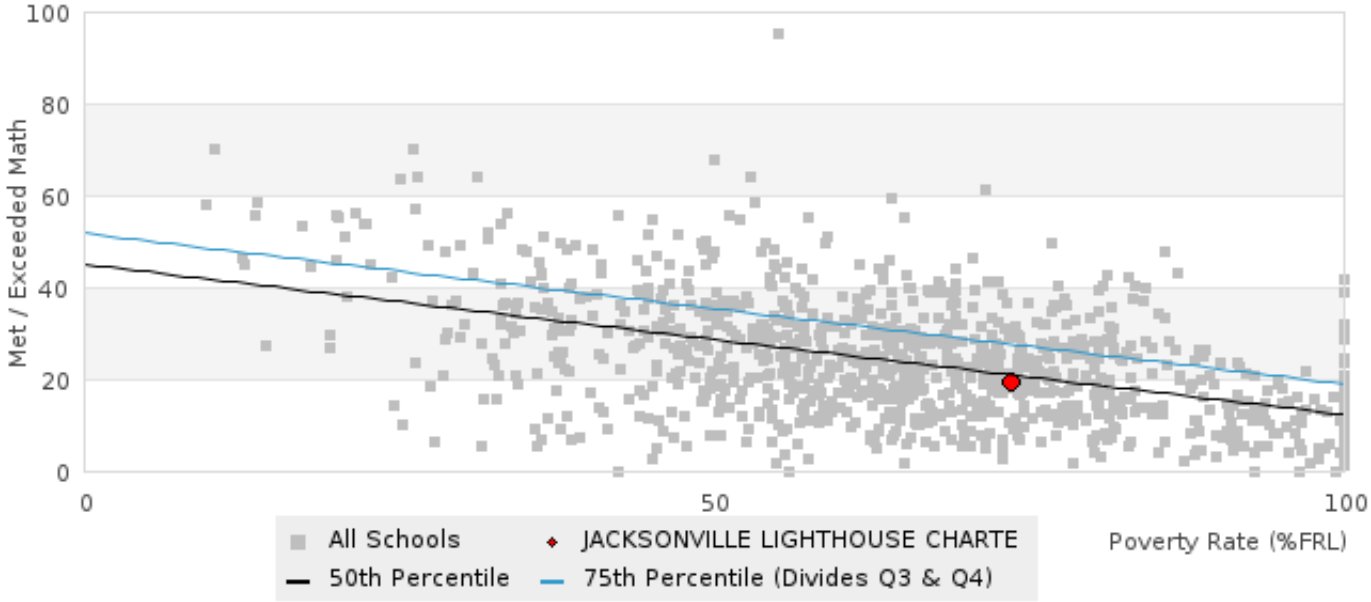
Overall School Scores are rounded to the nearest whole number.

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%).

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

C

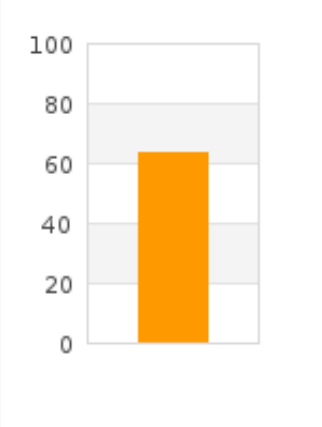
236 Points Earned

6050702 - JACKSONVILLE LIGHTHOUSE MIDDLE
6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

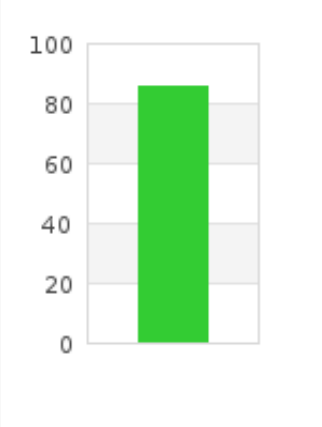
Grade Range: 5 - 8 **Superintendent:** PHILLIS NICHOLS ANDERSON **Principal:** NORMAN WHITFIELD

	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%

How did we get this grade?



Weighted Performance Score: 63.68



School Value-Added Growth: 85.41

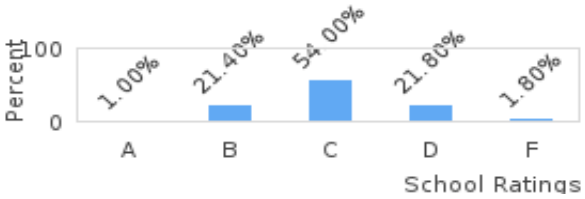
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools'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

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

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)*100 = 63.68

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 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

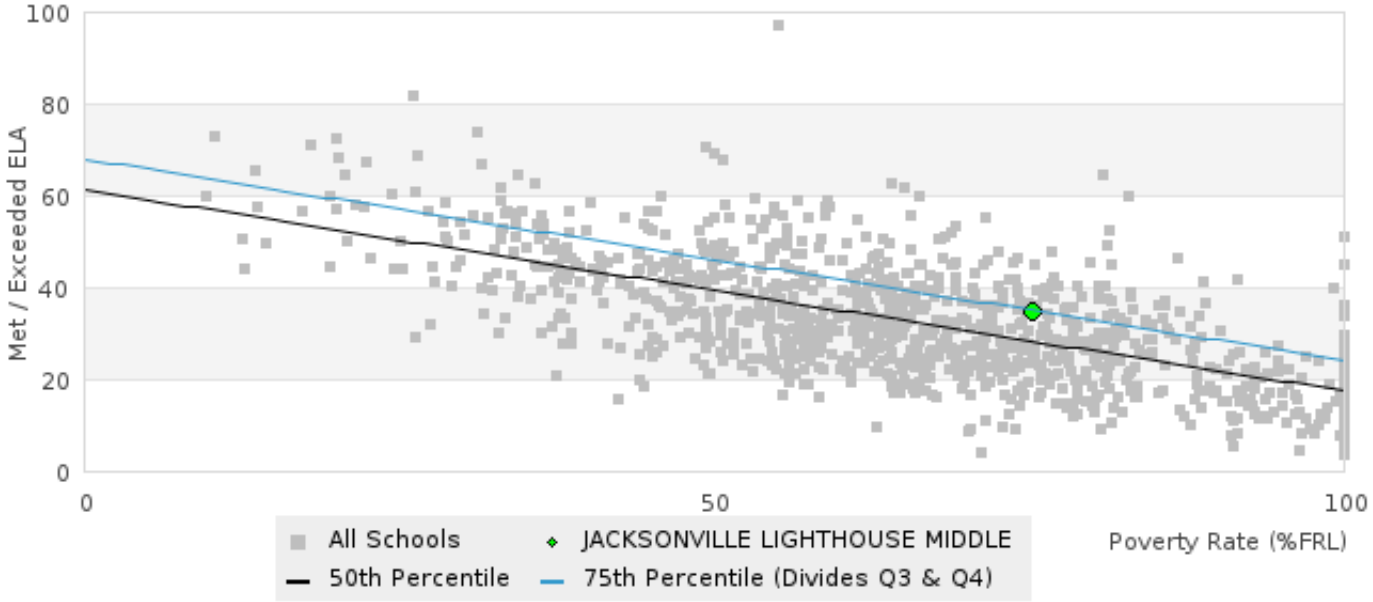
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

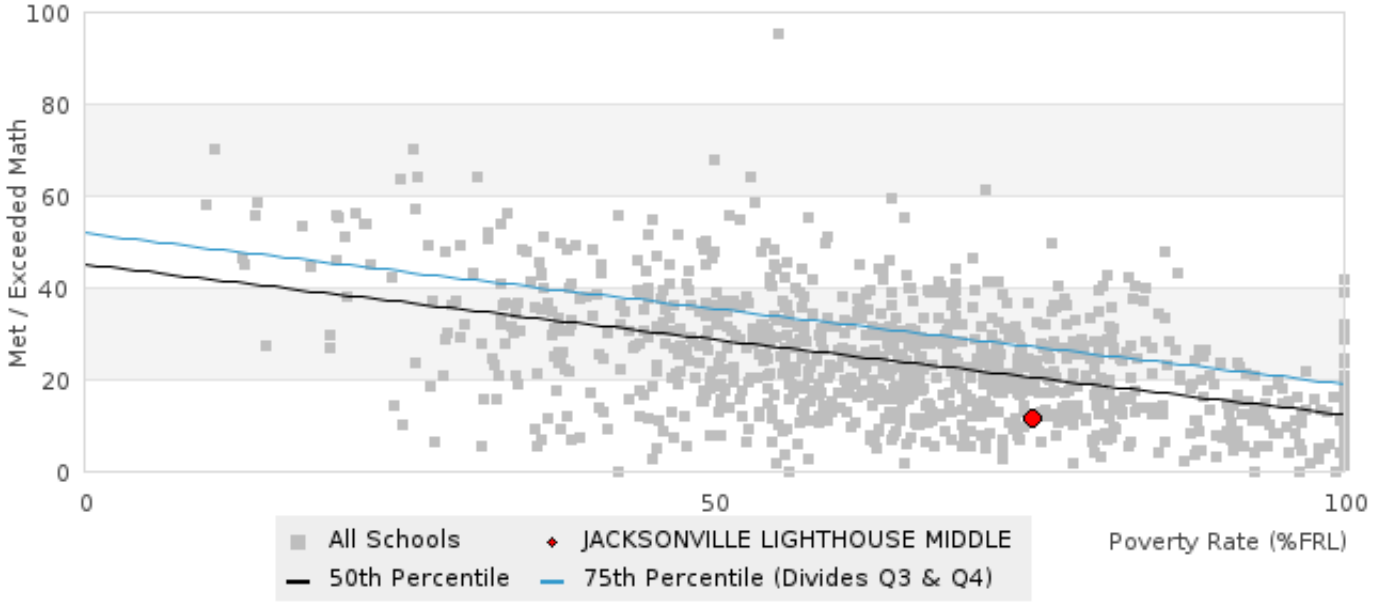
ARKANSAS DEPARTMENT OF EDUCATION

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



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- 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%).

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

B

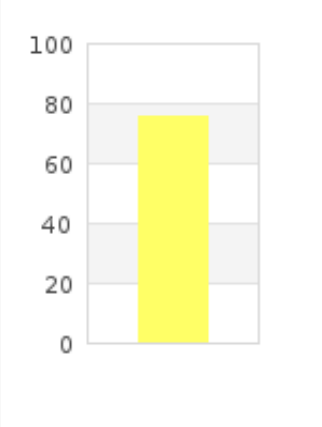
252 Points Earned

6050705 - FLIGHTLINE UPPER ACADEMY
6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

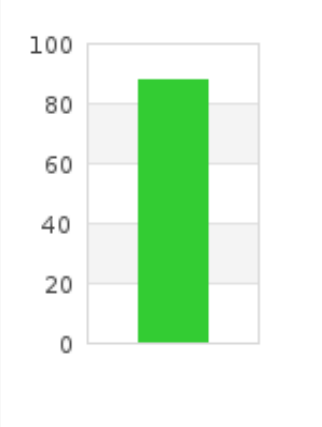
Grade Range: 5 - 8 **Superintendent:** PHILLIS NICHOLS ANDERSON **Principal:** EVAN MCGREW

	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%

How did we get this grade?



Weighted Performance Score: 75.43



School Value-Added Growth: 87.69

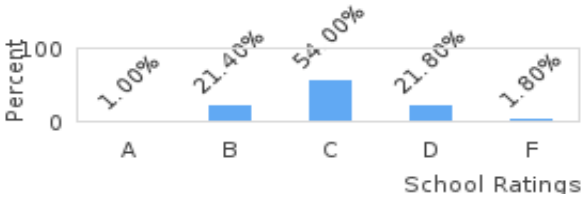
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools'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

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

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)*100 = 75.43

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 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)(Weighted Performance + Gap Adjustment) + (1.5)(Growth Score) + (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

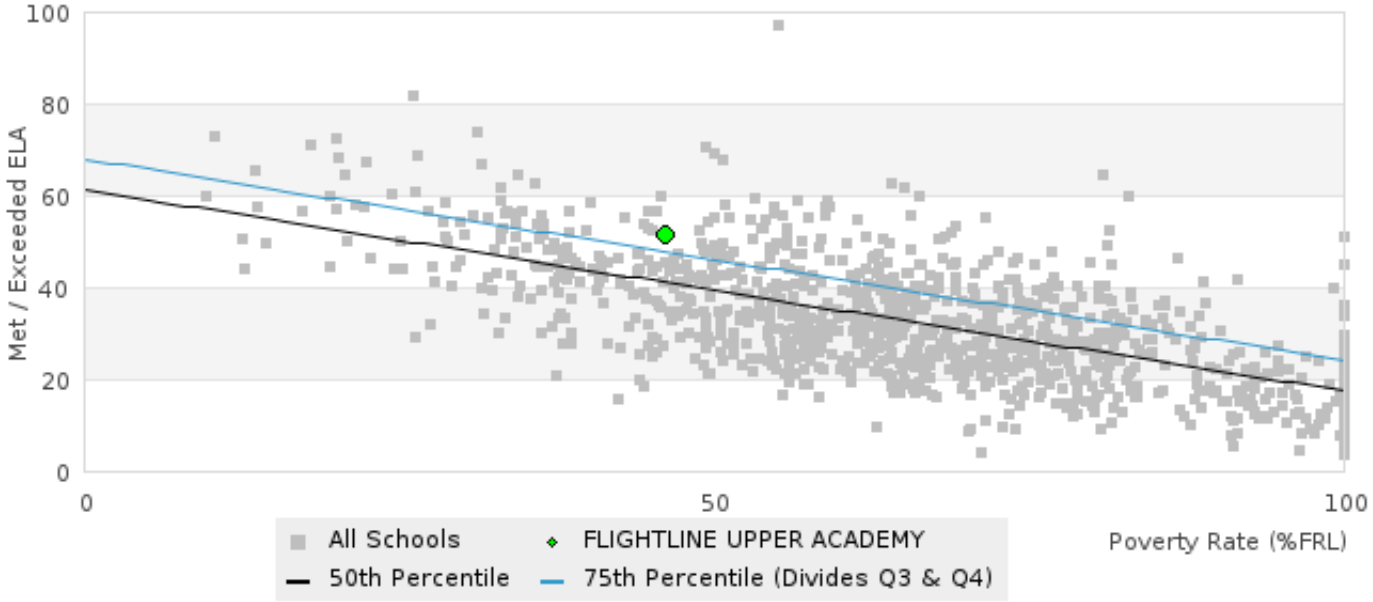
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

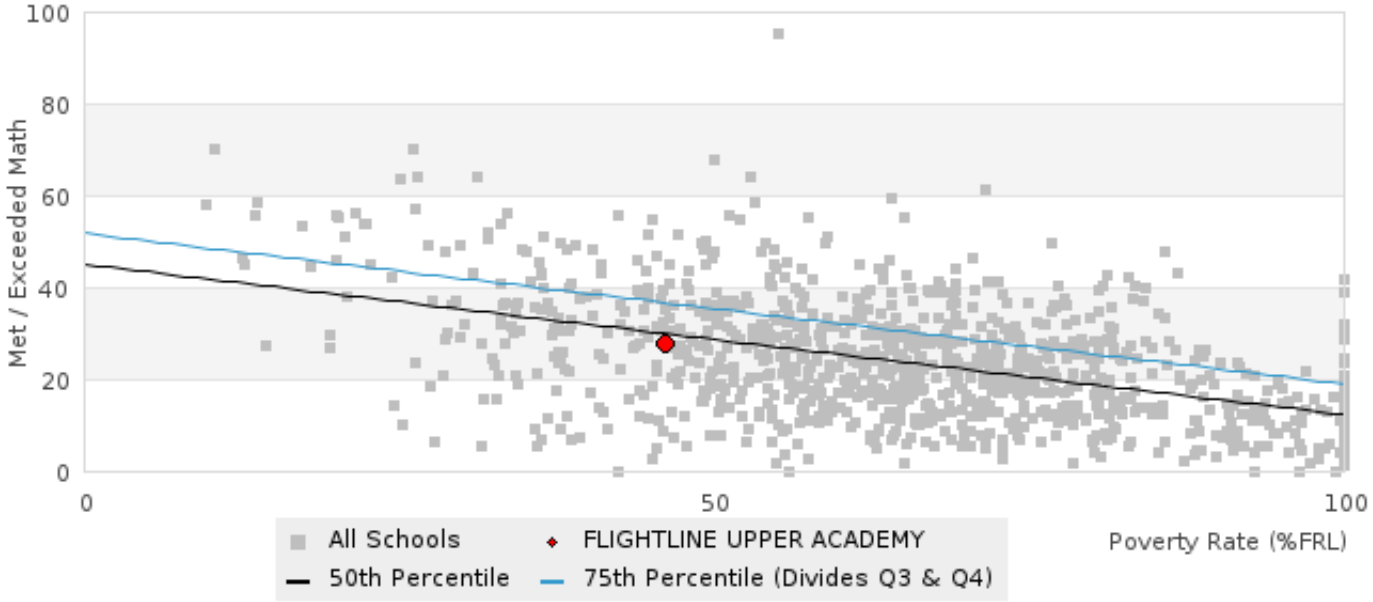
ARKANSAS DEPARTMENT OF EDUCATION

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



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ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

C

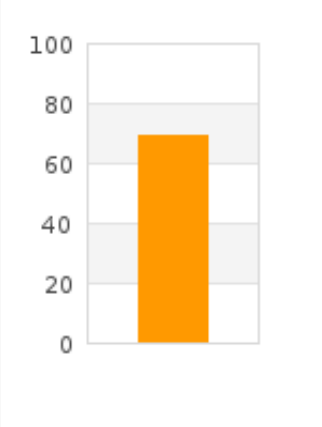
235 Points Earned

6050703 - COLLEGE PREP ACADEMY
6050700 - JACKSONVILLE LIGHTHOUSE CHARTER

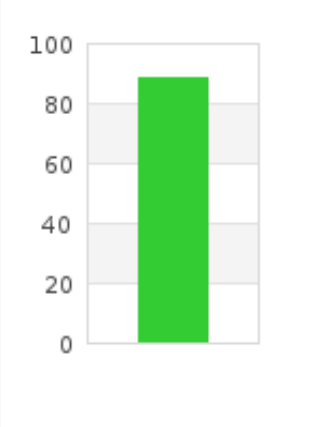
Grade Range: 9 - 12 **Superintendent:** PHILLIS NICHOLS ANDERSON **Principal:** WILLIAM FELTON

	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%

How did we get this grade?



Weighted Performance Score: 69.38



School Value-Added Growth: 88.61

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Measures Affecting School Grade

- Higher than expected average growth value boosted this school's score.
- This school earned 3 ELA challenge points.

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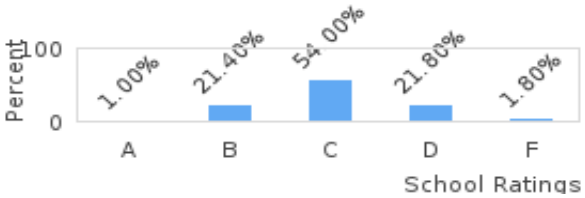

This school's grade is better than **23.64%** of schools in the state

Last year's letter grade: **B** (257 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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ARKANSAS DEPARTMENT OF EDUCATION

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School Letter Grade

C

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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)*100 = 69.38

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 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
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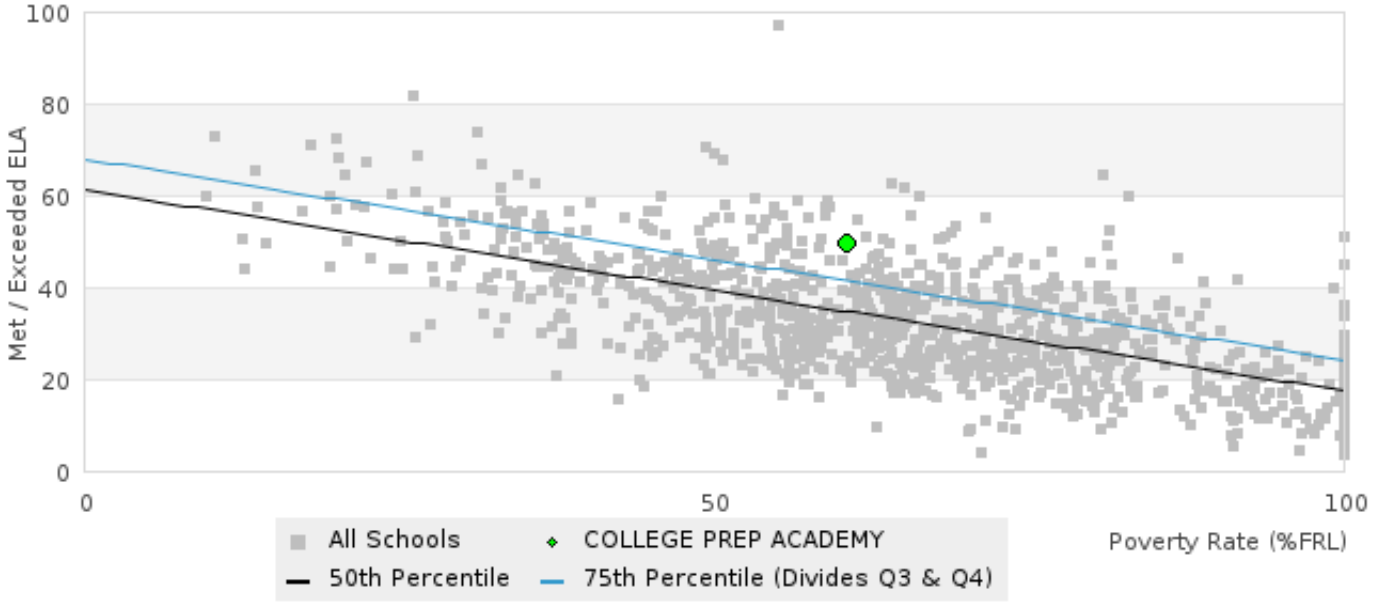

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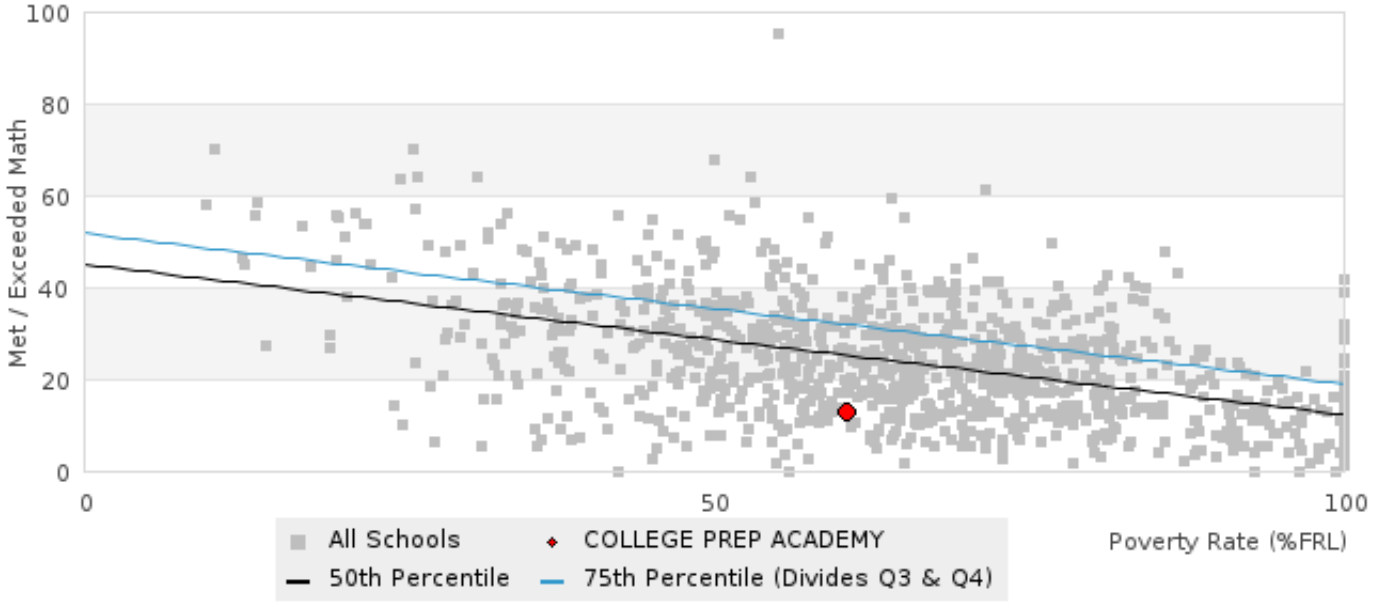

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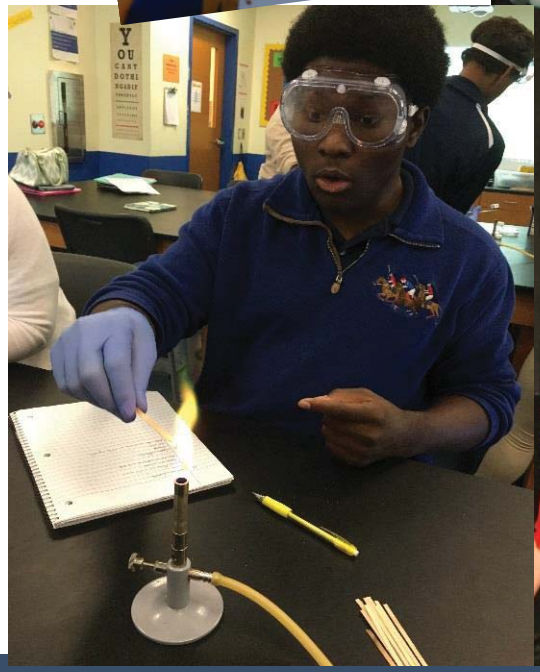
Jacksonville Lighthouse Charter School



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.

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.

Challenge + Arts Infusion = Transformative Opportunities

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

Community We Serve

- Jacksonville population - 28,643
- Median Household income - $40,720
- 81.4% of JLCS scholars are 1st generation college students

Challenge + Arts Infusion = Transformative Opportunities

Lighthouse Academies®

Jacksonville Lighthouse Charter School

JLCS Lower Academy (K-6)
JLCS College Preparatory Academy (7-12)
Flightline Upper Academy (5-8)

Challenge + Arts Infusion = Transformative Opportunities

Jacksonville Lighthouse Lower Academy

Grades K-6

- 382 Scholars

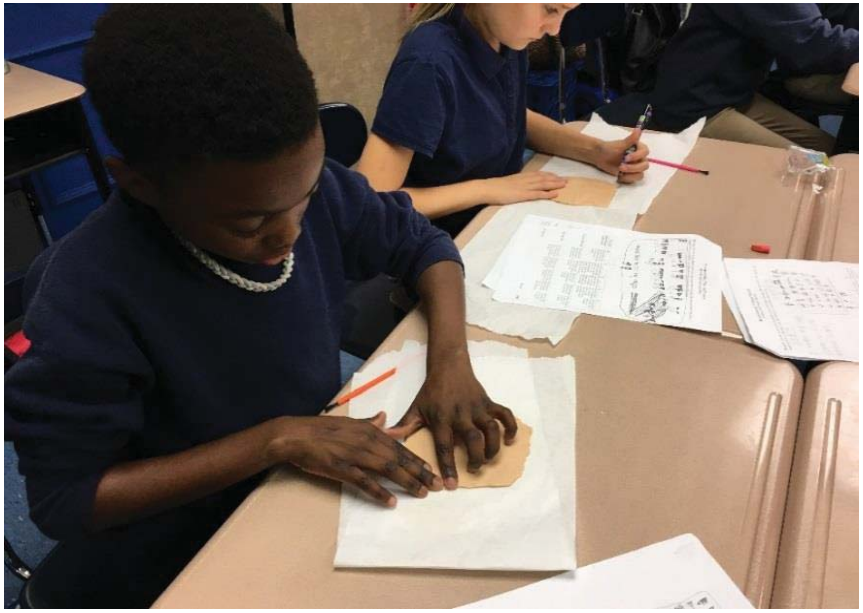
Title I School Wide

- 78% Free/Reduced Lunch

Demographics

- 60.73% African Americans
- 26.44% Caucasian
- 10.73% Hispanic

- 8.90% SPED
- 8.38% ELL



Challenge + Arts Infusion = Transformative Opportunities

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

Challenge + Arts Infusion = Transformative Opportunities

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

Challenge + Arts Infusion = Transformative Opportunities

Jacksonville Lighthouse Charter School

- Spanish (K-12)
- Chinese (7-12th)
- Project Lead the Way (3rd-12th)
  - Engineering Pathway (9-12)
- RTI (K-8)
- Advisory (8-12)
- Dual Enrollment
- Concurrent Enrollment
- AP Courses (13)
- Jazz Band
- Marching Band

- Theatrical Productions (3rd-12th)
- Choir
- Basketball, Volleyball, Track (2016 Boys 1A State Champs), Cross Country, Soccer, Cheerleading, and Dance

Challenge + Arts Infusion = Transformative Opportunities

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

Challenge + Arts Infusion = Transformative Opportunities

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

Restorative Practices

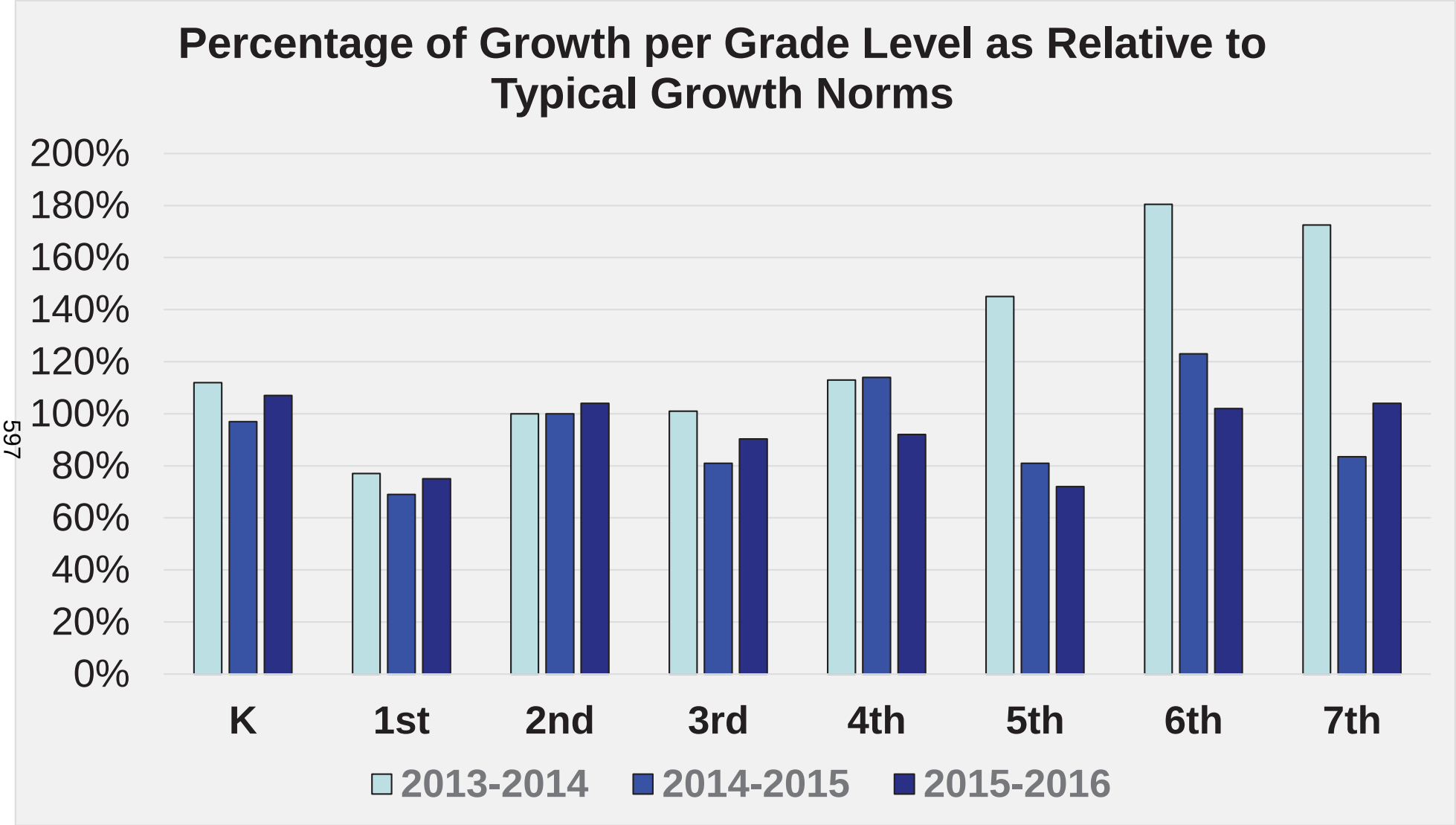
Training

- 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?

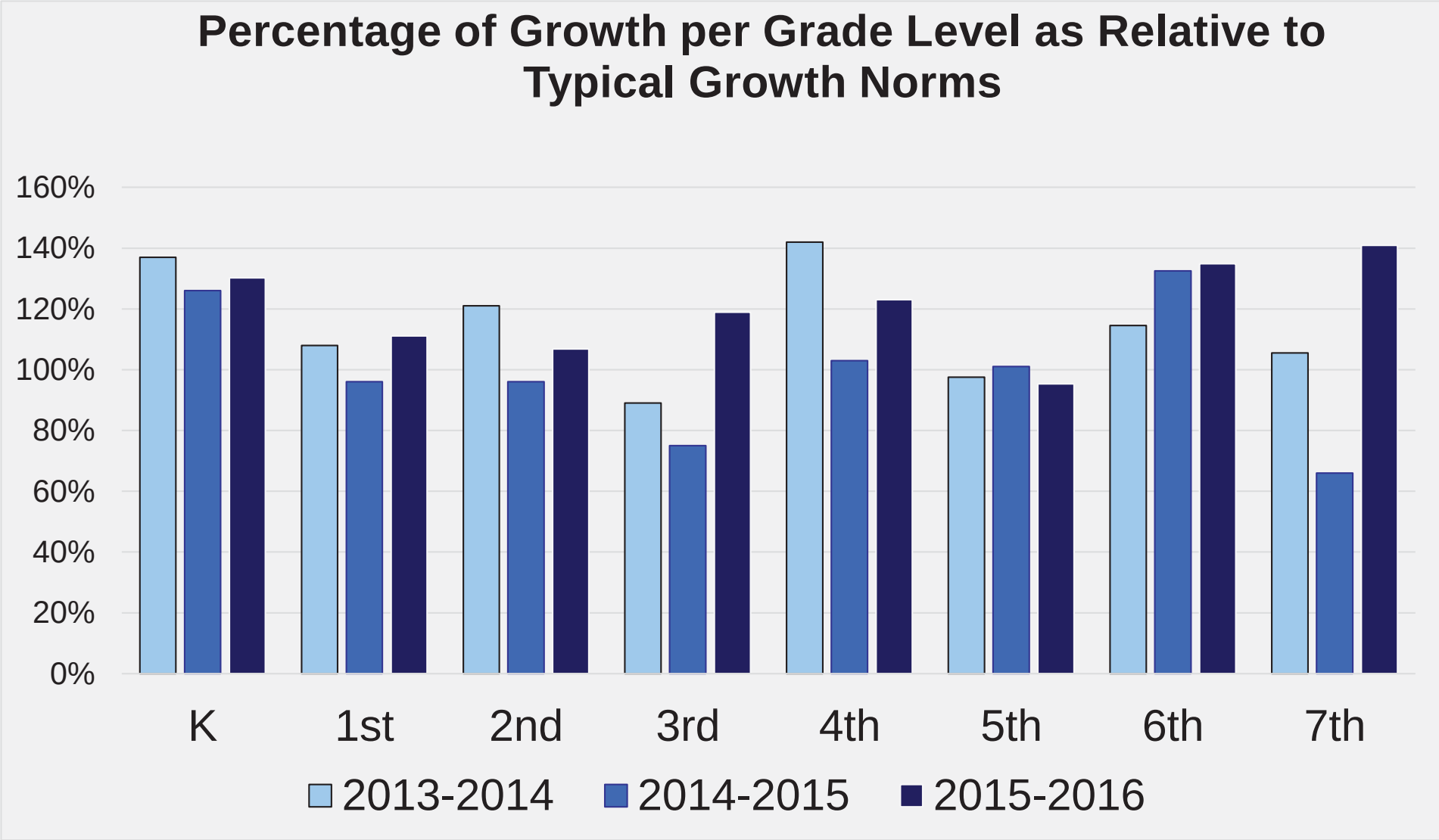
- Tier 1, 2, and 3 interventions are in place in all schools
- Restorative circles with students, parents, teachers, community members, school resource officers, administrators, and counselors
- Logical Consequences

NWEA Reading



Challenge + Arts Infusion = Transformative Opportunities

NWEA Math



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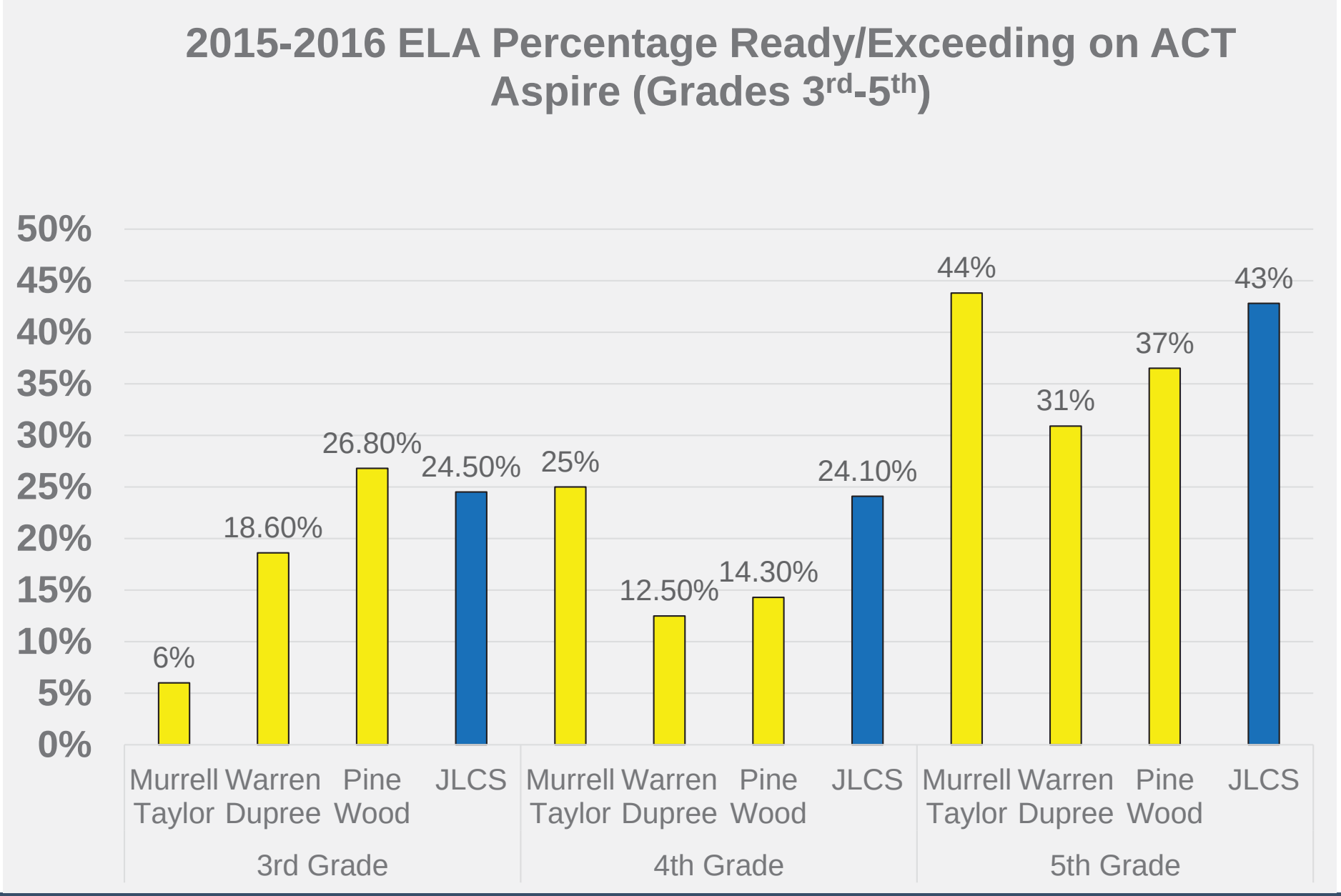
Lighthouse Academies®



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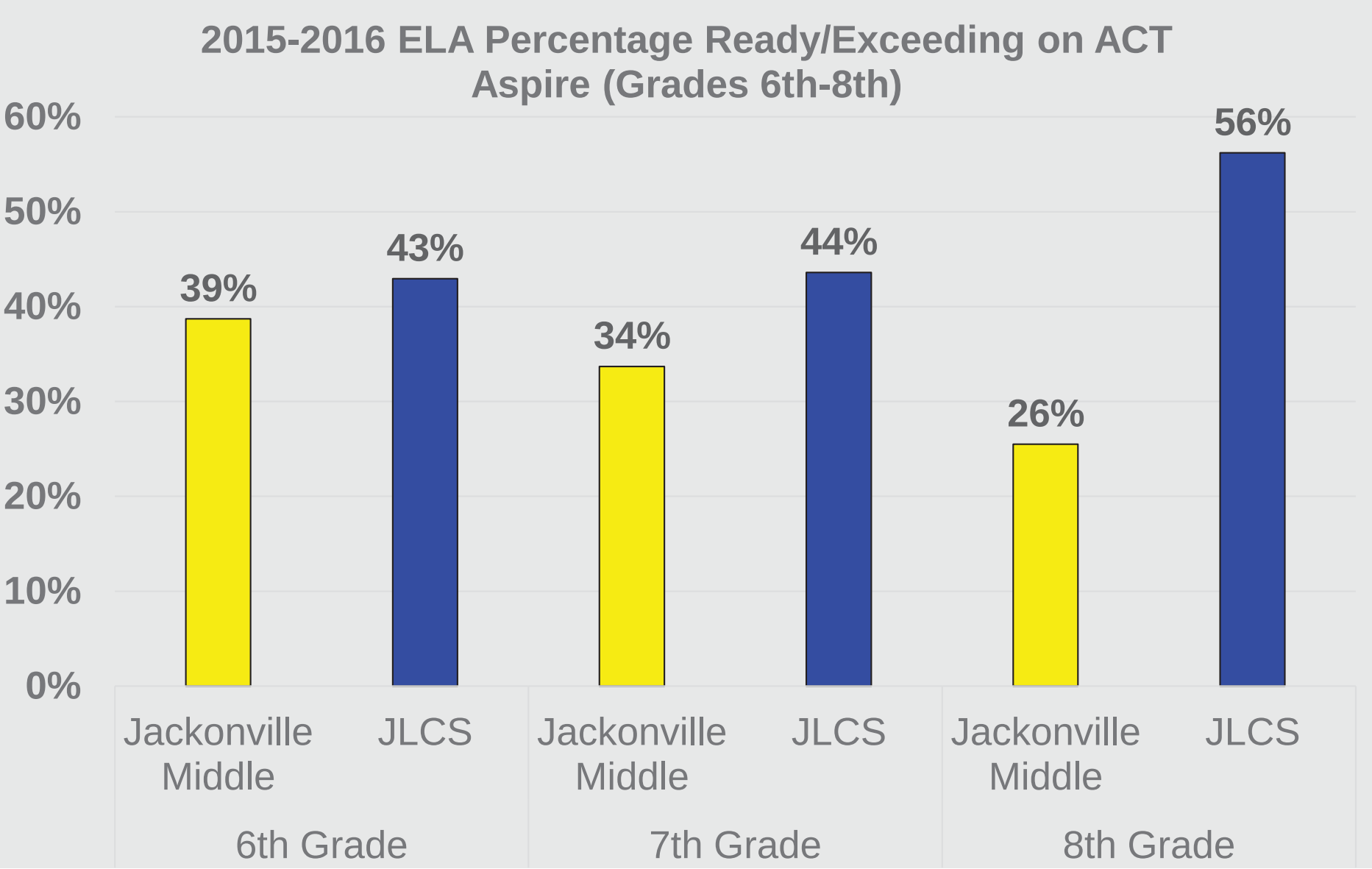

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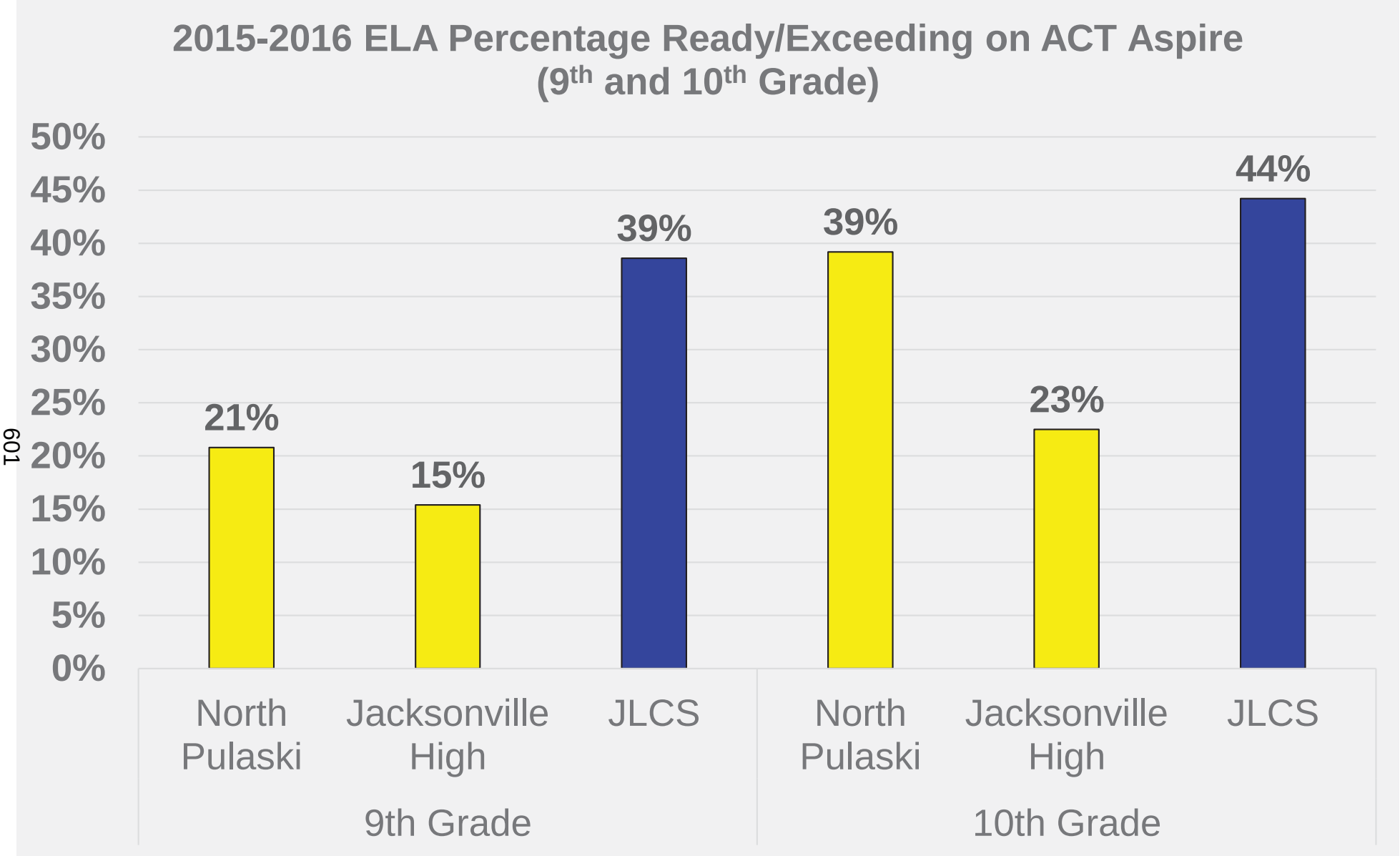

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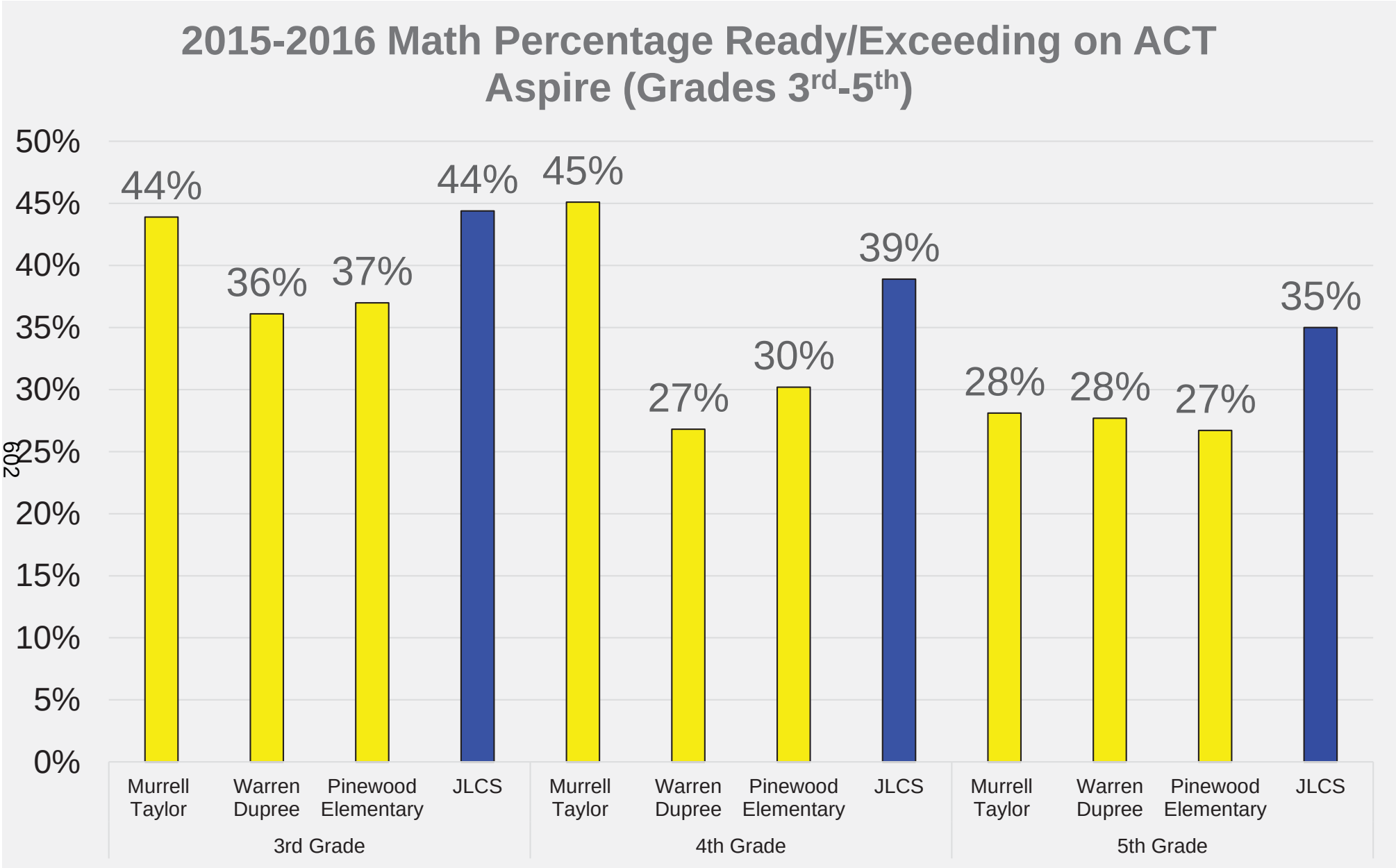
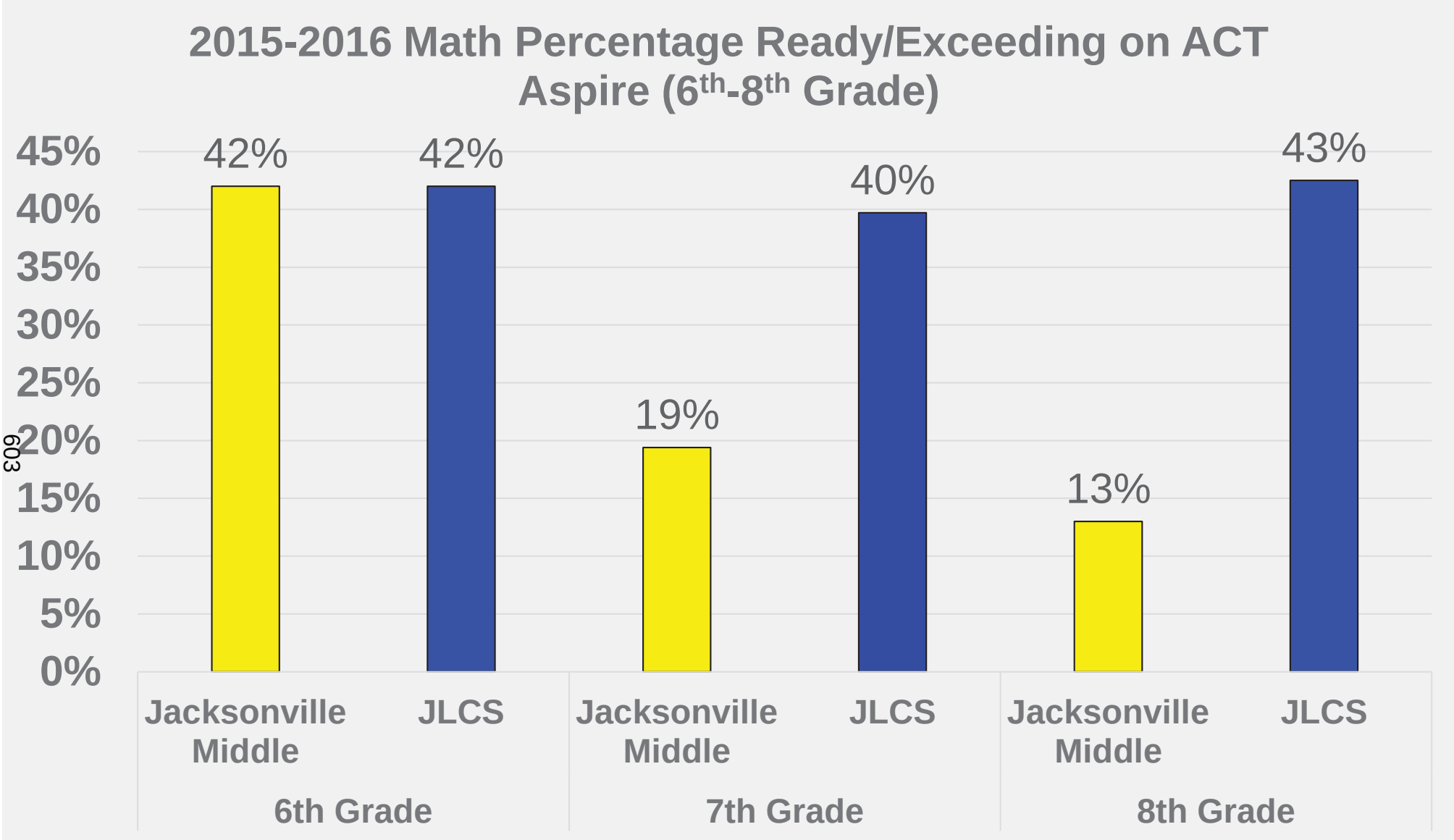


Challenge + Arts Infusion = Transformative Opportunities

Lighthouse Academies®



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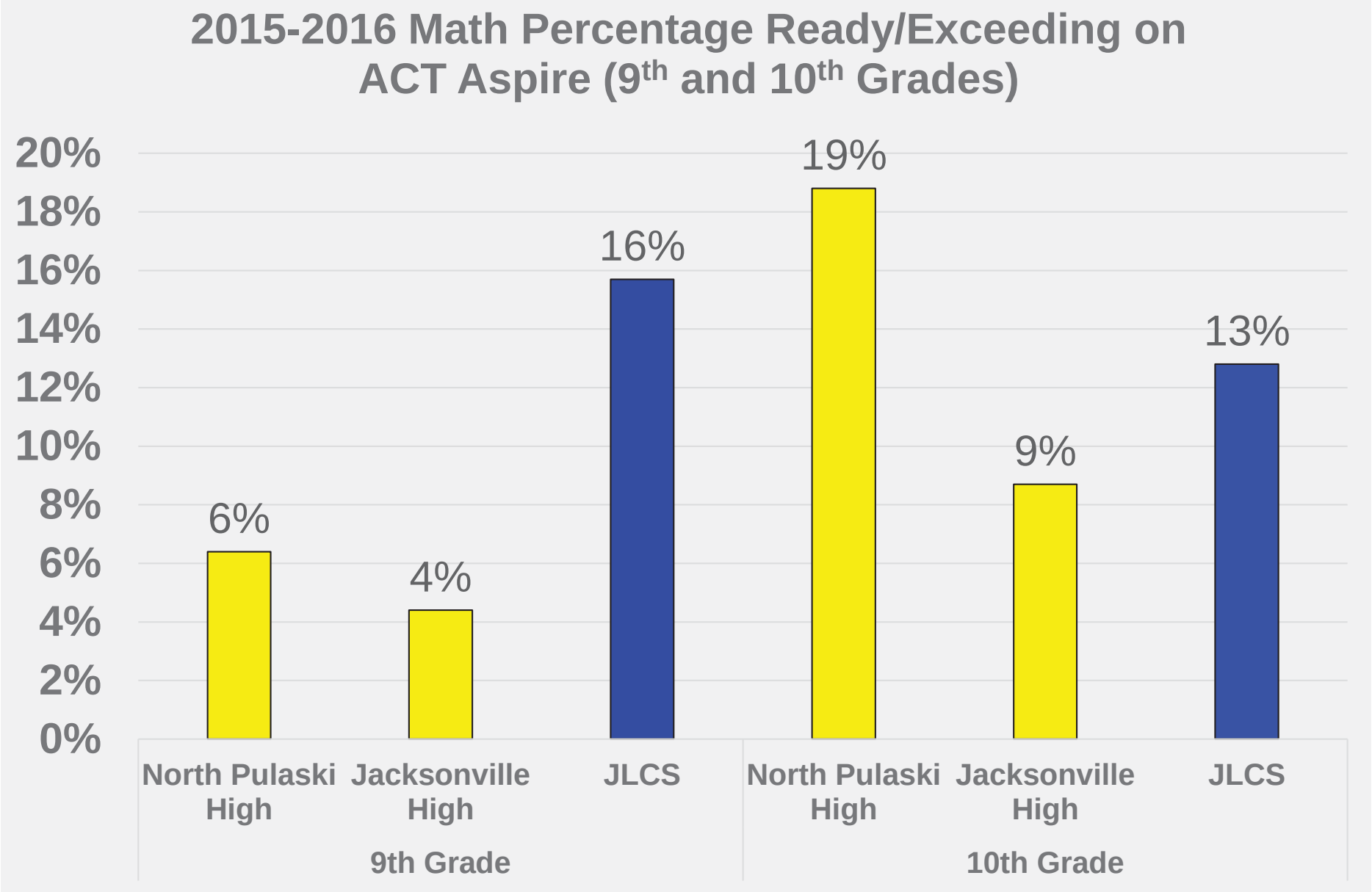

Challenge + Arts Infusion = Transformative Opportunities

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

Challenge + Arts Infusion = Transformative Opportunities

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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

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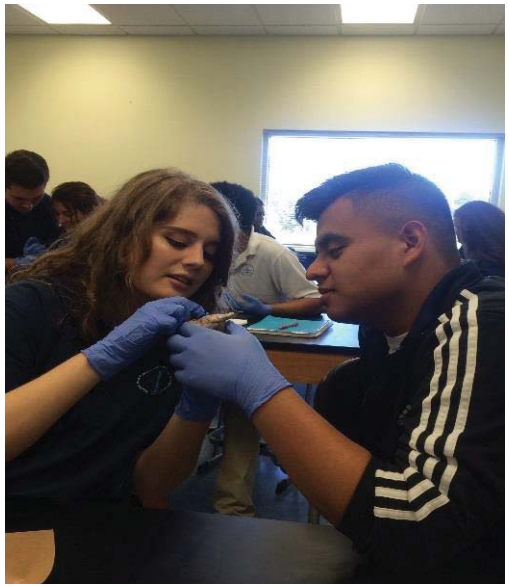

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Melbourne

December 16, 2016

Christina Long
Little Rock Preparatory Academy
1616 S. Spring Street
Little Rock, AR 72206

RE: Notice of Charter Authorizing Panel Decision
Little Rock Preparatory Academy Renewal Application

Dear Ms. Long:

On **December 15, 2016**, the Charter Authorizing Panel met and approved Little Rock Preparatory Academy's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Poore, Little Rock School District

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

An Equal Opportunity Employer

Little Rock Preparatory Academy Renewal Request

Motion

To approve the renewal request

Barnes-**M**	Lester	Saunders
Gotcher-**2**	Pfeffer	Smith
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			While I have concerns, I believe the request for time is appropriate to the needs as stated and addressed in the revised mission.
Gotcher	X			Literacy concerns are primary for me; however, there is much hope for the future in leadership and in improved performance. I would encourage the charter to continue to fulfill the new mission and let that mission guide every student decision.
Haley				Absent
Lester	X			While I believe there is much work to be done in academics, I also believe it would be detrimental to the educational process to terminate the charter at this time. I am encouraged with the new mission, and the administration and community involvement.
Pfeffer				Absent
Rogers	X			While there are strong concerns regarding the academic proficiency of the students at Little Rock Prep, I am willing to give them a three-year cycle to show evidence that the changes being made will have a positive impact on

				student achievement.
Saunders	X			Major change is needed to turn around the academics. It appears the social/emotional needs of the children are being addressed and academics need to follow.
Smith	X			I voted for a three-year renewal; however, the department needs to closely monitor the progress of the primary school. Evidence of improvements at middle campus allowed me to vote for the motion.
Coffman				Chair

Submitted by: Kelly McLaughlin (ADE)
Date: December 15, 2016

LITTLE ROCK PREPARATORY ACADEMY
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity Collegiate Choices, Inc. DBA Little Rock Preparatory Academy

Address

Little Rock Preparatory Elementary
1616 South Spring Street
Little Rock, AR 72206
Grades: K-4

Little Rock Preparatory Academy
6711 West Markham Street
Little Rock, AR 72205
Grades: 5-8

Grades Served K-8

Enrollment 411

Maximum Enrollment 432

Number of Years Requested 3

Mission Statement

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

2015-2016 Accreditation Status

Accredited

Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2015	K-8	339.81	26,555	51,596
2016	K-8	412.96	229,068	4,212
2017 YTD	K-8	-	128,914	114,110
			2017 Budget: 496,450	

Remaining Concerns

Section 2, Part C, New Goals: The criteria used for selecting comparison schools with similar demographics is vague.

Little Rock Preparatory Academy

SPONSORING ENTITY: COLLEGIATE CHOICES, INC.

CURRENT DATA

Maximum Enrollment	432
Approved Grade Levels	K-8
Grades Served 2016-2017	K-8

2016-2017 Enrollment by Race

Two or More Races	1
Asian	0
Black	365
Hispanic	42
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	3
Total	**411**

2016-2017 Enrollment by Grade

Kindergarten	36
1st Grade	63
2nd Grade	54
3rd Grade	55
4th Grade	52
5th Grade	36
6th Grade	40
7th Grade	42
8th Grade	33

2015-2016 Student Status Counts

Migrant	0
LEP	5
Gifted & Talented	0
Special Education	21
Title I	194
Source: District Cycle 4 Report	

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	390.81	392.28	388.78	376.84
ADM	409.08	414.93	412.96	419.48
%	95.53%	94.54%	94.14%	89.84%

BACKGROUND

Authorized November 3, 2008
Contract Expiration June 30, 2017

Amendment Request Considered and APPROVED May 16, 2011

Add grades K-4

Waiver of Standards for Accreditation 10.02

Amendment Request Considered and DENIED May 16, 2011

Add Exalt Education as the charter management organization

Amendment Request Considered and APPROVED June 11, 2012

Relocation of middle school

Waivers of:

- 6-13-601 et seq. District Boards
- 6-14-101 et seq. School Elections
- 6-17-201 et seq. Personnel policies
- 6-17-301 Certified personnel
- 6-17-1501 et seq. Teacher Fair Dismissal
- 6-17-1701 et seq. Public School Employee Fair Hearing Act

Amendment Request Considered and APPROVED May 13, 2013

Relocation

Renewal Request February 19, 2014

Charter renewed for three years

Waivers of:

- 6-13-109 School Superintendent
- 6-17-17 Noninstructional duties
- 6-17-427 Superintendent license and mentoring
- 6-17-2201 et seq. Classified School Employee Minimum Salary Act
- 6-18-1001 et seq. Public School Student Services Act
- 6-20-2208(c)(6) Monitoring of expenditures (gifted and talented)
- 6-42-102 Rules and regulations (gifted and talented)
- 18.01 and 18.02 Standards for Accreditation
- ADE Rules for Gifted and Talented Program Approval
- ADE Rules Governing Educator Licensure
- Sections 1-7 of Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Designated a Priority School (5-8 campus) August 31, 2015

Priority Status Hearing February 18, 2016

Panel voted to take no action

Amendment Request Considered and APPROVED May 18, 2016

Relocate campus from 4520 S. University Ave. to 6711 W. Markham

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

Name of School: Little Rock Preparatory 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

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:
- Provide the list of the "LRPA board-of-trustees approved college-preparatory high school programs" and explain how those programs were approved by the board.
- Considering individual student growth in Goal 1, verify that increasing the percentage of students meeting or exceeding projected growth by just one percent would result in Goal 1 being met and explain the rigor of Goal 1.
- Explain if the list of "surrounding schools with similar demographics in the LRSD" will remain constant. If the list is subject to change, explain the selection criteria for those schools.
- Provide the student survey measurement tool mentioned in Goal 5.

Applicant Response:

- During the 2012-2013 school year, the Little Rock Preparatory Academy Board of Trustees and Exalt Education management developed a list of college-preparatory high school programs most suitable for the mission and students of Little Rock Prep. This list includes central Little Rock public high schools, Advancement Via Individual Determination (AVID) programs, TRIO programs and private high schools. The board approved public high schools including Little Rock Central High School, Parkview Arts and Science Magnet High School, eStem High Public Charter School, and Lisa Academy Charter High School. The AVID program is offered at Little Rock Central High School, Parkview Arts and Science Magnet High School, Hall High School and McClellan Magnet High School. The TRIO program is offered through the University of Arkansas at Little Rock and Philander Smith College. The private high schools include Catholic High School, Mount Saint Mary Academy, Pulaski Academy, Episcopal Collegiate School and the Baptist Preparatory School formerly known as Arkansas Baptist High School.

  The public high schools were selected based on the following eligibility criteria:
  -75% of Students score Proficient or Advanced on 11th Grade Literacy Exams
  -60% of Students score Proficient or Advanced on End of Course Geometry Exams
  -40% of Students score Proficient or Advanced on End of Course Biology Exams
  -Dropout Rate Less Than 5%
  -Grade Inflation Rate Less Than 5%
  -Graduation Rate 85% or higher
  -50% of Faculty has a Master's Degree or Doctoral Degree.
  If an LRPA 8th grade graduate isn't accepted into one of the approved public high schools, there is optional enrollment in one of the AVID or TRIO programs.
- Based on previous NWEA MAP data, our students are growing at a rate greater than 1.5 years equivalent in Reading and Math. Our goal is to continue to perform as well as or greater than previous years.
- The list of surrounding schools with similar demographics in the Little Rock School District zones was developed based on free and reduced lunch rates and student demographics comparable to Little Rock Preparatory Academy. This list of schools is subject to change based on the indicators listed previously and in comparison to Little Rock Preparatory Academy. The management team reviews the list of schools and current demographics periodically throughout the school year.
- The student survey measurement tool referenced in Goal 5 is attached. We utilize the student survey from the Arkansas Department of Education School Improvement Office as it is required of both LRPA campuses.

Remaining Concern: The criteria used for selecting comparison schools with similar demographics is vague.

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.

Little Rock Preparatory Academy
2016 Open Enrollment Renewal Application

	Topic	Law/Standard/Rule	Subject	Remaining Issues?
New Waivers	Gifted and Talented	Ark. Code Ann. § 6-42-109	Progress Reports	
Rescind Waivers	Gifted and Talented	Ark. Code Ann. § 6-42-102	Rules & Regulations	

Legal Comments Regarding Existing Waivers

Ark. Code Ann. § 6-42-102 (Gifted and Talented Rules & Regulations)

- Applicant currently has a waiver of § 6-42-102 regarding gifted and talented. In order to effectuate a waiver of gifted and talented services, a waiver of this is not necessary; however, a waiver of § 6-42-109 (Gifted and Talented - Progress Reports) is required. Applicant should clarify if it wants to rescind this waiver and request the correct code section needed.

Applicant Response: In order to effectuate the waivers that we already hold in this area, we wish to request a waiver of Ark. Code Ann. § 6-42-109 and rescind our current waiver of Ark. Code Ann. § 6-42-102.

Remaining Legal Issues: None

Standards for Accreditation Section 16.03.1 (School Nurse)

- Applicant should provide additional information on how this waiver is used, how they are providing nurses and health services, how the waiver helps the Applicant to achieve its goals, and what would be the impact to the Applicant if this waiver was not renewed.

Applicant Response: LRPA is committed to providing health services for our students, but we wish to retain the ability to provide such services without employing a full-time licensed nurse. There would be a financial impact to LRPA if this waiver was not renewed, as we would have to incur the expense of hiring a licensed nurse to comply with the ADE Standards Rules. We have been in operation since the Fall of 2009, and we have always been able to provide a quality health services program for our students while holding the waiver from Section 16.03.1 of the ADE Standards Rules.

Remaining Legal Issues: None

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: December 2, 2016

TO: Charter Authorizer

FROM: ADE Legal Services Staff

SUBJECT: Desegregation Analysis of Charter Renewal for Little Rock Preparatory Academy

In 2008, the State Board of Education (State Board) approved the application of Collegiate Choices, Inc., to operate the Little Rock Preparatory Academy. Little Rock Preparatory Academy is approved for grades kindergarten to eight (K-8) with a maximum enrollment of 432 students. The school requests that renewal of its charter be granted for a three-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%	--
DISTRICT TOTAL	**894**	**977**	**26,728**	**5,203**	**186**	**13,302**	**47,290**
	1.89%	2.07%	56.52%	11.00%	0.39%	28.13%	--
Open-Enrollment Public Charter Schools in Pulaski County							
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%	--
CHARTER TOTAL	137	342	3548	975	51	2315	7,368
	1.86%	4.64%	48.15%	13.23%	0.69%	31.42%	--
COUNTYWIDE TOTAL	**1,031**	**1,319**	**30,276**	**6,178**	**237**	**15,617**	**54,738**
	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 Little Rock Preparatory Academy 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.

Little Rock Preparatory Academy
Desegregation Analysis

Little Rock Preparatory Academy (LRPA) is requesting a three (3) year renewal of its charter from the charter authorizer. LRPA's campuses are located within the boundaries of the Little Rock School District (LRSD). LRPA expects to continue to obtain most of its students from within the boundaries of the LRSD. It may also enroll some students who formerly attended private schools and home schools. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that its requested renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

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

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

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

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

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, LRPA's proposed amendments cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of

EXHIBIT A

that, there is no possibility that LRPA's requested charter renewal could impact LRSD's unitary status. To be clear, LRPA's requested charter renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-16 school year enrollment figures (the latest enrollment figures that are publicly available) as maintained by the ADE Data Center, LRSD had a student population of 23,164 students and LRPA had a student population of 430 students. LRPA's student population is approximately 1.9% the size of the LRSD student population. Under Ark. Code Ann. §6-23-306(6)(A), LRPA must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, LRPA will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that LRPA's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, LRPA's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

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

EXHIBIT A

Open-Enrollment Public Charter School Renewal Application

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

Charter School: Little Rock Preparatory Academy

Arkansas Department of Education

Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Contact Information

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

Number of Years Requested for Renewal (1-20) _____3_____

Renewal Application Approval Date by the School/Entity Board(s) September 26, 2016

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

Part A: Composition of Governing Board

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

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

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

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

Selection & Composition

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

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

Board Responsibilities

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

Final Decision-Making Authority

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

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

Finance/Operations

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

Stakeholder Engagement/Representation

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

Performance Management

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

Managerial Practices

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

Teaching and Learning

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

Part B: Disclosure Information

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

None

Relationship Disclosures

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

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

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

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

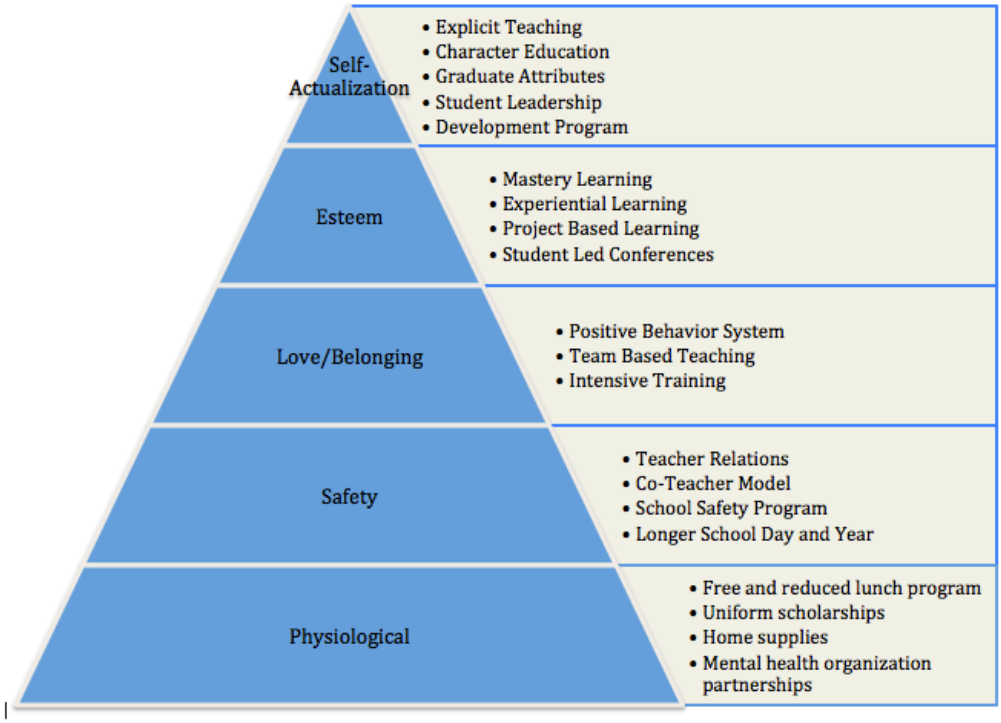
Previous Mission: Little Rock Preparatory Academy prepares middle school students to excel in high school, college, and beyond by providing a high-quality middle school education, ensuring student mastery of the core subjects and developing the key behaviors required for educational and personal success.

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

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

How We Serve Our Students

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



How We Have Improved

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

Outstanding People

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

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

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

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

Great Hearts

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

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

Data Driven

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

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

Increased Capacity

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

Part B: Current Performance Goals

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

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

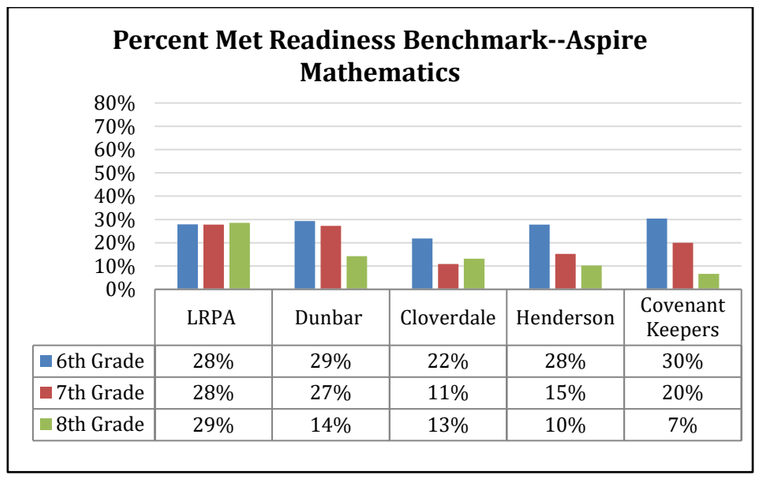
How We Have Performed

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

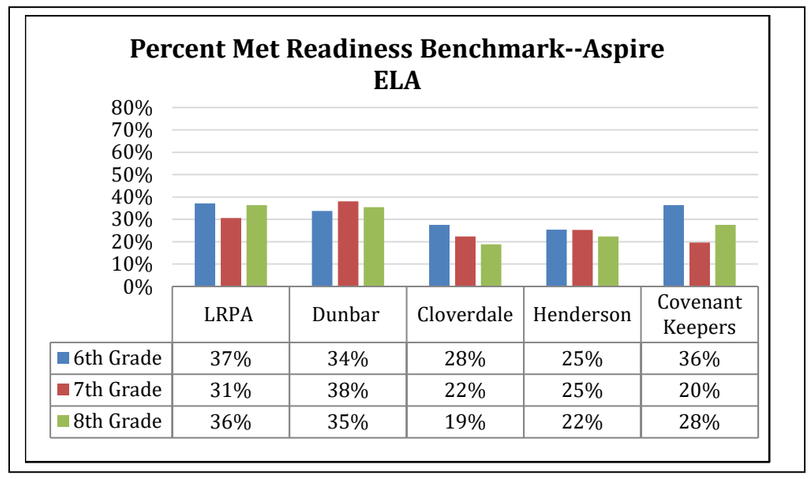
Little Rock Preparatory Academy has earned varied results in student achievement for the past three years against our goals. Much of those mixed results have been due to a number of factors, including attracting students who are significantly behind grade level, adjustments in the state system of standards,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

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

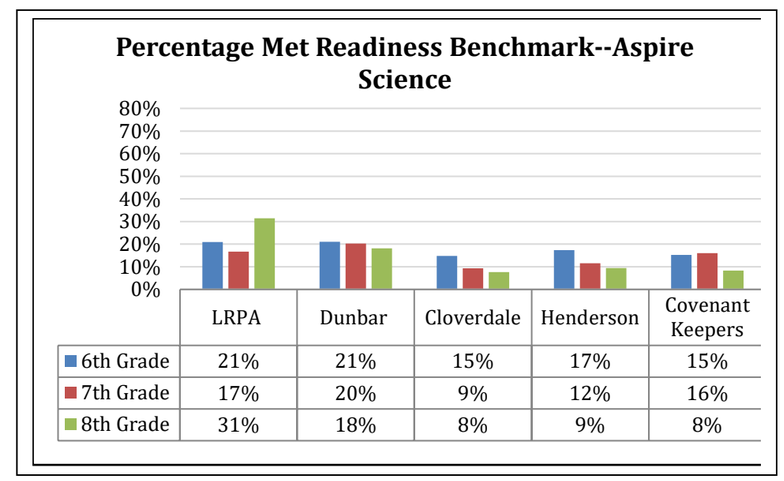
In Science, 6th grade performed as well as or outperformed 4 of 4 surrounding schools, 7th grade outperformed 3 of 4 surrounding schools and 8th grade outperformed 4 of 4 surrounding schools. The charts below show the results from the 2015-2016 ACT Aspire of LRPA and surrounding schools with similar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



	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	28%	29%	22%	28%	30%
7th Grade	28%	27%	11%	15%	20%
8th Grade	29%	14%	13%	10%	7%



	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	37%	34%	28%	25%	36%
7th Grade	31%	38%	22%	25%	20%
8th Grade	36%	35%	19%	22%	28%



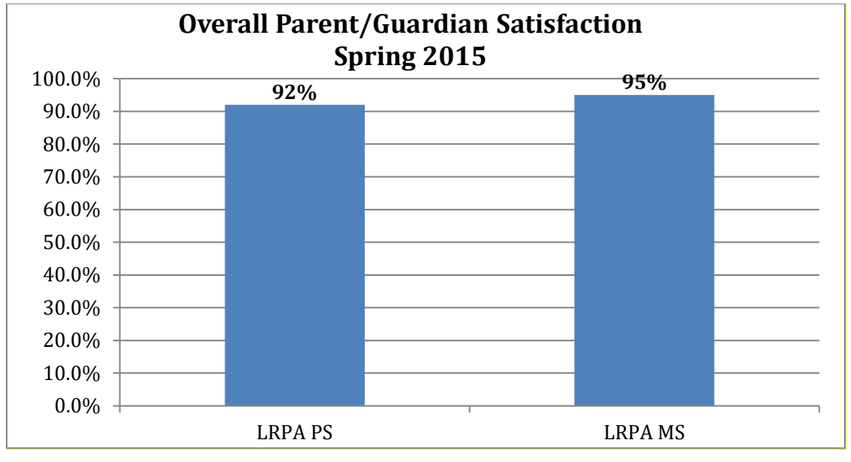
	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	21%	21%	15%	17%	15%
7th Grade	17%	20%	9%	12%	16%
8th Grade	31%	18%	8%	9%	8%

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

Parent Support and Satisfaction

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

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



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

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

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Goals

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

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

				percentage of students scoring proficient or advanced in 3 of 4 surrounding schools. *In grade 7, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 3 of 4 surrounding schools. *In grade 8, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 2 of 4 surrounding schools.	*In grade 7, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 2 of 4 surrounding schools. *In grade 8, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 4 of 4 surrounding schools.	*In grade 7, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 3 of 4 surrounding schools. *In grade 8, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 4 of 4 surrounding schools.	
6. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics among other elementary and middle schools with attendance zones in Central Little Rock.	Benchmark Assessments	Mathematics Proficiency rates equal to or higher than that of elementary and middle schools in Central Little Rock	Annually	MATHEMATICS *In grade 3, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 1 of 6 surrounding schools. *In grade 4, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 1 of 6 surrounding schools. *In grade 5, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 2 of 6 surrounding schools. *In grade 6, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 3 of 4 surrounding schools. *In grade 7, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient or advanced in 3 of 4 surrounding schools. *In grade 8, the percentage of LRPA students scoring proficient or advanced was equal to or greater than the percentage of students scoring proficient	MATHEMATICS *In grade 3, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 0 of 6 surrounding schools. *In grade 4, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 0 of 6 surrounding schools. *In grade 5, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 0 of 6 surrounding schools. *In grade 6, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 3 of 4 surrounding schools. *In grade 7, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 4 of 4 surrounding schools. *In grade 8, the percentage of LRPA students scoring met or exceeded was equal to or greater than the percentage of students scoring met or exceeded in 4 of 4 surrounding schools.	MATHEMATICS *In grade 3, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 0 of 6 surrounding schools. *In grade 4, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 4 of 6 surrounding schools. *In grade 5, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 2 of 6 surrounding schools. *In grade 6, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 2 of 4 surrounding schools. *In grade 7, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or exceeding in 4 of 4 surrounding schools. *In grade 8, the percentage of LRPA students scoring ready or exceeding was equal to or greater than the percentage of students scoring ready or	Partially Met

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

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

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

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

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

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

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

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

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

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	54	97	55.67	67.19	91.00	31	50	62.00	81.25	93.00
Targeted Achievement Gap Group	45	83	54.22	68.55	91.00	25	43	58.14	83.17	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	99	169	58.58	67.19	91.00	53	78	67.95	81.25	93.00
Targeted Achievement Gap Group	86	147	58.50	68.55	91.00	46	69	66.67	83.17	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	51	93	54.84	66.72		29	48	60.42	80.56	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	45	81	55.56	68.55		24	42	57.14	83.17	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	12.50		n < 10	n < 10	n < 10	12.50	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	42	97	43.30	52.60	92.00	16	53	30.19	50.00	81.00
Targeted Achievement Gap Group	38	83	45.78	54.89	92.00	14	46	30.43	46.15	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	75	169	44.38	52.60	92.00	28	81	34.57	50.00	81.00
Targeted Achievement Gap Group	69	147	46.94	54.89	92.00	24	72	33.33	46.15	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	40	93	43.01	51.94		15	51	29.41	48.15	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	37	81	45.68	54.89		14	45	31.11	46.15	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	12.50		n < 10	n < 10	n < 10	12.50	

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

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	59	128	46.09	54.66	92.00	58	128	45.31	46.15	81.00
Targeted Achievement Gap Group	47	111	42.34	54.26	92.00	44	111	39.64	46.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	179	386	46.37	54.66	92.00	128	320	40.00	46.15	81.00
Targeted Achievement Gap Group	136	312	43.59	54.26	92.00	99	259	38.22	46.53	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	51	116	43.97	54.08		51	116	43.97	45.84	
Hispanic	n < 10	n < 10	n < 10	85.41		n < 10	n < 10	n < 10	78.13	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	47	110	42.72	55.73		44	110	40.00	48.01	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	21.25		n < 10	n < 10	n < 10	12.50	

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

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

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	3	80	3.75	21.47
Targeted Achievement Gap Group	3	80	3.75	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	73	4.11	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	3	80	3.75	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	1	80	1.25	12.09
Targeted Achievement Gap Group	1	80	1.25	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	73	1.37	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	1	80	1.25	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

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

STUDENT PERFORMANCE -- MATHEMATICS

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

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

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

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

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

2016 STUDENT PERFORMANCE -- MATHEMATICS

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

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

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

2016 STUDENT PERFORMANCE -- MATHEMATICS

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

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

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

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

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

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

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

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

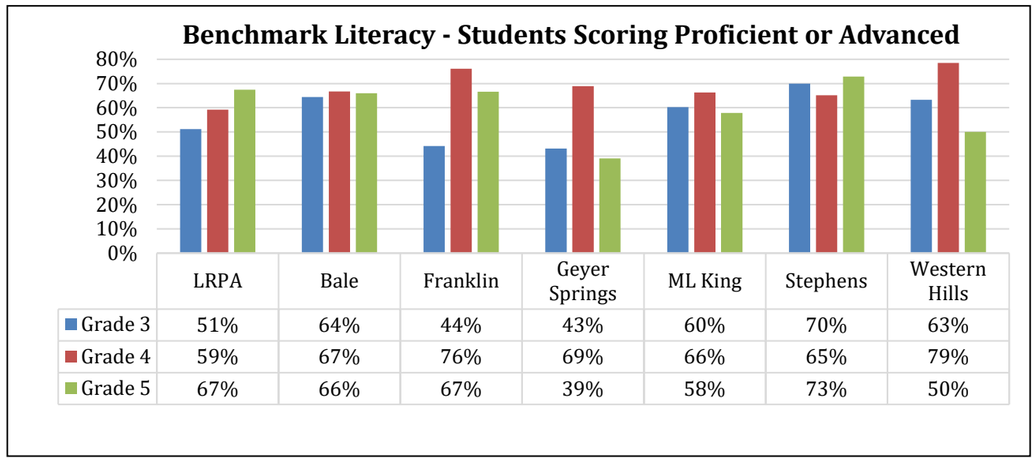
In the spring of 2014, 64% of graduating 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In the spring of 2014-15 84% of 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In 2015-16, 50% of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

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

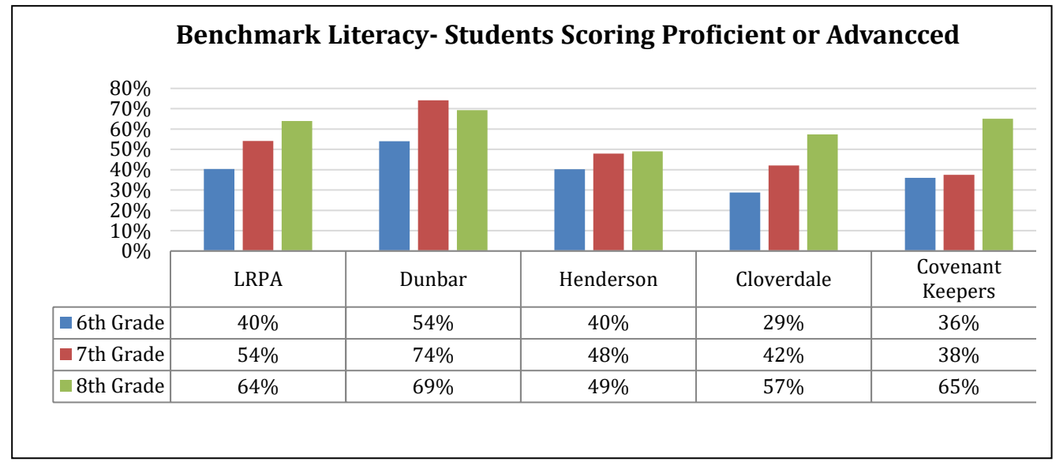
5. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading among other elementary and middle schools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

2013-2014 (Benchmark)

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



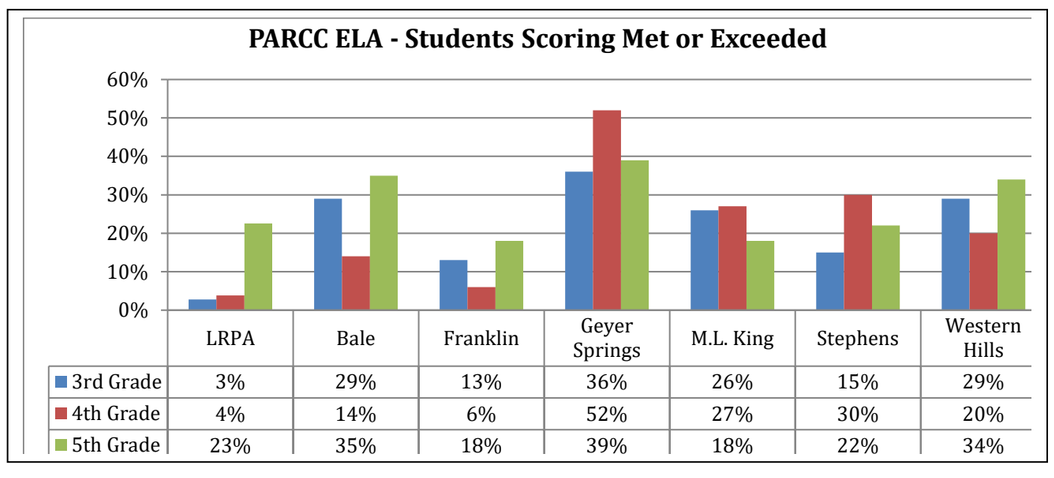
	LRPA	Bale	Franklin	Geyer Springs	ML King	Stephens	Western Hills
Grade 3	51%	64%	44%	43%	60%	70%	63%
Grade 4	59%	67%	76%	69%	66%	65%	79%
Grade 5	67%	66%	67%	39%	58%	73%	50%



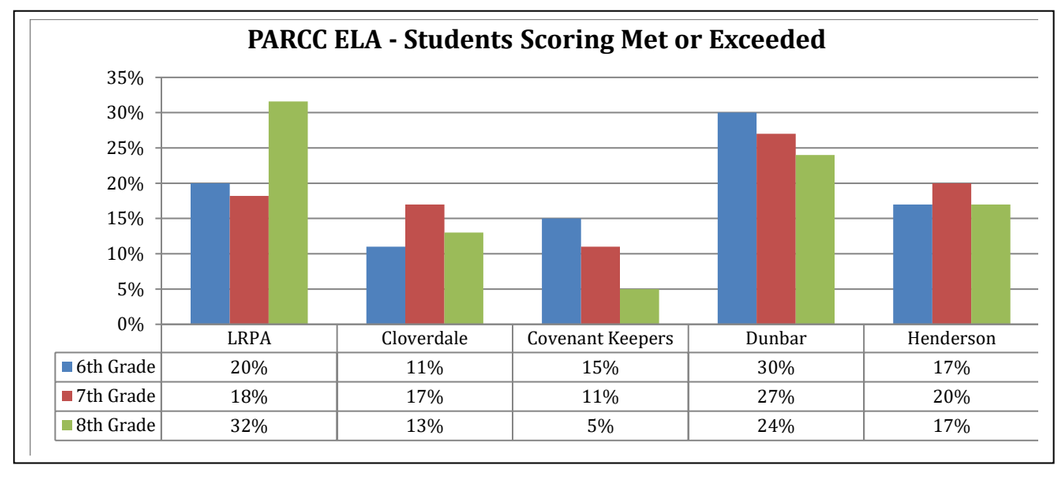
	LRPA	Dunbar	Henderson	Cloverdale	Covenant Keepers
6th Grade	40%	54%	40%	29%	36%
7th Grade	54%	74%	48%	42%	38%
8th Grade	64%	69%	49%	57%	65%

2014-2015 (PARCC)

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



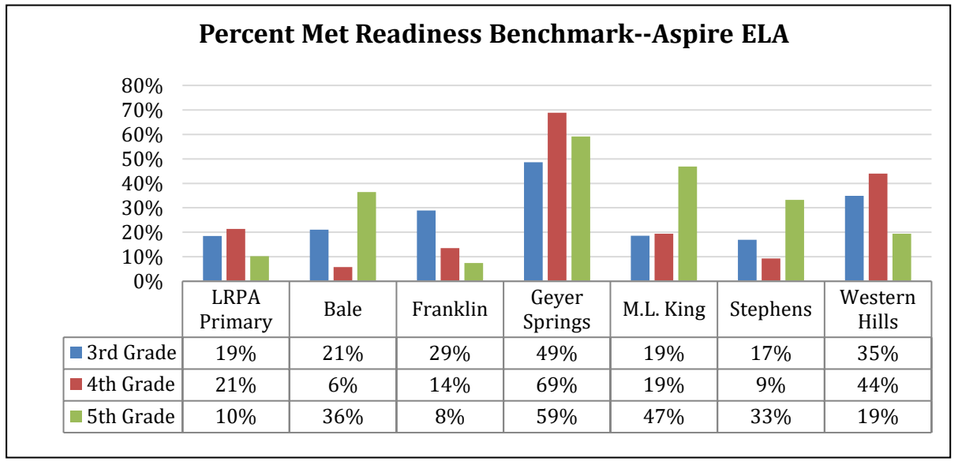
	LRPA	Bale	Franklin	Geyer Springs	M.L. King	Stephens	Western Hills
3rd Grade	3%	29%	13%	36%	26%	15%	29%
4th Grade	4%	14%	6%	52%	27%	30%	20%
5th Grade	23%	35%	18%	39%	18%	22%	34%



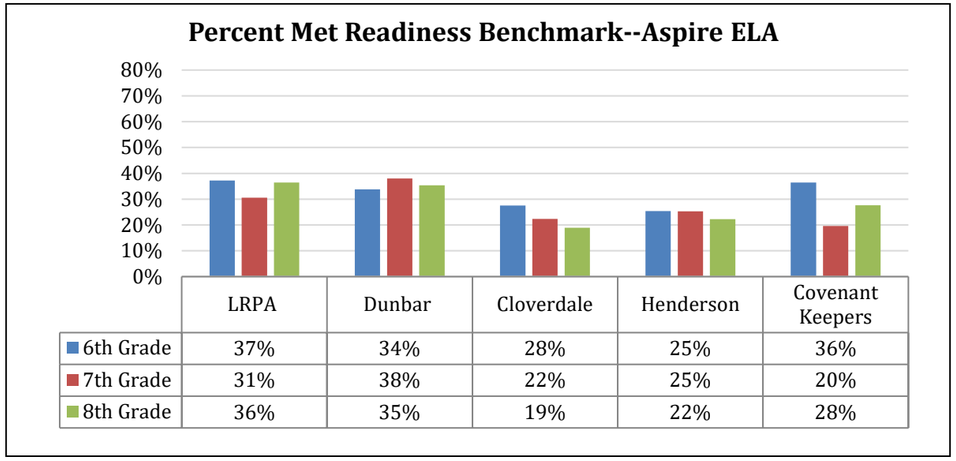
	LRPA	Cloverdale	Covenant Keepers	Dunbar	Henderson
6th Grade	20%	11%	15%	30%	17%
7th Grade	18%	17%	11%	27%	20%
8th Grade	32%	13%	5%	24%	17%

2015-2016 (ACT Aspire)

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



	LRPA Primary	Bale	Franklin	Geyer Springs	M.L. King	Stephens	Western Hills
3rd Grade	19%	21%	29%	49%	19%	17%	35%
4th Grade	21%	6%	14%	69%	19%	9%	44%
5th Grade	10%	36%	8%	59%	47%	33%	19%



	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	37%	34%	28%	25%	36%
7th Grade	31%	38%	22%	25%	20%
8th Grade	36%	35%	19%	22%	28%

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

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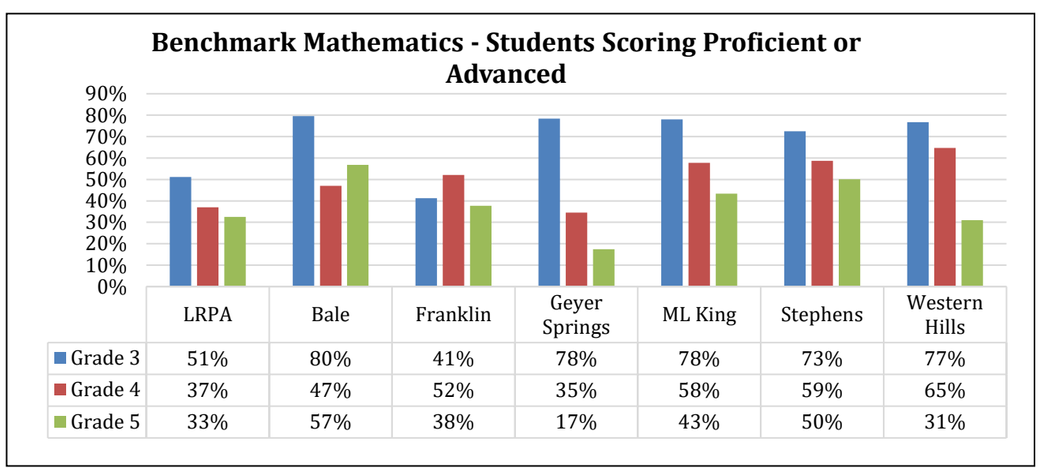
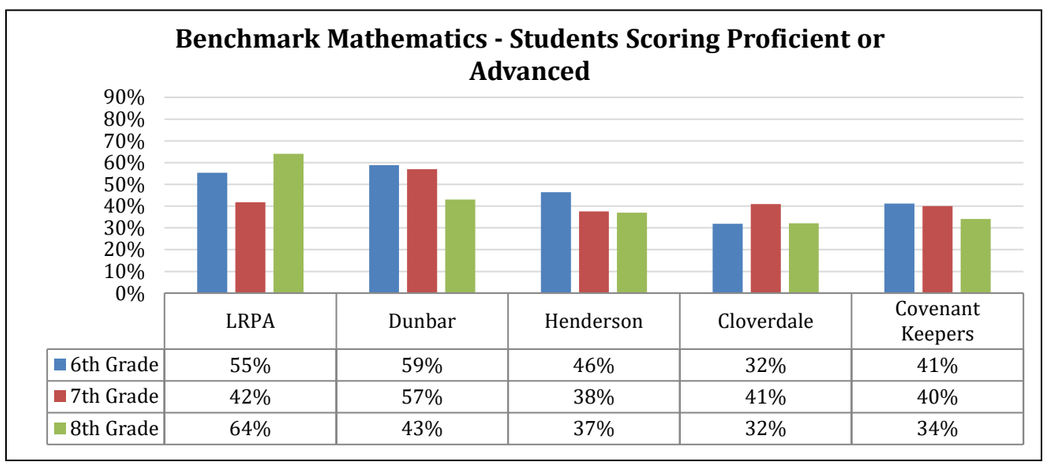
2013-2014 (Benchmark)

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



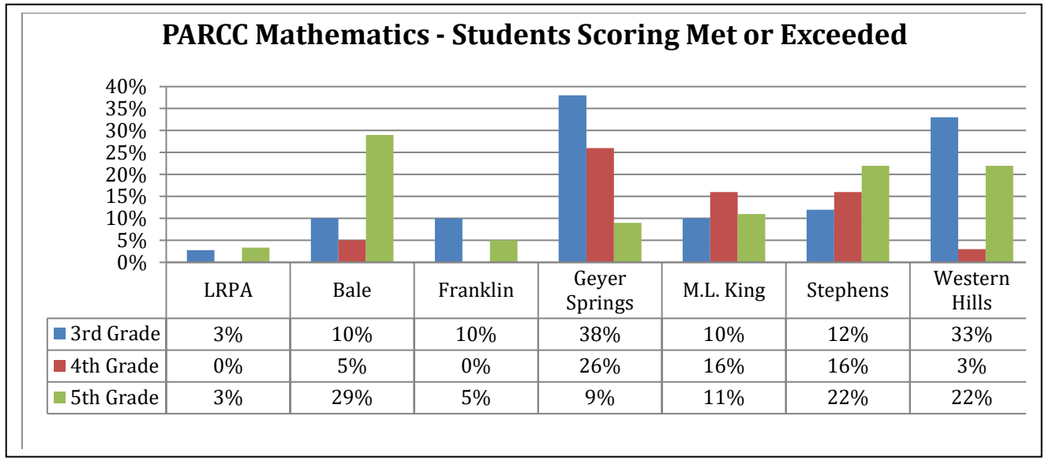
	LRPA	Bale	Franklin	Geyer Springs	ML King	Stephens	Western Hills
Grade 3	51%	80%	41%	78%	78%	73%	77%
Grade 4	37%	47%	52%	35%	58%	59%	65%
Grade 5	33%	57%	38%	17%	43%	50%	31%



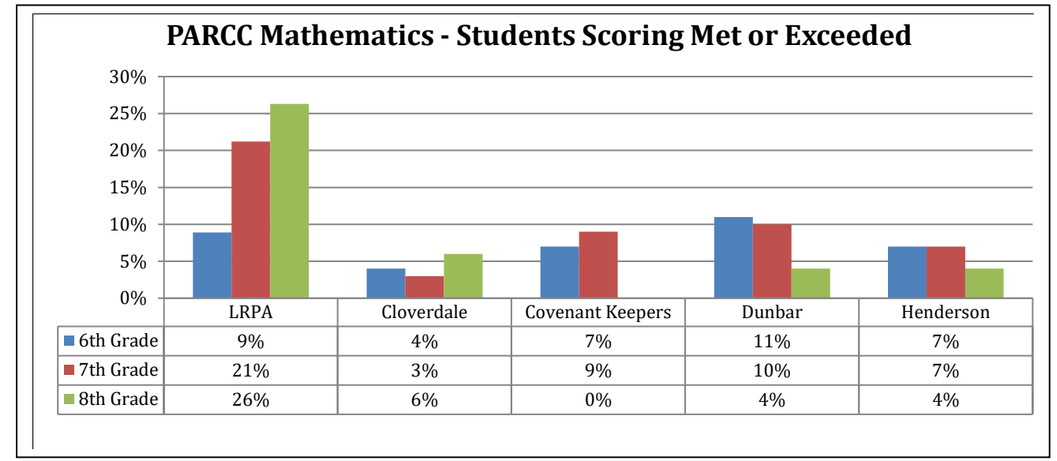
	LRPA	Dunbar	Henderson	Cloverdale	Covenant Keepers
6th Grade	55%	59%	46%	32%	41%
7th Grade	42%	57%	38%	41%	40%
8th Grade	64%	43%	37%	32%	34%

2014-2015 (PARCC)

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



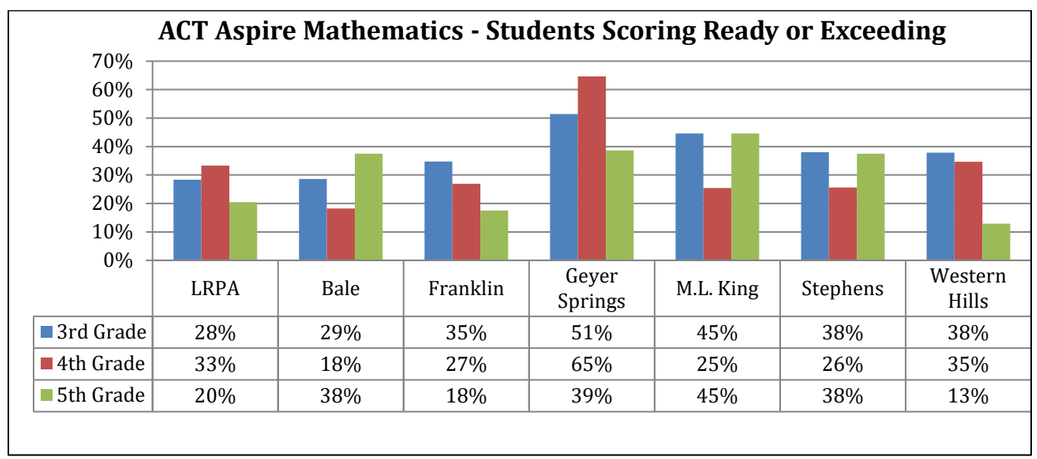
	LRPA	Bale	Franklin	Geyer Springs	M.L. King	Stephens	Western Hills
3rd Grade	3%	10%	10%	38%	10%	12%	33%
4th Grade	0%	5%	0%	26%	16%	16%	3%
5th Grade	3%	29%	5%	9%	11%	22%	22%



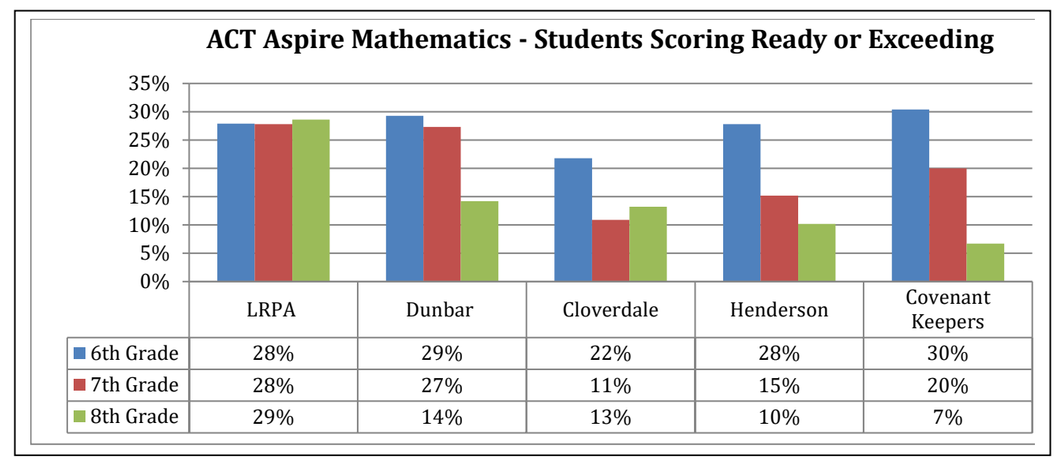
	LRPA	Cloverdale	Covenant Keepers	Dunbar	Henderson
6th Grade	9%	4%	7%	11%	7%
7th Grade	21%	3%	9%	10%	7%
8th Grade	26%	6%	0%	4%	4%

2015-2016 (ACT Aspire)

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



	LRPA	Bale	Franklin	Geyer Springs	M.L. King	Stephens	Western Hills
3rd Grade	28%	29%	35%	51%	45%	38%	38%
4th Grade	33%	18%	27%	65%	25%	26%	35%
5th Grade	20%	38%	18%	39%	45%	38%	13%



	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	28%	29%	22%	28%	30%
7th Grade	28%	27%	11%	15%	20%
8th Grade	29%	14%	13%	10%	7%

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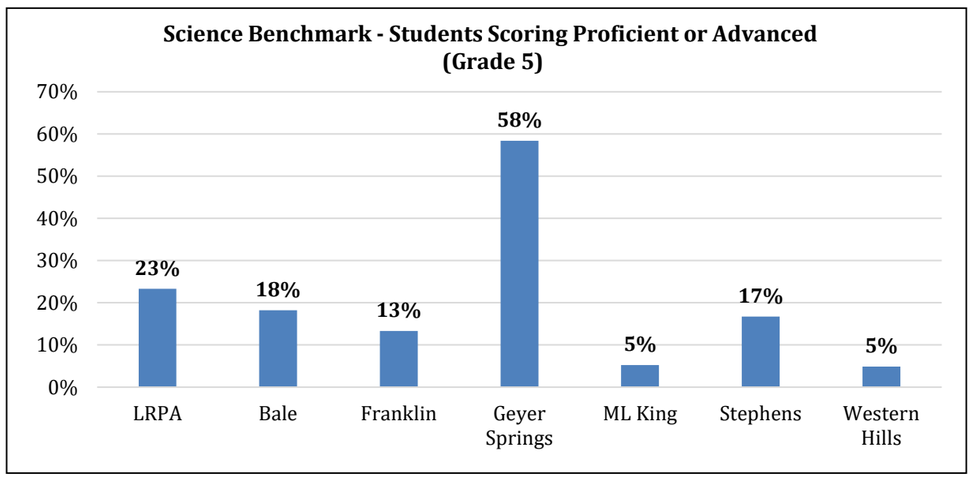
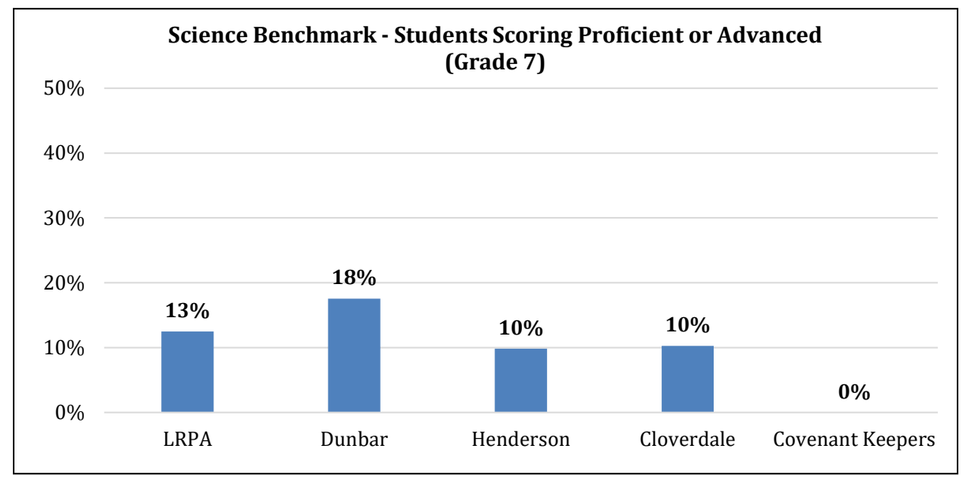
7. On average, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects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

2013-2014 (Benchmark)

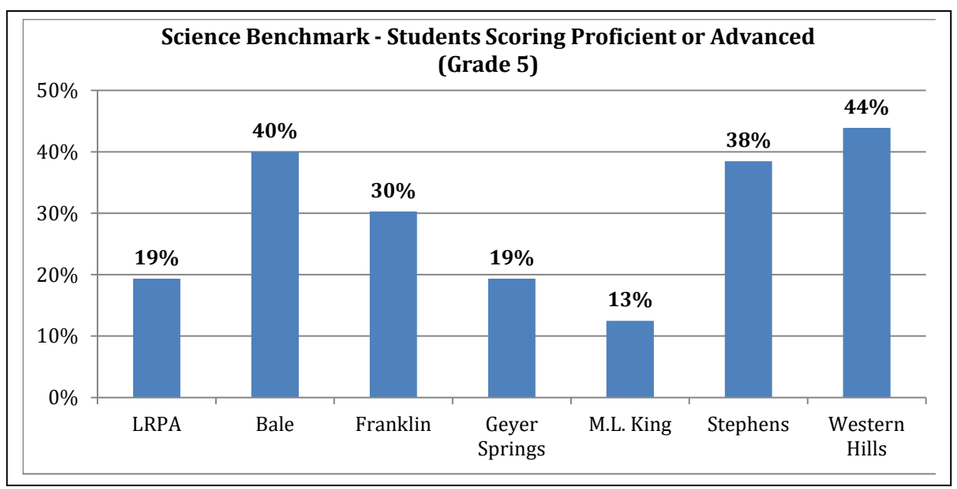
As the below charts show, in Science LRPA Primary School's 5th grade performed as well as or outperformed 5 of 6 surrounding schools and LRPA Middle School's 7th grade performed as well as or outperformed 3 of 4 surrounding schools.

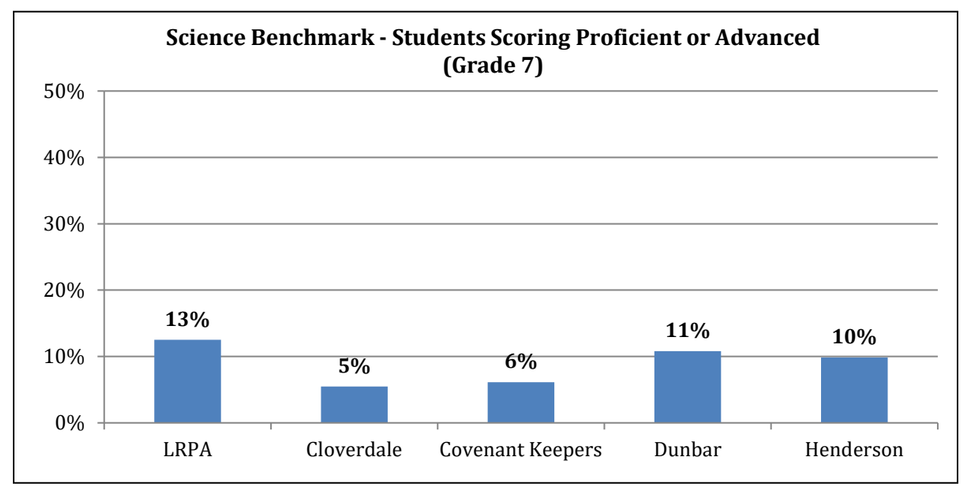




2014-2015 (Benchmark)

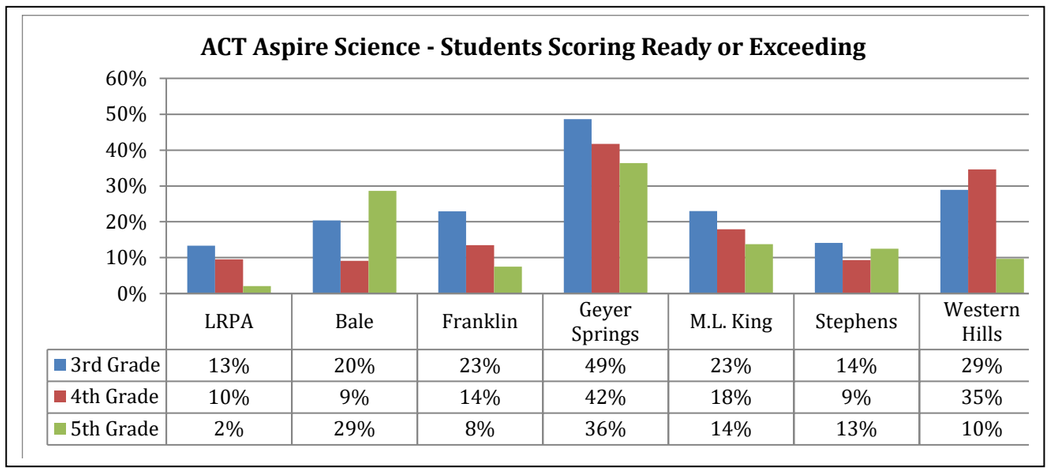
As the below charts show, in Science LRPA Primary School's 5th grade performed as well as or outperformed 2 of 6 surrounding schools and LRPA Middle School's 7th grade performed as well as or outperformed 4 of 4 surrounding schools.



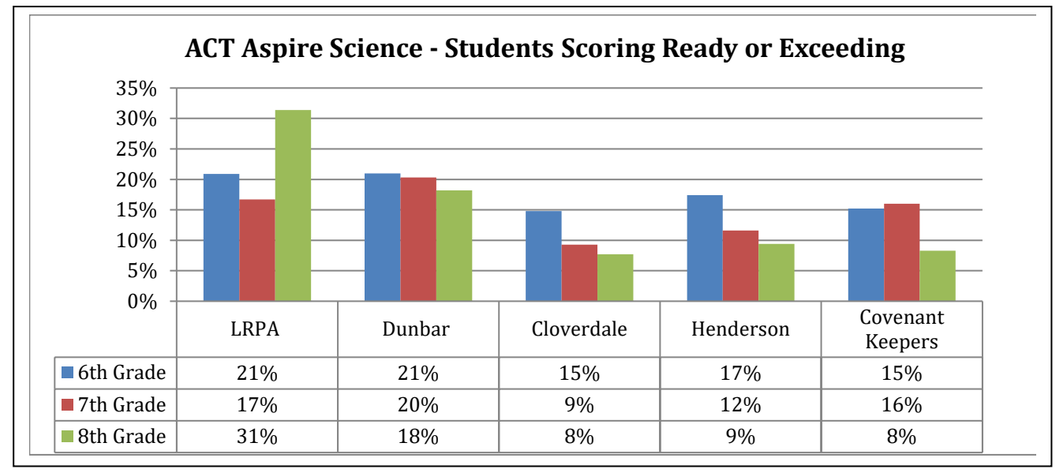


2015-2016 (ACT Aspire)

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



	LRPA	Bale	Franklin	Geyer Springs	M.L. King	Stephens	Western Hills
3rd Grade	13%	20%	23%	49%	23%	14%	29%
4th Grade	10%	9%	14%	42%	18%	9%	35%
5th Grade	2%	29%	8%	36%	14%	13%	10%

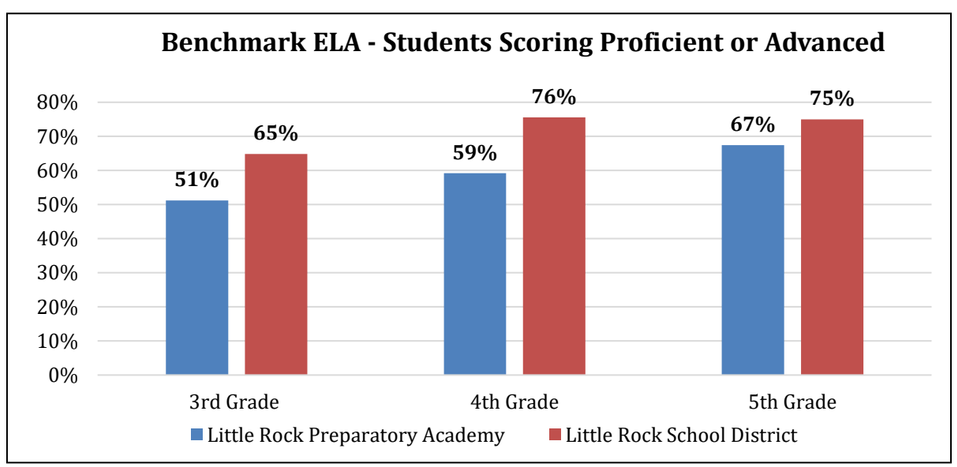


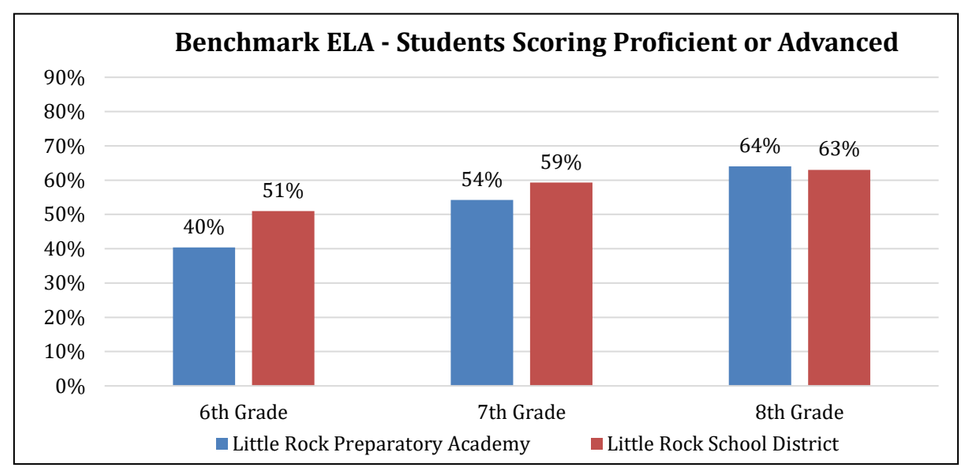
	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	21%	21%	15%	17%	15%
7th Grade	17%	20%	9%	12%	16%
8th Grade	31%	18%	8%	9%	8%

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

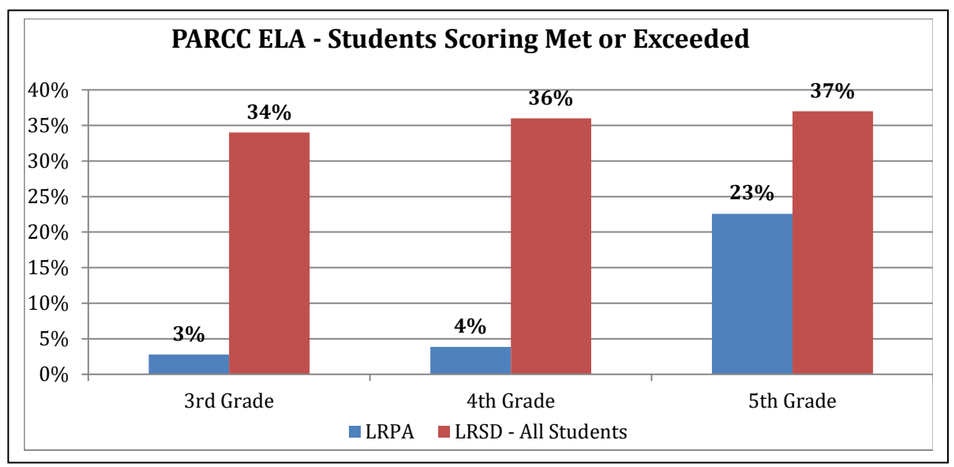
2013-2014 (Benchmark)

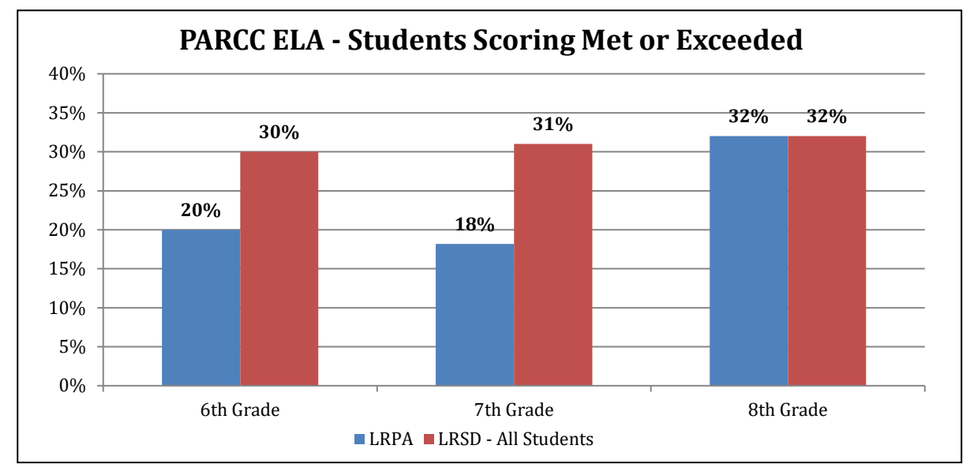
As the below charts show, in ELA LRPA Primary School's 3rd grade did not perform as well as or outperform the Little Rock School District, 4th grade did not perform as well as or outperform the Little Rock School District and 5th grade did not perform as well as or outperform the Little Rock School District.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





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





2015-2016 (ACT Aspire)

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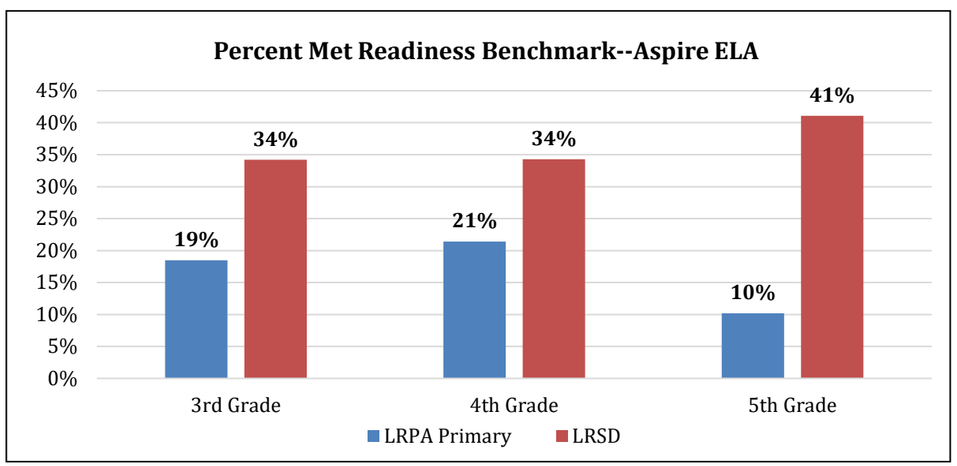
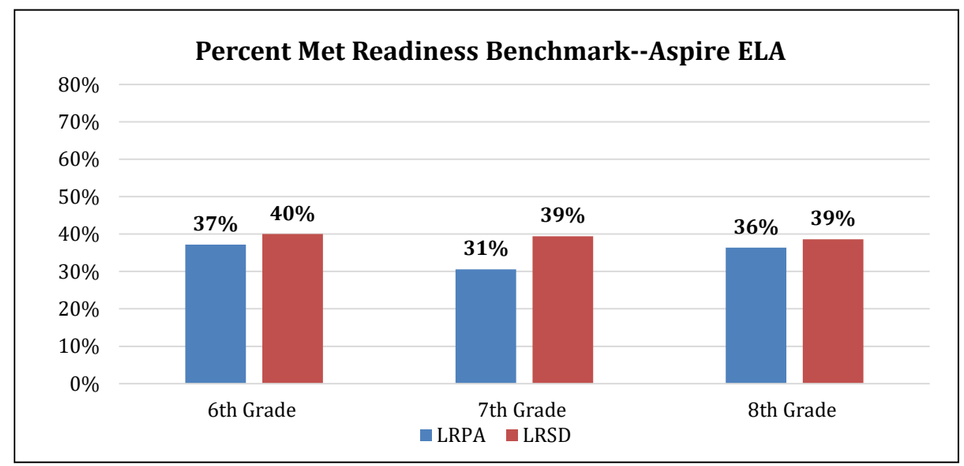
As the below charts show, in ELA LRPA Primary School's 3rd grade did not perform as well as or outperform the Little Rock School District, 4th grade did not perform as well as or outperform the Little Rock School District and 5th grade did not perform as well as or outperform the Little Rock School District.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

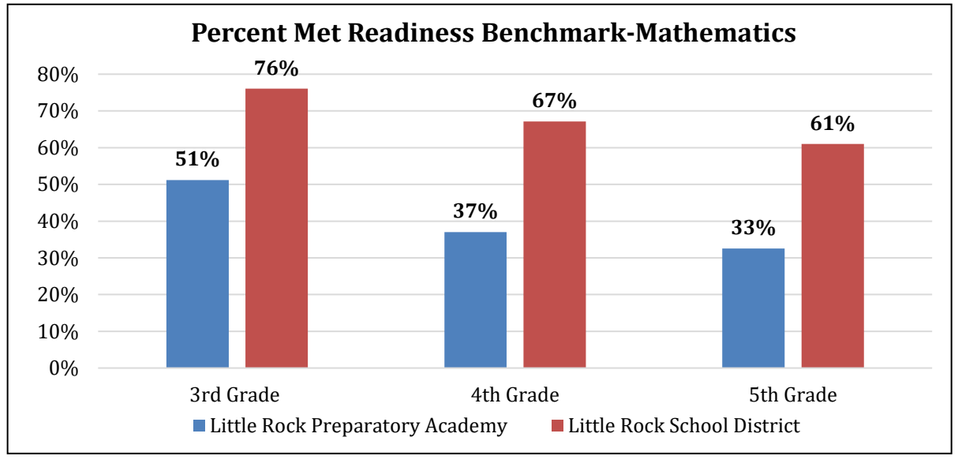


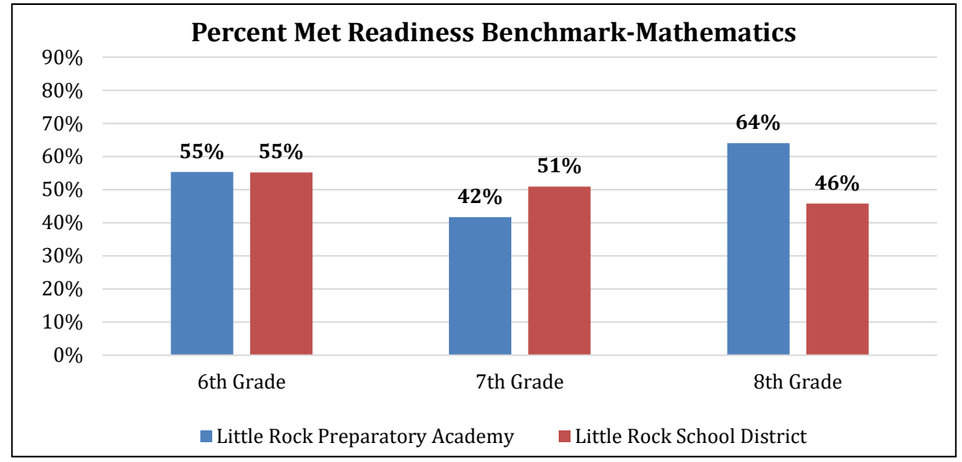


9. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics in the Little Rock School District.

2013-2014 (Benchmark)

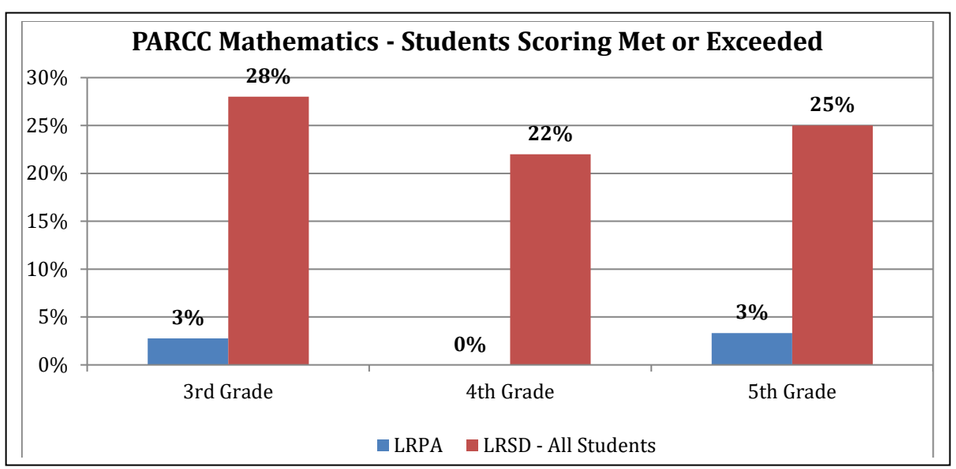
As the below charts show, in Mathematics LRPA Primary School's 3rd grade did not perform as well as or outperform the Little Rock School District, 4th grade did not perform as well as or outperform the Little Rock School District and 5th grade did not perform as well as or outperform the Little Rock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

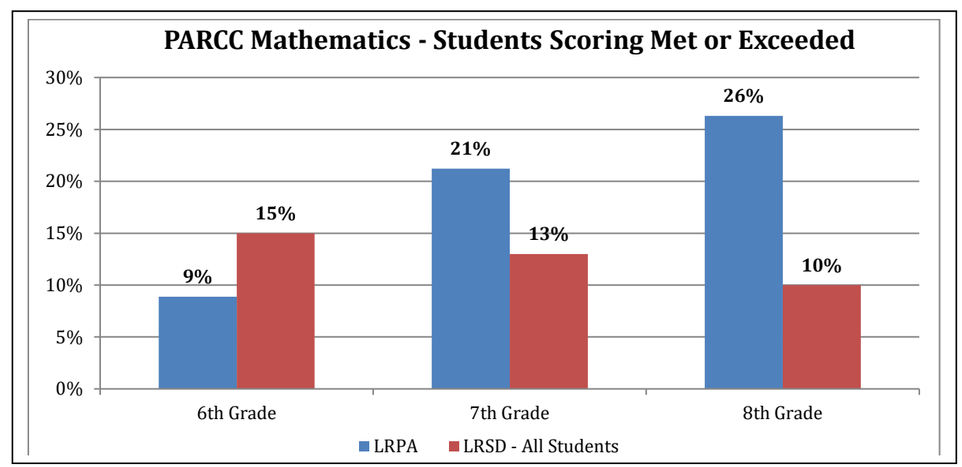




2014-2015 (PARCC)

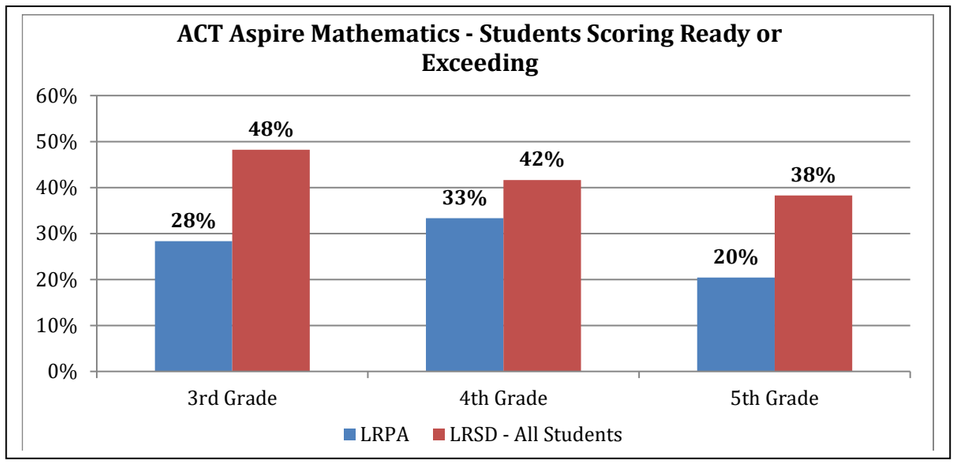
As the below charts show, in Mathematics LRPA Primary School's 3rd grade did not perform as well as or outperform the Little Rock School District, 4th grade did not perform as well as or outperform the Little Rock School District and 5th grade did not perform as well as or outperform the Little Rock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

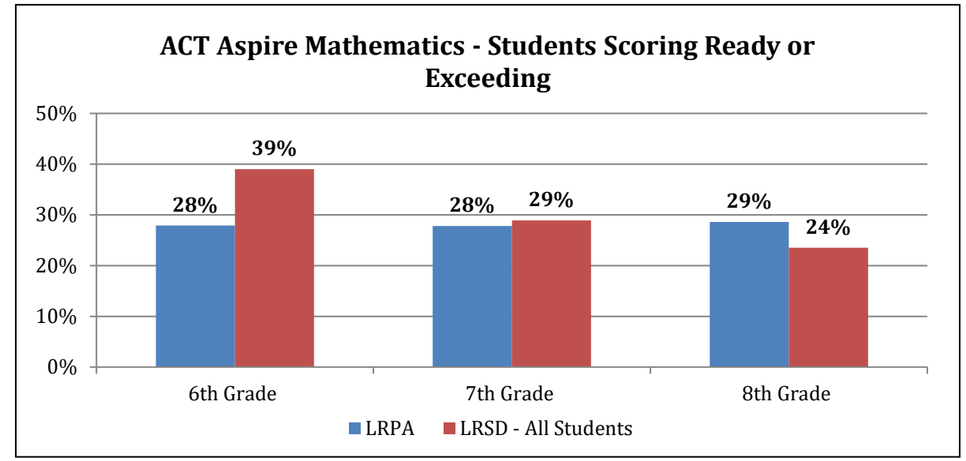




2015-2016 (ACT Aspire)

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

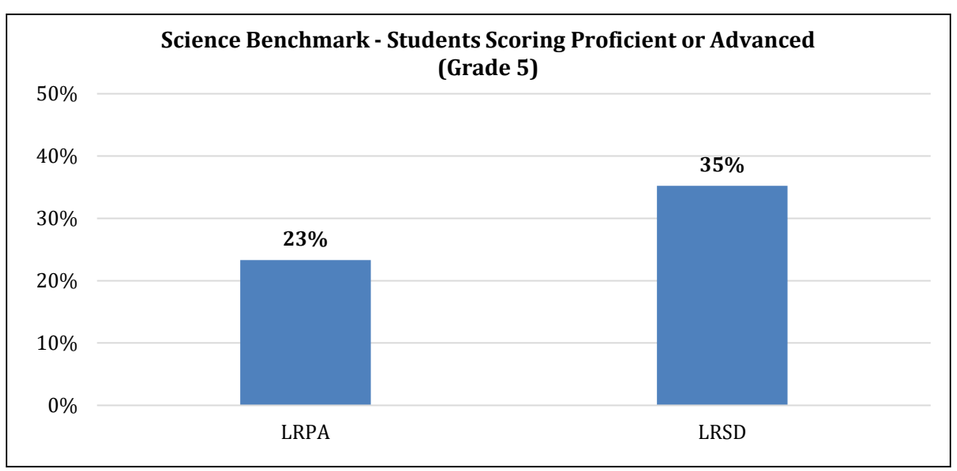


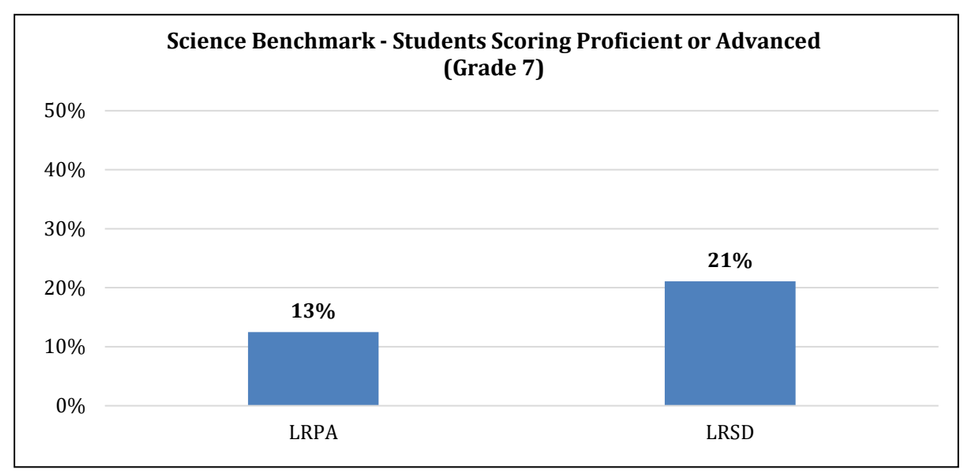


10. By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in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

2013-2014 (Benchmark)

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





2014-2015 (Benchmark)

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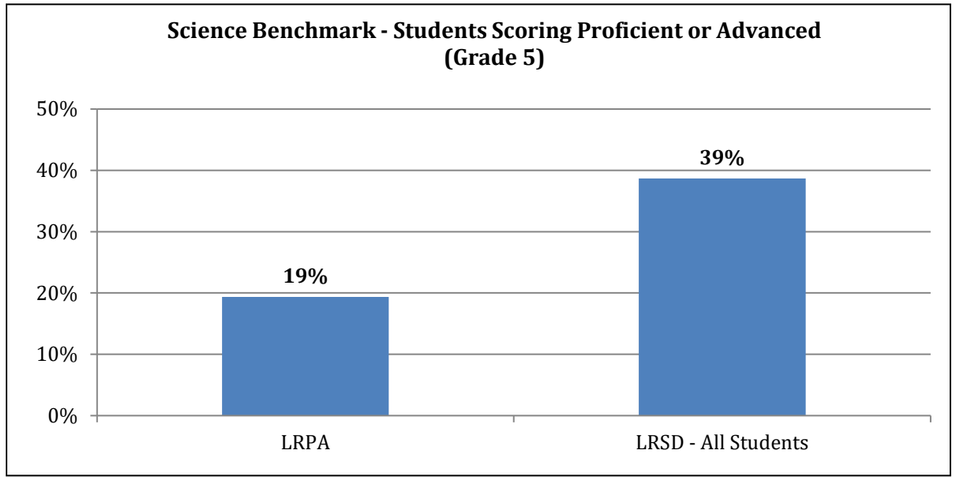
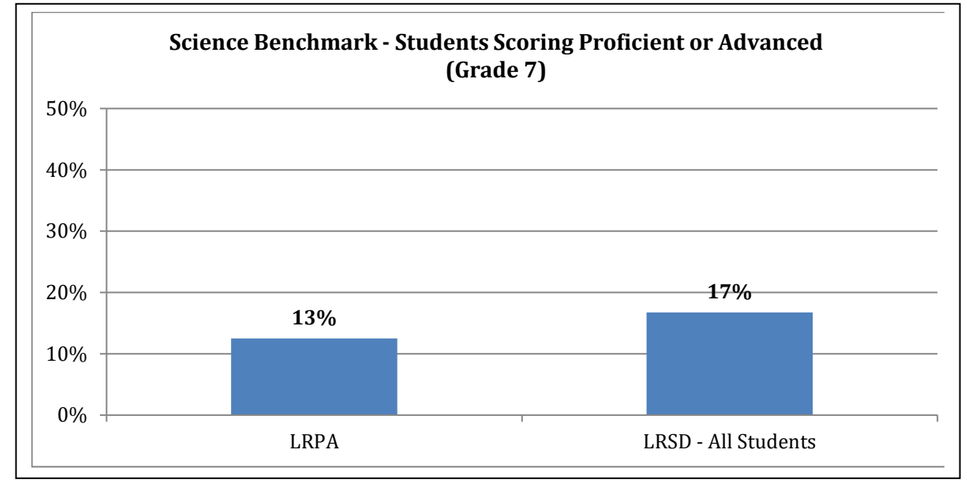
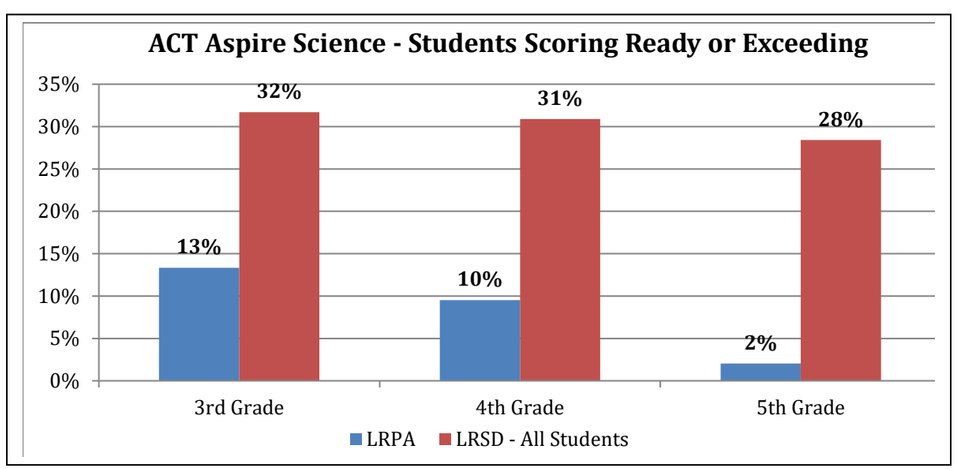
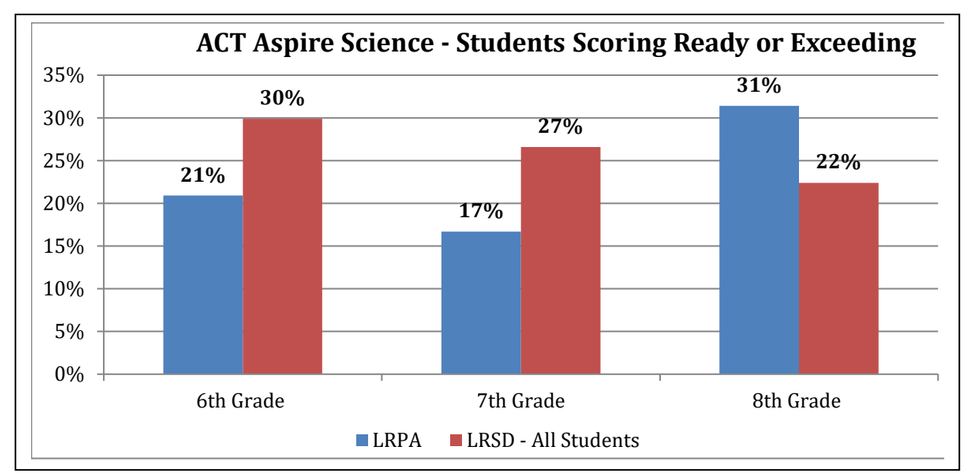




2015-2016 (ACT Aspire)

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





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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17. On average, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.
    In the spring of 2014, 64% of graduating 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In the spring of 2014-15 84% of 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs. In 2015-16, 50% of graduating 8th grade students enrolled in LRPA Board of Trustees approved college-preparatory high school programs.

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

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Part C: New Performance Goals

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

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

Goals

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

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

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Section 3 – Waivers

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

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

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-124	Arkansas history (to be incorporated into other social studies curriculum)
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Non-instructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2303	Committee on personnel policies for each school district
6-18-1001 et seq.	Public School Student Services Act (concerning guidance and counseling services)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-102	Rules and regulations (gifted and talented)

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

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

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

Waivers from Other Rules:
Substitute Teachers
ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
Administrator licensure
Teacher licensure
ADE Rules for Gifted and Talented Program Approval Standards
Certified staff salary schedule
Arkansas Department of Education Rules Governing Educator Licensure
Arkansas Department of Education Rules Governing the School Superintendent
Mentoring Program
Sections 1-7 of Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Part A: New Waiver Requests

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

No new waivers are requested.

LRPA wishes to maintain all current approved waivers.

Part B: Waivers to Be Rescinded

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

LRPA wishes to maintain all current approved waivers.

Section 4 – Requested Amendments

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

LRPA is not seeking any amendment requests.

Section 5 –Desegregation Analysis

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

Little Rock Preparatory Academy
Desegregation Analysis

Little Rock Preparatory Academy (LRPA) is requesting a three (3) year renewal of its charter from the charter authorizer. LRPA's campuses are located within the boundaries of the Little Rock School District (LRSD). LRPA expects to continue to obtain most of its students from within the boundaries of the LRSD. It may also enroll some students who formerly attended private schools and home schools. This analysis is

provided to inform the decision making of the charter authorizer with regard to the effect, if any, that its requested renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

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

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

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

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

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, LRPA's proposed amendments cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that LRPA's requested charter renewal could impact LRSD's unitary status. To be clear, LRPA's requested charter renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-16 school year enrollment figures (the latest enrollment figures that are publicly available) as maintained by the ADE Data Center, LRSD had a student population of 23,164 students and LRPA had a student population of 430 students. LRPA's student population is approximately 1.9% the size of the LRSD student population. Under Ark. Code Ann. §6-23-306(6)(A), LRPA must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, LRPA will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.
In addition, Ark. Code Ann. §6-23-106 requires that LRPA's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the

state. As explained in more detail above, LRPA's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

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

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

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

1. I have approval and authority to submit this application on behalf of the sponsoring entity.

2. The information submitted in this application is true to the best of my knowledge and belief.

3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.

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

4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

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

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

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.

8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.

9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.

10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.

11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

(c) High school graduation requirements as established by the State Board of Education;

(d) Special education programs as provided by this title;

(e) Public school accountability under this title;

(f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

(g) Health and safety codes as established by the State Board of Education and local governmental entities.

14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntary 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.

Angela Webster by Sharon Blackwood
Signature of Charter Board President

9-26-2016
Date

ANGELA WEBSTER, Chair
Printed Name/Position

2016 ESEA DISTRICT REPORT

LITTLE ROCK PREPARATORY ACADEMY

Superintendent: BEN LINDQUIST
LEA: 6049700
Enrollment: 430
Attendance: 94.74
Poverty Rate: 100.00
Address: 1616 S. SPRING ST
LITTLE ROCK, AR 72206
Phone: (501) 683-1855

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	265	265	100.00	265	265	100.00
Targeted Achievement Gap Group	265	265	100.00	265	265	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	230	230	100.00	230	230	100.00
Hispanic	32	32	100.00	32	32	100.00
White	3	3	100.00	3	3	100.00
Economically Disadvantaged	265	265	100.00	265	265	100.00
English Language Learners	1	1	100.00	1	1	100.00
Students with Disabilities	24	24	100.00	24	24	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	60	243	24.69	47.86
Targeted Achievement Gap Group	60	243	24.69	36.86
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	52	209	24.88	27.81
Hispanic	7	31	22.58	41.05
White	1	3	33.33	55.29
Economically Disadvantaged	60	243	24.69	37.64
English Language Learners	0	1	0.00	30.15
Students with Disabilities	3	24	12.50	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	70	243	28.81	43.35
Targeted Achievement Gap Group	70	243	28.81	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	60	209	28.71	23.53
Hispanic	10	31	32.26	38.01
White	0	3	0.00	50.35
Economically Disadvantaged	70	243	28.81	34.76
English Language Learners	0	1	0.00	31.69
Students with Disabilities	1	24	4.17	12.35

2016 ESEA DISTRICT REPORT

LITTLE ROCK PREPARATORY ACADEMY

Superintendent: BEN LINDQUIST
LEA: 6049700
Enrollment: 430
Attendance: 94.74
Poverty Rate: 100.00
Address: 1616 S. SPRING ST
LITTLE ROCK, AR 72206
Phone: (501) 683-1855

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: 11/03/2016

2016 ESEA SCHOOL REPORT

LITTLE PREP ACADEMY ELEMENTARY

District: LITTLE ROCK PREPARATORY ACADEMY
LEA: 6049701
Superintendent: BEN LINDQUIST
Principal: DARRYLE HINTON
Address: 1616 S. SPRING ST LITTLE ROCK, AR 72206
Grades: K - 4
Attendance: 94.33
Enrollment: 312
Poverty Rate: 100.00
Phone: (501) 683 - 1855

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	151	151	100.00	151	151	100.00
Targeted Achievement Gap Group	151	151	100.00	151	151	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	136	136	100.00	136	136	100.00
Hispanic	14	14	100.00	14	14	100.00
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	151	151	100.00	151	151	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	17	100.00	17	17	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	23	136	16.91	47.87
Targeted Achievement Gap Group	23	136	16.91	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	22	122	18.03	27.81
Hispanic	1	13	7.69	41.05
White	n < 10	n < 10	n < 10	55.31
Economically Disadvantaged	23	136	16.91	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	2	17	11.76	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	39	136	28.68	43.35
Targeted Achievement Gap Group	39	136	28.68	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	35	122	28.69	23.53
Hispanic	4	13	30.77	38.01
White	n < 10	n < 10	n < 10	50.35
Economically Disadvantaged	39	136	28.68	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	0	17	0.00	15.38

2016 ESEA SCHOOL REPORT

LITTLE PREP ACADEMY ELEMENTARY

District: LITTLE ROCK PREPARATORY ACADEMY
LEA: 6049701
Superintendent: BEN LINDQUIST
Principal: DARRYLE HINTON
Address: 1616 S. SPRING ST LITTLE ROCK, AR 72206
Grades: K - 4
Attendance: 94.33
Enrollment: 312
Poverty Rate: 100.00
Phone: (501) 683 - 1855

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School Performance

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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

LITTLE ROCK PREP ACADEMY

District: LITTLE ROCK PREPARATORY ACADEMY
Superintendent: BEN LINDQUIST
Grades: 5 - 8
Enrollment: 118

Principal: JENNIFER MCMAHAN
Attendance: 95.90
Poverty Rate: 100.00

LEA: 6049702
Address: 4520 S. UNIVERSITY
LITTLE ROCK, AR 72204
Phone: (501) 683 - 3855

OVERALL SCHOOL STATUS: **2015 NEEDS IMPROVEMENT PRIORITY - MET 1Y**

PERCENT TESTED

PERCENT TESTED STATUS: **ACHIEVING**

	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	114	114	100.00	114	114	100.00
Targeted Achievement Gap Group	114	114	100.00	114	114	100.00
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	94	94	100.00	94	94	100.00
Hispanic	18	18	100.00	18	18	100.00
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	114	114	100.00	114	114	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
All Students	37	107	34.58	47.87
Targeted Achievement Gap Group	37	107	34.58	36.87
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	30	87	34.48	27.81
Hispanic	6	18	33.33	41.05
White	n < 10	n < 10	n < 10	55.31
Economically Disadvantaged	37	107	34.58	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	n < 10	n < 10	n < 10	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
All Students	31	107	28.97	43.35
Targeted Achievement Gap Group	31	107	28.97	34.25
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	25	87	28.74	23.53
Hispanic	6	18	33.33	38.01
White	n < 10	n < 10	n < 10	50.35
Economically Disadvantaged	31	107	28.97	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	n < 10	n < 10	n < 10	15.38

2016 ESEA SCHOOL REPORT

LITTLE ROCK PREP ACADEMY

District: LITTLE ROCK PREPARATORY ACADEMY
LEA: 6049702
Superintendent: BEN LINDQUIST
Principal: JENNIFER MCMAHAN
Address: 4520 S. UNIVERSITY LITTLE ROCK, AR 72204
Grades: 5 - 8
Attendance: 95.90
Enrollment: 118
Poverty Rate: 100.00
Phone: (501) 683 - 3855

Percent Tested: Source and Use of Enrollment

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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

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

6049701 - LITTLE PREP ACADEMY ELEMENTARY
6049700 - LITTLE ROCK PREPARATORY ACADEMY

School Letter Grade

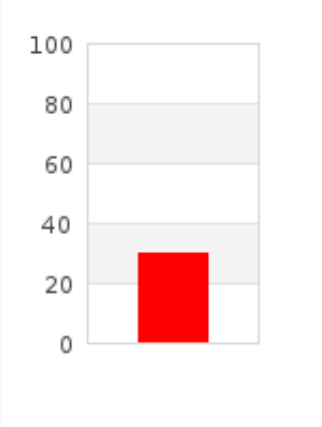
F

156 Points Earned

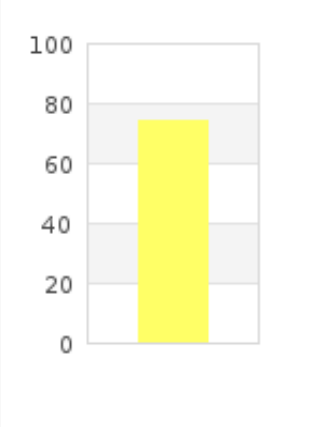
Grade Range: K - 4 **Superintendent:** BEN LINDQUIST **Principal:** DARRYLE HINTON

	School Statistics	District Statistics	State Statistics
Enrollment	251	398	476083
Econ. Disadvantaged	100.00%	100.00%	61.83%
Proficient/Advanced ELA	3.75%	14.93%	33.9%
Proficient/Advanced Math	1.25%	9.00%	24.59%

How did we get this grade?



Weighted Performance Score: 30



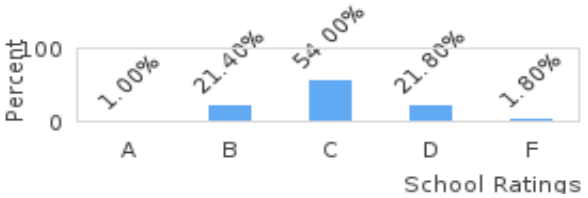
School Value-Added Growth: 73.96

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

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

Statewide School Rating Distribution



Last year's letter grade: **F** (175 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

F

156 Points Earned

6049701 - LITTLE PREP ACADEMY ELEMENTARY
6049700 - LITTLE ROCK PREPARATORY ACADEMY

Grade Range: K - 4 **Superintendent:** BEN LINDQUIST **Principal:** DARRYLE HINTON

	School Statistics	District Statistics	State Statistics
Enrollment	251	398	476083
Econ. Disadvantaged	100.00%	100.00%	61.83%
Proficient/Advanced ELA	3.75%	14.93%	33.9%
Proficient/Advanced Math	1.25%	9.00%	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	43	36	0	79
Partially Met	25	30	27.5	55
Approaching Grade Level	9	13	16.5	22
Met Grade Level	3	1	4	4
Exceeded Grade Level	0	0	0	0
Totals			48	160

Weighted Performance Points Earned = (48/160)*100 = 30

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 73.96

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	-0.2153	-0.1785	-0.197

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:		TAGG Proficiency Rate:	2.5
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)(Weighted Performance + Gap Adjustment) + (1.5)(Growth Score) + (Challenge Points in Math &or ELA)
Score for This School	(1.5)(30 + 0) + (1.5)(73.96) + (0) = 156

Point Ranges for Grades

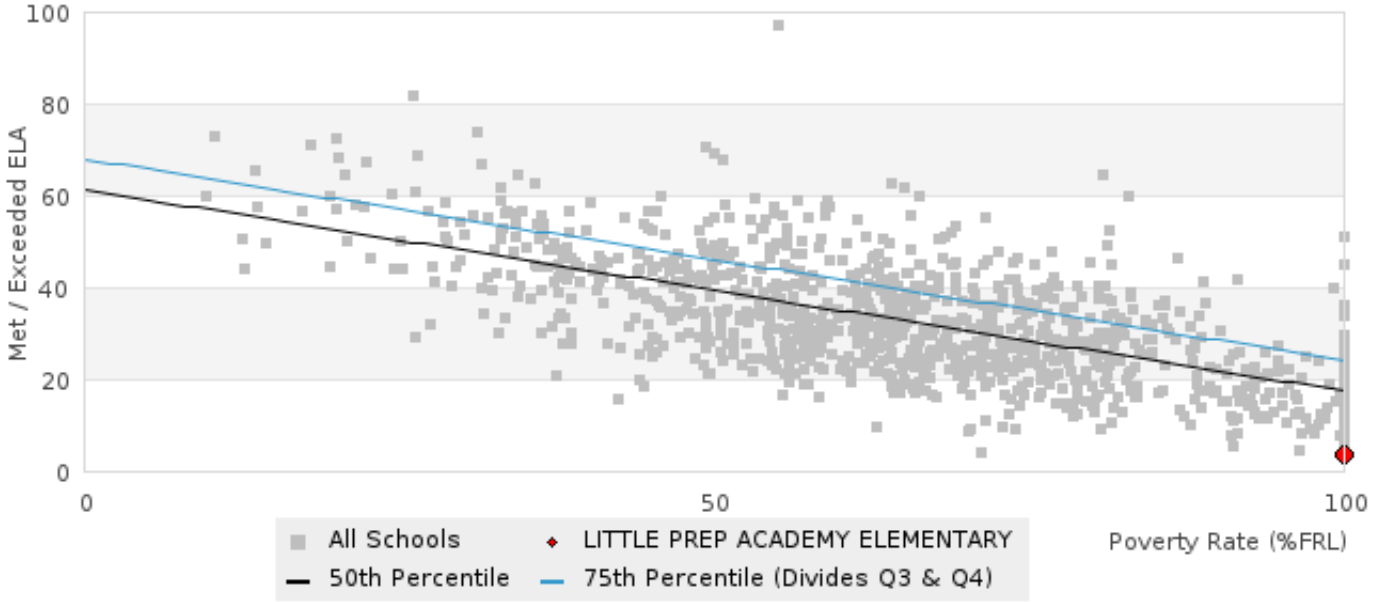
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

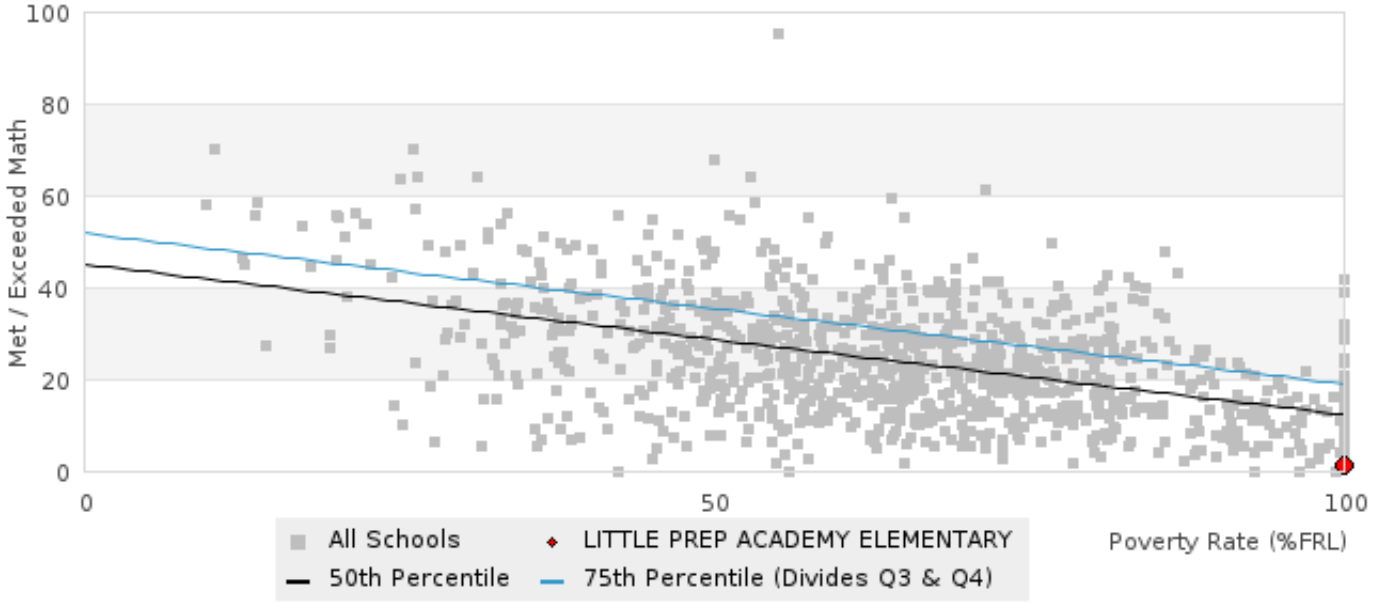
ARKANSAS DEPARTMENT OF EDUCATION

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%).

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

D

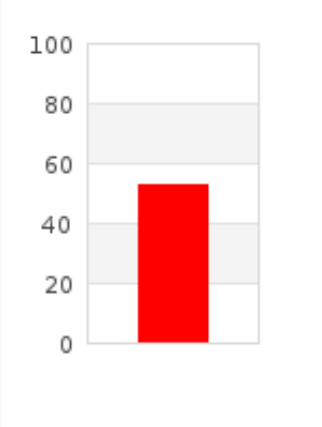
208 Points Earned

6049702 - LITTLE ROCK PREP ACADEMY
6049700 - LITTLE ROCK PREPARATORY ACADEMY

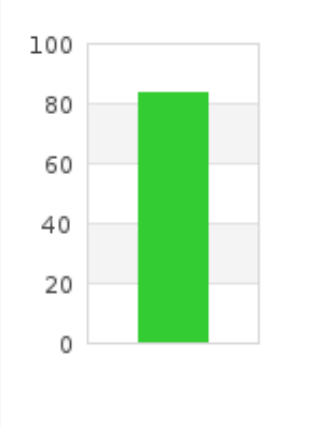
Grade Range: 5 - 8 **Superintendent:** BEN LINDQUIST **Principal:** JENNIFER MCMAHAN

	School Statistics	District Statistics	State Statistics
Enrollment	147	398	476083
Econ. Disadvantaged	100.00%	100.00%	61.83%
Proficient/Advanced ELA	22.31%	14.93%	33.9%
Proficient/Advanced Math	14.17%	9.00%	24.59%

How did we get this grade?



Weighted Performance Score: 52.59



School Value-Added Growth: 83.71

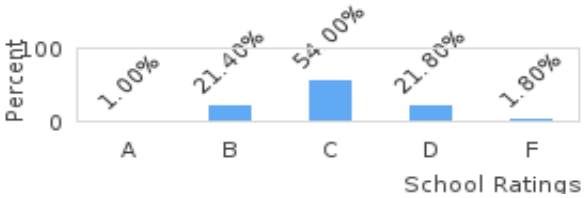
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' 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.
- This school earned 2 math challenge points.

- 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: **F** (175 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

D

208 Points Earned

6049702 - LITTLE ROCK PREP ACADEMY
6049700 - LITTLE ROCK PREPARATORY ACADEMY

Grade Range: 5 - 8 **Superintendent:** BEN LINDQUIST **Principal:** JENNIFER MCMAHAN

	School Statistics	District Statistics	State Statistics
Enrollment	147	398	476083
Econ. Disadvantaged	100.00%	100.00%	61.83%
Proficient/Advanced ELA	22.31%	14.93%	33.9%
Proficient/Advanced Math	14.17%	9.00%	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	33	31	0	64
Partially Met	30	38	34	68
Approaching Grade Level	31	34	48.75	65
Met Grade Level	27	17	44	44
Exceeded Grade Level	0	0	0	0
Totals			126.75	241

Weighted Performance Points Earned = (126.75/241)*100 = 52.59

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 83.71

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	-0.0017	0.166	0.0818

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	NA	TAGG Proficiency Rate:	17.99
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:**	2

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)(52.59 + 0) + (1.5)(83.71) + (4) = 208

Point Ranges for Grades

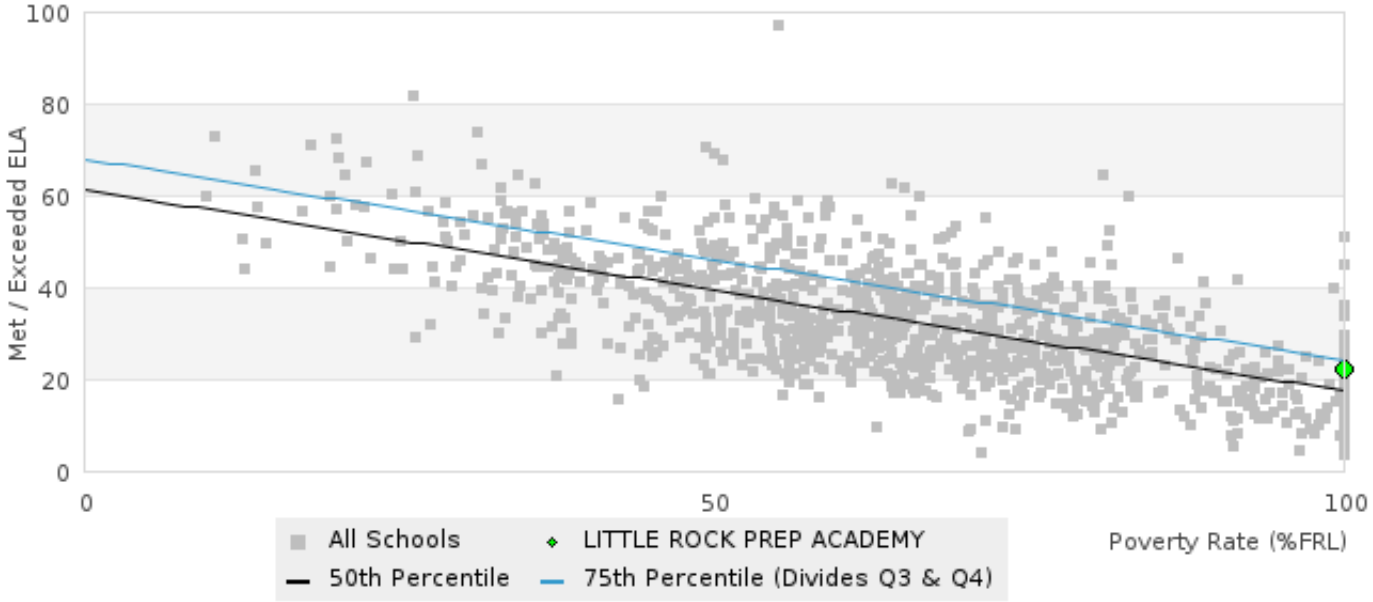
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

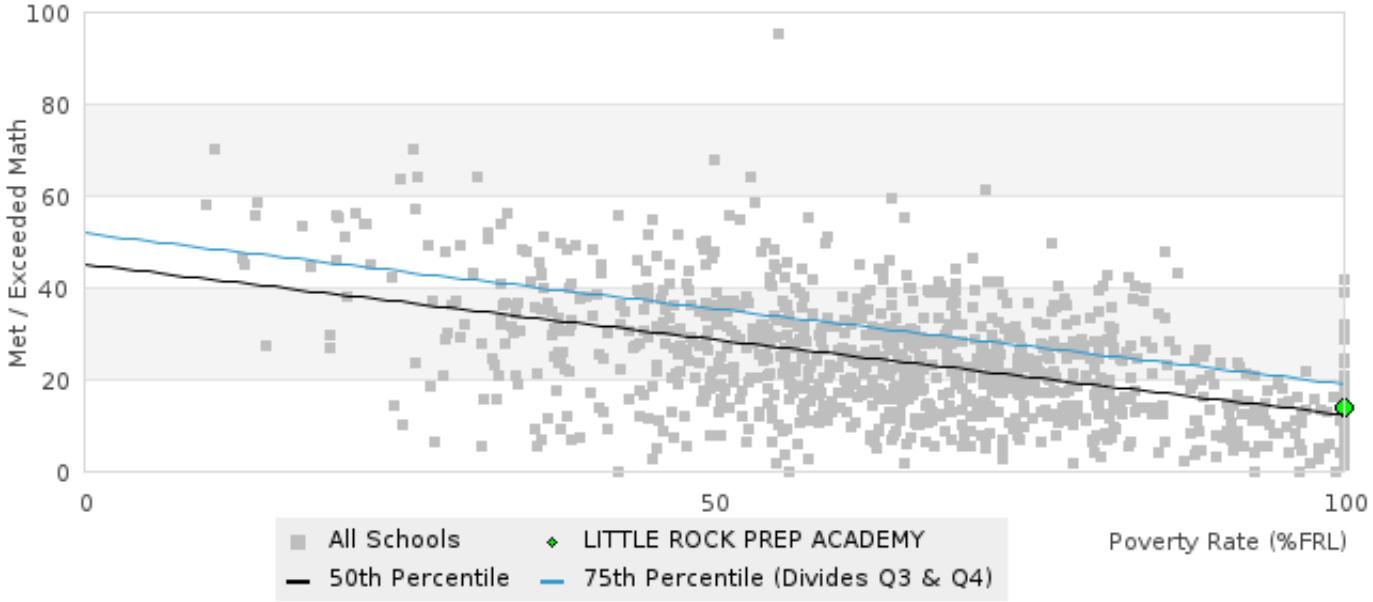
ARKANSAS DEPARTMENT OF EDUCATION

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%).

ARKANSAS DEPARTMENT OF EDUCATION

Elementary School Student Climate Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My classroom is a fun place to be.	4	3	2	1
2. I like my school.	4	3	2	1
3. Students in my class help each other learn.	4	3	2	1
4. I feel safe and comfortable with the staff and students in this school.	4	3	2	1
5. Students in my class treat each other with respect.	4	3	2	1
6. The teachers always try to be fair.	4	3	2	1
7. Students in this school accept and follow the rules.	4	3	2	1
8. Students in my school care about learning and getting a good education.	4	3	2	1
9. People in this school are willing to go out of their way to help each other.	4	3	2	1
10. I like the way my teacher treats me when I need help.	4	3	2	1
11. In this class, we learn a lot almost every day.	4	3	2	1
12. Our class stays busy and does not waste time.	4	3	2	1
13. Student misbehavior affects the learning in the classroom.	4	3	2	1
14. My teacher has several good ways to explain each topic that we cover in this class.	4	3	2	1
15. The principal/teachers have high expectations for ALL students.	4	3	2	1
16. My teacher doesn't let people give up when the work gets hard.	4	3	2	1
17. My teacher wants us to use our thinking skills, not just memorize things.	4	3	2	1
18. My teacher checks to make sure we understand what he/she is teaching us.	4	3	2	1
19. The teacher/principal is willing to listen if a student has a serious problem.	4	3	2	1
20. Teachers know about their students' lives outside of school.	4	3	2	1

Revised 08/2016

ARKANSAS DEPARTMENT OF EDUCATION

Secondary School Climate Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am usually well-prepared for class.	4	3	2	1
2. I understand what is expected of me in preparation and participation.	4	3	2	1
3. The class assignments makes sense to me; I understand their purpose.	4	3	2	1
4. I feel safe and comfortable with the staff and students in this school.	4	3	2	1
5. Students in my class treat each other with respect.	4	3	2	1
6. The teachers always try to be fair.	4	3	2	1
7. Students in this school accept and follow the rules.	4	3	2	1
8. Students in my school care about learning and getting a good education.	4	3	2	1
9. I feel encouraged to participate in class and respond to others.	4	3	2	1
10. The teachers effectively directs and stimulates discussion.	4	3	2	1
11. The teachers treat me with respect.	4	3	2	1
12. Our class stays busy and does not waste time.	4	3	2	1
13. Student misbehavior affects the learning in the classroom.	4	3	2	1
14. My teacher has several good ways to explain each topic that we cover in this class.	4	3	2	1
15. The principal/teachers have high expectations for ALL students.	4	3	2	1
16. My teachers doesn't let people give up when the work gets hard.	4	3	2	1
17. My teachers wants us to use our thinking skills, not just memorize things.	4	3	2	1
18. My teachers check to make sure we understand what he/she is teaching us.	4	3	2	1
19. The teacher/principal is willing to listen if a student has a serious problem.	4	3	2	1
20. Teachers know about their students' lives outside of school.	4	3	2	1

Revised 08/2016

Plantation Agriculture Museum
P.O. Box 87
Scott, AR 72142
(501) 961-1409
(501)-961-1579 Fax

Arkansas Department of Parks & Tourism

November 30, 16

To Whom It May Concern:

I am a resident of Arkansas and advocate of quality education. I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed as an open enrollment public charter school in Little Rock.

I understand the importance of addressing the educational needs of all our children here in Arkansas, especially those students in low-income areas. I have seen the critical academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy, and believe this level of success will continue if renewed.

I also support Little Rock Preparatory Academy's effort to become a true partner in the City of Little Rock through their collaborations with key stakeholders--including businesses, the Little Rock School District, community churches, and the City of Little Rock. I urge you to renew the charter for Little Rock Preparatory Academy.

Thank you in advance.

Sincerely,

Linda Goza
Superintendent

EAST HARDING
CONSTRUCTION

Corporate Office
2230 Cottondale Lane, Suite 3
Little Rock, AR 72202
501.661.1646 – 501.661.9546 (fax)
www.eastharding.com

Northwest Arkansas Office
500 E. Henri de Tonti Blvd.
Springdale, AR 72762
479.717.6485 – 479.717.6487 (fax)

November 23, 16

To Whom It May Concern:

I am a resident of Arkansas and advocate of quality education for every child. I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed as an open enrollment public charter school in Little Rock.

I understand the importance of addressing the educational needs of all our children here in Arkansas, especially those students in low-income areas. I have seen the critical academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy, and believe this level of success will continue if renewed.

I also support Little Rock Preparatory Academy's effort to become a true partner in the City of Little Rock through their collaborations with key stakeholders -- including businesses, the Little Rock School District, community churches, and the City of Little Rock. I believe that it takes everyone in our community working together to insure quality education for all students. This coordinated effort will provide better career opportunities for every child and will provide the qualified workforce our state needs to retain existing businesses and to recruit new business and industry to our state.

I urge you to renew the charter for Little Rock Preparatory Academy.

Sincerely,

Van Tilbury
President & CEO

November 29, 2016

To Whom It May Concern:

I am a resident of Arkansas and advocate of quality education. I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed as an open enrollment public charter school in Little Rock.

I understand the importance of addressing the educational needs of all our children here in Arkansas, especially those students in low-income areas. I have seen the critical academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy, and believe this level of success will continue if renewed.

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Thank you in advance.

Sincerely,

Rachel M. Miller, PhD

Rachel M. Miller, PhD
Educational Programs Coordinator / Art in the Park Gallery Curator
rachel@wildwoodpark.org
501.821.7275 ext. 253

Dillard's Inc.
1600 Cantrell · P.O. Box 486 · Little Rock, Arkansas 72203-0486

November 21, 2016

To Whom It May Concern:

I am a resident of Arkansas and advocate of quality education. I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed as an open enrollment public charter school in Little Rock.

I understand the importance of addressing the educational needs of all our children here in Arkansas, especially those students in low-income areas. I have seen the critical academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy, and believe this level of success will continue if renewed.

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Thank you in advance.

Sincerely,

Bill Dillard III

Bill Dillard III

Christina Littlejohn
Executive Director

Philip Mann
Music Director

ARKANSAS SYMPHONY ORCHESTRA

Tel. (501) 666-1761
Fax (501) 666-3193
P.O. Box 7328
Little Rock, AR 72217
www.ArkansasSymphony.org

November 29, 2016

To Whom It May Concern:

I am a resident of Arkansas and advocate of quality education. I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed as an open enrollment public charter school in Little Rock.

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I also support Little Rock Preparatory Academy's effort to become a true partner in the City of Little Rock through their collaborations with key stakeholders—including businesses, the Little Rock School District, community churches and the City of Little Rock. As one of those businesses who have actively worked with the children of the Little Rock Preparatory Academy, I urge you to renew the charter for the Little Rock Preparatory Academy.

Thank you in advance.

Sincerely,

Barbara Burroughs
Director of Education and Outreach Services
Arkansas Symphony Orchestra
(501) 666-1761 Ext. 116
bburroughs@arkansassymphony.org

November 30, 16

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Thank you in advance.

Sincerely,

Jean M. Harper

Name Jean M. Harper
Address 26008 Kanis Rd.
Little Rock, AR 72223

As a volunteer at LRPA, working with students K-4, I have observed how dedicated this school is to meeting the needs of the students. The students are taught to be responsible, respectful and hardworking. The level of care given to each student by the administration, teachers, and the entire staff is remarkable.

It my sincere hope that, by having the charter renewed, LRPA can continue to educate these future citizens.

November 30, 16

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Thank you in advance.

Sincerely,

Bobby Gibson Wolfe

Name
Address

600 North Martin
Little Rock, Ar 72205

November 30, 16

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Thank you in advance.

Sincerely,

Name W. G. Shurger
Address 131 Jewell Rd
Little Rock, AR
72207

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Thank you in advance.

Sincerely,

Amber Cornell

Name The Rev. Amber Cornell
Address 512 Brown St, 72205

November 30, 16

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Bobby Gibson Wolfe

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600 North Martin
Little Rock, Ar 72205

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Sincerely,

Name W. G. Shurger
Address 131 Jewell Rd
Little Rock, AR
72207

November 30, 16

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Thank you in advance.

Sincerely,

Name The Rev. Amber Criswell
Address 512 Brown St, 72205

DUNBAR GARDEN

November 30, 16

To Whom It May Concern:

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Thank you in advance.

Sincerely,

Damian Thompson
Program Coordinator
Dunbar Garden

1800 South Chester St.
Little Rock, AR
72206

695

A COLLEGE PREPARATORY EDUCATION FOR THE FAMILIES OF CENTRAL LITTLE ROCK

Charter Renewal Hearing

Arkansas State Charter Authorizing Panel

December 15, 2016

Governing Board of Trustees

Name	Term	Affiliations
Dr. Angela Webster **(Chair)**	7 Years	Associate VP for Institutional Diversity, Associate Professor of Leadership Studies, University of Central Arkansas
Darrell Brown, Jr. **(Vice Chair)**	7 Years	Attorney in Private Practice
Sharon Hedge Blackwood **(Secretary)**	4.5 Years	Retired Development Director, University of Arkansas for Medical Sciences
Charles Stewart	7 Years	Former Executive VP, Regions Bank & Chair, Arkansas Black Hall of Fame
Jan Zelnick	5.5 Years	Former Executive Director, LifeQuest of Arkansas
Nathaniel Noble	4 Years	Organic Chemist, Arkansas Department of Health
Ramsey Eddington	1 Year	Certified Public Accountant

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Mission Statement

Little Rock Preparatory Academy
A Member of the Exalt Education Network

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

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

Community public charter school with 411 students in grades K-8 at 2 campuses.

The table compares Little Rock Preparatory Academy with the Little Rock School District & the State of Arkansas.

869

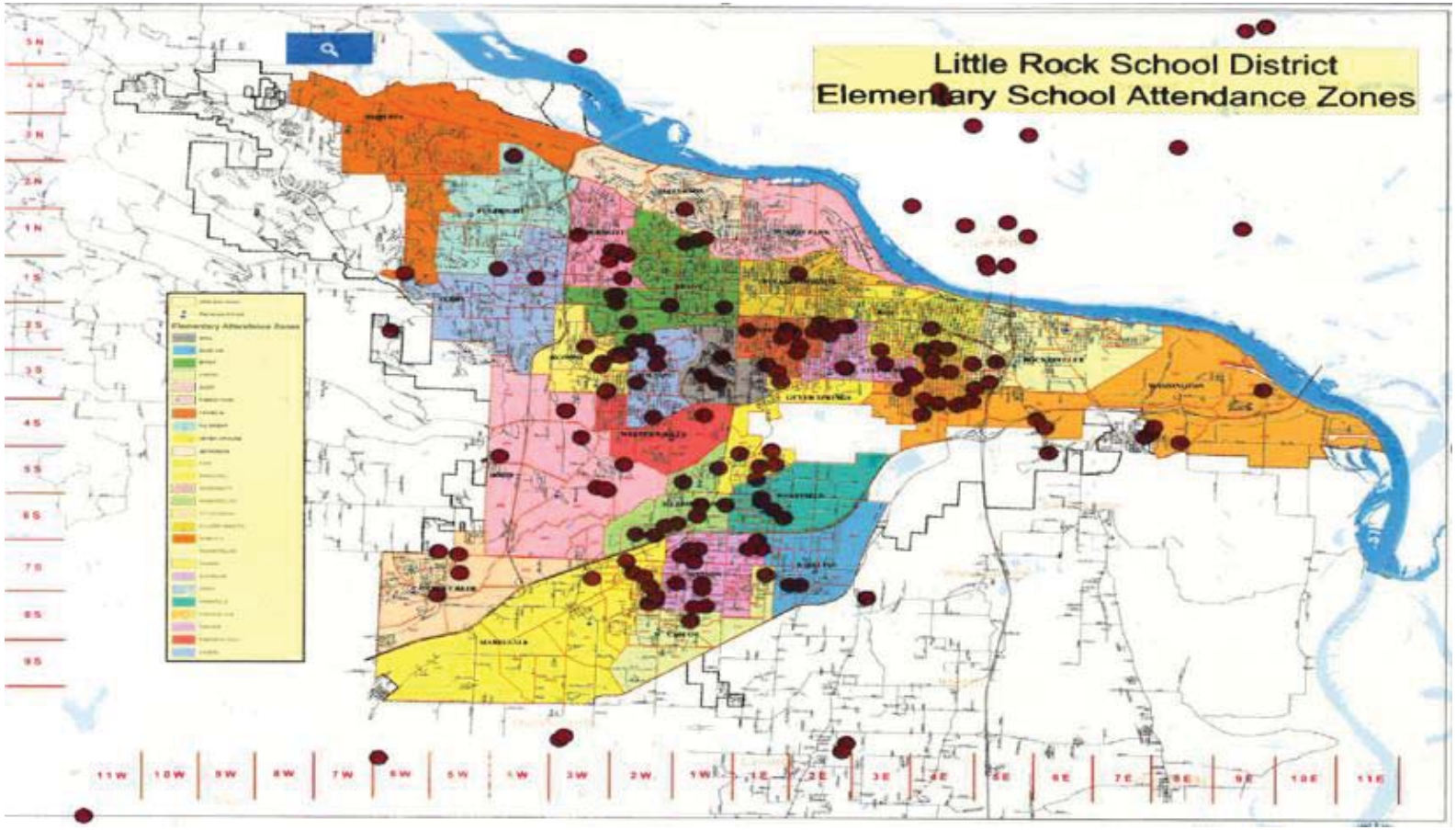
Student Attributes	Little Rock Preparatory	Little Rock School District	State of Arkansas
Number of Students	411	22,759	477,268
Free & Reduced Lunch	90.3% / 100%	70.78%	63%
African American	89%	64%	20%
Latino	10%	14%	13%
White	0.7%	18%	62%

*ADE Data Center Statewide Information Systems Report (2016-17)

Central Little Rock Region

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Little Rock Preparatory Academy Primary Enrollment Map



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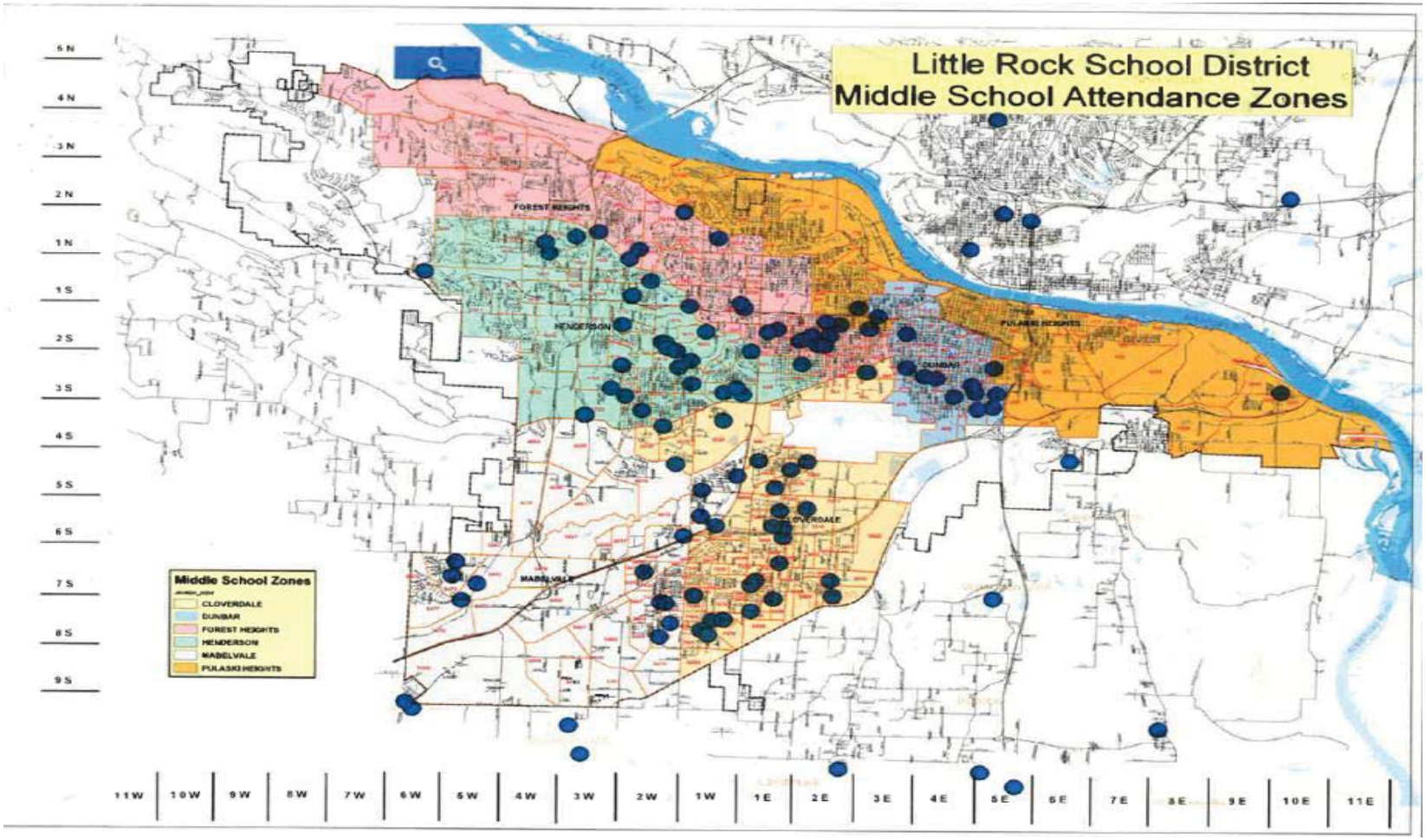
Central Little Rock Region

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Little Rock Preparatory Academy Middle School Enrollment Map



700

Meeting The Need

What environmental challenges do our children face?

Personal Challenges	
• Parent absence	• Domestic violence
• Family member incarceration	• Physical, sexual or emotional abuse
• Parent joblessness	• Exposure to pornography
• Drug and alcohol abuse	• Explicit violence
• Health challenges	• Family illness
• Early sexual exposure & teen pregnancy	• Systematic poverty
• Illegal adult immigration	• Custody disputes
• Transportation	• Residential transitions

701

Meeting the Need

We are continuously expanding our capacity to diagnose student needs & provide a variety of effective solutions.

Solutions		
• Academic success	• More learning time	• Loving relationships with adult caregivers
• Sex & health education	• Counseling	• Self-expression
• De-escalation	• Recognition / Affirmation	• Anger management
• Medical treatment	• Encouragement	• Knowledge
• Meals/Snacks	• Uniforms & clothing	• Drug & alcohol education

702

Meeting The Need

Little Rock Preparatory Academy
A Member of the Exalt Education Network

The Little Rock, AR greater metropolitan area is home to an escalating amount of low-income individuals. Our program is specifically designed to address the needs of our students.

Specialized Features:

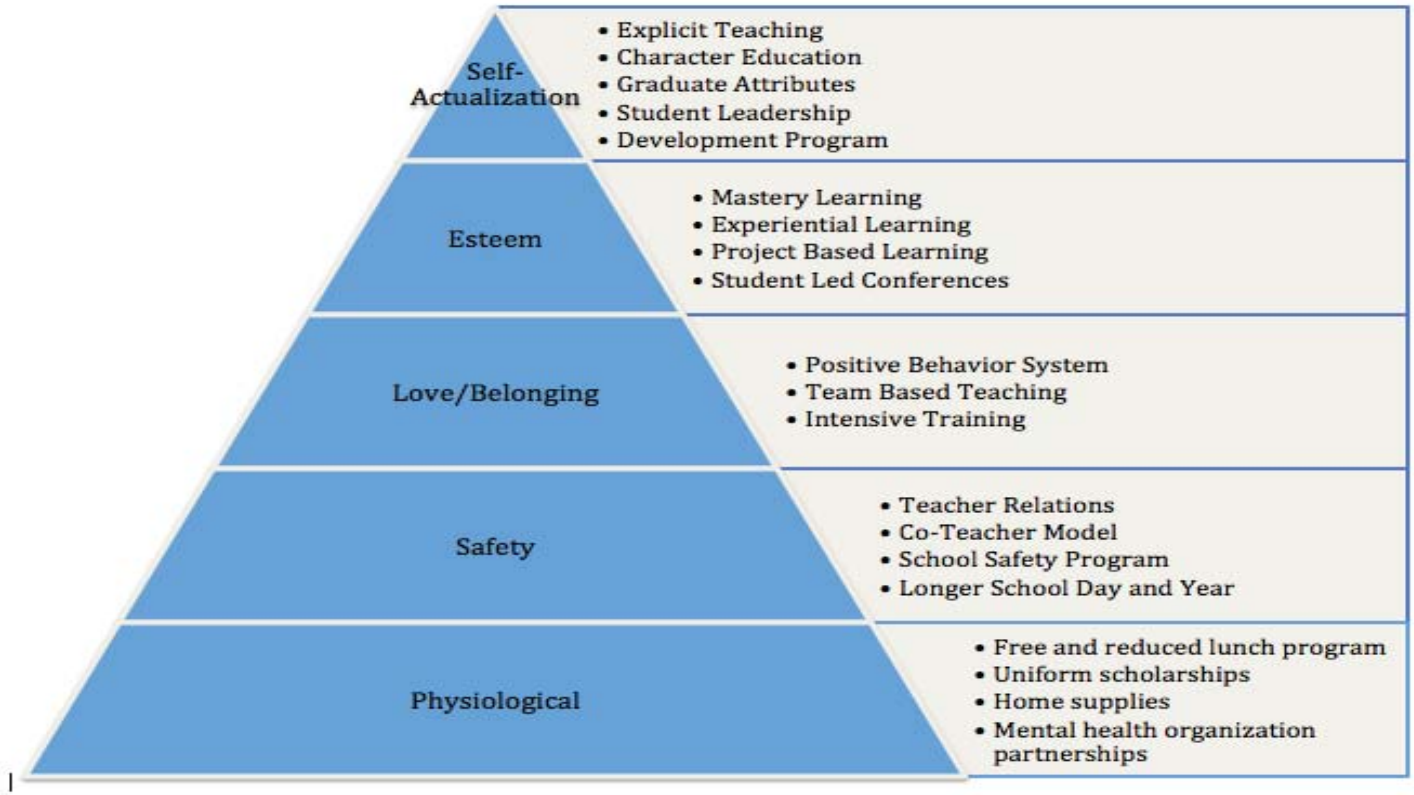
- Longer Day and Longer Year
- All School RTI (Response to Intervention) Model
- Co-teacher Model in the Primary School
- Key Behaviors:
  Include Success, Citizenship and Leadership
- Community Involvement
- Wraparound Services

703

How do we best serve our students?

Little Rock Preparatory Academy
mber of the Exalt Education Network

We care about (a) who our students are, (b) what growth they make with us, and (c) how well we meet their holistic needs.

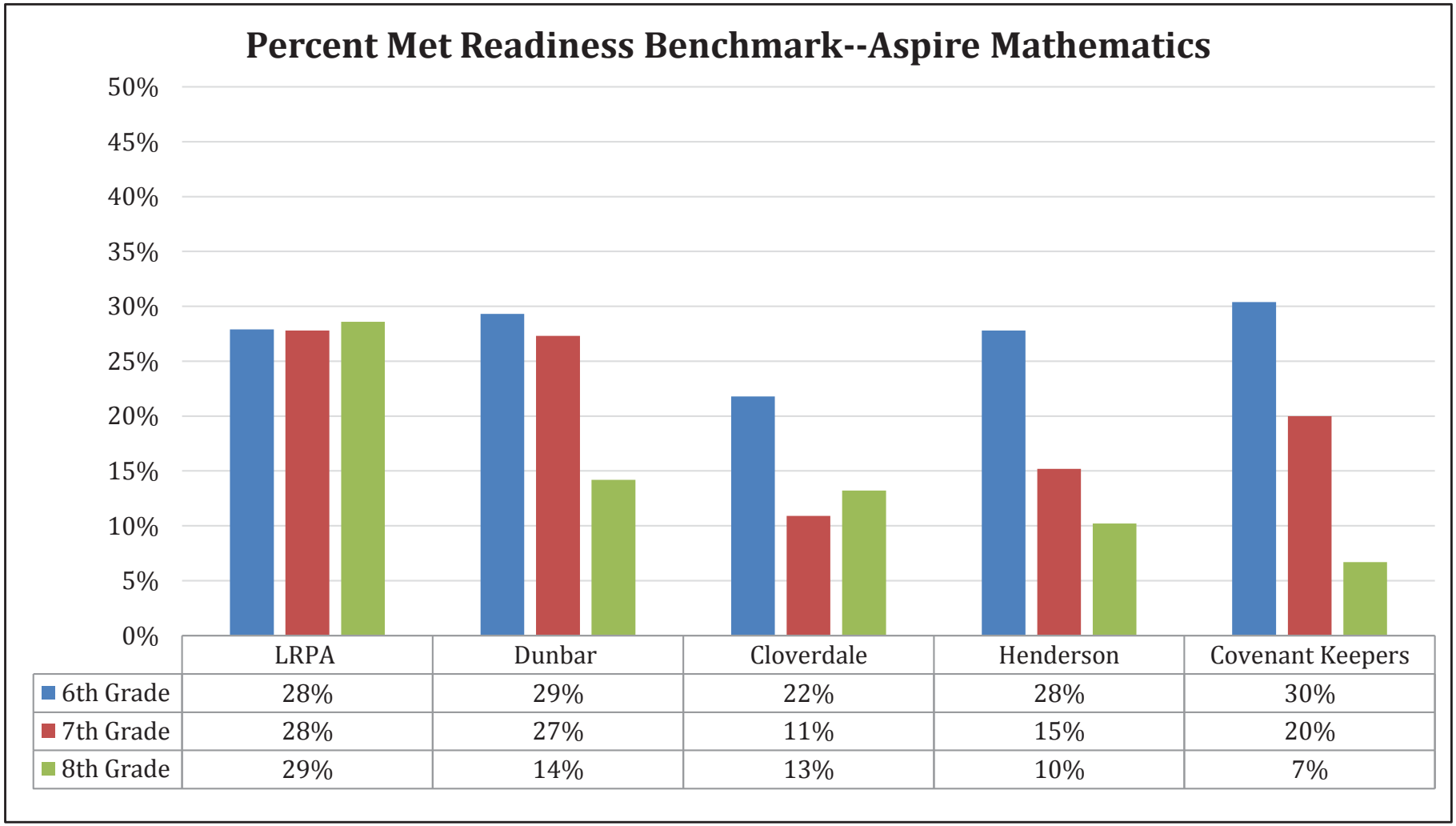


704

Student Achievement Analysis

Middle School Math

Little Rock Preparatory Academy
A Member of the Exalt Education Network

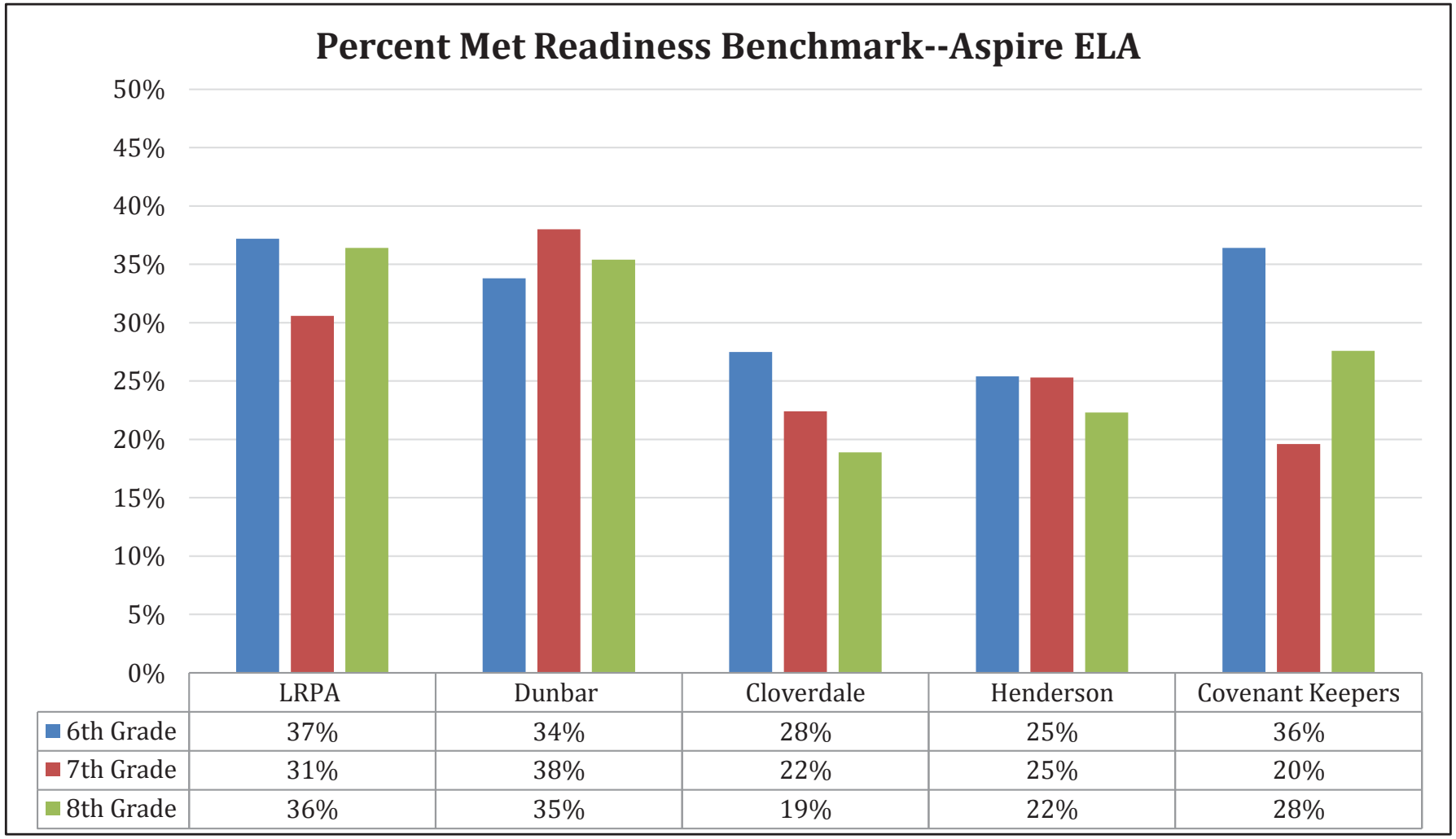


	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	28%	29%	22%	28%	30%
7th Grade	28%	27%	11%	15%	20%
8th Grade	29%	14%	13%	10%	7%

705

Student Achievement Analysis

Middle School ELA



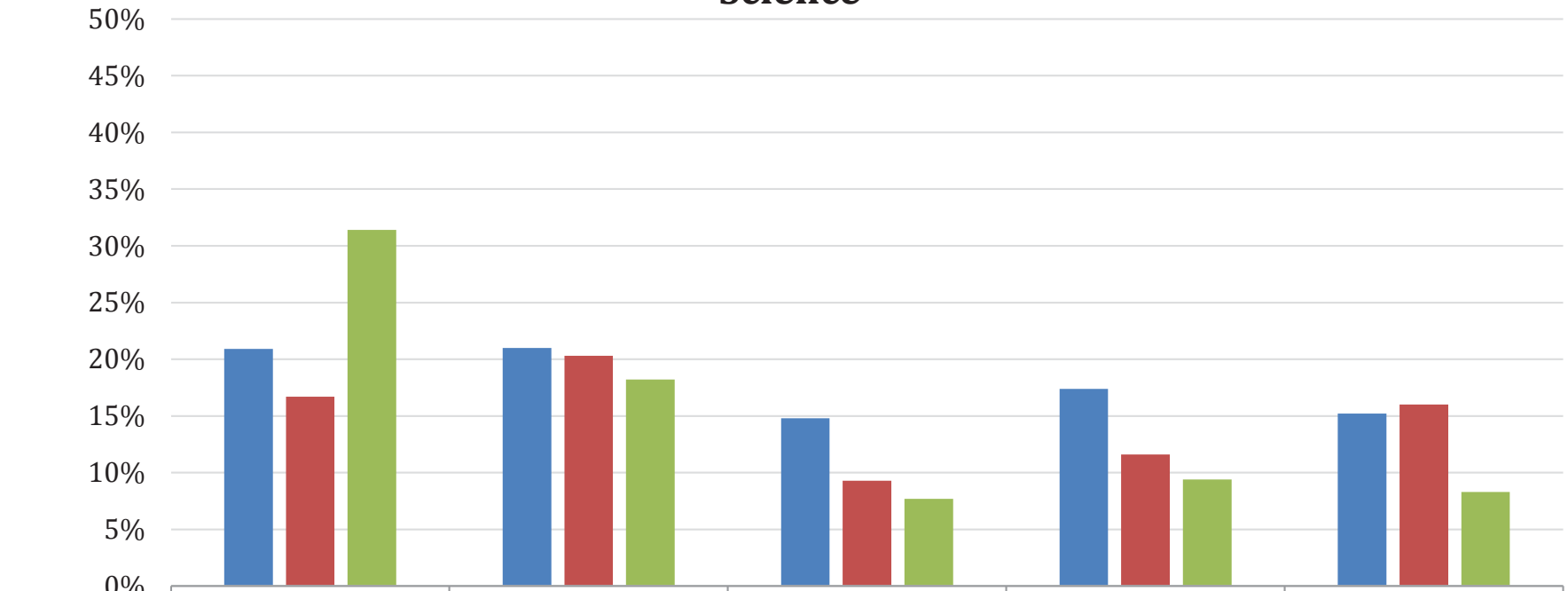
	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	37%	34%	28%	25%	36%
7th Grade	31%	38%	22%	25%	20%
8th Grade	36%	35%	19%	22%	28%

706

Student Achievement Analysis

Middle School Science

Little Rock Preparatory Academy
A Member of the Exalt Education Network



	LRPA	Dunbar	Cloverdale	Henderson	Covenant Keepers
6th Grade	21%	21%	15%	17%	15%
7th Grade	17%	20%	9%	12%	16%
8th Grade	31%	18%	8%	9%	8%

707

MAP Longitudinal Growth Analysis:

Little Rock Preparatory Academy

Sarah McKenzie, PhD
September, 2016

Office for Education Policy

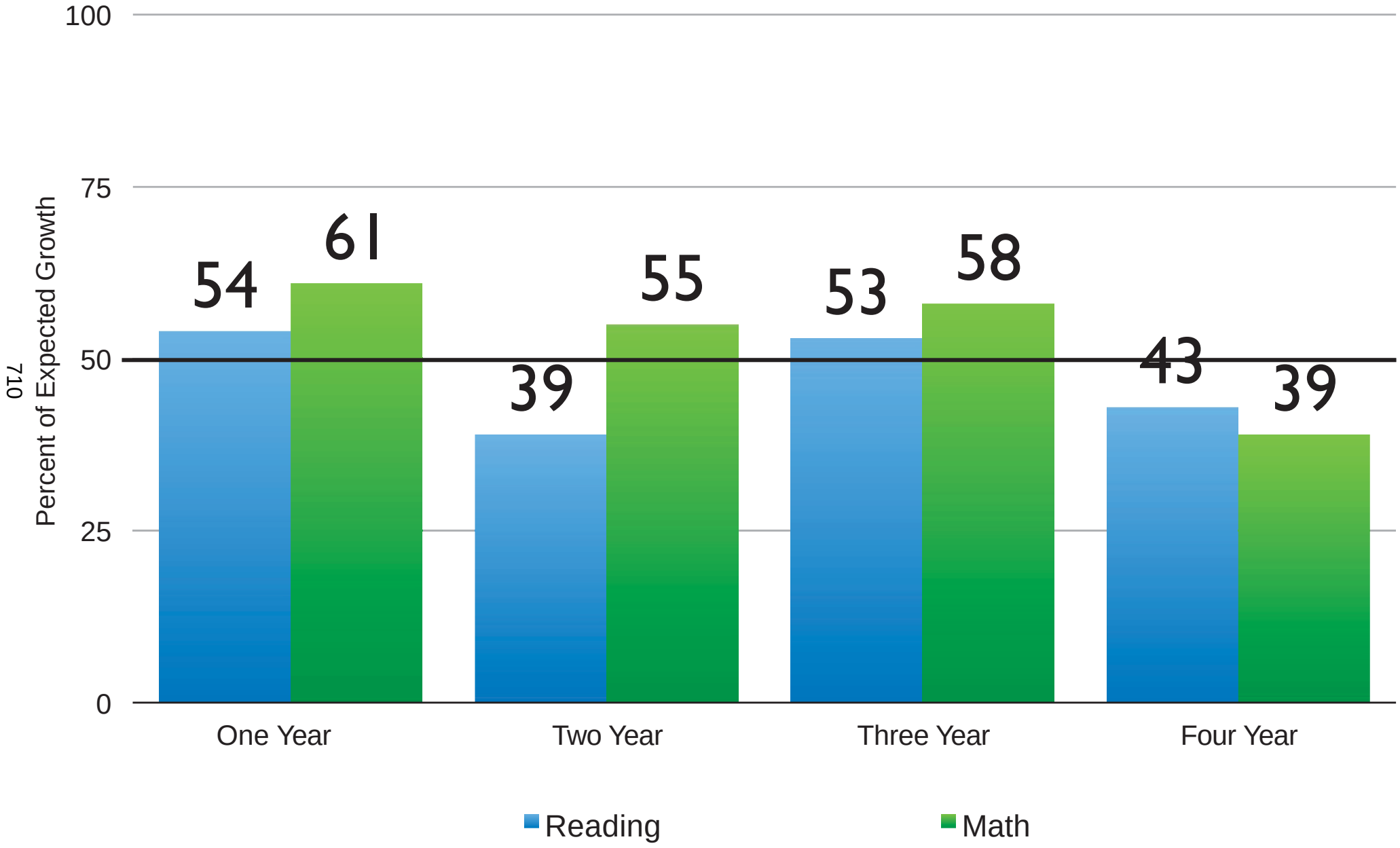
BIG Question

How are students who attend Little Rock Preparatory Academy (LRPA) growing academically?

1) What percentage of students in each cohort meet or exceed typical gains?

53% of students meet or exceed typical gains!
50% is the national average

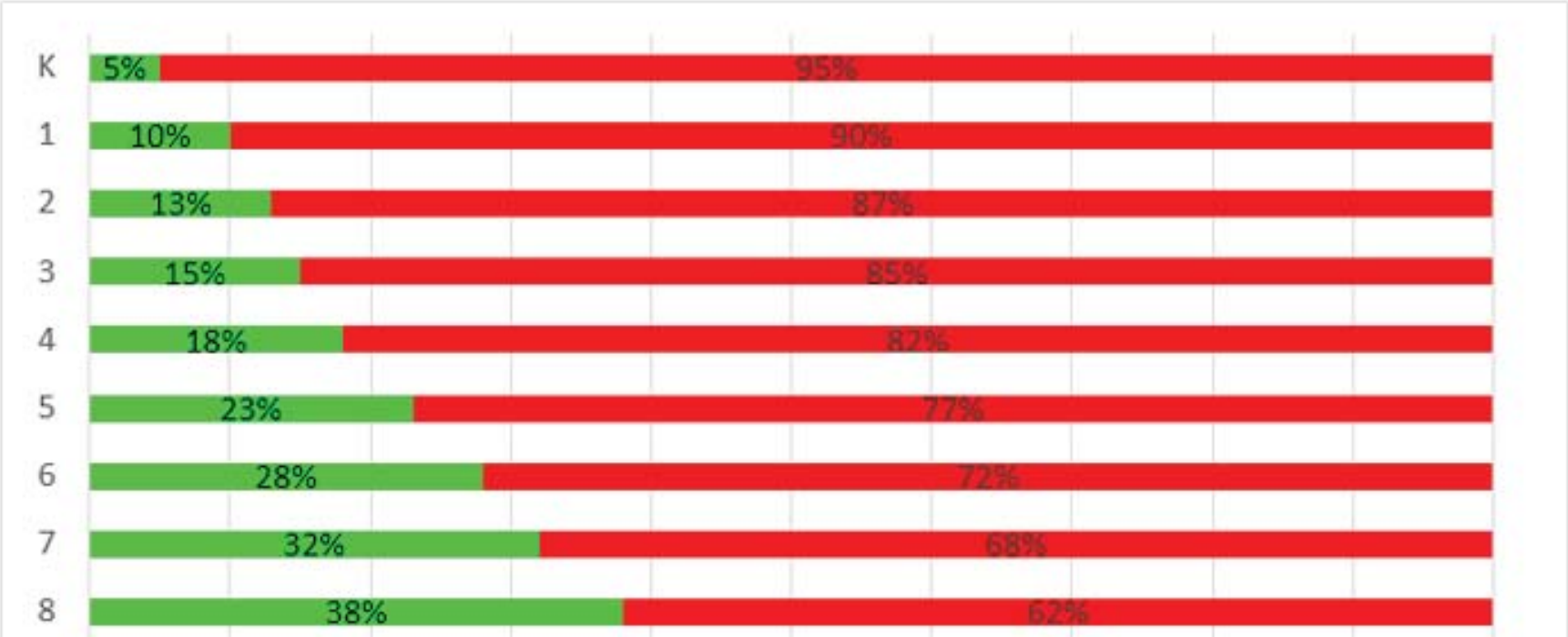
Percent Meeting Expected Growth



Percent Meeting More Than Expected Growth

34% of low performing students exceed 150% of typical gains in reading!

25% of low performing students exceed 150% of typical gains in math!



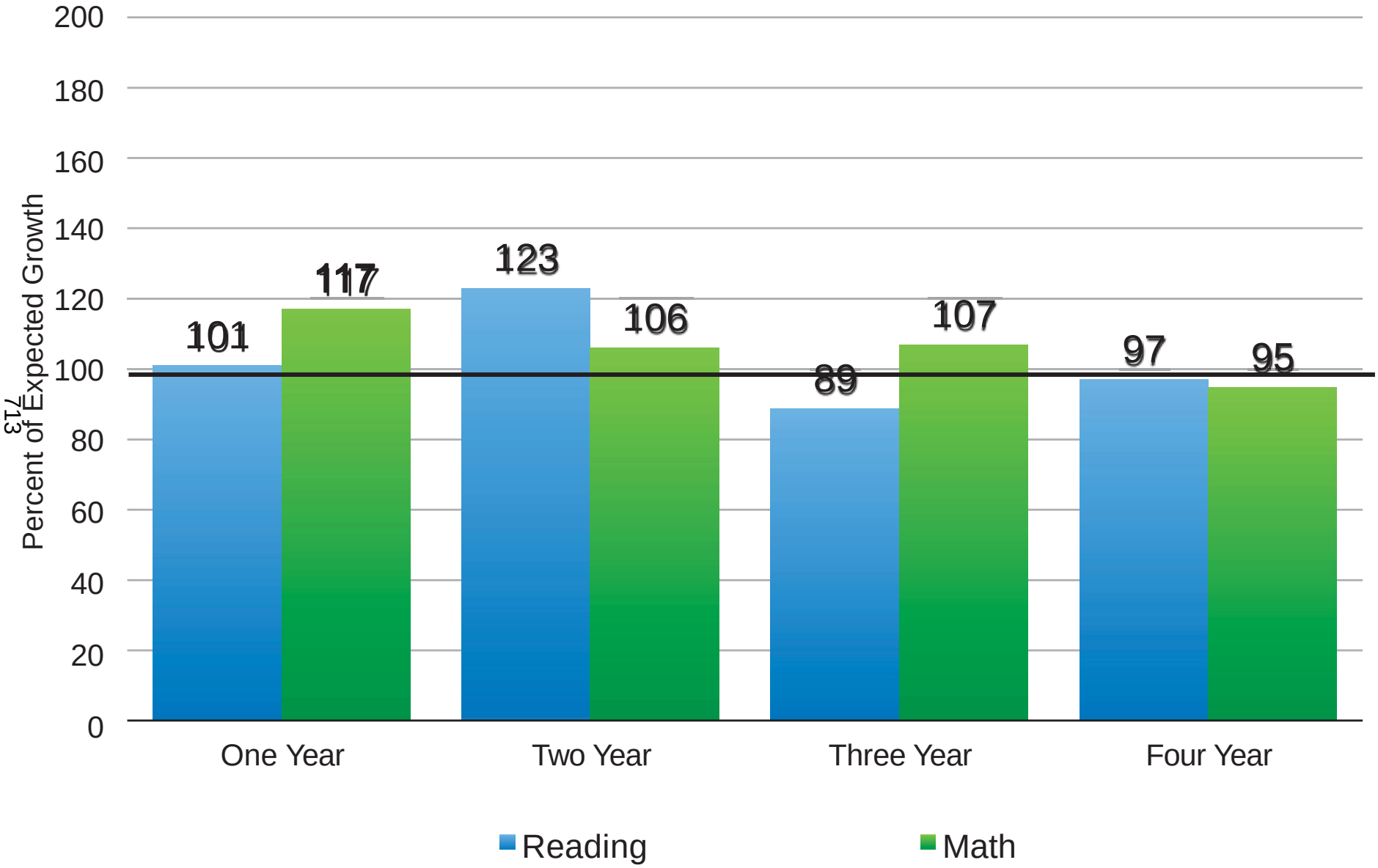
BIG Question

How are students who attend Little Rock Preparatory Academy (LRPA) growing academically?

2) What percentage of typical gain was made by students in each cohort?

97% of typical reading!
107% of typical math!

Percent of Expected Growth



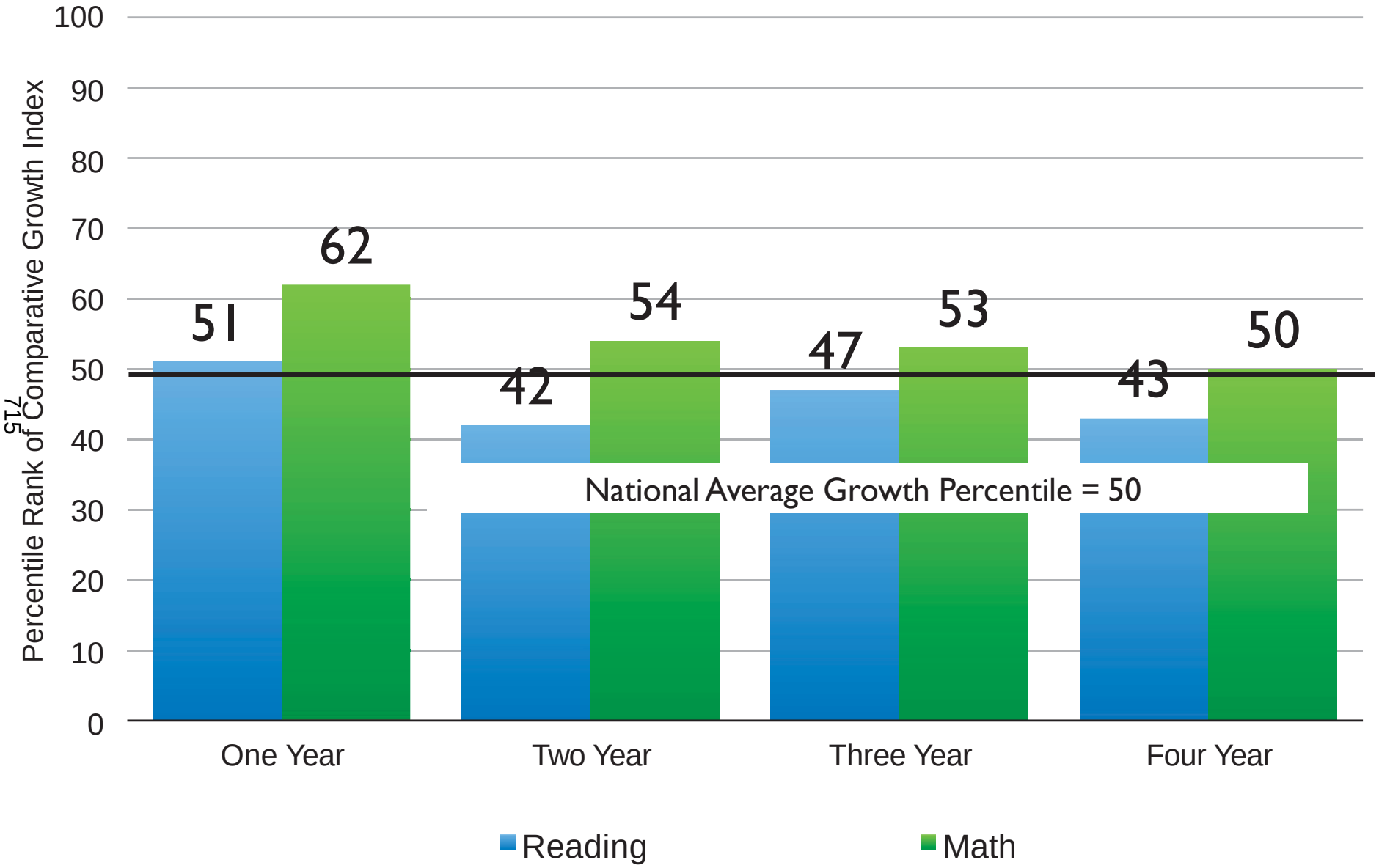
BIG Question

How are students who attend Little Rock Preparatory Academy (LRPA) growing academically?

3) How does LRPA student growth compare to national student growth?

Better than 49% of students in reading
Better than 59% of students in math

Cohort Growth Percentile



Conclusion

Students who attend Little Rock Preparatory Academy (LRPA) near national peers in academic growth in reading and math as measured by NWEA MAP assessments.

Three Years of Improvement

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Outstanding People

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

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

Three Years of Improvement

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Great Hearts

We are driven by the mission of serving low-income students. We understand the urgency of the cause and that our students' futures are at stake. To us, it is so much more than teaching reading and math.

- Our school has created a Positive Behavior Plan that is built on an RTI (Response to Intervention) for behavior model.
- All of our team members are trained in lifting up and encouraging our students to strive for their best.
- A school culture where students are set up for success through clear expectations that are taught and then retaught.
- This positive spirit and heart for our students establishes a culture that creates success.

Three Years of Improvement

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Data Driven

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

- Formative assessments aligned to state standards
- Professional Learning Communities and Data Driven Instruction
- Data driven computer based instruction
- Administration of NWEA MAP three times a year
- Restructured daily schedule, building in intervention courses focusing on individualized instruction and allowing teachers time to use their data.
- Fully aligned scope and sequence as well as benchmark test calendar with the newly adopted Arkansas College Ready Standards

Three Years of Improvement

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Increased Capacity

In the Spring of 2016 Little Rock Preparatory Academy restructured their leadership, transitioning from a single head of organization to a three-person Executive Management Team. This restructuring has allowed for increased support in the following areas:

Human Capital	Communications	Facilities/Operations Management
• Teacher Recruitment • Payroll & Benefits • Compensation & Evaluation • Initial Training & Onboarding • Continuing Education	• State & Local Advocacy • Parent Outreach • Student Recruitment • Local Marketing • Student Information	• Facility Acquisition • Site Development • Technology • Transportation • Food Services
Academic Leadership	**Back-Office**	**Development**
• Instructional Coaching • Academic Program Design • Student Assessment • Special Education Provision • Performance Evaluation • ELL Programs	• Authorizing Reporting • State & Federal Compliance • Budgeting • Audit • Accounting • Purchasing	• School/Regional Governance • Fundraising & Grant Writing • Community Outreach • Corporate Engagement • Donor Reporting • Civic Affairs

LRPA Debt – Self-Help Ventures Fund Loan

LRPA borrowed from Self-Help Ventures Fund for the construction costs of relocating the campus to Trinity Episcopal Cathedral.

Outstanding Balance as of 7/1/16	$61,133.11
Payment Schedule	11 equal monthly payments of $4,510.00 with the final payment of all remaining principal and interest due
Payoff Date	June 30, 2017

Self-Help Ventures Fund is a North Carolina not-for-profit whose mission is creating and protecting ownership and economic opportunities for all. Self-Help provides responsible financial services, lending to small business and nonprofits, developing real estate and promoting fair financial practices.

LRPA Debt – Exalt Education Loan

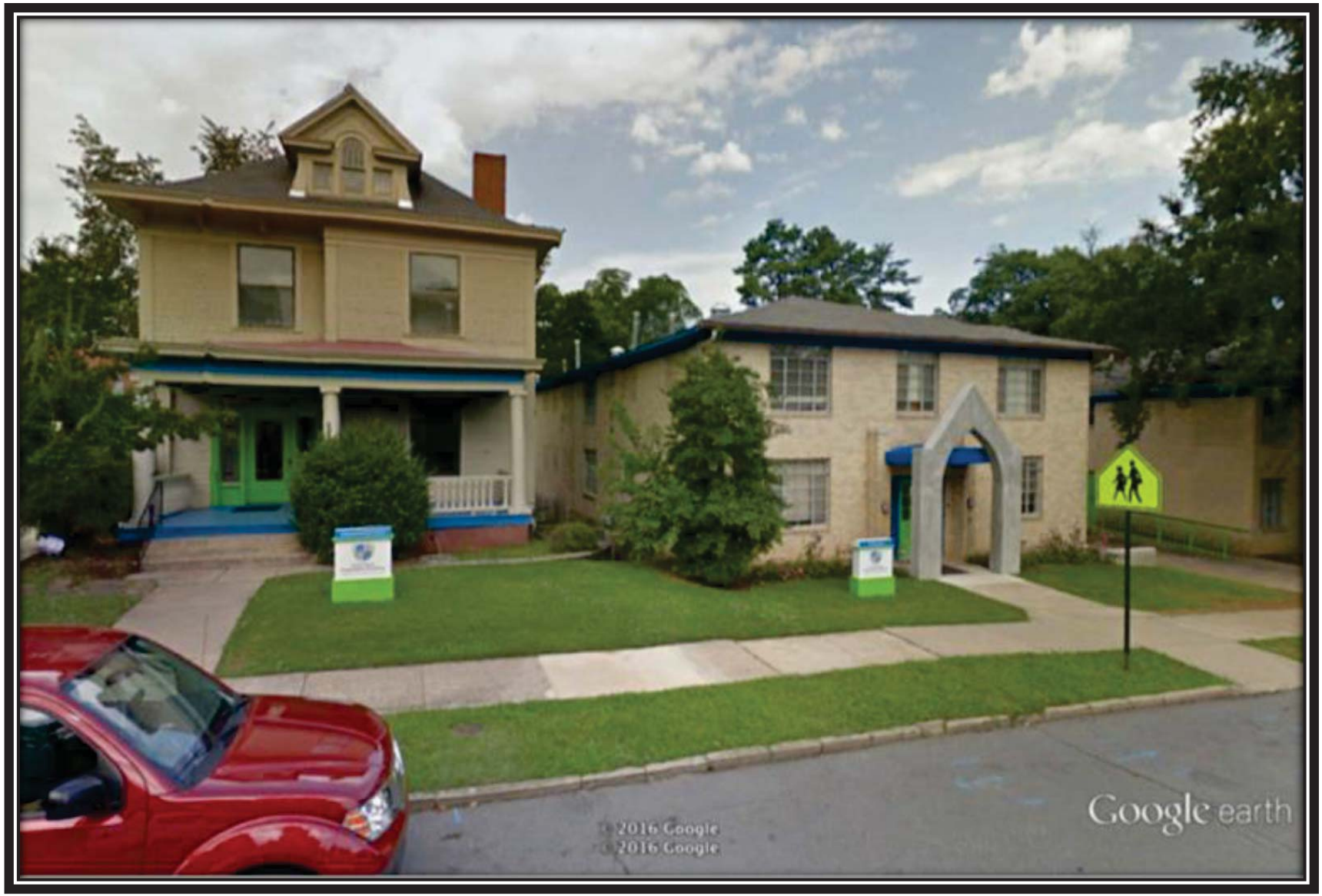
LRPA borrowed from Exalt Education, Inc. for the construction costs of relocating the campus to Trinity Episcopal Cathedral.

Outstanding Balance as of 7/1/16	$51,439.93
Payment Schedule	11 equal monthly payments of $4,551.75 with the final payment of all remaining principal and interest due
Payoff Date	June 30, 2017

722

6711 W. Markham Street

723



1616 S. Spring Street

724

Our Request

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Approval of a Three Year Charter Renewal.

We Are Requesting:

- Continued service of our students for the next three years.
- Opportunity to continue improvements implemented that will yield outstanding student achievement results.

We Are Not Requesting:

- New Waivers
- Amendments to our Enrollment Cap

QUESTIONS ?

PHILANDER SMITH COLLEGE

OFFICE OF ENROLLMENT MANAGEMENT

November 21, 2016

To Whom It May Concern:

I am a resident of Arkansas and advocate of quality education. I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed as an open enrollment public charter school in Little Rock.

I understand the importance of addressing the educational needs of all our children here in Arkansas, especially those students in low-income areas. I have seen the critical academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy, and believe this level of success will continue if renewed.

I also support Little Rock Preparatory Academy's effort to become a true partner in the City of Little Rock through their collaborations with key stakeholders--including businesses, the Little Rock School District, community churches, and the City of Little Rock. I urge you to renew the charter for Little Rock Preparatory Academy.

Thank you in advance.

Sincerely,

Maurice D. Osborne
Director

MDO/dh

900 DAISY BATES DRIVE, LITTLE ROCK AR 72202 Telephone: 501.370.5221 | Fax: 501.370.5225

A-1

the toggery

THE TOGGERY
5919 R STREET
LITTLE ROCK, AR 72207

November 27, 16

To Whom It May Concern:

I am a resident of Arkansas and advocate of quality education. I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed as an open enrollment public charter school in Little Rock.

I understand the importance of addressing the educational needs of all our children here in Arkansas, especially those students in low-income areas. I have seen the critical academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy, and believe this level of success will continue if renewed.

I also support Little Rock Preparatory Academy's effort to become a true partner in the City of Little Rock through their collaborations with key stakeholders–including businesses, the Little Rock School District, community churches, and the City of Little Rock. I urge you to renew the charter for Little Rock Preparatory Academy.

Thank you in advance.

Sincerely,

Phil Olinghouse
1 Betswood Road
Little Rock, AR 72207

A-1

Trinity
Episcopal
Cathedral
Little Rock, Arkansas

"A house of prayer for all people."

310 West 17th Street
Little Rock, Arkansas 72206
Phone 501.372.0294
Fax 501.372.0416
www.trinitylittlerock.org

December 6, 2016

To Whom It May Concern:

I am Dean of Trinity Episcopal Cathedral, a resident of Arkansas and a life long supporter of public education in our city. Before my arrival as Dean, Trinity Cathedral entered into a lease agreement with Exalt Education, to provide facilities for Little Rock Preparatory Academy, an open enrollment public charter school. After three years of working closely with the leadership team at the school, I am writing to express my full support of Little Rock Preparatory Academy and their efforts to have their charter renewed.

I understand the importance of addressing the educational needs of all our children here in Arkansas, especially those students in low-income areas. I have seen the critical academic gains of the students that attend Little Rock Preparatory Academy, and believe this level of success will continue if renewed.

I also support Little Rock Preparatory Academy's effort to become a true partner in the City of Little Rock through their collaborations with key stakeholders--including businesses, the Little Rock School District, community churches, and the City of Little Rock. I urge you to renew the charter for Little Rock Preparatory Academy.

Thank you in advance.

Sincerely,

The Very Rev. Dr. Christoph Keller, III
Dean and Rector, Trinity Episcopal Cathedral

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Atnan Ekin
LISA Academy
23 Corporate Hill Drive
Little Rock, AR 72205

RE: Notice of Charter Authorizing Panel Decision
LISA Academy Renewal Application

Dear Mr. Ekin:

On **December 15, 2016**, the Charter Authorizing Panel met and approved LISA Academy's public charter school renewal application. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the renewal application will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

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

An Equal Opportunity Employer

CC: Superintendent Guess, Pulaski County Special School District
Superintendent Poore, Little Rock School District
Superintendent Rodgers, North Little Rock School District

LISA Academy Renewal Request

Motion

To approve the renewal request

Barnes	Lester	Saunders **- M**
Gotcher **- 2**	Pfeffer	Smith
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes		X		Given the continued conversations regarding the expected collaborative efforts toward resolution to meet the needs of all children and that school personnel stated they are now serving a different type of student; with consideration of the fact that that is what public education is today and will continue to be, I am not in support of the motion at this time.
Gotcher	X			I have no concerns and support their vision for the future.
Haley				Absent
Lester	X			The charter has been consistent with offering a quality education. No concerns exist at this time.
Pfeffer				Absent
Rogers		X		As stated in the discussion, I am uncomfortable with the extension of thirteen years.
Saunders	X			Lisa has a proven track record of success and their demographics continue to evolve to reflect the surrounding area.

Smith	X			I have no concerns. The school has demonstrated twelve years of educational consistency, financial responsibility, and services to students.
Coffman				Chair

Submitted by: Kelly McLaughlin (ADE)
Date: December 15, 2016

LISA ACADEMY
RENEWAL SUMMARY
DECEMBER 2016

Sponsoring Entity	Little Scholars of Arkansas Foundation
Address	LISA Academy Chenal 12200 Westhaven Drive Little Rock, AR 72211 Grades: K-6 LISA Academy 21 Corporate Hill Drive Little Rock, AR 72205 Grades: 7-8 LISA Academy High 23 Corporate Hill Drive Little Rock, AR 72205 Grades: 9-12 LISA North Little Rock 5410 Landers Road Sherwood, AR 72117 Grades: K-12
Grades Served	K-12
Enrollment	2,041
Maximum Enrollment	2,100
Number of Years Requested	13

Mission Statement
It is the mission of LISA Academy to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments.

2015-2016 Accreditation Status
Accredited

Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2015	K-12	1,456.50	1,779,653	914
2016	K-12	1,468.61	3,043,415	557
2017 YTD	K-12	-	2,506,754	(1,261)
			2017 Budget: 2,651,682	

Remaining Concerns

None

LISA Academy

SPONSORING ENTITY: LITTLE SCHOLARS OF ARKANSAS FOUNDATION

CURRENT DATA

Maximum Enrollment	2,100
Approved Grade Levels	K-12
Grades Served 2016-2017	K-12

2016-2017 Enrollment by Grade

Kindergarten	121
1st Grade	147
2nd Grade	137
3rd Grade	123
4th Grade	129
5th Grade	132
6th Grade	242
7th Grade	267
8th Grade	251
9th Grade	158
10th Grade	156
11th Grade	91
12th Grade	87

2016-2017 Enrollment by Race

Two or More Races	53
Asian	227
Black	867
Hispanic	372
Native American/Native Alaskan	10
Native Hawaiian/Pacific Islander	6
White	506
Total	**2041**

2015-2016 Student Status Counts

Migrant	0
LEP	52
Gifted & Talented	351
Special Education	101
Title I	0
Source: District Cycle 4 Report	

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	1,472.12	1,450.69	1,422.67	1,413.03
ADM	1,514.00	1,492.80	1,468.61	1,460.20
%	97.23%	97.18%	96.87%	96.77%

BACKGROUND

Authorized	January 12, 2004	(LISA Academy)
	November 5, 2007	(LISA Academy- North Little Rock)
Contract Expiration	June 30, 2017	

Renewal Request - LISA Academy April 9, 2007
Charter renewed for five years
Amendment approved to increase enrollment from 450 to 600

Amendment Request Considered and DENIED April 11, 2011
LISA Academy - add grades 4 and 5, increase enrollment by 200

Renewal Request - LISA Academy April 9, 2012
Charter renewed for five years
Amendment approved to increase enrollment from 600 to 800

Renewal Request - LISA Academy North Little Rock March 11, 2013
Charter renewed for five years

Amendment Request Considered and APPROVED January 15, 2014
Merge LISA Academy and LISA Academy North Little Rock with combined enrollment of 1,500

Amendment Request Considered and APPROVED February 19, 2016
Add a new K-6 campus in West Little Rock
Increase enrollment from 1,500 to 2,100
Change grade levels at existing LISA West campus to 7-12

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

Name of School: LISA 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

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

Comments and Additional Questions:
- Explain how participating in Quiz Bowl demonstrated measurable growth in English and math.
- Provide student enrollment counts in STEM courses as evidence for goal 2.
- Provide school-level results for AP exams.
- Explain how foreign language competitions prepare for college and career.
- Provide student proficiency rates for Naviance.
- Confirm that Naviance is supported by a guidance counselor.
- Explain how the current goals ensure the post-secondary success of all students, including those who are preparing for a career upon high school graduation.

Applicant Response:

* Quiz Bowl is a competition at the middle and high school level that requires students to think quickly, engage in teamwork, and problem-solve. Questions range across a wide variety of topics and disciplines, including mathematics, reading, English, grammar, language, social studies, politics, science, and current events. However, the Quiz Bowl teams in high school and middle school are merely the tip of the student participation. Over the past four years, student participation in the clubs that prepare the students for the competition teams has risen substantially. Further, participation in related competitions – the Spelling Bee, the Geography Bee, National History Day, and the Science Quiz Bowl have also risen along with the greater participation in the flagship competition that is the Arkansas State Quiz Bowl. Growth can be successfully assessed in both the greater participation of the student body as well as the continued success of the competition teams in each of the fields. Central to each of these is the problem-solving, constructed responses, and articulation of answers that involve analytical reasoning and coherent, compelling communication.

* The current enrollment of students in Science, Technology, Engineering, and Mathematics (STEM) courses at LISA Academy has risen each year. Currently, over 2000 students are involved in STEM education. Every student in the LISA Academy charter district takes at least one math and science course each year; some take more than one each. Further every student through 9th grade takes an age-appropriate and ADE-approved computer course. At the high school level, students have the additional opportunity to take Essentials of Computer Science and AP Computer Science. The numbers of students in those courses are (41) and (11).

* At LISA Academy, we have seen a steady increase in the number of students taking AP exams over the last five years, nearly doubling both the number of students taking exams and the number of exams taken. The included table shows the growth experienced over the last five years.

LISA Academy	2103	2014	2015	2016
Total # of Students	95	114	167	156
Total # of Exams	208	224	384	352
Qualifying Scores	43	39	55	53
Qualifying Rate	45.3	42.1	34.1	35
Arkansas Rate	33.5	34.4	34.4	35

* Foreign Language competitions and the Foreign Language Festival encourage students to expand their understandings of the nuances of language, leading toward greater mastery and fluency. With greater confidence in language skills, students are better prepared for the requirements of college language proficiency as well as better prepared for functioning in a multi-lingual business and career world. Further, greater fluency in a second language has been regularly demonstrated through peer-reviewed studies to enhance students' grasp of their own language, thus greater English proficiency is gained through greater understanding of the ways languages function. The Foreign Language competitions are strongly encouraged of all students as a way of encouraging them to take greater ownership of their own learning through providing the incentive of healthy competition and celebration of achievements.

* Naviance is used by all faculty, and faculty and students are supported by two guidance counselors (at LISA West) and another guidance counselor (at LISA North) who have been trained in its use and in supporting faculty and student use. LISA Academy purchases and provides Naviance for all students in grades 8 through 12. While it does not specifically provide metrics for proficiency, it provides the ability to help "align student strengths and interests to postsecondary goals." (Naviance) Teachers upload letters of recommendation, students add requested essays and college application material, and guidance counselors include the required documents for college admission. This provides for the seamless submission of college applications for students.

* The current goals listed are specific, measurable, attainable, realistic, and timely. The stated goals provide the ability to measure student performance at several points within a single year and longitudinally. The several distinct metrics enable LISA Academy to assess student progress from a variety of angles and tailor interventions and enhancements to meet the individual needs of students in a timely, flexible, and nimble fashion. With the additional college and career readiness measures of the ACT Aspire (added to the metrics already in use in the form of the PSAT, ASVAB, ACT and other standardized assessments), LISA Academy will be able to more efficiently assess the post-secondary preparation of students whether those students are aiming at matriculating to a college or beginning a career.

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:

- Provide a plan for transition between ACT Plan and ACT Aspire.
- Confirm that competing in STEM competitions is compulsory for each student. If these competitions are not compulsory, explain how students that do not participate in competitions will be engaged in STEM education.

Applicant Response:

* Due to the generosity of the state of Arkansas, the transition from ACT Plan to the ACT Aspire has been relatively seamless. As ACT phased out the use of their Plan and Explore tests, substituting the Aspire in their place, the state of Arkansas moved to using ACT Aspire as the state-mandated summative assessment of student performance. Along with that summative test, access to interim assessments was provided to the school, and the leadership team carefully organized the implementation of those interims in preparation for the summative exam given for the first time last Spring. College and career data gained previously from ACT Plan (and Explore) are now gained from the single statewide exam, and those data are used by the guidance counselors to craft individualized plans for both high school completion and futures involving college and career. In the current school year, LISA Academy has committed to using at least three of the ACT Periodic Assessments and at least five of the ACT Classroom Assessments to help guide instruction, intervention, enhancement, as well as preparation for the ACT Aspire summative assessment.

* All students in grades 4-12 at LISA Academy compete annually in the local Science Fair competition or in the Arkansas STEM Festival through Project-Based Learning projects. Students in elementary grades have the opportunity to participate in the Project Lead the Way Launch program. All students are enrolled in science, math, and computer science courses.

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.

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.

Lisa Academy
2016 Open Enrollment Renewal Application

New Waivers Requests

	Topic	Law/Standard/Rule	Subject	Remaining Issues?
New Waivers	Library & Media	Ark. Code Ann. § 6-23-103 Ark. Code Ann. § 6-25-104	Public School Library and Media Technology Act	
		Standards Sections 16.02.3 and 16.02.4	Media Services	
	Class Size	Standards Section 10.02.5	Class Size for Grades 7-12	
	Clock Hours	Standards Section 14.03	Unit of credit defined as a minimum of 120 clock hours	
	Teaching Load & Compensation	Ark. Code Ann. § 6-17-812	Compensation for teaching more than the maximum number of students permitted	
Rescind Waiver	Parental Notification	ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers	Parental Notification regarding non-licensed teachers	

1. Library and Media Services

Ark. Code Ann. § 6-25-101 et. seq.

Standards of Accreditation Section 16.02 Media Services

LISA Academy campuses have a librarian who handles all management of print media and the technology support staff is responsible for digital media management. As a STEM school LISA Academy will place many technology tools in the hands of students and teachers to access their own media as directed by educational programs. Also, LISA Academy seeks to put media directly in the hands of our students; therefore print media is also distributed throughout the building. LISA Academy is providing more than what required by training each teacher to be media specialist for their own classrooms which are set like a media/library center. We ask for the flexibility of not having to meet the requirements of employing a licensed media specialist for every three hundred (300) students, and to be able to utilize any funds saved to provide increased technological and media resources to our students.

Legal Comments: Only a waiver of Ark. Code Ann. §§ 6-25-103 and -104 and a waiver of subsection 16.02.3 are required in order for Applicant to achieve its stated rationale.

Applicant Response: LISA Academy hereby amends its request to a waiver of only Ark. Code Ann. §§ 6-25-103 and -104, and Subsection 16.02.3 and 16.02.4 of the ADE Standards for Accreditation Rules.
Rationale for waiver of subsection 16.02.04: Since classroom libraries are maintained for all ELA classrooms and electronic media is available to students, cataloging and monitoring the number of volumes using methods traditionally used in a centralized library would require undue time commitments from classroom teachers. We currently allow students to freely borrow and read books that are housed in the classrooms and are easily accessible to students, thus reducing lost instructional time for trips to a centralized library. LISA Academy is committed to providing abundant reading resources to all of our students, but we request that the requirement of book quotas be waived to allow a more efficient and less cumbersome method of delivery.

Remaining Legal Issues: None

2. Class Size

Standards of Accreditation Section 10.02.5 Class Size and Teaching Load Grades 7-12

We have experienced scheduling challenges with some classes such as Art, Music, PE, and Health, etc. Therefore to maximize the use of our highly effective teachers in these subject areas, we are asking for a waiver to allow us to utilize daily teaching loads of no more than twenty-five (25) students above the maximum amount, on an as-needed basis.

Legal Comments: None

Remaining Legal Issues: None

3. Clock Hours

Standards of Accreditation Section 14.03 Clock Hours

Due to its implementation of digital coursework and distance learning for more robust course offerings as well as credit recovery options, LISA Academy is requesting a waiver of its seat time requirements. LISA Academy is not, by this request, asking for a waiver of graduation requirements. It is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, LISA Academy hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks. Those courses taught for graduation credit will be utilized from ADE approved list which provides assurance that frameworks will be taught. Elective courses will be granted local credit. LISA Academy is requesting this waiver also to be able to initiate the newest pilot program for Summit Personalized Learning Platform efficiently without the requirement of seat time.

Legal Comments: None

Remaining Legal Issues: None

4. Guidance Counseling

ADE Rules Governing Public School Student Services

LISA Academy is requesting this waiver from ADE Rules to effectuate the waiver that it already holds from the Public School Student Services Act, Ark. Code Ann. § 6-18-1001 et seq.

Legal Comments: Only a waiver of Section 3.01.1 of these rules are needed for Applicant to effectuate a waiver of these services.

Applicant Response: LISA Academy hereby rescinds this request, as the request was previously granted by the Charter Authorizing Panel on January 15, 2014 (see attached letter from the ADE).

Remaining Legal Issues: None, waiver request has been rescinded.

5. Teaching Load

Ark. Code Ann. § 6-17-812

We are requesting this waiver to complement and complete our waiver request for Teaching Load requirements, to enable us to continue to compensate our teachers under our current compensation schedule.

Legal Comments: None

Remaining Legal Issues: None

Legal Comments Regarding Existing Waivers

Student Discipline Policies

- Applicant currently has a waiver from Ark. Code Ann. § 6-18-503 and a waiver from a subsection § 6-18-503(a)(1)(C)(i). Applicant should provide additional rationale on why a waiver of the entire section is necessary to help Applicant achieve its goals, especially when the Applicant has a waiver of a particular subsection, and what is the impact to the Applicant if the waiver is not renewed.

Applicant Response: LISA Academy holds a waiver from Ark. Code Ann. § 6-18-503 (a)(1)(C)(1), along with other statutes and ADE Rules as part of its Alternative Learning Environments (ALE) waiver. The guidance from the ADE both at the time of the original ALE

waiver request, and now (see the "Waiver Document" posted on the ADE website), is to specifically request a waiver of that subsection of § 6-18-503. The rest of § 6-18-503 has been utilized to implement a student discipline policy that ensures and safeguards students' rights to notice, hearing, and due process but allows for the policy to be tailored to LISA's unique needs. If the waiver is not renewed, the impact to LISA Academy would be the drafting and implementation of a new discipline policy with the time, training, and expense that would be incurred. Finally, the § 6-18-503 waiver was approved by the Charter Authorizing Panel on January 15, 2014 with the condition that LISA Academy provide its written discipline policies to the ADE (see attached letter from the ADE). LISA Academy has provided its written discipline policies to the ADE, and will continue to do so, in compliance with the Panel's decision.

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

- These rules are no longer active rules and as such, this waiver will be rescinded. The content has been included in the ADE Rules Governing Teacher Licensure from which the Applicant has a waiver.

Applicant Response: LISA Academy hereby rescinds, under the ADE's rationale stated above, its waiver request for the ADE Parental Notification Rules.

Remaining Legal Issues: None

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: December 2, 2016

TO: Charter Authorizer

FROM: ADE Legal Services Staff

SUBJECT: Desegregation Analysis of Charter Renewal for LISA Academy

In 2004, the State Board of Education (State Board) approved the application of Little Scholars of Arkansas Foundation to operate the LISA Academy. LISA Academy is approved for grades kindergarten to twelve (K-12) with a maximum enrollment of 2,100 students. The school requests that renewal of its charter be granted for a thirteen-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	70	103	5,006	720	36	2,470	8,405

School District	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%	--
DISTRICT TOTAL	**894**	**977**	**26,728**	**5,203**	**186**	**13,302**	**47,290**
	1.89%	2.07%	56.52%	11.00%	0.39%	28.13%	--
Open-Enrollment Public Charter Schools in Pulaski County							
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%	--
CHARTER TOTAL	137	342	3548	975	51	2315	7,368
	1.86%	4.64%	48.15%	13.23%	0.69%	31.42%	--
COUNTYWIDE TOTAL	**1,031**	**1,319**	**30,276**	**6,178**	**237**	**15,617**	**54,738**
	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 Lisa Academy 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.

LISA Academy
Desegregation Analysis

LISA Academy seeks the renewal of its current charter. LISA Academy expects to continue to obtain most of its students from within the boundaries of the Little Rock School District (LRSD), as well as 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 proposed charter renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

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

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

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

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

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, LISA Academy's proposed charter renewal cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that LISA Academy's proposed charter renewal could impact LRSD's unitary status. To be clear, LISA Academy's proposed charter renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

EXHIBIT A

According to the 2015-16 school year enrollment figures as maintained by the ADE Data Center (the latest student enrollment figures available), LRSD had a student population of 23,164 students. LISA Academy's enrollment cap of 2,100 students would constitute approximately 9.1% of the total LRSD student population. Under Ark. Code Ann. §6-23-306(6)(A), LISA Academy must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, LISA Academy will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that LISA Academy's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, LISA Academy's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

II. Conclusion

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

EXHIBIT A

Open-Enrollment Public Charter School Renewal Application

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

Charter School: LISA Academy

Arkansas Department of Education

Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Contact Information

Sponsoring Entity:	**Little Scholars of Arkansas (LISA) Foundation**
Name of Charter School:	**LISA Academy**
School LEA #	**6041-700**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Atnan Ekin, Superintendent** **23 Corporate Hill Dr.** **Little Rock, AR 72205** **501-246-5853** **501-246-5854 (fax)** **ekin@lisaacademy.org**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Eric Higgins** **Former Assistant Chief of Little Rock PD** **Currently; Director of DORI, Arkansas Baptist College** **1621 Dr. Martin Luther King Drive Little Rock, AR 72202** **501-350-6410** **eric.higgins@arkansasbaptist.edu**

Number of Years Requested for Renewal (1-20) ____13_____

Renewal Application Approval Date by the School/Entity Board(s) _September 22, 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.

LISA Academy is governed by the five-member Board of Directors of the LISA (Little Scholars of Arkansas) Foundation, which operates under the organization's bylaws and the Arkansas Nonprofit Corporation Act of 1993. When a vacancy occurs, a nominating committee of the board reviews and submits nominees to the Board. All members of the Board of Directors have the ability to nominate and vote to appoint any interested candidates. Directors are elected by the vote of a majority of the Board of Directors.

The Board has the authority and responsibility to govern LISA Academy. It hires, renews, non-renews, terminates, or sets compensation for Chief Executive Officer (CEO). The Board oversees the management of the school, continually supervising and evaluating its CEO. The Board also hears grievances of students, parents, teachers and other employees and has the final authority to resolve such matters. In accordance with best practices of nonprofit governance, the Board determines the mission, purpose, goals and broad objectives of the School and establishes a corresponding budget. It has authority to adopt or amend the budget of the charter school, and to authorize the expenditure or obligation of state funds. Likewise the Board monitors Charter School finances and receives, reviews and approves each annual financial audit. It monitors and evaluates the effectiveness of the School's programs and adopts policies governing charter school operations. The Board also is responsible to ensure that LISA Academy complies with all applicable state and federal laws and regulations as well as the Charter under which it operates.

The Board of Directors of the LISA Foundation created an Advisory Board for LISA Academy. The Advisory Board is available to consult with school leaders and the LISA Foundation Board on all matters relating to the school. The Advisory Board currently includes, three members:

- Randy Scott Jumper, North Little Rock, Arkansas
  - Pastor, First Assembly of God
- Erica M. Miller, North Little Rock, Arkansas
  - Deputy Legislative Attorney II for the Bureau of Legislative Research
- Edgar Briones-Velazquez, Little Rock, Arkansas
  - Former Deputy Consul, Mexican Consulate.

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.

LISA Academy is not a party to any non-employment contract or lease in which any LISA Academy administrator or board member, or an administrator or board member's family member, has or had a financial interest.

LISA Academy is not a party to any employment contract in which any LISA Academy board member or board member's family member, has or had a financial interest.

ADE rules and regulations governing ethical guidelines (A.C.A. §6-24-101 et seq., March 2016) allow an administrator's family member to be employed by a public educational entity the administrator serves without any approval unless the family member is employed in a disbursing officer position.

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
Eric Higgins Board President Former Assistant Chief of LRPD higgins.e@sbcglobal.net 501-350-6410	NONE	
Dr. Sinan Kockara Board Vice President Associate Professor, Dept. of Computer Science UCA skockara@uca.edu 501-960-7609	NONE	
Dr. Tansel Karabacak Board Secretary Associate Professor, Dept. of Applied Science UALR txkarabacak@ualr.edu 501-569-8045	NONE	
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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: *It is the mission of LISA Academy to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments.*

The goals set forth in LISA Academy's previous charter renewal support and perpetuate the mission of the school. Attainment and continuance of the programs that have supported those goals is evidence that the school is fulfilling its mission. A breakdown of the subcomponents of the mission and the programs that are fulfilling them are provided as follows.

Academically rigorous college preparatory program

Evidence of offering an academically rigorous college preparatory program can be found in the school's consistent success on state assessments, NWEA growth, graduation rates and college acceptance rates. The school also provides extensive enrichment and intervention programs to reach all learners.

Partnership with students, families, and the community

Partnership with students and families and the community is at the core of all programs at LISA Academy. LISA Academy believes in the triad of student/school/family working together to achieve student success. The school provides constant and consistent communication to both students and parents through the use of an online database system, websites, phone calls, email, and other modes of communication. In addition, families and the community are involved in multiple on campus activities and programs throughout each school year, such as:

- Open Houses,
- Parent-Teacher conferences,
- Home visits,
- Curriculum Nights,
- Meet the Principals events,
- Campus Tours,
- Science Fair and its awards program,
- Students' plays and musicals,
- International Pot-Luck Dinners,
- Fall Festivals,
- Donuts with Dads,
- Muffins with Moms,
- PTO organization,
- Annual Language Festivals,
- STEM Festivals,
- Athletics,
- Community partnerships which provide student programs, and
- Various community members coming to our campuses to present and/or observe.

Guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments.

Since its founding, LISA Academy has had an emphasis on STEM related academic programs. Several indicators confirm that LISA Academy has met or exceeded goals of growth in STEM programs for our students. All students are involved in 21st century technical training, including computer science, science and math research, Project Based Learning (PBL), Robotics and STEM career exploration. Each year, LISA Academy has striven to increase and improve technology resources for students to better prepare them for their careers beyond college.

To encourage students' development as informed citizens and leaders, LISA Academy has developed and continues to support many activities for students. Among the programs offered for our students are Pre-AP and AP courses in the Social Science area, participation in Quiz Bowl and History Day, a Volunteer Service graduation requirement, and leadership training.

Diversity is a notable positive attribute at LISA Academy. LISA Academy has been nationally recognized as the Most Diverse School District in the state of Arkansas (Public School Review). Including English, there are at least 29 different languages spoken by families at LISA Academy. The school hosts Multicultural festivals and an annual Language Festival each year. Also, the schools host Native American Presentations, Black History Month celebrations and programs, and Hispanic Family Nights. Students, staff and parents have the opportunity each year to go on an international trip.

To excel in a diverse society and a changing world, students must develop leadership skills. Several beneficial opportunities exist for students to gain valuable leadership experience while at LISA Academy. Both LISA Academy campuses offered National Honor Society, National Junior Honor Society, College Readiness and Leadership Program (CRLP), and Student Council. Numerous students attended those clubs. Also several students have participated in the Arkansas Governor's School, Boys State, and Girls State. Students are encouraged to participate in these activities as well as other extracurricular clubs and sports that are offered through the school or in the community to gain leadership experience.

With the proven effective programs in place and a track record of success, LISA Academy is poised to move forward with the same mission, founded by the four pillars: **L**earn, **I**nnovate, **S**upport and **A**chieve.

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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 (2012-2013)	Progress in Year 2 (2013-2014)	Progress in Year 3 (2014-2015)	Progress in Year 4 (2015-2016)	Progress in Year 5 (2016-2017)	Met Goal Yes or No
1. Continue to demonstrate measurable growth in English and Math	State benchmark tests and NWEA MAP tests	Meeting Annual Measureable Objective	annually	ACTAAP: Outperformed State and Region in Math and English. NWEA: Demonstrated overall student growth at each grade level in Math and English. Average growth was greater than one year. (See Appendix 1A)	ACTAAP: Outperformed State and Region in Math and English. NWEA: Demonstrated overall student growth at each grade level in Math and English. Average growth was greater than one year. (See Appendix 1A)	PARCC: Outperformed State and Region in Math and English. NWEA: Demonstrated overall student growth at each grade level in Math and English. Average growth was greater than one year. (See Appendix 1A)	ACT Aspire: Outperformed State and Region in Math and English. NWEA: Demonstrated overall student growth at each grade level in Math and English. Average growth was greater than one year. (See Appendix 1A)	**N/A**	**YES**
	ACT Plan and ACT Explore	Identify student academic needs and develop plans for student improvement	annually	ACT Explore/Plan: LISA students scored above the national average with regard to college and career readiness. Students scored above the national average in Math and English. (See Appendix 1B)	ACT Explore/Plan: LISA students scored at or slightly above the national average with regard to college and career readiness. Students scored at or slightly below the national average in Math and English (See Appendix 1B)	ACT Explore/Plan: LISA students scored at or slightly above the national average with regard to college and career readiness. Students scored at the national average in Math and English (See Appendix 1B)	ACT no longer published the ACT Plan and Explore with the release of the ACT Aspire assessment.	**N/A**	**YES**
	DIBELS, Developmental Spelling Analysis, Accelerated Reader, and Formal	Monitoring elementary student progress	periodically	LISA Elementary demonstrated overall growth in each domain from 2012-2013 (See Appendix 1C)	LISA Elementary focused on students going back to the text to support answers and thus lead to increase in reading scores (See Appendix 1C)	LISA Elementary worked on fluency and ability for students to take reading assessments on a computer based format, leading to increase in	Using data from previous years and NWEA assessments LISA Elementary students demonstrated growth, however with a more diverse student population more focus	Developmental Reading assessments will be continued twice a year, DIBELS will be administered as guided by assessment, DSA three times a year, and	**YES**

	Writing Prompts					developmental reading scores (See Appendix 1C)	will be given to increase DIBELS scores at the K-2 level. Especially focusing on small group tutorial instruction. (See Appendix 1C)	writing assessment at the end of every unit.	
	Pre-AP and AP courses	Encouraging broad participation	annually	275 students were enrolled in AP and Pre-AP courses (81% of total students). (See Appendix 1D)	388 students were enrolled in AP and Pre-AP courses (80% of total students). (See Appendix 1D)	177 students were enrolled in AP and Pre-AP courses (36% of total students). (See Appendix 1D)	306 students were enrolled in AP and Pre-AP courses (67% of total students). (See Appendix 1D)	296 students have been enrolled in AP and Pre-AP courses (58% of total students). (See Appendix 1D)	**YES**
	Quiz Bowl	Sending a team of students to participate	annually	On February 2, 2013, the LISA Academy junior high quiz bowl teams won first and third place in the 1A Regional Junior High Quiz Bowl competition at Izard County High School in Blackwell, AR.	LISA Academy Quiz Bowl team beat all opponents, maintaining a first place position all tournament, to advance to the AETN televised finals of the Arkansas Governor's Quiz Bowl. LISA Academy's Quiz-bowl team competed in the televised Arkansas Governor's Quiz Bowl Championship Saturday April 26th, 2014. Receiving the state runner-up trophy in the 1A division and $1500 in scholarship money capped a season where our team bested more than fifty other schools state wide.	LISA Academy won the regional tournament and finished in 3rd place over the entire state for 1A schools. All members of the team were able to contribute to the competition, and two were awarded with All Tournament awards for their outstanding individual performances.	LISA Academy Quiz Bowl team beat all five of our opponents, maintaining a first place position all tournament, to advance to the AETN televised finals of the Arkansas Governor's Quiz Bowl. LISA Academy's Quiz-bowl team competed in the televised Arkansas Governor's Quiz Bowl Championship. Receiving the state runner-up trophy in the 1A division and $1500 in scholarship money capped a season where our team bested more than fifty other schools state wide.	LISA Academy teams will attend Quiz Bowl competition in 2016-17 school year.	**YES**
2. Continue LISA's leadership in encouraging interest in and preparation for STEM careers	ACT Plan and ACT Explore	Identify student academic needs and develop plans for student improvement	annually	ACT Explore/Plan: LISA students scored at or slightly above the national average with regard to Math and Science (See Appendix 2A)	ACT Explore/Plan: LISA students scored at or slightly below the national average with regard to Math and Science (See Appendix 2A)	ACT Explore/Plan: LISA students scored at the national average with regard to Math and Science (See Appendix 2A)	ACT no longer published the ACT Plan and Explore with the release of the ACT Aspire assessment.	N/A	**YES**
3.	Pre-AP and AP courses	Encouraging broad participation	annually	119 students were enrolled in AP and Pre-AP courses (35% of total students). (See Appendix 2B)	92 students were enrolled in AP and Pre-AP courses (25% of	94 students were enrolled in AP and Pre-AP courses (19% of	65 students were enrolled in AP and Pre-AP courses (14% of	105 students have been enrolled in AP and Pre-AP courses (21% of	**YES**

					total students). ((See Appendix 2B)	total students). (See Appendix 2B)	total students). (See Appendix 2B)	total students). (See Appendix 2B)	
	Science class	All K-11 students must be enrolled in one	annually	All K-11th Grade Students enrolled in Science Courses. They have had more options starting from Middle school. (See Appendix 2C)	All K-11th Grade Students enrolled in Science Courses. They have had more options starting from Middle school. (See Appendix 2C)	All K-11th Grade Students enrolled in Science Courses. They have had more options starting from Middle school. (See Appendix 2C)	All K-11th Grade Students enrolled in Science Courses. They have had more options starting from Middle school. (See Appendix 2C)	All K-11th Grade Students have enrolled in Science Courses. They have had more options starting from Middle school. (See Appendix 2C)	**YES**
	Participate in the annual science fair	All 6-12 students taking a science class must successfully prepare a project	annually	All Middle and High school students completed a Science Project. Qualified students attended school wide Science Fair competition. Over 120 LISA students qualified for and competed at the regional science fair. Over 20 students won regional, state or national awards.	All Middle and High school students completed a Science Project. Qualified students attended school wide and region wide competitions. 23 students from LISA North participated regional Science Fair and 5 students received awards ranging from 1st to honorable mention. The following are the number of awards LISA West students won in each competition: Junior Academy of Science Competition Three Honorable Mention Awards Five 3rd Place Four 2nd Place Seven 1st Place CARSEF Seven 3rd Place Eight 2nd Place Ten 1st Place Special Award (Broadcom MASTERS) 14 students won special awards from Broadcom MASTERS.	All Middle and High school students completed a Science Project. Qualified students attended school wide Science Fair competition. Also LISA Academy initiated Arkansas STEM Festival and collaborated other public schools. Around 1000 visitors attended the First Annual Arkansas STEM Festival at UALR. LISA students excelled in the regional science fair competition, with approximately 100 participants qualifying for participation. LISA students brought home 47 awards and LISA Academy students won more than half of the total awards given in the Junior Division. Over 20 students moved forward to national competitions. .	All Middle and many High school students completed a Science Project. Qualified students attended school wide Science Fair competition. . The total number of LISA participants was again near 100. LISA students brought home 55 awards, with LISA Academy students winning more than half of the total awards given in the Junior Division. Over 20 students moved forward to national competitions. LISA Academy held second Arkansas STEM Festival and around 3000 visitors attended from other public or private schools.	All Middle and many High school students will complete a Science Project. Qualified students will attend school wide and regional competitions. LISA Academy will hold third Arkansas STEM Festival on March 3, 2017 at UALR. All public and private school students and educators will be invited.	**YES**

	Quiz Bowl and the Science Olympiads	Sending a team of students to participate	annually	On February 2, 2013, the **LISA Academy junior high quiz bowl team** won third place in the 1A Regional Junior High Quiz Bowl competition at Izard County High School in Blackwell, AR. The **LISA Academy Middle School Science Bowl teams** won 2nd and 3rd place along with the team spirit award in the state competition**. LISA Academy's Science Olympiad team** took first place in the state and went to the national competition.	**LISA Academy Quiz Bowl team** beat all opponents, maintaining a first place position all tournament, to advance to the AETN televised finals of the Arkansas Governor's Quiz Bowl. LISA Academy's Quiz-bowl team competed in the televised Arkansas Governor's Quiz Bowl Championship Saturday April 26th, 2014. After taking an early lead, LISA fell just short as Haas Hall came back in a nail biting finale to the season. Receiving the state runner-up trophy in the 1A division and $1500 in scholarship money capped a season where our team bested more than fifty other schools state wide. **LISA Academy's Science Olympiad team** took first place in the state and went to the national competition.	LISA Academy finished in 3rd place over the entire state for 1A schools. All members of the team were able to contribute to the competition, and two were awarded with All Tournament awards for their outstanding individual performances. Science Olympiad team again captured 1st place in the state. **LISA Academy Middle School Science Quiz Bowl Team** won 1st place in the state tournament and the 1st place team went to the national competition.	**LISA Academy Science Olympiad** team who competed at UALR on April 2, 2016 at the Arkansas State 2016 Science Olympiad Tournament and earned the state championship! As a state champion, the team was qualified to attend the National tournament in Wisconsin in May, 2016. **LISA Academy Quiz Bowl team** beat all five of our opponents, maintaining a first place position all tournament, to advance to the AETN televised finals of the Arkansas Governor's Quiz Bowl. LISA Academy's Quiz-bowl team competed in the televised Arkansas Governor's Quiz Bowl Championship Saturday April 23rd, 2016. . Receiving the state runner-up trophy in the 1A division and 1500$ in scholarship money capped a season where our team bested more than fifty other schools state wide.**LISA Academy Middle School Science Quiz Bowl Teams** won 1st and 3rd place in the state tournment and the 1st place team went to the national competition.	LISA Academy will attend Quiz Bowl and Science Olympiad competitions in 2016-2017 school year too.	**YES**
4. Continue to prepare students to	Pre-AP and AP courses in social sciences	Encouraging broad participation	annually	92 students were enrolled in AP and Pre-AP courses (27% of total students). (See Appendix 3A)	108 students were enrolled in AP and Pre-	148 students were enrolled in AP and Pre-	179 students were enrolled in AP and Pre-	277 students have been enrolled in AP and Pre-	**YES**

be active, informed citizens with leadership skills and social, cultural and global awareness					AP courses (29% of total students). (See Appendix 3A)	AP courses (30% of total students). (See Appendix 3A)	AP courses (39% of total students). (See Appendix 3A)	AP courses (54% of total students). (See Appendix 3A)	
	Quiz Bowl and History Day	Sending a team of students to participate	annually	On April 20th, 2013, several students competed at the State **National History Day Competition**. First, Second and Third place winners were from LISA Academy. First two placed students represented LISA Academy in the National level in the 2013 Kenneth E. Behring National History Day Contest June 9-13, 2013 in Washington, D.C. On February 2, 2013, the **LISA Academy junior high quiz bowl team** won third place in the 1A Regional Junior High Quiz Bowl competition at Izard County High School in Blackwell, AR.	On April 19, 2014, a LISA Academy student received second place in senior divisio**n, individual performance at the state competition of National History Day** at the University of Central Arkansas which made her eligible for the 2014 Kenneth E. Behring National History Day Contest held on June 15-19, 2014. **LISA Academy Quiz Bowl team** beat all opponents, maintaining a first place position all tournament, to advance to the AETN televised finals of the Arkansas Governor's Quiz Bowl. LISA Academy's Quiz-bowl team competed in the televised Arkansas Governor's Quiz Bowl Championship Saturday April 26th, 2014. Receiving the state runner-up trophy in the 1A division and $1500 in scholarship money capped a season where our team bested more than fifty other schools state wide.	On April 18, 2015 LISA Academy had five students present their three projects at the Arkansas **National History Day** competition in Conway. One of the student won 1st place in the Senior Individual Documentary category and the Senior Division Extraordinary Documentary Special Prize for the visual effects in his project. He represented LISA Academy at the 2015 Kenneth E. Behring National History Day Contest which was held June 14-18, 2015. **LISA Academy Quiz Bowl Team** finished in 3rd place over the entire state for 1A schools. All members of the team were able to contribute to the competition, and two were awarded with All Tournament awards for their outstanding individual performances.	On March 6, 2016 LISA Academy had 25 students present their projects at the Arkansas **National History Day** competition. 12 awards were received ranging from 2nd place to honorable mention. LISA Academy **Quiz Bowl** team beat all five of our opponents, maintaining a first place position all tournament, to advance to the AETN televised finals of the Arkansas Governor's Quiz Bowl. LISA Academy's Quiz-bowl team competed in the televised Arkansas Governor's Quiz Bowl Championship Saturday April 23rd, 2016. Receiving the state runner-up trophy in the 1A division and $1500 in scholarship money capped a season where our team bested more than fifty other schools state wide.	LISA Academy will attend Quiz Bowl and NHD competitions in 2016-17 school year too.	**YES**
	100 hours of volunteer service (See Appendix 3C2 for the types of activities completed)	All high school students must complete	annually	All graduates completed at least 100 volunteer hours and submitted the documentation to the high school counselor. See the appendix to refer the handbook's related page for the LISA Academy graduation requirement. (See Appendix 3C1)	All graduates completed at least 100 volunteer hours and submitted the documentation to the high school counselor. See the appendix to	All graduates completed at least 100 volunteer hours and submitted the documentation to the high school counselor. See the appendix to	All graduates completed at least 100 volunteer hours and submitted the documentation to the high school counselor. See the appendix to	All graduates are required complete at least 100 volunteer hours and submitted the documentation to the high school counselor. See the appendix to	**YES**

					refer the handbook's related page for the LISA Academy graduation requirement. (See Appendix 3C1)	refer the handbook's related page for the LISA Academy graduation requirement. (See Appendix 3C1)	refer the handbook's related page for the LISA Academy graduation requirement. (See Appendix 3C1)	refer the handbook's related page for the LISA Academy graduation requirement. (See Appendix 3C1)	
	Leadership training	Offering students the opportunity to participate in various clubs and organizations that provide leadership training	annually	Both LISA Academy campuses offered National Honor Society, National Junior Honor Society, College Readiness and Leadership Program (CRLP), and Student Council. Numerous students attended those clubs. Also several students participated Arkansas Governor School, Boys State, and Girls State.	Both LISA Academy campuses offered National Honor Society, National Junior Honor Society, College Readiness and Leadership Program (CRLP), and Student Council. Numerous students attended those clubs. Also several students participated Arkansas Governor School, Boys State, and Girls State.	Both LISA Academy campuses offered National Honor Society, National Junior Honor Society, College Readiness and Leadership Program (CRLP), and Student Council. Numerous students attended those clubs. Also several students participated Arkansas Governor School, Boys State, and Girls State.	Both LISA Academy campuses offered National Honor Society, National Junior Honor Society, College Readiness and Leadership Program (CRLP), and Student Council. Numerous students attended those clubs. Also several students participated Arkansas Governor School, Boys State, and Girls State.	Both LISA Academy campuses offer National Honor Society, National Junior Honor Society, College Readiness and Leadership Program (CRLP), and Student Council. Numerous students attend those clubs.	**YES**
5. Continue to help students develop and improve computer skills	Offering multiple opportunities to develop and improve computer skills	Offering classroom work, science fair, and robotics club	annually	All Middle and High school students submitted a science project which required computer based study. 12 students attended Robotics, Programming or Coding clubs and used computer programs and coding.	All Middle and High school students submitted a science project which required computer based study. 18 students attended Robotics, Programming or Coding clubs and used computer programs and coding.	All Middle and High school students submitted a science project which required computer based study. 12 students attended Robotics, Programming or Coding clubs and used computer programs and coding.	All Middle and High school students submitted a science project which required computer based study. 26 students attended Robotics, Programming or Coding clubs and used computer programs and coding. 6 students from LISA Academy attended the Girls of Promise Coding Summit at the Arkansas Governor's Mansion on December 9, 2015.	All Middle and High school students are required to submit a science project which require computer based study. 66 students are attending Robotics, Programming or Coding clubs and using computer programs and coding.	**YES**
	Offering keyboarding	6th grade students must take keyboarding	annually	All 6th grade students were enrolled in Computer course focusing on keyboarding	All 6th grade students were enrolled in Computer course focusing on keyboarding	All 6th grade students were enrolled in Computer course focusing on keyboarding	All 6th grade students were enrolled in Computer course focusing on keyboarding	All 6th grade students are enrolled in Computer course focusing on keyboarding	**YES**
	Offering weekly computer time	All elementary students learn how to use	annually	All elementary students were enrolled in Media course and learned using educational technology. (See Appendix 4C)	All elementary students were enrolled in Media course and learned	All elementary students were enrolled in Media course and learned	All elementary students were enrolled in Media course and learned	All elementary students were enrolled in Media course and learned	**YES**

		educational technology to supplement classroom assignments			using educational technology. (See Appendix 4C)	using educational technology. At K-12 Chromebooks were introduced to all English and math intervention and enrichment classes. (See Appendix 4C)	using educational technology. At K-12 Chromebooks were introduced to all English and math intervention and enrichment classes. (See Appendix 4C)	using educational technology. At K-12 Chromebooks were introduced to all English and math intervention and enrichment classes. (See Appendix 4C)	
	Microsoft Office Applications	All 7th and 9th grade students must take Microsoft Office applications	annually	All 7th grade students were enrolled in Computer course focusing on Microsoft Office Applications. All 9th grade students were enrolled Computerized Business Applications course.	All 7th grade students were enrolled in Computer course focusing on Microsoft Office Applications. All 9th grade students were enrolled Computerized Business Applications course.	All 7th grade students were enrolled in Computer course focusing on Microsoft Office Applications. All 9th grade students were enrolled Computerized Business Applications course.	All 7th grade students were enrolled in Computer course focusing on Microsoft Office Applications. All 9th grade students were enrolled Computerized Business Applications course.	All 7th grade students are enrolled in Computer course focusing on Microsoft Office Applications. 9th grade students are enrolled Computerized Business Applications course or AP Computer Principles course.	**YES**
	Offering advanced computer-related coursework in high school	Offering Computerized Business Applications, Desktop Publishing I-II, Multimedia Apps I-II, Word Processing I-II, Office Education Cooperative, Programming I-II, Advanced Spreadsheets & Advertising	annually	The Courses below were offered in12-13 school year. Please see appendix 4E for enrollment for each course Adobe Photoshop Computer App I Desk PB IA Desktop Pub 2 Multimedia IA Multimedia IB Web Programming Programming-2 Advance Spreadsheet Advance Office App Word Proc 2 Design and Mult Advance Advertising Intro to Engine First Robotics (See Appendix 4E)	The Courses below were offered in 13-14 school year. Please see appendix4E for enrollment for each course Computer Integrated Manufacturing Computerized Business Applications DC I-Digital Layout and Design DC II-Digital Imaging DC III-Digital Media DC IV-Digital Audio/Video Productions Engineering Design and Development Introduction to Engineering Design Programming I Programming II (See Appendix 4E)	The Courses below were offered in 14-15 school year. Please see appendix 4Efor enrollment for each course Computerized Business Applications DC I-Digital Layout and Design DC III-Digital Media Programming I ACE Approved Web Design I-Associate Design Specialist	The Courses below were offered in 15-16 school year. Please see appendix 4E for enrollment for each course Essentials of Computer Programming Programming I Image Assembly & Platemaking AP Computer Science Computerized Business Applications DC I-Digital Layout and Design DC III-Digital Media Programming I ACE Approved Web Design I-Associate Design Specialist Web Technologies Computer Science and Software Engineering (PLTW) (See Appendix 4E)	The Courses below are being offered in 16-17 school year. Please see appendix 4E for enrollment for each course AP Computer Science A Comp Business App Digital Audio/Video Productions Digital Layout and Design Essentials of Computer Programming as well as Computer Science and Software Engineering (PLTW) with National End of Course Exam. (See Appendix 4E)	**YES**
	State and regional	Sending a team of students to state and	annually	LISA Academy FTC Robotics Team participated in the Arkansas FTC Championship Tournament in Mountain Home, AR and placed 2nd in the State. LISA Academy FLL Robotics team placed 3rd in the region.	LISA Academy LAN Jaguar FIRST Robotics Team 4532, competed	LISA Academy Middle school robotics team JAGUARS 11096	LISA Academy FLL Robotics team placed first in the regional	LISA Academy will attend FLL Robotics Competition (Middle	**YES**

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	robotics competition	regional robotics competition			in the FRC Arkansas Regional held at Harding University in Searcy, AR. They competed with and against some of the best teams in the nation. We were hosts to 39 teams and LISA Team advanced to the Quarter Finals where they earned their place as #5 seed and team captain of our alliance. LISA Academy FLL Robotics team placed 2nd in the region.	competed in FLL (FIRST LEGO League) competition in Hot Springs and was qualified to move on to the state rounds. Then FLL team participated the State Competition in Mountain Home.	competition and qualified for State Competition. In the state competition, LISA Academy placed 12th out of 87 teams. Also LISA Academy FLL Team received 2nd place award for the Innovative Solution	School) and FTC Robotics Competition (High School) this school year too.	
6. Continue to help students prepare for college and career by learning a foreign language	Foreign language courses	All 6th, 7th and 8th grade students must take a foreign language course (Spanish/Turkish)	annually	All middle school students were enrolled in one of the two foreign language courses offered.	All middle school students were enrolled in one of the two foreign language courses offered.	All middle school students were enrolled in one of the two foreign language courses offered.	All middle school students were enrolled in one of the two foreign language courses offered.	All middle school students are enrolled in one of the two foreign language courses offered.	**YES**
		All high school students must take 2 years of foreign language in high school	annually	All high school students were enrolled two years of foreign language classes and beyond. 3 different languages were offered as foreign language courses in the high school.	All high school students were enrolled two years of foreign language classes and beyond. 3 different languages were offered as foreign language courses in the high school.	All high school students were enrolled two years of foreign language classes and beyond. 3 different languages were offered as foreign language courses in the high school.	All high school students were enrolled two years of foreign language classes and beyond. 3 different languages were offered as foreign language courses in the high school.	All high school students are enrolled two years of foreign language classes and beyond. 3 different languages were offered as foreign language courses in the high school.	**YES**
	Foreign language competitions	Sending a team of students to participate	annually	LISA Academy organized "Annual Language Festival" and many students competed in dance, song, poem and talent categories in different languages. Also several students attended AFLTA (Arkansas Foreign Language Teachers' Association) World Languages State competition and received numerous awards.	LISA Academy organized "Annual Language Festival" and many students competed in dance, song, poem and talent categories in different languages. Also several students attended AFLTA (Arkansas Foreign Language Teachers' Association) World Languages State competition and received numerous awards.	LISA Academy organized "Annual Language Festival" and many students competed in dance, song, poem and talent categories in different languages. Also several students attended AFLTA (Arkansas Foreign Language Teachers' Association) World Languages State competition and received numerous awards.	LISA Academy organized "Annual Language Festival" and many students competed in dance, song, poem and talent categories in different languages. Also several students attended AFLTA (Arkansas Foreign Language Teachers' Association) World Languages State competition and received numerous awards.	LISA Academy organized "Annual Language Festival" and many students competed in dance, song, poem and talent categories in different languages. Also several students attended AFLTA (Arkansas Foreign Language Teachers' Association) World Languages State competition and received numerous awards.	**YES**

	Offering pre-AP and AP Spanish language courses	Student participation	annually	Pre-AP Spanish I See Appendix 5C for student participation.	Pre-AP Spanish I AP Spanish See Appendix 5C for student participation.	Pre-AP Spanish I AP Spanish See Appendix 5C for student participation.	Pre-AP Spanish I See Appendix 5C for student participation.	AP Spanish Pre-AP Spanish I Pre-AP Spanish II See Appendix 5C for student participation.	**YES**
7. Continue to maintain high levels of college acceptance	College or military service acceptance	At least 85% of graduating seniors will gain college or military service acceptance	annually	LISA West - 97% LISA North - N/A	LISA West - 100% LISA North - 100%	LISA West - 95% LISA North - 94%	LISA West - 95% LISA North - 95%	Will be calculated after graduation	**YES**
	College planning assistance, guidance and advice, including career orientation and college planning	Providing all high school students starting in 8th grade	annually	All 8th grade students were enrolled in Career Orientation Course. Both campuses had dedicated high school counselors providing one on one guidance to each high school student. They also provided support in college application, scholarship application and other related activities.	All 8th grade students were enrolled in Career Orientation Course. Both campuses had dedicated high school counselors providing one on one guidance to each high school student. They also provided support in college application, scholarship application and other related activities.	All 8th grade students were enrolled in Career Orientation Course. Both campuses had dedicated high school counselors providing one on one guidance to each high school student. They also provided support in college application, scholarship application and other related activities.	All 8th grade students were enrolled in Career Orientation Course. Both campuses had dedicated high school counselors providing one on one guidance to each high school student. They also provided support in college application, scholarship application and other related activities.	All 8th grade students are enrolled in Career Orientation Course. Both campuses have dedicated high school counselors providing one on one guidance to each high school student. They also provide support in college application, scholarship application and other related activities. In last year's Washington Post's America's Most Challenging High Schools, LISA West High School was ranked **first** and LISA North High School was ranked **second in the state of Arkansas**.	**YES**
	Naviance, a computer-based guidance program that helps students establish meaningful post-secondary goals and connect those	All students, parents and faculty have access to	annually	All 8th grade and high school students had Naviance accounts, a computer based guidance program that helps students establish meaningful post-secondary goals and connect those goals with their college planning activities	All 8th grade and high school students had Naviance accounts, a computer based guidance program that helps students establish meaningful post-secondary goals and connect those goals with their college planning activities	All 8th grade and high school students had Naviance accounts, a computer based guidance program that helps students establish meaningful post-secondary goals and connect those goals with their college planning activities	All 8th grade and high school students had Naviance accounts, a computer based guidance program that helps students establish meaningful post-secondary goals and connect those goals with their college planning activities	All 8th grade and high school students have Naviance accounts, a computer based guidance program that helps students establish meaningful post-secondary goals and connect those goals with their college planning activities	**YES**

	goals with their college planning activities								
8. Continue to recruit minority and economically disadvantaged students	Conducting various recruitment activities in zip codes 72202, 72204, 72205, 72206, 72209, 72210, 72076, 72114, 72116, 72117, 72118, and 72120	-Canvas in targeted neighborhoods to tell residents about educational opportunities at LISA -Meet with church and community leaders to inform them about LISA and respond to questions -Distribute letters and flyers about LISA by U.S. Mail -Distribute information about LISA at businesses in targeted neighborhoods -Distribute LISA information in Spanish	annually	Developed a list of minority community organizations and leaders and used that list to contact them regarding the programs offered at LISA Academy. School leaders visited local church leaders and shared information about LISA Academy. Established an advisory board to assist with outreach activities. Developed an annual recruitment mailer that was sent to targeted zip codes; passed out flyers in areas of the community with higher minority and poverty populations. Provided recruitment materials in both English and Spanish. **Minority population 63.46% and FRLP 34.5% for 2012-13.**	Continued same recruitment efforts as prior year. **Minority population 65.66% and FRLP 36.7% for 2013-14**.	Continued same recruitment efforts as prior year. **Minority population 66.59% and FRLP 40.93% for 2014-15.**	Continued same recruitment efforts as prior year. Additionally added targeted digital and radio broadcast recruitment advertising to better reach both minority and poverty populations in the community. **Minority population 68.85% and FRLP 44.50% for 2015-16.**	Plan to continue established effective recruitment efforts. **Minority population is 71% and estimated FRLP appx. 50%for 2016-17**.	**YES**
9.	Providing free student bus passes for transportation on Central Arkansas Transit. Reach out to communities housing minority and economically disadvantaged students through the LISA Advisory		annually	Began providing free monthly bus passes to any student who requested it. Developed a list of minority community organizations and leaders and used that list to contact them regarding the programs offered at LISA Academy. School leaders visited local church leaders and shared information about LISA Academy. Established an advisory board who assist in annual outreach and recruitment efforts.	Continued to offer free monthly bus passes to any student who requested it. Continued to contact minority organizations and leaders regarding the programs offered at LISA Academy. School leaders visited local church leaders and shared information about LISA Academy.	Continued to offer free monthly bus passes to any student who requested it. Continued to contact minority organizations and leaders regarding the programs offered at LISA Academy. School leaders visited local church leaders and shared information about LISA Academy.	Approximately 40 students regularly took advantage of the free monthly bus passes. Began working with 2nd Baptist Church to provide an additional after school option for students.	Approximately 40 students continue to regularly take advantage of the free monthly bus passes. Continued and expanded student participation in 2nd Baptist Church's after school program.	**YES**

	Committee and LISA Outreach Committee, a group of committed parents who plan and advise LISA on outreach and recruitment activities								
	Working with Little Rock Preparatory Academy, a charter school serving predominantly minority and economically disadvantaged students to inform students and their families about LISA		annually	Worked with leadership at other charter schools and enrolled 10 students who were previously enrolled at either LR Prep or Covenant Keeper charter schools. Additional applicants from these schools were on our waiting list, but a number cannot be determined since the application does not require that information.	Worked with leadership at other charter schools and enrolled 12 students who were previously enrolled at either LR Prep or Covenant Keeper charter schools. Additional applicants from these schools were on our waiting list, but a number cannot be determined since the application does not require that information.	Worked with leadership at other charter schools and enrolled 22 students who were previously enrolled at either LR Prep or Covenant Keeper charter schools. Additional applicants from these schools were on our waiting list, but a number cannot be determined since the application does not require that information.	Worked with leadership at other charter schools and enrolled 17 students who were previously enrolled at either LR Prep or Covenant Keeper charter schools. Additional applicants from these schools were on our waiting list, but a number cannot be determined since the application does not require that information.	Worked with leadership at other charter schools and enrolled 24 students who were previously enrolled at either LR Prep or Covenant Keeper charter schools. Additional applicants from these schools were on our waiting list, but a number cannot be determined since the application does not require that information.	**YES**
10. Continue to share teaching and tutoring methods with other public schools	Sharing best practices through various venues	Social media, NWEA Map workshops, Arkansas Curriculum Conference, and Arkansas Public School Resource Center trainings	annually	LISA Academy held the informative conference "Embrace the Future" in order to share best practices with both traditional public schools and charter schools in the state. (See Appendix 8A) LISA Academy hosted a group of teachers and administrators from KIPP Delta schools to share best practices and tour our facilities. A group of LISA administrators also visited KIPP's schools and observed best practices used there. LISA Academy hosted their annual Language Festival.	LISA Academy hosted language festival and invited community leaders to teach students about the community around them. LISA also worked with students to be leaders starting the CRLP program for students. LISA Academy leadership and/or teachers presented at Arkansas Curriculum Conference. See Appendix 8A	LISA Academy initiated the first annual Arkansas STEM Festival to bring together students and teachers from across the state to teach STEM in the most effective ways. LISA Academy leadership and/or teachers presented at Arkansas Curriculum Conference. See Appendix 8A. LISA Academy hosted their annual Language Festival.	Worked with Helena West-Helena school district to share best practices. NLRSD leadership team came to LISA North to discuss future plans on how we may share best practices and possibly resources in the future. See Appendix 8A LISA Academy worked with UALR and other STEM organizations to host the 2nd annual Arkansas STEM Festival, with over 3000 attendees. LISA	Plans to continue arranging Arkansas STEM festival and community outreach to all Arkansas schools to share best practices. See Appendix 8A. LISA Academy teachers and/or administrators have presented at Arkansas Curriculum Conference.	**YES**

							Academy hosted their annual Language Festival.		
	Attending and participating in best practices conferences and workshops	Social media, NWEA Map workshops, Arkansas Curriculum Conference, and Arkansas Public School Resource Center trainings	annually	LISA Academy held the informative conference "Embrace the Future" in order to share best practices with other traditional and charter schools as well. (See Appendix)	LISA Academy hosted language festival and invited community leaders to teach students about the community around them. LISA also worked with students to be leaders starting the CRLP program for students.	LISA Academy initiated the Arkansas STEM festival to bring students and teachers together to teach STEM in the most effective ways.	Worked with Helena West-Helena school district to share best practices. NLRSD leadership team came to LISA North to discuss future plans on how we may share best practices and possibly resources in the future. Provided leadership from a Teacher for the Gates' Funded Elevating and Celebrating Effective Teaching and Teachers conference. Also, several presenters at the ECET2 conference.	Plans to continue arranging Arkansas STEM festival and community outreach to all Arkansas schools to share best practices.	**YES**

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1. **Continue to demonstrate measurable growth in English and 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.

Over the past five years, LISA Academy students have performed well and shown growth using multiple measures. Although the state of Arkansas has changed tools twice during this time period, LISA Academy has continued to achieve well when compared to the region and the state, regardless of the assessment tool.

During the school years 2012-13 and 2013-14 LISA Academy students outperformed the state and region in math and English on the ACTAAP. In addition, the average growth for students, as measured using the NWEA Maps assessments, was greater than one year.

For the one year, 2014-15, that Arkansas used the PARCC assessments as the state testing tool, LISA Academy students continued to achieve scores that were above the state and region in both math and English and again showed average growth greater than one year.

The most recent state test results on the ACT Aspire again showed that LISA Academy students outperformed the state and region in both math and English, with average growth, based on NWEA was greater than one year. (See appendix 1A)

LISA students' progress based on the ACT Explore was above the national average with regard to college and career readiness in math and English in school years 2012-13 and 2013-14. In the last year that these two measures were used in Arkansas, 2014-15, LISA students scored slightly below the national average. ACT Explore was discontinued for the entire state after the 2014-15 school year, so no results are available for the past year. (See Appendix 1B)

LISA North Elementary students' progress has been monitored using DIBELS, Developmental Spelling Analysis, Accelerated Reader (changed to use DRA in 2012), and Formal Writing Prompts. In the 2012-13 school year LISA North Elementary students demonstrated overall growth in each domain. The following year (2013-14) LISA Elementary focused on teaching students to use textual support to answer questions and as a result, reading scores increased. The focus in 2014-15 was on fluency and working with students to transition to taking reading assessments on a computer based format. The results were increased developmental reading scores. In 2015-16, data from previous years and NWEA assessments demonstrated growth; however, with a more diverse student population, a need was identified that more focus should be given to increase DIBELS scores at the K-2 level. Small group tutorial instruction was implemented and continues both at LISA North Elementary and now also at LISA Chenal to target the needs of students who are identified as below the expected level. (See Appendix 1C)

Additional programs and activities that focus on growth and enrichment in the foundational areas of math and English include LISA Academy's offerings of multiple Pre-AP and AP courses as are delineated in the accompanying appendix (See Appendix 1D). This school year, 58% of High school students are enrolled in Pre-AP or AP Courses in ELA/Math. Also, enhancing our students' enrichment is the annual participation and success in Quiz Bowl competitions. LISA Academy Jr. Quiz Bowl has competed in and won several regional and state titles in the past five years, including two state finals competitions.
GOAL MET

2. **Continue LISA's leadership in encouraging interest in and preparation for STEM careers.**
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.

Since its founding, LISA Academy has had an emphasis on STEM related academic programs. Several indicators confirm that LISA Academy has met or exceeded goals of growth in STEM programs for our students.

From 2012 until is discontinuation in 2016, LISA students participated in the ACT PLAN and EXPLORE programs. Students scored near or above the national average on the annual assessments and gained valuable insight into possible college and career paths, based on the information provided by ACT. (See appendix 2A)

Enrollment in Pre-AP and AP courses has continued to be strong and course offerings have been expanded to provide broader availability to students to engage in rigorous College-Prep and STEM courses. (See appendix 2B) This school year, 21% of High school students are enrolled in Pre-AP or AP Courses in Science.

All students in kindergarten through 11th grade are enrolled each year in a science course. Science course offerings have also been expanded. (See appendix 2C)

LISA Academy students have excelled in Science Fair competitions. In 2013, over 120 LISA students qualified for and competed at the regional science fair. Over 20 students won regional, state or national awards. In 2014, over 100 students competed at the regional science fair, with 55 winning awards, 18 of those first places. In addition, 14 students won special awards from Broadcom MASTERS. During the 2014-15 school year LISA students again excelled in the regional science fair competition. The total number of LISA participants was again near 100. LISA students brought home 47 awards, with LISA Academy students winning more than half of the total awards given in the Junior Division. Over 20 students moved forward to national competitions. In 2016, the total number of LISA participants was again over 100. LISA students brought home 55 awards, with LISA Academy students winning more than half of the total awards given in the Junior Division. More than 20 students moved forward to national competitions

In other STEM related competitions, LISA Academy students have achieved multiple successes in both Science Quiz Bowl and Science Olympiad competitions. In 2013 LISA Academy's Jr. High Quiz Bowl teams won 2nd and 3rd place in the state competition, along with the team spirit award. The Science Olympiad team took first place in the state and went to the national competition. In 2014 the Quiz Bowl and Science Olympiad teams captured 1st place in the state and moved forward to the national competition. In 2015 LISA Academy finished in 3rd place in the state for 1A schools. All members of the team were able to contribute to the competition, and two were awarded with All Tournament awards for their outstanding individual performances. The Science Olympiad again captured 1st place in the state. The LISA Academy Middle School Science Quiz Bowl Team won 1st place in the state tournament and the 1st place team went to the national competition. Last year, 2016, the LISA Academy Science Olympiad team earned the state championship again. As a state champion, the team was qualified to attend the National tournament in Wisconsin in May of 2016. LISA Academy Quiz Bowl team beat all five opponents, maintaining a first place position all tournament, to advance to the AETN televised finals of the Arkansas Governor's Quiz Bowl. LISA Academy Middle School Science Quiz Bowl Teams won 1st and 3rd place in the state tournament and the 1st place team went to the national competition. The school plans to continue to participate in Science Olympiads, Science Quiz Bowl and Quiz bowl

competitions in the current school year and beyond. There are also plans to explore and expand other competitive STEM activities for our students.
GOAL MET

3. **Continue to prepare students to be active, informed citizens with leadership skills and social, cultural, and global awareness.**
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.

To encourage students' development as informed citizens and leaders, LISA Academy has developed and continues to support many activities for students. Among the programs offered for our students are Pre-AP and AP courses in the Social Science area; participation in Quiz Bowl and History Day; Volunteer Service graduation requirement and leadership training.

A variety of advanced courses in the social sciences are available for students to take, both in middle and high school. High school counselors encourage broad participation in these courses. (See appendix 3A) This school year, 54% of High school students are enrolled in Pre-AP or AP Courses in Social Studies.

Many students participate in the National History Day Competition annually. In 2013, at the state competition, 1st, 2nd and 3rd place winners were from LISA Academy. The 1st and 2nd placed students represented LISA Academy in the National level in the 2013 Kenneth E. Behring National History Day Contest June 9-13, 2013 in Washington, D.C. On April 19, 2014, a LISA Academy student received second place in the senior division at the state competition of National History Day at the University of Central Arkansas, qualifying her for the 2014 Kenneth E. Behring National History Day Contest. In 2015, five LISA Academy students presented their projects at the Arkansas National History Day competition in Conway. One of the students won 1st place in the Senior Individual Documentary category and the Senior Division Extraordinary Documentary Special Prize for the visual effects in his project. He represented LISA Academy at the 2015 Kenneth E. Behring National History Day Contest which was held June 14-18, 2015.

As mentioned previously, the LISA Academy Quiz Bowl and Junior Quiz Bowl teams have also competed and won multiple regional and state awards over the past five years, including several first place awards.

Beginning with the class of 2015, all students are required to gain 100 or more hours of volunteer service hours in their community. Although the requirement was not mandatory until 2015, all LISA students have reached or exceeded this goal over the past five years. (See appendix 3C3)

Several beneficial opportunities exist for students to gain valuable leadership experience while at LISA Academy. Both LISA Academy campuses offered National Honor Society, National Junior Honor Society, College Readiness and Leadership Program (CRLP), and Student Council. Numerous students attended those clubs. Also several students have participated Arkansas Governor School, Boys State, and Girls State. Students are encouraged to participate in these activities as well as other extracurricular clubs and sports that are offered through the school or in the community to gain leadership experience.
GOAL MET

4. **Continue to help students develop and improve computer skills.**

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.

At all grade levels, LISA Academy emphasizes the importance of students gaining valuable computer and technology skills. Over the past five years, all middle and many high school students submitted a science project which included a required computer based study component. Numerous students participate annually in the Robotics clubs, which requires computer programs and coding. In addition, in 2015, six students from LISA Academy attended the Girls of Promise Coding Summit at the Arkansas Governor's Mansion.

Each year, all 6th grade students have enrolled in Computer course focusing on keyboarding and all elementary students were enrolled in Media course and learned using educational technology. (See appendix 4C) In the 2014-15 school year Chromebooks were purchased and were used to integrate technology in English and math classrooms for intervention and enrichment for all grade levels, K-12.

All 7th grade students are annually enrolled in a Computer course focusing on Microsoft Office Applications. All 9th grade students enroll in Computerized Business Applications course. In the 2016-17 school year also have the option to enroll in an AP Computer Principles course.

Each year, LISA Academy offers multiple advanced computer-related courses at the high school level. Please refer to Appendix 4E for a full listing of course offerings each year.

Robotics competitions have served a valuable role in helping students develop critical technology skills while at LISA Academy. In 2013, LISA Academy FTC Robotics Team participated in the Arkansas FTC Championship Tournament in Mountain Home, AR and placed 2nd in the State. LISA Academy FLL Robotics team placed 3rd in the region. During the 2013-14 school year, the LISA Academy LAN Jaguar FIRST Robotics Team 4532, competed in the FRC Arkansas Regional held at Harding University in Searcy, AR. They competed with and against some of the best teams in the nation. We were host to 39 teams and LISA Team advanced to the Quarter Finals where they earned their place as #5 seed and team captain of our alliance. LISA Academy FLL Robotics team placed 2nd in the region. The following year, 2014-15, the LISA Academy Middle school robotics team JAGUARS 11096 competed in FLL (FIRST LEGO League) competition in Hot Springs and was qualified to move on to the state rounds. Then FLL team participated in the State Competition in Mountain Home. Last year, the LISA Academy FLL Robotics team placed first in the regional competition and qualified for State Competition. In the state competition, LISA Academy placed 12th out of 87 teams. Also the LISA Academy FLL Team received a 2nd place award for Innovative Solution. LISA Academy has plans to attend the FLL Robotics Competition (Middle School) and FTC Robotics Competition (High School) this school year too.
GOAL MET

5. **Continue to help students prepare for college and career by learning a foreign language.**
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.

Diversity is an important part of the LISA Academy culture. LISA students are encouraged to develop a better informed understanding of other cultures and languages. All middle school students are enrolled in a foreign language course each year. High school students are required to complete two years of a foreign language. During their 9-12 grade years students

have taken Spanish, Turkish, German, French, and Latin. At the high school level, students may enroll in AP Spanish course to meet the language graduation requirements.

In addition to the course requirements, LISA Academy students have the opportunity to participate in foreign language competitions each year. During each of the past five school years, LISA Academy has organized an "Annual Language Festival", and has included the local community in this event. Many students compete each year in dance, song, poem and talent categories in different languages at the festival. Also several students have attended and won awards at the AFLTA (Arkansas Foreign Language Teachers' Association) World Languages State competition.
GOAL MET

6. **Continue to maintain high levels of college acceptance.**
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.

As a college preparatory school from its inception, LISA academy places great value on students being prepared for college and beyond. Students receive numerous support services from the school to help them achieve college acceptance and enrollment or selective military enlistment.

The goal of at least 85% of graduates either gaining college acceptance or enlisting for military service has been exceeded every year. The following lists the annual college acceptance rates over the past five years:

2012-13:	97%
2013-14:	100%
2014-15:	95%
2015-16:	95%
2016-17:	N/A

College planning and assistance has been provided each year, beginning with students in the 8th grade. All 8th grade students were enrolled in Career Orientation Course. Both campuses had dedicated high school counselors providing one on one guidance to each high school student. They also provided support in college application, scholarship application and other related activities. In last year's Washington Post's America's Most Challenging High Schools, LISA West High School was ranked first and LISA North High School was ranked second in the state of Arkansas.

An online post-secondary planning tool, Naviance, is utilized for all students each year. All 8th grade and high school students have Naviance accounts to help them establish meaningful post-secondary goals and connect those goals with their college planning activities. This program has been maintained for the past five years, and will be used this year and beyond.
GOAL MET

7. **Continue to recruit minority and economically disadvantaged students.**
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.

Since LISA Academy's last charter renewal, minority and Free and Reduced lunch populations have steadily increased on all of LISA's campuses. Beginning in the 2012-13 school year, LISA developed a list of minority community organizations and leaders and used that list to contact them regarding the programs offered at LISA Academy. School leaders

visited local church leaders and shared information about LISA Academy. The school established an advisory board that has continued to assist in community outreach activities. Each year the school has developed a recruitment mailer that has been sent to targeted zip codes; passed out flyers in areas of the community with higher minority and poverty populations; and provided recruitment materials in both English and Spanish. The minority population was 63.46% and the FRLP population was 34.5% for 2012-13.

Continuing the same recruitment activities, the minority population was at 65.66% and the FRLP population at 36.7% for 2013-14. Growth in these two sub-groups continued in 2014-15 with the minority population at 66.59% and the FRLP population at 40.93%. In 2015-16 the school continued the same established recruitment efforts as prior year and added targeted digital and radio broadcast recruitment advertising to better reach both minority and poverty populations in the community. The minority population increased to 68.85% and FRLP population to 44.50% for 2015-16. For the current school year, 2016-17, with the addition of a new K-6 campus, the minority population has increased again to a current 71% and the FRLP population is projected to be at or above 50%. The school plans to continue similar efforts and explore additional recruitment activities to ensure continued diversity in the student population.

To assist families with transportation, LISA Academy has been offering free bus passes to any student who requests it. The demand for these passes has increased over the past five years. Currently, more than 40 students regularly utilize this free resource for transportation.

In partnership with other local charter schools, Little Rock Preparatory School and Covenant Keepers Charter School, LISA Academy has disseminated information to families in these predominately minority schools. As a result, a growing number of students from these schools have applied for and been selected in our lottery for admission. The number of students from these two schools has grown from 10 in 2012-13 to 24 in the current 2016-17 school year.
GOAL MET

8. **Continue to share teaching and tutoring methods with other public schools.**
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.

As part of LISA Academy's commitment to improving educational options for all students, the school has participated in a variety of conferences, workshops and other cooperative efforts to share and learn best educational practices.

LISA Academy held the informative conference in February 2013 "Embrace the Future" in order to share best practices with both traditional public schools and charter schools in the state. This conference was funded by a grant from the Arkansas Department of Education and was attended by over 250 Arkansas educators (See Appendix 8A). LISA Academy hosted a group of teachers and administrators from KIPP Delta schools to share best practices and tour our facilities. A group of LISA administrators also visited KIPP's schools in the same year and observed best practices used there. LISA Academy hosted their annual Language Festival, and invited multiple community and education representatives.

In 2014, LISA Academy hosted the annual language festival and invited community leaders to teach students about the community around them. LISA also worked with students to be leaders starting the CRLP program for students. LISA Academy leadership and/or teachers presented at Arkansas Curriculum Conference. (See Appendix 8A)

During the 2014-15 school year, LISA Academy initiated the first annual Arkansas STEM Festival at UALR to bring together students and teachers from across the state to teach STEM in the most effective ways. LISA Academy leadership and/or teachers presented at Arkansas Curriculum Conference. (See Appendix 8A). LISA Academy again hosted the annual Language Festival.

LISA Academy worked with UALR and other STEM organizations to host the 2nd annual Arkansas STEM Festival, with over 3000 attendees from schools throughout the state. School teachers and administrators worked with Helena West-Helena school district to share best practices. A NLRSD leadership team came to LISA North to discuss future plans on how we may share best practices and possibly resources in the future. (See Appendix 8A) LISA Academy hosted their annual Language Festival. LISA Academy provided leadership from a Teacher for the Gates' Funded Elevating and Celebrating Effective Teaching and Teachers conference. Also, several teachers and administrators were presenters at the ECET2 conference.

LISA Academy plans to continue with and grow these programs that involve and engage educators and students from across the city and state. In particular, the Arkansas STEM Festival is expected to expand beyond its current venue (Donaghey Student Center at UALR) due to the growing interest among schools across the state.
GOAL MET

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	Cumulative Milestone at End of Year 2 Following Renewal	Cumulative Milestone at End of Year 5 Following Renewal	Cumulative Milestone at End of Year 8 Following Renewal	Cumulative Milestone at End of Year 11 Following Renewal	Cumulative Milestone at End of Year 13 Following Renewal
1. Continue to demonstrate measurable student success in literacy	State mandated test as well as nationally normed assessments or local assessments	Meet or exceed the state average in overall literacy scores on the state mandated test, or 60% of students will meet or exceed individual growth goals on NWEA or some successive nationally normed assessment.	Assessed annually and measured for attainment at culmination of renewal period	At or above the state average in overall literacy scores on the state mandated test	At or above the state average in overall literacy scores on the state mandated test	At or above the state average in overall literacy scores on the state mandated test	At or above the state average in overall literacy scores on the state mandated test	At or above the state average in overall literacy scores on the state mandated test
2. Continue to demonstrate measurable student success in math	State mandated test as well as nationally normed assessments or local assessments	Meet or exceed the state average in overall literacy scores on the state mandated test, or 60% of students will meet or exceed individual growth goals on NWEA or some successive nationally normed assessment.	Assessed annually and measured for attainment at culmination of renewal period	At or above the state average in overall math scores on the state mandated test	At or above the state average in overall math scores on the state mandated test	At or above the state average in overall math scores on the state mandated test	At or above the state average in overall math scores on the state mandated test	At or above the state average in overall math scores on the state mandated test
3. Continue to demonstrate measurable student success in science	State mandated test as well as nationally normed assessments or local assessments	Meet or exceed the state average in overall literacy scores on the state mandated test, or 60% of students will meet or exceed individual growth goals on NWEA or some successive nationally normed assessment.	Assessed annually and measured for attainment at culmination of renewal period	At or above the state average in overall science scores on the state mandated test	At or above the state average in overall science scores on the state mandated test	At or above the state average in overall science scores on the state mandated test	At or above the state average in overall science scores on the state mandated test	At or above the state average in overall science scores on the state mandated test

4. Continue to prepare students for college entry	Utilizing graduation rate and college acceptance rate	Surpassing state average in graduation rate. 85% of graduates accepted in college or military.	Assessed annually and measured for attainment at culmination of renewal period	At or above the state average in graduation rate. College acceptance or military enlistment at 85% or above	At or above the state average in graduation rate. College acceptance or military enlistment at 85% or above	At or above the state average in graduation rate. College acceptance or military enlistment at 85% or above	At or above the state average in graduation rate. College acceptance or military enlistment at 85% or above	At or above the state average in graduation rate. College acceptance or military enlistment at 85% or above
5. Continuing engagement in STEM education for students	LISA Academy will provide opportunities for students to be engaged in STEM competitions, demonstrations, activities, or courses.	LISA Academy will provide opportunities for students in • **STEM Exploration** – current examples include Learning Blade, PLTW, Space Camp, STEM Festival • **STEM Curriculum**– current examples include Pre-AP and AP courses, PLTW, PBL, StemScope • **STEM Competitions** – current examples include Science Fair, Robotics, Science Quiz Bowl, Science Olympiads, Coding, MathCounts, Math Kangaroo, TEAMS, Destination Imagination	Assessed annually and measured for attainment at culmination of renewal period	LISA Academy will offer opportunities for students in each of the STEM focus areas: **STEM Exploration** **STEM Curriculum** **STEM Competitions**	LISA Academy will offer opportunities for students in each of the STEM focus areas: **STEM Exploration** **STEM Curriculum** **STEM Competitions**	LISA Academy will offer opportunities for students in each of the STEM focus areas: **STEM Exploration** **STEM Curriculum** **STEM Competitions**	LISA Academy will offer opportunities for students in each of the STEM focus areas: **STEM Exploration** **STEM Curriculum** **STEM Competitions**	LISA Academy will offer opportunities for students in each of the STEM focus areas: **STEM Exploration** **STEM Curriculum** **STEM Competitions**
6. Continue to recruit within the community including minority and economically disadvantaged to maintain diverse student population	Student demographics and track recruitment activities	Student population demographics will closely resemble the demographics of the resident county. Annual recruitment activities will reach all subpopulations in the community.	Assessed annually and measured for attainment at culmination of renewal period	Each LISA Academy campus will reflect the demographics of the resident county. Multiple recruitment efforts will be implemented to reach underserved populations.	Each LISA Academy campus will reflect the demographics of the resident county. Multiple recruitment efforts will be implemented to reach underserved populations.	Each LISA Academy campus will reflect the demographics of the resident county. Multiple recruitment efforts will be implemented to reach underserved populations.	Each LISA Academy campus will reflect the demographics of the resident county. Multiple recruitment efforts will be implemented to reach underserved populations.	Each LISA Academy campus will reflect the demographics of the resident county. Multiple recruitment efforts will be implemented to reach underserved populations.

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)

6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-17-117	Non-instructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-201(c)(2)	Pertaining to teacher compensation
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1001	Teacher Minimum Base Salary (repealed)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2203	Minimum salary
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-502	Discipline policy guidelines
6-18-503	Written student discipline policies required
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-508	Alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
6-19-101 et seq.	Regulations and standards generally
6-48-101 et seq.	Alternative Learning Environments

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

15.03 Licensure and Renewal
16.01 Guidance and Counseling
19.03 Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers
ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
Minimum Schoolhouse Construction (approved only as it relates to owned property versus leased property)(RULE REPEALED)
Certified staff salary schedule
Purchasing of instructional materials
Teacher Education and Licensure (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)

Technology centers
Teacher evaluations
Personnel
Sections 1-8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)
Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments
ADE Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies.

- **ADE Rules Governing the Superintendent Mentoring Program**
- **ADE Rules Governing Public School Services (pertaining to counseling services)**

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.

Please refer to the LISA Academy new waivers request form.

If no new waivers are requested, state this.
Respond below in 11 point Times New Roman font.

Part B: Waivers to Be Rescinded

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

If the charter wishes to maintain all currently approved waivers, state this.
Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

LISA Academy 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.

No amendment is requested at this time.

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.

LISA Academy
Desegregation Analysis

LISA Academy seeks the renewal of its current charter. LISA Academy expects to continue to obtain most of its students from within the boundaries of the Little Rock School District (LRSD), as well as 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 proposed charter renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

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

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

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

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

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, LISA Academy's proposed charter renewal cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that LISA Academy's proposed charter renewal could impact LRSD's unitary status. To be clear, LISA Academy's proposed charter renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be

an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

According to the 2015-16 school year enrollment figures as maintained by the ADE Data Center (the latest student enrollment figures available), LRSD had a student population of 23,164 students. LISA Academy's enrollment cap of 2,100 students would constitute approximately 9.1% of the total LRSD student population. Under Ark. Code Ann. §6-23-306(6)(A), LISA Academy must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, LISA Academy will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that LISA Academy's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, LISA Academy's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

II. Conclusion

LISA Academy submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the proposed charter renewal 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 involuntary 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.

Eric S. Higgins — 9-22-16

Signature of Charter Board President — *Date*

Eric S. Higgins / Board President

Printed Name/Position

Topic: Public School Library Media and Technology

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-25-101 et seq. Public School Library and Media Technology Act

Standards for Accreditation

- 16.02 Media Services

Rationale

LISA Academy campuses have a librarian who handles all management of print media and the technology support staff is responsible for digital media management. As a STEM school LISA Academy will place many technology tools in the hands of students and teachers to access their own media as directed by educational programs. Also, LISA Academy seeks to put media directly in the hands of our students; therefore print media is also distributed throughout the building. LISA Academy is providing more than what required by training each teacher to be media specialist for their own classrooms which are set like a media/library center. We ask for the flexibility of not having to meet the requirements of employing a licensed media specialist for every three hundred (300) students, and to be able to utilize any funds saved to provide increased technological and media resources to our students.

Topic: Class Size

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 10.02.5 Class Size and Teaching Load

Rationale

We have experienced scheduling challenges with some classes such as Art, Music, PE, and Health, etc. Therefore to maximize the use of our highly effective teachers in these subject areas, we are asking for a waiver to allow us to utilize daily teaching loads of no more than twenty-five (25) students above the maximum amount, on an as-needed basis.

Topic: Clock Hours for Unit of Credit

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 14.03

Rationale

Due to its implementation of digital coursework and distance learning for more robust course offerings as well as credit recovery options, LISA Academy is requesting a waiver of its seat time requirements. LISA Academy is not, by this request, asking for a waiver of graduation requirements. It is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, LISA Academy hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks. Those courses taught for graduation credit will be utilized from ADE approved list which provides assurance that frameworks will be taught. Elective courses will be granted local credit. LISA Academy is requesting this waiver also to be able to initiate the newest pilot program for Summit Personalized Learning Platform efficiently without the requirement of seat time.

Topic: Other ADE Rules to Consummate Currently Granted Waivers

Statute/Standard/Rule to be Waived

ADE Rules

- ADE Rules Governing Public School Student Services

Rationale

LISA Academy is requesting this waiver from ADE Rules to effectuate the waiver that it already holds from the Public School Student Services Act, Ark. Code Ann. § 6-18-1001 et seq.

Topic: Teaching Load

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-17-812 - Compensation for teaching more than the maximum number of students permitted.

Rationale

We are requesting this waiver to complement and complete our waiver request for Teaching Load requirements, to enable us to continue to compensate our teachers under our current compensation schedule.

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Appendix 1A

2015-16 ACT Aspire - Percentages							
	Region	State	National	LISA Academy District	Compared to Region	Compared to State	Compared to Nation
English	R+E	R+E	R+E	R+E			
Grade 3	66.96	71.63	71	**76.90**	9.94	5.27	5.90
Grade 4	59.85	66.92	69	**79.50**	19.65	12.58	10.50
Grade 5	68.58	72.90	68	**72.40**	3.82	-0.50	4.40
Grade 6	60.24	70.73	68	**79.31**	19.07	8.58	11.31
Grade 7	68.63	77.11	71	**83.32**	14.69	6.21	12.32
Grade 8	60.54	70.40	73	**81.84**	21.30	11.44	8.84
Grade 9	41.88	53.47	60	**77.47**	35.59	24.00	17.47
Grade 10	46.92	55.22	63	**66.60**	19.68	11.38	3.60
Math							
Grade 3	52.05	55.09	50	**67.70**	15.65	12.61	17.70
Grade 4	44.96	53.22	45	**67.10**	22.14	13.88	22.10
Grade 5	41.07	47.62	40	**46.10**	5.03	-1.52	6.10
Grade 6	41.44	54.58	43	**63.98**	22.54	9.40	20.98
Grade 7	30.49	42.32	34	**64.26**	33.77	21.94	30.26
Grade 8	24.04	36.23	26	**57.16**	33.12	20.93	31.16
Grade 9	16.18	27.12	35	**38.70**	22.52	11.58	3.70
Grade 10	15.64	20.44	32	**27.91**	12.27	7.47	-4.09
Science							
Grade 3	32.82	35.90	29	**40.00**	7.18	4.10	11.00
Grade 4	33.48	38.29	35	**45.20**	11.72	6.91	10.20
Grade 5	31.97	38.38	37	**32.90**	0.93	-5.48	-4.10
Grade 6	33.65	51.56	38	**61.58**	27.93	10.02	23.58
Grade 7	28.15	39.74	33	**52.98**	24.83	13.24	19.98
Grade 8	23.29	37.48	34	**49.56**	26.27	12.08	15.56
Grade 9	16.15	26.13	30	**41.40**	25.25	15.27	11.40
Grade 10	20.57	28.02	31	**39.32**	18.75	11.30	8.32

2015-16 ACT Aspire - Percentages (Continues)							
Reading							
Grade 3	32.30	34.59	34	**43.10**	10.80	8.51	9.10
Grade 4	34.79	40.48	37	**49.30**	14.51	8.82	12.30
Grade 5	29.03	32.53	33	**40.80**	11.77	8.27	7.80
Grade 6	32.38	44.43	41	**55.61**	23.23	11.18	14.61
Grade 7	39.37	34.90	35	**52.68**	13.31	17.78	17.68
Grade 8	38.39	46.98	45	**62.32**	23.93	15.34	17.32
Grade 9	26.11	35.31	38	**53.63**	27.52	18.32	15.63
Grade 10	28.18	33.17	34	**52.35**	24.17	19.18	18.35
Writing							
Grade 3	19.46	19.51	16	**14.30**	-5.16	-5.21	-1.70
Grade 4	14.51	21.03	19	**13.90**	-0.61	-7.13	-5.10
Grade 5	22.11	20.18	26	**13.30**	-8.81	-6.88	-12.70
Grade 6	31.34	42.49	42	**48.08**	16.74	5.59	6.08
Grade 7	25.05	28.33	26	**39.69**	14.64	11.36	13.69
Grade 8	14.88	22.70	31	**28.25**	13.37	5.55	-2.75
Grade 9	31.49	42.66	35	**58.60**	27.11	15.94	23.60
Grade 10	41.01	50.21	45	**66.17**	25.16	15.96	21.17

2015-2016 NWEA MAP*	Reading Pre-Test	Reading Post-Test	**Reading Growth**		Math Pre-Test	Math Post-Test	**Math Growth**
Grade 2	176.9	185.3	**8.4**		176.4	186.3	**9.9**
Grade 3	187.7	191	**3.3**		189.7	194.9	**5.2**
Grade 4	198.1	204.4	**6.3**		201.7	206.9	**5.2**
Grade 5	203.5	207	**3.5**		206.5	210.9	**4.4**
Grade 6	216.6	219.4	**2.8**		220.7	225.4	**4.7**
Grade 7	220.4	222.3	**1.9**		236.7	239.8	**3.1**
Grade 8	224.5	227.5	**3.0**		236.1	238.3	**2.2**
Grade 9	224.8	226.7	**1.9**		235.1	242.1	**7.0**
Grade 10	230.7	232.3	**1.6**		240.1	244.1	**4.0**
Grade 11	229.9	232.4	**2.5**		241.2	244.7	**3.5**
Average Student Growth in Reading/Math**			**3.5**				**4.9**

*Northwest Evaluation Association, Measures of Academic Progress

** Three (3) points is considered to be equivalent to a year's academic growth

PARCC 2014-15 - Mean Scores	STATE	PARCC	LISA District
STATUS			**ACHIEVING**
LITERACY Grade 9	737	739	**749**
LITERACY Grade 10	735	735	**750**
MATH Algebra 1	733	734	**740**
MATH Geometry	730	732	**737**
Literacy Grade 3	728	736	**734**
Literacy Grade 4	736	742	**736**
Literacy Grade 5	735	741	**739**
Literacy Grade 6	736	740	**739**
Literacy Grade 7	735	741	**746**
Literacy Grade 8	733	741	**745**
Math Grade 3	734	738	**743**
Math Grade 4	730	736	**731**
Math Grade 5	729	736	**726**
Math Grade 6	730	735	**738**
Math Grade 7	733	734	**740**
Math Grade 8	720	728	**705**

PARCC 2014-15 - Percentages	STATE	Region	LISA District
LITERACY Grade 9	37%	32%	**53%**
LITERACY Grade 10	45%	32%	**54%**
MATH Algebra 1	29%	19%	**34%**
MATH Geometry	21%	12%	**31%**
Literacy Grade 3	30%	31%	**37%**
Literacy Grade 4	34%	36%	**33%**
Literacy Grade 5	33%	34%	**35%**
Literacy Grade 6	33%	27%	**37%**
Literacy Grade 7	35%	30%	**47%**
Literacy Grade 8	33%	27%	**43%**
Math Grade 3	32%	26%	**46%**
Math Grade 4	25%	21%	**27%**
Math Grade 5	24%	23%	**11%**
Math Grade 6	25%	15%	**37%**
Math Grade 7	22%	13%	**8%**[1]
Math Grade 8	18%	7%	**2%**[2]

[1] 23% of Grade 7 students took Algebra 1 rather than the grade-level exam.

[2] 58% of Grade 8 students took Algebra 1 or Geometry rather than the grade-level exam.

District Student Proficiency (PARCC 2014-2015)				
	Literacy	Math 3-8	Algebra 1	Geometry
LISA Academy	**42%**	**22%**	**34%**	**31%**
Region	32%	19%	19%	12%
Differential	**10%**	**3%**	**15%**	**19%**

2014-2015 NWEA MAP*	Reading Pre-Test	Reading Post-Test	**Reading Growth**		Math Pre-Test	Math Post-Test	**Math Growth**
Grade 2	176.7	187.3	**10.6**		177.0	190.3	**13.3**
Grade 3	195.0	198.1	**3.1**		192.9	201.5	**8.6**
Grade 4	201.4	204.2	**2.8**		201.9	209.5	**7.6**
Grade 5	210.4	214.2	**3.8**		212.9	218	**5.1**
Grade 6	215.5	224.7	**9.2**		221.6	228.3	**6.7**
Grade 7	218.9	223.9	**5.0**		227.5	236.4	**8.9**
Grade 8	224.8	227.4	**2.6**		227.9	233.7	**5.8**
Grade 9	224.4	228.9	**4.5**		235.7	240.3	**4.6**
Grade 10	226.4	231.4	**5.0**		235.2	239.9	**4.7**
Grade 11	231.0	232.1	**1.1**		239.9	245.1	**5.2**
Average Student Growth in Reading/Math**			**4.77**				**7.05**

*Northwest Evaluation Association, Measures of Academic Progress

** Three (3) points is considered to be equivalent to a year's academic growth

ACTAAP 2013-14	**DISTRICT**		
	STATE	**Region**	**LISA District**
LITERACY Grade 11	72	64	**73**
MATH Algebra 1	74	59	**79**
MATH Geometry	75	58	**83**
Literacy Grade 3	77	65	**88**
Literacy Grade 4	83	76	**81**
Literacy Grade 5	82	75	**84**
Literacy Grade 6	77	73	**75**
Literacy Grade 7	77	74	**82**
Literacy Grade 8	77	74	**89**
Math Grade 3	84	76	**88**
Math Grade 4	76	67	**85**
Math Grade 5	68	61	**76**
Math Grade 6	72	70	**78**
Math Grade 7	69	66	**82**
Math Grade 8	63	61	**76**

District Student Growth (ACTAAP)	Literacy		Math
LISA Academy	**79%**		**70%**
Region	68%		47%
Differential	**11%**		**23%**

District Student Proficiency (ACTAAP)	Literacy		Math
LISA Academy	**81%**		**80%**
Region	68%		62%
Differential	**13%**		**18%**

2013-2014 NWEA MAP*	Reading Pre-Test	Reading Post-Test	**Reading Growth**		Math Pre-Test	Math Post-Test	**Math Growth**
Grade 2	180.5	185.7	**5.2**		184.8	192.9	**8.1**
Grade 3	190	197.6	**7.6**		196.8	200	**3.2**
Grade 4	204.2	205.5	**1.3**		202.8	210.7	**7.9**
Grade 5	203.5	208.9	**5.4**		208.3	215.2	**6.9**
Grade 6	213.8	216	**2.2**		220.2	223.6	**3.4**
Grade 7	218.8	221.8	**3.0**		228.6	232.5	**3.9**
Grade 8	223.4	226.4	**3.0**		236.2	237.9	**1.7**
Grade 9	223.7	225.9	**2.2**		233	234	**1.0**
Grade 10	230.1	230.1	**0.0**		233.1	240	**6.9**
Grade 11	231.2	233.9	**2.7**		242	244.1	**2.1**
Average Student Growth in Reading/Math**			**3.26**				**4.51**

*Northwest Evaluation Association, Measures of Academic Progress

** Three (3) points is considered to be equivalent to a year's academic growth

ACTAAP 2012-13 - Percentages	**DISTRICT**		
	STATE	**Region**	**LISA District**
LITERACY Grade 11	70%	61%	**94%**
MATH Algebra 1	76%	61%	**84%**
MATH Geometry	72%	50%	**81%**
Literacy Grade 3	80%	70%	**96%**
Literacy Grade 4	85%	77%	**68%**
Literacy Grade 5	84%	75%	**88%**
Literacy Grade 6	81%	77%	**78%**
Literacy Grade 7	77%	74%	**89%**
Literacy Grade 8	77%	76%	**90%**
Math Grade 3	86%	76%	**100%**
Math Grade 4	82%	71%	**74%**
Math Grade 5	70%	56%	**76%**
Math Grade 6	75%	72%	**78%**
Math Grade 7	70%	67%	**83%**
Math Grade 8	65%	63%	**68%**

District Student Growth (ACTAAP)	Literacy		Math
LISA Academy	**83%**		**75%**
Region	70%		48%
Differential	**13%**		**27%**

District Student Proficiency (ACTAAP)	Literacy		Math
LISA Academy	**84%**		**80%**
Region	69%		63%
Differential	**15%**		**17%**

2012-2013 NWEA MAP*	Reading Pre-Test	Reading Post-Test	**Reading Growth**		Math Pre-Test	Math Post-Test	**Math Growth**
Grade 2	177.6	177.3	**-0.3**		184.8	192.9	**8.1**
Grade 3	194.6	194.7	**0.1**		196.8	200	**3.2**
Grade 4	201.4	205.3	**3.9**		202.8	210.7	**7.9**
Grade 5	210.5	211.3	**0.8**		208.3	215.2	**6.9**
Grade 6	214.1	216.6	**2.5**		224.4	229.1	**4.7**
Grade 7	211.5	213.8	**2.3**		226.1	228.2	**2.1**
Grade 8	220.4	224.2	**3.8**		234.9	237.4	**2.5**
Grade 9	221.6	226	**4.4**		234.6	237.9	**3.3**
Grade 10	228.8	231.3	**2.5**		238.9	241.7	**2.8**
Grade 11	226.7	229.3	**2.6**		237.2	242.9	**5.7**
Average Student Growth in Reading/Math**			**2.26**				**7.05**

*Northwest Evaluation Association, Measures of Academic Progress

** Three (3) points is considered to be equivalent to a year's academic growth

Appendix 1B

ACT Explore

Mathematics	Nation		LISA
2012-13	16.3		16.9
2013-14	16.3		15.9
2014-15	16.3		16.1
2015-16	N/A		N/A

English	Nation		LISA
2012-13	15.7		16.2
2013-14	15.7		15.8
2014-15	15.7		15.1
2015-16	N/A		N/A

Reading	Nation		LISA
2012-13	15.4		16.0
2013-14	15.4		14.2
2014-15	15.4		14.6
2015-16	N/A		N/A

Composite	Nation		LISA
2012-13	16.2		16.6
2013-14	16.2		15.6
2014-15	16.2		15.6
2015-16	N/A		N/A

Identified Student Needs	
Exploring options after high school	34%
Improving writing skills	18%
Improving reading speed/comprehension	20%
Improving study skills	27%
Improving mathematical skills	18%
Improving computer skills	13%
Improving public speaking skills	32%

ACT Plan

	Mathematics		
	Nation		LISA
2012-13	16.3		16.6
2013-14	16.3		15.9
2014-15	16.3		16.5
2015-16	N/A		N/A

	English		
	Nation		LISA
2012-13	16.1		16.2
2013-14	16.1		15.9
2014-15	16.1		16.3
2015-16	N/A		N/A

	Reading		
	Nation		LISA
2012-13	16.0		15.9
2013-14	16.0		15.3
2014-15	16.0		15.7
2015-16	N/A		N/A

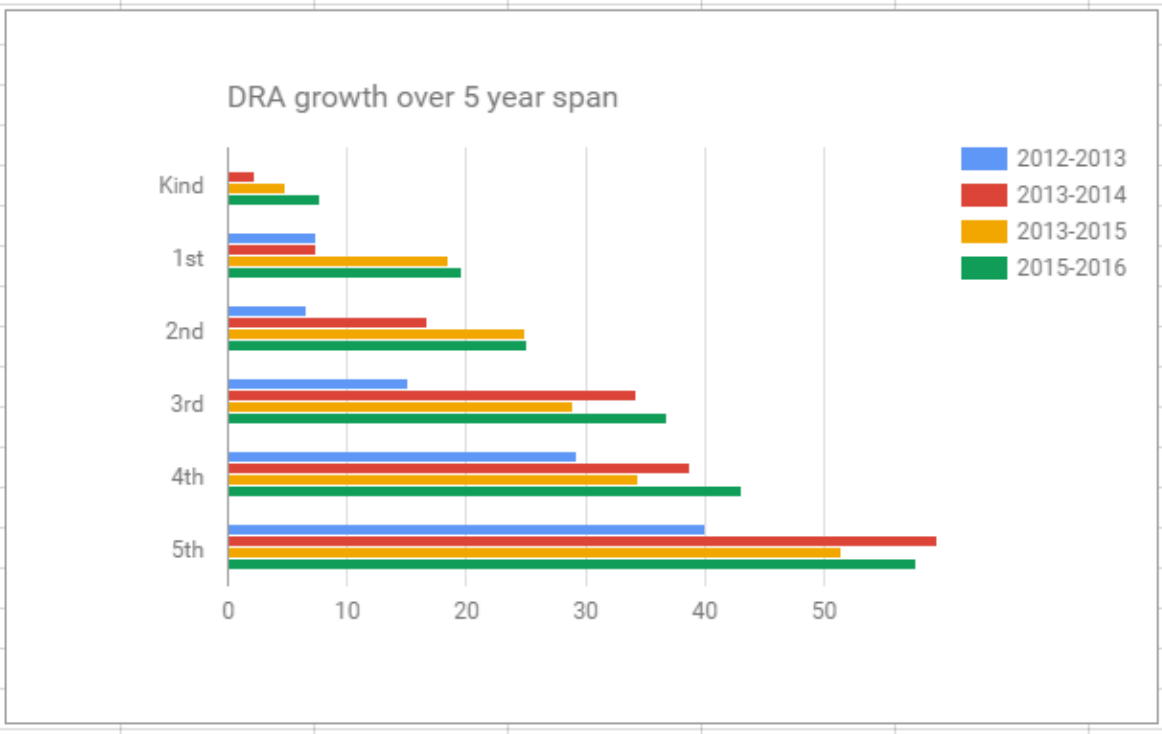
	Composite		
	Nation		LISA
2012-13	16.3		16.4
2013-14	16.3		15.9
2014-15	16.3		16.3
2015-16	N/A		N/A

Identified Student Needs	
Exploring options after high school	36%
Improving writing skills	20%
Improving reading speed/comprehension	26%
Improving study skills	34%
Improving mathematical skills	36%
Improving computer skills	21%
Improving public speaking skills	24%

Appendix 1C

Statistics on Development Reading Assessments for LISA North Elementary

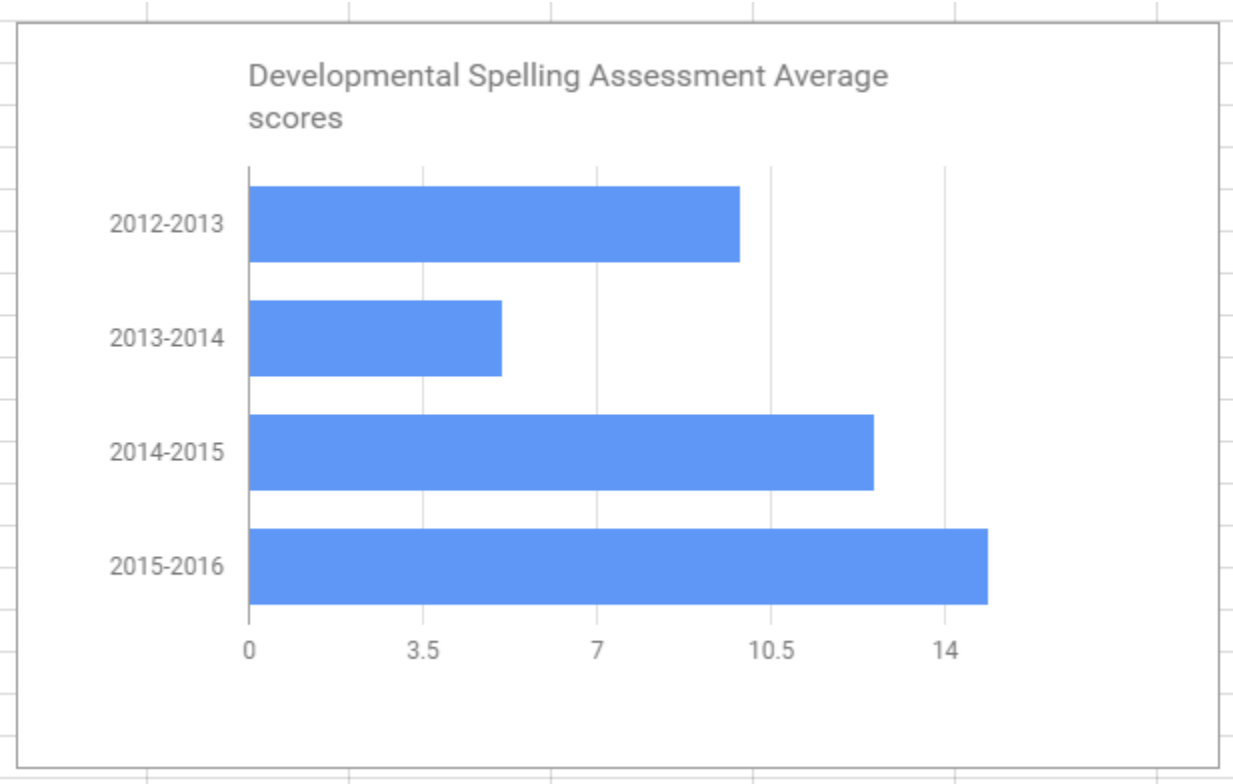
	2012-2013	2013-2014	2013-2015	2015-2016
Kind		2.32	4.78	7.74
1st	7.47	7.35	18.41	19.6
2nd	6.59	16.69	24.91	25
3rd	15.06	34.32	29	36.8
4th	29.32	38.76	34.33	43.06
5th	40.05	59.48	51.48	57.65



The Developmental Reading Assessment is a formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in student reading performance. DRA is a proven, criterion-referenced assessment and includes recommendations for scaffolded support to increase student reading proficiency. The DRA has undergone rigorous field-testing and is supported by sound validity and reliability analyses.

*A student's DRA2 level (independent reading level) reflects the student's oral reading fluency (95% accuracy) and comprehension (90%) at independent performance levels.

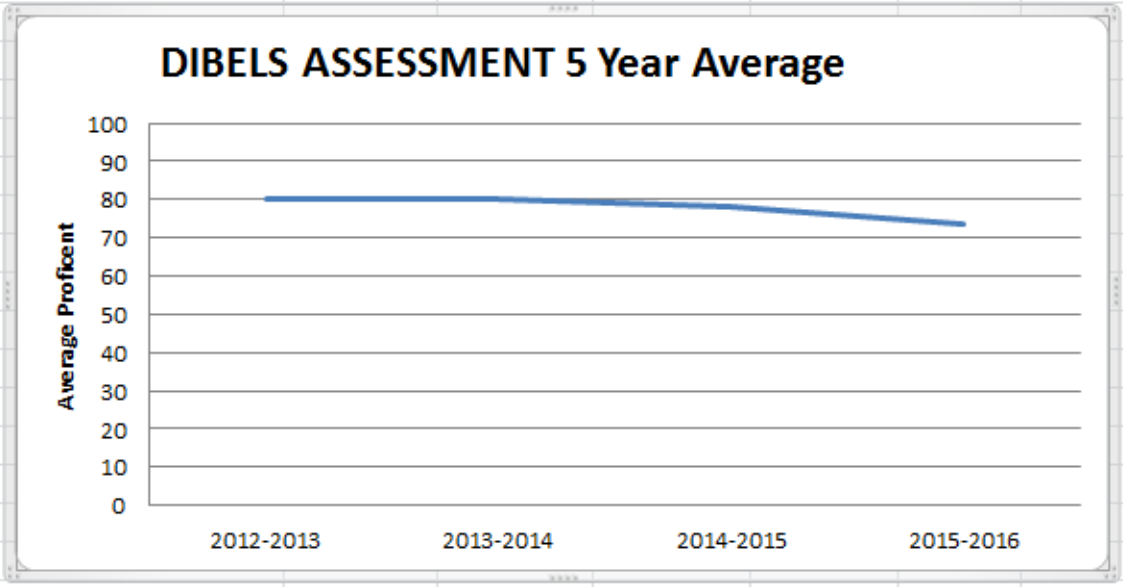
Developmental Spelling Assessment Data



These spelling inventories are used to help group students by spelling developmental stage. They contain lists of words that were chosen to represent a variety of spelling features at increasing levels of difficulty. These features might include consonants, digraphs, blends, short vowels, and so forth. They relate directly to the stages of spelling development. The words in the spelling inventories are designed to demonstrate students' knowledge of these key spelling features at the different stages of spelling development.

DIBELS- Dynamic Indicators of Basic Early Literacy Success:

	2012-2013	2013-2014	2014-2015	2015-2016
K-2 Elementary average	80%	80%	78.3	73.63



DIBELS early literacy assessment is a tool used by educators in order to assessment a student's basic literacy skills. These assessments are utilized not only to show where students need support in basic reading skills but also strengths within reading. Therefore giving educators the ability to build upon student strengths while teaching new reading skills.

Writing prompts have shown growth each year. From 2012 where less than 50% of students showed proficiency on local writing prompts to 2015 to more than 80% of students scoring proficient of students K-5. NWEA scores also show student knowledge of grammar topics has increased over 5 year period (see Appendix 1A).

(excel sheet: https://docs.google.com/a/lisaacademy.org/spreadsheets/d/1f65MjgmH1jNbZHQCpLdLuP7zfZxTkx-9Nu8tfkTsxeA/edit?usp=sharing)

Appendix 1D

	LISA Academy				
	2012-2013				
	AP English Courses Offered	**AP English Courses Enrolled**	**AP Math Courses Offered**	**AP Math Courses Enrolled**	**Total Enrolled**
	AP English III	28	AP Calculus AB	23	
	AP English IV	9	AP Calculus BC	14	
	Pre-AP English I	103	Pre-AP Algebra II	36	
	Pre-AP English II	25	Pre-AP PreCalculus	14	
			PreCalculus	23	
Total	**4**	**165**	**5**	**110**	**275**

	LISA Academy				
	2013-2014				
	AP English Courses Offered	**AP English Courses Enrolled**	**AP Math Courses Offered**	**AP Math Courses Enrolled**	**Total Enrolled**
	AP English III	28	AP Calculus AB	16	
	AP English IV	24	AP Calculus BC	13	
	Pre-AP English I	50	Pre-Algebra 6	86	
	Pre-AP English II	41	Pre-Algebra 7	60	
			Pre-AP Algebra II	50	
			Pre-AP PreCalculus	20	
Total	**4**	**143**	**6**	**245**	**388**

	LISA Academy				
	2014-2015				
	AP English Courses Offered	**AP English Courses Enrolled**	**AP Math Courses Offered**	**AP Math Courses Enrolled**	**Total Enrolled**
	AP English III/Lang	44	AP Calculus AB	14	
	AP English IV/Lit	21	AP Calculus BC	10	
	Pre-AP English I	18	Pre-AP Algebra II	15	
	Pre-AP English II	43	Pre-AP PreCalculus	12	
Total	**4**	**126**	**2**	**51**	**177**

	LISA Academy				
	2015-2016				
	AP English Courses Offered	**AP English Courses Enrolled**	**AP Math Courses Offered**	**AP Math Courses Enrolled**	**Total Enrolled**
	AP English III/Lang	39	AP Calculus AB	16	
	AP Literature	20	AP Calculus BC	10	
	AP Seminar	25	Pre-Calculus, Honors	13	
	English I, PAP	67	Algebra II, PAP	26	
	English II, PAP	53			
	English I, Honors	25			
	English II, Honors	19			
	Pre-AP English III	19			
Total	**8**	**267**	**4**	**65**	**332**

	LISA Academy				
	2016-2017				
	AP English Courses Offered	**AP English Courses Enrolled**	**AP Math Courses Offered**	**AP Math Courses Enrolled**	**Total Enrolled**
	AP English III/Lang	23	AP Calculus AB	16	
	AP English IV/Lit	26	AP Calculus BC	7	
	AP Research	5	AP Computer Science A	20	
	English I, PAP	45	AP Computer Principles	23	
	English II, PAP	33	Pre-Calculus, Honors	22	
	English I, Honors	17	Algebra II, Honors	37	
	English II, Honors	22			
Total	**7**	**171**	**5**	**125**	**296**

Appendix 2A

ACT Explore

	Mathematics		
	Nation		LISA
2012-13	16.3		16.9
2013-14	16.3		15.9
2014-15	16.3		16.1
2015-16	N/A		N/A

	Science		
	Nation		LISA
2012-13	17.1		17.1
2013-14	17.1		16.1
2014-15	17.1		16.1
2015-16	N/A		N/A

	Composite		
	Nation		LISA
2012-13	16.2		16.6
2013-14	16.2		15.6
2014-15	16.2		15.6
2015-16	N/A		N/A

ACT Plan

	Mathematics		
	Nation		LISA
2012-13	16.3		16.6
2013-14	16.3		15.9
2014-15	16.3		16.5
2015-16	N/A		N/A

	Science		
	Nation		LISA
2012-13	17.1		17.1
2013-14	17.1		16.6
2014-15	17.1		17.2
2015-16	N/A		N/a

	Composite		
	Nation		LISA
2012-13	16.3		16.4
2013-14	16.3		15.9
2014-15	16.3		16.3
2015-16	N/A		N/A

Appendix 2B

	LISA Academy	
	2012-2013	
	AP and PRE-AP Science Courses Offered	**AP and PRE-AP Science Courses Enrolled**
	AP Biology	12
	AP Chemistry	14
	AP Physics C: Mechanics	14
	Pre-AP Chemistry A1	14
	Pre-AP Physical Science	65
Total	**4**	**119**

	LISA Academy	
	2013-2014	
	AP and PRE-AP Science Courses Offered	**AP and PRE-AP Science Courses Enrolled**
	AP Biology	15
	Pre-AP Chemistry A1	16
	Pre-AP Physical Science	47
	Pre-AP Physics	14
Total	**4**	**92**

	LISA Academy	
	2014-2015	
	AP and PRE-AP Science Courses Offered	**AP and PRE-AP Science Courses Enrolled**
	AP Biology	23
	AP Chemistry	38
	AP Physics 1	7
	Pre-AP Physical Science	26
Total	**4**	**94**

	LISA Academy	
	2015-2016	
	AP and PRE-AP Science Courses Offered	**AP and PRE-AP Science Courses Enrolled**
	AP Biology	31
	AP Chemistry	28
	AP Physics 1	6
	Pre-AP Chemistry	2
Total	**4**	**67**

	LISA Academy	
	2016-2017	
	AP and PRE-AP Science Courses Offered	**AP and PRE-AP Science Courses Enrolled**
	AP Physics 1	3
	AP Environmental Science	45
	Pre-AP Chemistry	51
	AP Biology	4
	AP Chemistry	2
Total	**7**	**105**

Appendix 2C

Science Courses Offered Kinder thru 11th Grade					
	Option 1	**Option 2**	**Option 3**	**Option 4**	**Option 5**
K	Science -Kindergarten				
1	Science- First Grade				
2	Science- Second Grade				
3	Science- Third Grade				
4	Science- Fourth Grade				
5	Science- Fifth Grade				
6	Science- Sixth Grade	Pre-AP Science- Sixth Grade			
7	Science- Seventh Grade	Pre-AP Science- Seventh Grade			
8	Science- Eighth Grade	Pre-AP Science- Eight Grade	Pre-AP Biology		
9	Physical Science	Pre-AP Physical Science	AP Biology		
10	Biology	Chemisty	AP Biology		
11	Physics	Environmental Science	AP Biology	AP Chemistry	AP Environmental Science

Elementary STEM Courses	
1	During daily science instruction- Use science program STEM Scope with 3rd-5th grade students, use Mystery Science programs with K-5
2	After school K-5 students are invited to Project Lead the Way STEM clubs and Code.org clubs where they learn STEM Principals and learn the very basics of coding using programs like Scratch.
3	Bringing in outside STEM professionals into the elementary classrooms. Representatives from Arkansas Children's Hospital, Star Labs, UCA, and others explain how they use STEM in their respective careers.
4	Weekly computer/media courses where students learn keyboarding skills and computer basics.
5	Mobile Chromebook carts that provide all elementary with daily access to computer software to explore varying learning styles.

Appendix 3A

LISA Academy 2012-2013		
	AP and PreAP Social Studies Courses Offered	**AP and PreAP Social Studies Courses Enrolled**
	AP World History	19
	AP US History	36
	AP Government	11
	AP Human Geography	13
	AP Europen History	13
Total		**92**

LISA Academy 2013-2014		
	AP and PreAP Social Studies Courses Offered	**AP and PreAP Social Studies Courses Enrolled**
	AP World History	37
	AP US History	19
	AP Government	10
	AP Human Geography	21
	AP Europen History	21
Total		**108**

LISA Academy 2014-2015		
	AP and PreAP Social Studies Courses Offered	**AP and PreAP Social Studies Courses Enrolled**
	AP World History	33
	AP US History	28
	AP Government	22
	AP Human Geography	25
	AP Europen History	10
	AP Macroeconomics	30
Total		**148**

LISA Academy 2015-2016		
	AP and PreAP Social Studies Courses Offered	**AP and PreAP Social Studies Courses Enrolled**
	AP World History	53
	AP US History	41
	AP Government	41
	AP Human Geography	18
	AP Europen History	11
	AP Macroeconomics	15
Total		**179**

LISA Academy 2016-2017		
	AP and PreAP Social Studies Courses Offered	**AP and PreAP Social Studies Courses Enrolled**
	AP World History	60
	AP US History	28
	AP Government	24
	AP Human Geography	33
	AP Europen History	28
	AP Physciology	32
	AP Macroeconomics	22
Total		**227**

appropriate for the subject area. Homework is part of all students' regular evaluations. Each student is responsible for completing and turning in homework on time. The teacher's record is final in cases of conflict regarding homework assignments. If a student or parent has questions about homework, contact the teacher who assigned it.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

For High School Students

High School Graduation Standards

Course	Recommended Graduation Plan(RGP)	Scholars Graduation Plan(SGP)	Honor Graduation Plan (HGP)
English	4.0	4.0	4.0
Mathematics	4.0	4.0	4.0
Science	3.0	4.0	4.0
Social Studies	3.0	4.0	4.0
Communications	1.0	1.0	1.0
Health	0.5	0.5	0.5
Physical Education	0.5	0.5	0.5
Fine Arts	1.0	1.0	1.0
Foreign Languages	2.0	3.0	3.0
Computer Technology	1.0	1.0	1.0
Electives	6.0	5.0	7.0

TOTAL	100 Volunteer Hours(required for class of 2015 and beyond) 26 Units	A minimum GPA of 3.5 8 Pre-AP/AP Courses(required for class of 2015 and beyond) 100 Volunteer Hours(required for class of 2015 and beyond)** 28 Units	Algebra I, Geometry and Biology courses in middle school with a letter grade of A or B in transcript* At least 10 AP course credits in high school A minimum GPA of 4.0 Complete 100 volunteer hours 30 Units LISA West class of 2018 and beyond

Beginning with the 2014-2015 ninth-grade class, students are required to take a digital learning course for credit for graduation. (A ½ credit course can fulfill this requirement)

***9th grade students who did not complete these requirements may be considered if they complete the first semester with a GPA of 3.8 or higher.**

****Please see the high school counselor for qualifying volunteer activities.**

Advanced Placement Program (High School)

Purpose

All students who are academically ready for the rigor of AP- no matter their location, background, socioeconomic status- have the right to fulfill that potential. The GPA, letter grade in prerequisite course, or AP potential as determined by college board are considered to determine academic readiness for the AP course.

The purpose of the AP entrance and exit guidelines is to provide information to parents and students and to facilitate students' success in academically challenging courses. AP classes in LISA Academy High School stimulate and challenge students to perform at an advanced academic level. Therefore, AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom.

List of AP Courses Offered in LISA Academy High School

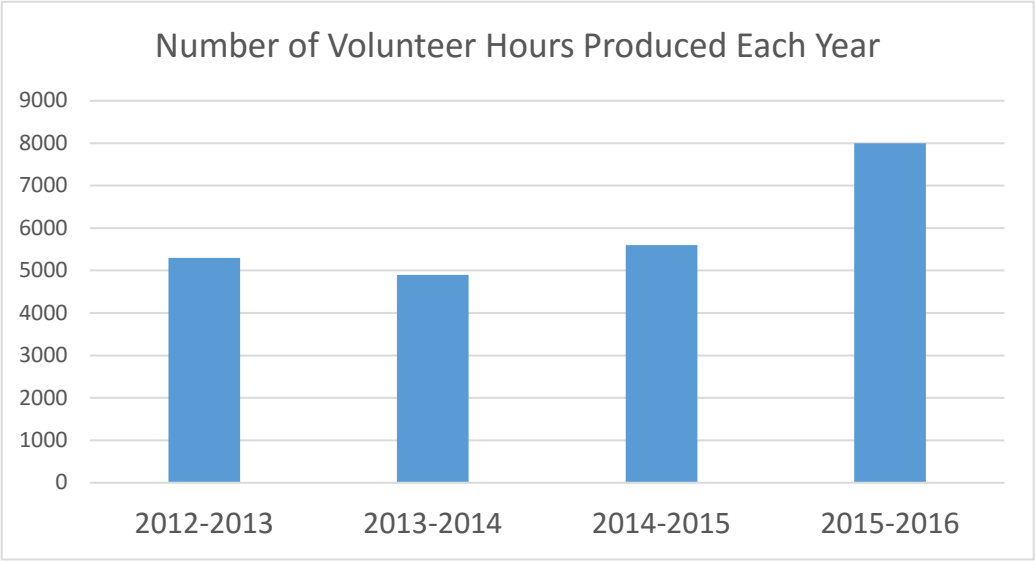
AP Courses	On Level Equivalent
AP Calculus AB/BC	Mathematics
AP Physics 1	Science
AP Physics 2	Science
AP Biology	Science

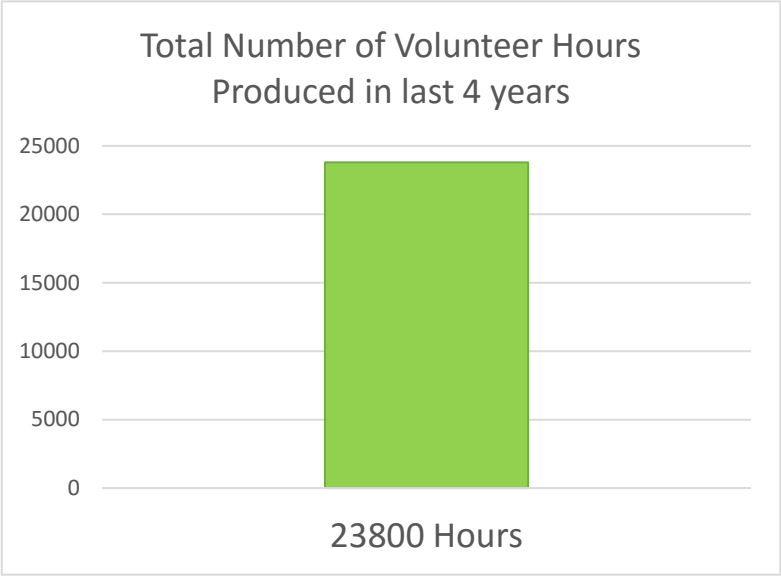
Appendix 3C2

LISA Academy Student's Volunteer Service Locations
Adolphine Fletcher Terry Library
Agape Church
Angel tree project
AR STEM Festival
Arch Street Youth Baseball Association
Arkansas Advocates for Children and Families' Soup Sunday
Arkansas Children's Hospital
Arkansas Dream Center
Arkansas Food Bank
Arkansas Rice Depot
Arkansas Walk for CommUnity
Baptist Heal STAR Volunteen Program
Baptist Health Center
Benton Parks & Recreation - Girls Softball Tournament
Boo at the Zoo
Booker Arts Magnet Fall Fest - Cherie Abston
Boy Scouts of Arkansas
BSA Cub Scout Day Camp
Camp Aldersgate
Centers for Youth & Families
Central Arkansas Veterans HCS
CHI St. Vincent Volunteer Services
Chili Cook-off
Christ Temple Summer Feeding
Christway Missionary Bpt. Church
Chua Bat Nha Buddhist Temple
City of LR Stephens Community Center
Clinton Library, St. Marks Festival
Community Connections Greek Food Festival Drive Thru
Community First Alliance
Corner Store Country Run for Big Bro/ Big Sis
Country Club Miniature Golf Inc.
David O. Dodd Elementary
Department of Veterans Affairs
Dept of Child and Family Services
Dr. Ezhilarasu Children and Specialty Hospital
FamilyLife Ministries
Ferndale Extention Club
First Christian Church After School Tutoring/ Mentoring Program
First Tee - Golf Course
Food bank
Great AR River Cleanup in Murray Park
Greek Food Festival
Habitat for Humanity

Hearts & Hooves
Huda Academy Fall Festival
Impacto Ministry
Kanyakumari Govt. Medical College
Kresse Art Studio
LISA Academy
LR Marathon
LRSD Chess
McMath Library- Assisted with library programs
My Favorite Thirft Store, Our House
MYC Cheese Dip Festival
MYC Walk for Community
NAMI Arkansas
Old Haunted Warehouse
Ozark Conference Center: Camp in the City
Paul Laurence Dunbar Community Festival
Placement Testing
Pulaski Country special school district
Pulaski County Youth Services after school
Raindrop House
Reece Academy AISD
Riverfront Doulas
Rock Creek Summer Spectacular
Salvation Army
Second Baptist Church
Sorting and delivering mail - HS Office
Soup Sunday
Spring Fling
St. Francis County Food Pantry
St. James United Methodist Church
Storybook Walk
STUCO Fundraiser at Larry's Pizza
Susan G. Komen's Race for the Cure
The First Tee of Central Arkansas
The Salvation Army
Thomsan Library storybook walk
Tonie Baker's Ministry
Tornado Relief - Pleasant Grove Baptist Church
STEM Festival
Valentine Banquet - Pleasant Grove Baptist Church
Volunteer at Terry Elementary
Volunteer w/ Country Club Enertainment
Walk for Community
Washington school of world studies
Youth Home Gift Wrapping Party
Zenevirotech, Inc.

Appendix 3C3





Appendix 4C

Elementary STEM Courses at North:

1.) During daily science instruction- Use science program STEM Scope with 3rd-5th grade students, use Mystery Science programs with K-5

2.) After school K-5 students are invited to Project Lead the Way STEM clubs and Code.org clubs where they learn STEM Principals and learn the very basics of coding using programs like Scratch.

3.) Bringing in outside STEM professionals into the elementary classrooms. Representatives from Arkansas Children's Hospital, Star Labs, UCA, and others explain how they use STEM in their respective careers.

4.) Weekly computer/media courses where students learn keyboarding skills and computer basics.

5.) Mobile Chromebook carts that provide all elementary with daily access to computer software to explore varying learning styles.

Appendix 4E

Advanced computer-related coursework

2012-2013	Course ID	Course Description	Total Student
	492120	ADOBE PHOTOSHOP	107
	494130	ADV ADVERTISING	2
	492450	ADV SPREADSHEET	2
	492470	ADV. OFFICE APP	9
	492120	COMPUTER APP I	42
	492540	DESIGN AND MULT	2
	492150	DESKT PB IA	17
	492160	DESKTOP PUB 2	17
	590030	FIRST ROBOTICS	6
	495480	INTRO TO ENGINE	6
	492360	MULTIMEDIA IA	13
	492370	MULTIMEDIA IB	13
	492400	PROGRAMMING 2	16
	492390	WEB PROG	16
	492480	WORD PROC 2	9

2013-2014	Course ID	Course Description	Total Student
	492120	Computerized Business Applications	24
	492150	DC I-Digital Layout and Design	27
	492160	DC II-Digital Imaging	5
	492360	DC III-Digital Media	5
	492370	DC IV-Digital Audio/Video Productions	5
	492390	Programming I	7
	492400	Programming II	4
	495450	Computer Integrated Manufacturing	2
	492120	Computerized Business Applications	47
	495470	Engineering Design and Development	18
	495480	Introduction to Engineering Design	7

201-2015	Course ID	Course Description	Total Student
	492120	Computerized Business Applications	129
	492150	DC I-Digital Layout and Design	28
	492360	DC III-Digital Media	30
	492390	Programming I	24
	492650	ACE Approved Web Design I-Associate Design Specialist	17

2015-2016	Course ID	Course Description	Total Student
	460020	Essentials of Computer Programming	6
	492390	Programming I	2
	495040	Image Assembly & Platemaking	19
	539080	AP Computer Science	10
	492120	Computerized Business Applications	175
	492150	DC I-Digital Layout and Design	30
	492360	DC III-Digital Media	29
	492650	ACE Approved Web Design I-Associate Design Specialist	2
	492670	Web Technologies	23
	495040	Computer Science and Software Engineering (PLTW)	19

16-17		**Row Labels**	**Count of Course**
		AP Computer Science A	9
		Comp Business App	82
		Digital Audio/Video Productions	10
		Digital Layout and Design	27
		Essentials of Computer Programming	40

Appendix 5C

School Year 2012-2013	District LEA	District Description	Course ID	Course Description	Total Student
	6041700	LISA ACADEMY	440000	SPANISH I	47
	6041700	LISA ACADEMY	440020	SPANISH II	21
	6041700	LISA ACADEMY	540030	SPANISH III	20
	6041700	LISA ACADEMY	540040	SPANISH IV	11
	6041700	LISA ACADEMY	449000	TURKISH I	12
	6041700	LISA ACADEMY	449010	TURKISH II	17
	6041700	LISA ACADEMY	549030	TURKISH III	18
	6048700	LISA ACADEMY NORTH	449000	FOREIGN LAN I	8
	6048700	LISA ACADEMY NORTH	449010	FOREIGN LAN II	13
	6048700	LISA ACADEMY NORTH	549030	FOREIGN LAN III	5
	6048700	LISA ACADEMY NORTH	442000	GERMAN I	10
	6048700	LISA ACADEMY NORTH	440000	Spanish I and Pre AP SPANISH I	24
	6048700	LISA ACADEMY NORTH	440020	SPANISH II	19
	6048700	LISA ACADEMY NORTH	540030	SPANISH III	4

2013-2014	District LEA	District Description	Course ID	Course Description	Total Student
	6041700	LISA ACADEMY	449000	ADE Approved Foreign Language I	10
	6041700	LISA ACADEMY	449010	ADE Approved Foreign Language II	6
	6041700	LISA ACADEMY	549030	ADE Approved Foreign Language III	10
	6041700	LISA ACADEMY	540070	AP Spanish Language	6
	6041700	LISA ACADEMY	440000	Spanish I and Pre AP SPANISH I	82
	6041700	LISA ACADEMY	440020	Spanish II	31
	6041700	LISA ACADEMY	540030	Spanish III	17
	6048700	LISA ACADEMY NORTH	449000	ADE Approved Foreign Language I	11
	6048700	LISA ACADEMY NORTH	449010	ADE Approved Foreign Language II	5
	6048700	LISA ACADEMY NORTH	442010	German II	6
	6048700	LISA ACADEMY NORTH	440000	Spanish I and Pre AP SPANISH I	34
	6048700	LISA ACADEMY NORTH	440020	Spanish II	21
	6048700	LISA ACADEMY NORTH	540030	Spanish III	4

2014-2015	District LEA	District Description	Course ID	Course Description	Total Student
	6041700	LISA ACADEMY	440000	Spanish I and Pre AP SPANISH I	107
	6041700	LISA ACADEMY	440020	Spanish II	78
	6041700	LISA ACADEMY	440030	Spanish III	29
	6041700	LISA ACADEMY	440040	Spanish IV	14
	6041700	LISA ACADEMY	442000	German I	13
	6041700	LISA ACADEMY	540070	AP Spanish Language	13
	6041700	LISA ACADEMY	549000	ADE Approved Foreign Language I	25
	6041700	LISA ACADEMY	549010	ADE Approved Foreign Language II	28
	6041700	LISA ACADEMY	549030	ADE Approved Foreign Language III	21

2015-2016	District LEA	District Description	Course ID	Course Description	Total Student
	6041700	LISA ACADEMY	440000	Spanish I and Pre AP SPANISH I	136
	6041700	LISA ACADEMY	440020	Spanish II	90
	6041700	LISA ACADEMY	440030	Spanish III	72
	6041700	LISA ACADEMY	441000	French I	13
	6041700	LISA ACADEMY	442000	German I	1
	6041700	LISA ACADEMY	442010	German II	1
	6041700	LISA ACADEMY	549000	ADE Approved Foreign Language I	42
	6041700	LISA ACADEMY	549010	ADE Approved Foreign Language II	21
	6041700	LISA ACADEMY	549030	ADE Approved Foreign Language III	20
	6041700	LISA ACADEMY	549900	Other Concurrent Credit Foreign Language	1

2016-2017	District LEA	District Description	Course ID	Course Description	Total Student
	6041700	LISA ACADEMY	440000	Spanish I and Pre AP SPANISH I	132
	6041700	LISA ACADEMY	440020	Spanish II and Pre AP SPANISH II	119
	6041700	LISA ACADEMY	440030	Spanish III	69
	6041700	LISA ACADEMY	549000	ADE Approved Foreign Language I	18
	6041700	LISA ACADEMY	549010	ADE Approved Foreign Language II	21
	6041700	LISA ACADEMY	549030	ADE Approved Foreign Language III	12
	6041700	LISA ACADEMY	540070	AP Spanish Language	15

Appendix 8A

Sharing Best Practices

1.) Best Practices Conference: http://www.embracethefutureconference.org/index.html

Conference Overview

LISA Academy hosted a conference to disseminate its best practices to all educators in Arkansas. The conference was funded by a dissemination grant through the Arkansas Department of Education.

The program opened with speeches from Mr. Atnan Ekin, the Superintendent of LISA Academy, Ms. Mary Perry, Arkansas Department of Education Charter School Director, and Senator Jane English, the guest speaker for the conference and LISA Academy Governing Board member.

There were four break-out sessions and one panel session. Participants were able to get useful information about the LISA's practices for data-driven instruction, implementing common core, parental involvement, and cross-curricular learning projects by focusing on STEM projects.

During the panel session, participants were able to ask questions to LISA Academy leadership team.

All presentations and materials that were distributed are available online at our Dropbox folder. Please click here to download the materials.

Pictures: http://www.embracethefutureconference.org/photo-gallery.html

2.) Partnerships with other public schools:

LISA Academy works with other public schools to incorporate new and effective techniques that may reach a diverse population. North Little Rock School District conferenced with LISA to discuss possibility of sharing resources and ideas between our two neighbor districts (photos https://drive.google.com/a/lisaacademy.org/file/d/0B22P-ahjKSN9clJTRmlTQ2xMeXFTVHJ1N0tfMktENGphaVpZ/view?usp=sharing https://drive.google.com/a/lisaacademy.org/file/d/0B22P-ahjKSN9OFNMUGRtS1lidFB0M2tfeDhfN2lTc2hGeGRj/view?usp=sharing https://drive.google.com/a/lisaacademy.org/file/d/0B22P-ahjKSN9dGlFc1ZHZGowa2VFZDhOUEV5SEQ0aU40NHBj/view?usp=sharing https://drive.google.com/a/lisaacademy.org/file/d/0B22P-ahjKSN9dG5JMmFKSXQ3R0tYV05FN2xTY1VFd1l6c3Fv/view?usp=sharing)

Helena West-Helena school visit and exchange of ideas for reaching diverse learners.

3.) STEM Festival: LISA Academy is a STEM focus and College Preparatory school system. Students are engaged with STEM activities starting in the elementary level. LISA Academy West Elementary Expansion will provide a great opportunity for the community and parents to involve students in STEM activities in early ages.

LISA Academy initiated Arkansas STEM Festival and collaborated other public schools, UALR, businesses, and community. This year the second annual Arkansas STEM Festival was hold on February 26 at UALR and around 3,000 students participated along with many special visitors.

https://vimeo.com/bespokevideoproduction/review/160273413/c76a481b6d

Here's a folder with more photos:
https://drive.google.com/a/lisaacademy.org/folderview?id=0B4hD6WznjaaJUUtUZWktSGVBbTQ&usp=sharing

2016 ESEA DISTRICT REPORT

LISA ACADEMY

Superintendent: ATNAN EKIN
LEA: 6041700
Enrollment: 1525
Attendance: 97.10
Poverty Rate: 43.48
Address: 23 CORPORATE HILL DR LITTLE ROCK, AR 72205
Phone: (501) 246-5853

OVERALL DISTRICT STATUS:	2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1164	1171	99.40	1166	1171	99.57
Targeted Achievement Gap Group	552	556	99.28	553	556	99.46
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	426	428	99.53	426	428	99.53
Hispanic	200	200	100.00	200	200	100.00
White	353	357	98.88	355	357	99.44
Economically Disadvantaged	502	505	99.41	503	505	99.60
English Language Learners	48	49	97.96	48	49	97.96
Students with Disabilities	82	84	97.62	83	84	98.81

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	735	1133	64.87	47.86
Targeted Achievement Gap Group	263	533	49.34	36.86
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	221	418	52.87	27.81
Hispanic	94	188	50.00	41.05
White	266	344	77.33	55.29
Economically Disadvantaged	248	483	51.35	37.64
English Language Learners	14	45	31.11	30.15
Students with Disabilities	12	82	14.63	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	632	1135	55.68	43.35
Targeted Achievement Gap Group	224	534	41.95	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	163	418	39.00	23.53
Hispanic	80	188	42.55	38.01
White	240	346	69.36	50.35
Economically Disadvantaged	207	484	42.77	34.76
English Language Learners	15	45	33.33	31.69
Students with Disabilities	13	83	15.66	12.35

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	57	57	100.00	85.71
Targeted Achievement Gap Group	18	18	100.00	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	161	162	99.38	85.87
Targeted Achievement Gap Group	51	52	98.08	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	21	21	100.00	78.66
Hispanic	3	3	100.00	85.43
White	27	27	100.00	88.13
Economically Disadvantaged	17	17	100.00	82.42
English Language Learners	0	0	0.00	86.45
Students with Disabilities	2	2	100.00	82.56

2016 ESEA DISTRICT REPORT

LISA ACADEMY

Superintendent: ATNAN EKIN
LEA: 6041700
Enrollment: 1525

Attendance: 97.10
Poverty Rate: 43.48

Address: 23 CORPORATE HILL DR
LITTLE ROCK, AR 72205
Phone: (501) 246-5853

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: 11/03/2016

2016 ESEA SCHOOL REPORT

LISA ACADEMY NORTH ELEMENTARY CHARTER SCHOOL

District: LISA ACADEMY
LEA: 6041701
Superintendent: ATNAN EKIN
Principal: BETHANY RATERMAN
Address: 5410 LANDERS RD SHERWOOD, AR 72117
Grades: K - 5
Attendance: 97.01
Enrollment: 356
Poverty Rate: 50.84
Phone: (501) 945 - 2727

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	217	218	99.54	217	218	99.54
Targeted Achievement Gap Group	119	120	99.17	119	120	99.17
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	77	77	100.00	77	77	100.00
Hispanic	41	41	100.00	41	41	100.00
White	84	85	98.82	84	85	98.82
Economically Disadvantaged	101	101	100.00	101	101	100.00
English Language Learners	13	14	92.86	13	14	92.86
Students with Disabilities	26	27	96.30	26	27	96.30

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	103	206	50.00	47.87
Targeted Achievement Gap Group	46	114	40.35	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	23	75	30.67	27.81
Hispanic	10	35	28.57	41.05
White	60	82	73.17	55.31
Economically Disadvantaged	37	96	38.54	37.65
English Language Learners	4	11	36.36	30.15
Students with Disabilities	8	26	30.77	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	124	206	60.19	43.35
Targeted Achievement Gap Group	58	114	50.88	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	32	75	42.67	23.53
Hispanic	17	35	48.57	38.01
White	63	82	76.83	50.35
Economically Disadvantaged	49	96	51.04	34.76
English Language Learners	6	11	54.55	31.69
Students with Disabilities	7	26	26.92	15.38

2016 ESEA SCHOOL REPORT

LISA ACADEMY NORTH ELEMENTARY CHARTER SCHOOL

District: LISA ACADEMY
LEA: 6041701
Superintendent: ATNAN EKIN
Principal: BETHANY RATERMAN
Address: 5410 LANDERS RD SHERWOOD, AR 72117
Grades: K - 5
Attendance: 97.01
Enrollment: 356
Poverty Rate: 50.84
Phone: (501) 945 - 2727

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.

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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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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

LISA ACADEMY

District: LISA ACADEMY
Superintendent: ATNAN EKIN
Grades: 6 - 8
Enrollment: 484

Principal: LUANNE BARONI
Attendance: 97.01
Poverty Rate: 40.08

LEA: 6041702
Address: 21 CORPORATE HILL
LITTLE ROCK, AR 72205
Phone: (501) 227 - 4942

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	460	465	98.92	461	465	99.14
Targeted Achievement Gap Group	207	209	99.04	207	209	99.04
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	163	165	98.79	163	165	98.79
Hispanic	76	76	100.00	76	76	100.00
White	107	109	98.17	108	109	99.08
Economically Disadvantaged	188	190	98.95	188	190	98.95
English Language Learners	28	28	100.00	28	28	100.00
Students with Disabilities	22	22	100.00	22	22	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	314	457	68.71	47.87
Targeted Achievement Gap Group	107	205	52.20	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	91	162	56.17	27.81
Hispanic	42	75	56.00	41.05
White	83	106	78.30	55.31
Economically Disadvantaged	104	186	55.91	37.65
English Language Learners	9	27	33.33	30.15
Students with Disabilities	1	22	4.55	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	295	458	64.41	43.35
Targeted Achievement Gap Group	95	205	46.34	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	75	162	46.30	23.53
Hispanic	35	75	46.67	38.01
White	86	107	80.37	50.35
Economically Disadvantaged	89	186	47.85	34.76
English Language Learners	8	27	29.63	31.69
Students with Disabilities	3	22	13.64	15.38

2016 ESEA SCHOOL REPORT

LISA ACADEMY

District: LISA ACADEMY
Superintendent: ATNAN EKIN
Grades: 6 - 8
Enrollment: 484

Principal: LUANNE BARONI
Attendance: 97.01
Poverty Rate: 40.08

LEA: 6041702
Address: 21 CORPORATE HILL
LITTLE ROCK, AR 72205
Phone: (501) 227 - 4942

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.

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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

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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

LISA ACADEMY NORTH MIDDLE CHARTER SCHOOL

District: LISA ACADEMY
Superintendent: ATNAN EKIN
Grades: 6 - 8
Enrollment: 226

Principal: FATIH BOGREK
Attendance: 97.03
Poverty Rate: 49.12

LEA: 6041705
Address: 5410 LANDERS RD SHERWOOD, AR 72117
Phone: (501) 945 - 2727

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	219	220	99.55	220	220	100.00
Targeted Achievement Gap Group	116	117	99.15	117	117	100.00
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	71	71	100.00	71	71	100.00
Hispanic	41	41	100.00	41	41	100.00
White	83	84	98.81	84	84	100.00
Economically Disadvantaged	112	113	99.12	113	113	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	18	94.44	18	18	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	134	207	64.73	47.87
Targeted Achievement Gap Group	53	106	50.00	36.87
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	37	65	56.92	27.81
Hispanic	19	39	48.72	41.05
White	59	79	74.68	55.31
Economically Disadvantaged	53	102	51.96	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	0	17	0.00	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	120	208	57.69	43.35
Targeted Achievement Gap Group	47	107	43.93	34.25
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	33	65	50.77	23.53
Hispanic	16	39	41.03	38.01
White	54	80	67.50	50.35
Economically Disadvantaged	47	103	45.63	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	2	18	11.11	15.38

2016 ESEA SCHOOL REPORT

LISA ACADEMY NORTH MIDDLE CHARTER SCHOOL

District: LISA ACADEMY
LEA: 6041705
Superintendent: ATNAN EKIN
Principal: FATIH BOGREK
Address: 5410 LANDERS RD SHERWOOD, AR 72117
Grades: 6 - 8
Attendance: 97.03
Enrollment: 226
Poverty Rate: 49.12
Phone: (501) 945 - 2727

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

2016 ESEA SCHOOL REPORT

LISA ACADEMY HIGH

District: LISA ACADEMY
Superintendent: ATNAN EKIN
Grades: 9 - 12
Enrollment: 341

Principal: ILKER FIDAN
Attendance: 97.26
Poverty Rate: 39.88

LEA: 6041703
Address: 23 CORPORATE HILL
LITTLE ROCK, AR 72205
Phone: (501) 246 - 5853

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	203	203	100.00	203	203	100.00
Targeted Achievement Gap Group	85	85	100.00	85	85	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	97	97	100.00	97	97	100.00
Hispanic	28	28	100.00	28	28	100.00
White	50	50	100.00	50	50	100.00
Economically Disadvantaged	80	80	100.00	80	80	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
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	135	200	67.50	47.87
Targeted Achievement Gap Group	41	83	49.40	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	56	97	57.73	27.81
Hispanic	15	28	53.57	41.05
White	40	48	83.33	55.31
Economically Disadvantaged	39	78	50.00	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	2	12	16.67	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	71	200	35.50	43.35
Targeted Achievement Gap Group	19	83	22.89	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	20	97	20.62	23.53
Hispanic	9	28	32.14	38.01
White	24	48	50.00	50.35
Economically Disadvantaged	17	78	21.79	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	1	12	8.33	15.38

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	41	41	100.00	85.71
Targeted Achievement Gap Group	14	14	100.00	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	120	121	99.17	85.87
Targeted Achievement Gap Group	40	41	97.56	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	18	18	100.00	78.66
Hispanic	n < 10	n < 10	n < 10	85.43
White	15	15	100.00	88.13
Economically Disadvantaged	13	13	100.00	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	n < 10	n < 10	n < 10	82.56

2016 ESEA SCHOOL REPORT

LISA ACADEMY HIGH

District: LISA ACADEMY
Superintendent: ATNAN EKIN
Grades: 9 - 12
Enrollment: 341

Principal: ILKER FIDAN
Attendance: 97.26
Poverty Rate: 39.88

LEA: 6041703
Address: 23 CORPORATE HILL
LITTLE ROCK, AR 72205
Phone: (501) 246 - 5853

Percent Tested: Source and Use of Enrollment

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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

2016 ESEA SCHOOL REPORT

LISA ACADEMY NORTH HIGH CHARTER SCHOOL

District: LISA ACADEMY
Superintendent: ATNAN EKIN
Grades: 9 - 12
Enrollment: 118

Principal: FATIH BOGREK
Attendance: 97.38
Poverty Rate: 34.75

LEA: 6041706
Address: 5410 LANDERS RD SHERWOOD, AR 72117
Phone: (501) 945 - 2727

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	65	65	100.00	65	65	100.00
Targeted Achievement Gap Group	25	25	100.00	25	25	100.00
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	18	18	100.00	18	18	100.00
Hispanic	14	14	100.00	14	14	100.00
White	29	29	100.00	29	29	100.00
Economically Disadvantaged	21	21	100.00	21	21	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	48	62	77.42	47.87
Targeted Achievement Gap Group	15	24	62.50	36.87
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	13	18	72.22	27.81
Hispanic	8	11	72.73	41.05
White	24	29	82.76	55.31
Economically Disadvantaged	14	20	70.00	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	n < 10	n < 10	n < 10	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	21	62	33.87	43.35
Targeted Achievement Gap Group	4	24	16.67	34.25
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	2	18	11.11	23.53
Hispanic	3	11	27.27	38.01
White	13	29	44.83	50.35
Economically Disadvantaged	4	20	20.00	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	n < 10	n < 10	n < 10	15.38

2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	16	16	100.00	85.71
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	82.59
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2015 State Average Percentage**
All Students	41	41	100.00	85.87
Targeted Achievement Gap Group	11	11	100.00	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	12	12	100.00	88.13
Economically Disadvantaged	n < 10	n < 10	n < 10	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	n < 10	n < 10	n < 10	82.56

2016 ESEA SCHOOL REPORT

LISA ACADEMY NORTH HIGH CHARTER SCHOOL

District: LISA ACADEMY
Superintendent: ATNAN EKIN
Grades: 9 - 12
Enrollment: 118

Principal: FATIH BOGREK
Attendance: 97.38
Poverty Rate: 34.75

LEA: 6041706
Address: 5410 LANDERS RD
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Phone: (501) 945 - 2727

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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

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

C

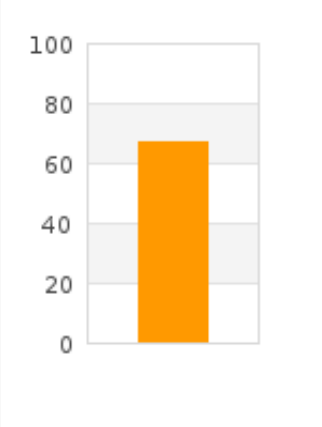
215 Points Earned

6041702 - LISA ACADEMY
6041700 - LISA ACADEMY

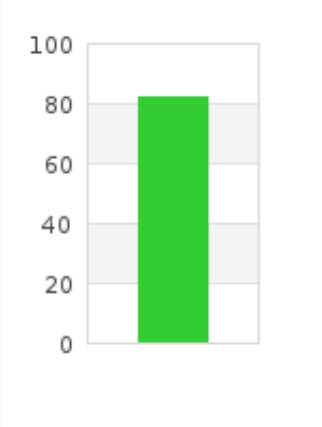
Grade Range: 6 - 8 **Superintendent:** ATNAN EKIN **Principal:** LUANNE BARONI

	School Statistics	District Statistics	State Statistics
Enrollment	411	1488	476083
Econ. Disadvantaged	41.12%	40.93%	61.83%
Proficient/Advanced ELA	42.18%	43.15%	33.9%
Proficient/Advanced Math	24.53%	26.36%	24.59%

How did we get this grade?



Weighted Performance Score: 67.26



School Value-Added Growth: 81.98

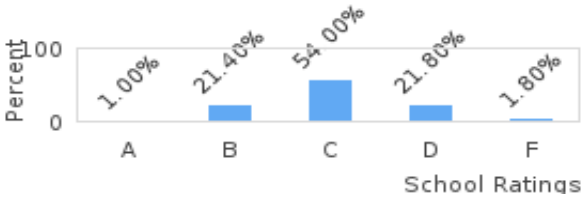
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' 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.
- Achievement Gap adjustment lowered this school's score. (Gap Adjustment = -6)

Statewide School Rating Distribution



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

Last year's letter grade: **C** (221 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

C

215 Points Earned

6041702 - LISA ACADEMY
6041700 - LISA ACADEMY

Grade Range: 6 - 8 **Superintendent:** ATNAN EKIN **Principal:** LUANNE BARONI

	School Statistics	District Statistics	State Statistics
Enrollment	411	1488	476083
Econ. Disadvantaged	41.12%	40.93%	61.83%
Proficient/Advanced ELA	42.18%	43.15%	33.9%
Proficient/Advanced Math	24.53%	26.36%	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	51	58	0	109
Partially Met	101	104	102.5	205
Approaching Grade Level	129	78	155.25	207
Met Grade Level	149	64	213	213
Exceeded Grade Level	56	14	70	70
Totals			540.75	804

Weighted Performance Points Earned = (540.75/804)*100 = 67.26

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 81.98

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.0425	0.0164	0.0322

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	52.52	TAGG Proficiency Rate:	16.54
Gap Size:		35.98	
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 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)(67.26 + -6) + (1.5)(81.98) + (0) = 215

Point Ranges for Grades

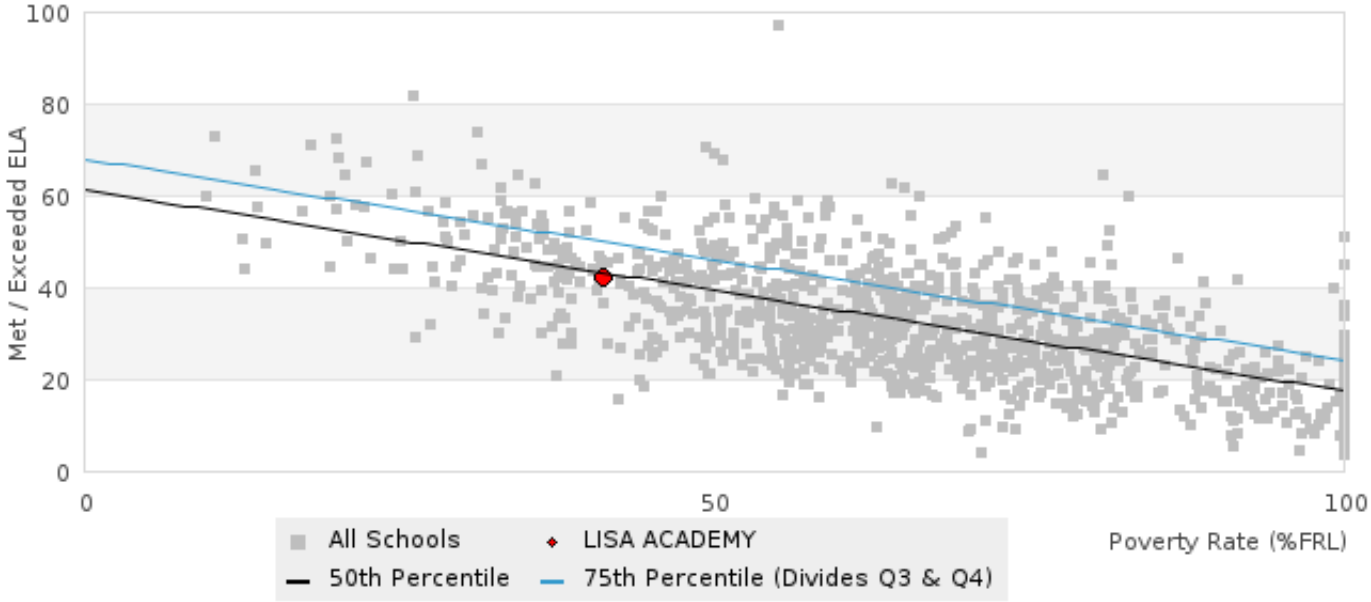
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

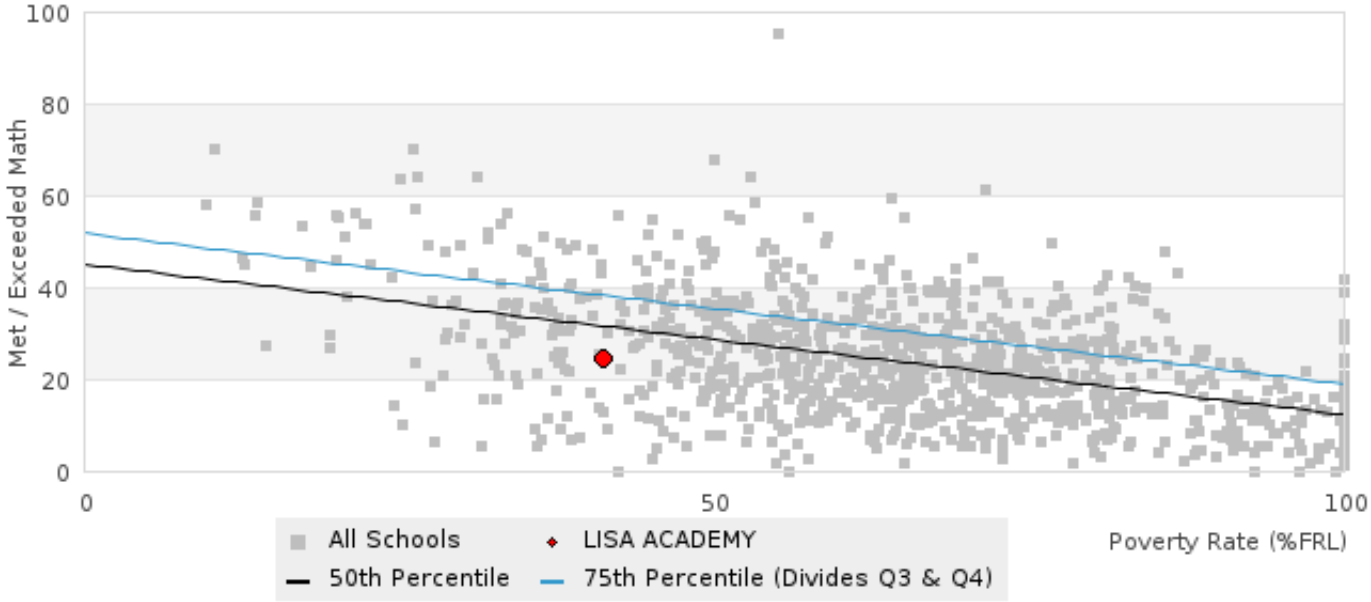
ARKANSAS DEPARTMENT OF EDUCATION

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%).

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

School Letter Grade

B

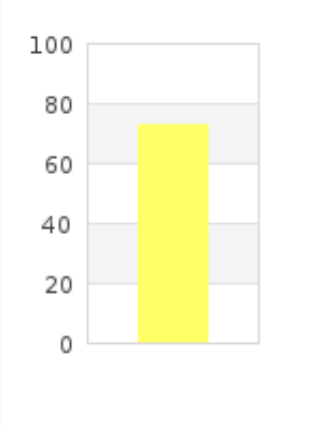
260 Points Earned

6041703 - LISA ACADEMY HIGH
6041700 - LISA ACADEMY

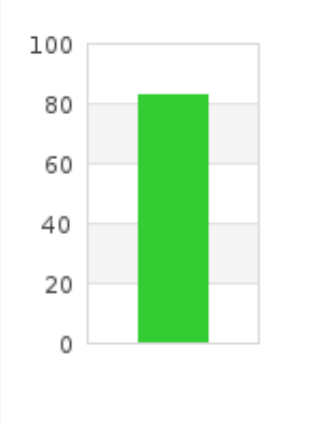
Grade Range: 9 - 12 **Superintendent:** ATNAN EKIN **Principal:** ILKER FIDAN

	School Statistics	District Statistics	State Statistics
Enrollment	386	1488	476083
Econ. Disadvantaged	34.20%	40.93%	61.83%
Proficient/Advanced ELA	51.27%	43.15%	33.9%
Proficient/Advanced Math	34.52%	26.36%	24.59%

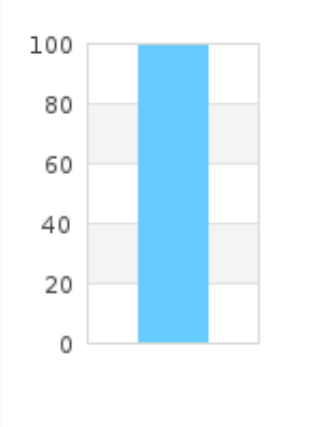
How did we get this grade?



Weighted Performance Score: 72.99



School Value-Added Growth: 82.88



Graduation Rate: 100

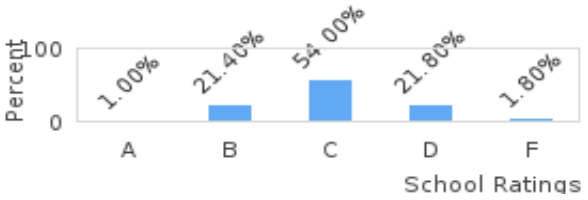
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools'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

Measures Affecting School Grade

- Higher than expected average growth value boosted this school's score.
- Graduation rate boosted this school's score.
- This school earned 2 ELA challenge points.
- This school earned 2 math 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: **B** (256 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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.
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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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

B

260 Points Earned

6041703 - LISA ACADEMY HIGH
6041700 - LISA ACADEMY

Grade Range: 9 - 12 **Superintendent:** ATNAN EKIN **Principal:** ILKER FIDAN

	School Statistics	District Statistics	State Statistics
Enrollment	386	1488	476083
Econ. Disadvantaged	34.20%	40.93%	61.83%
Proficient/Advanced ELA	51.27%	43.15%	33.9%
Proficient/Advanced Math	34.52%	26.36%	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	21	14	0	35
Partially Met	21	75	48	96
Approaching Grade Level	35	76	83.25	111
Met Grade Level	67	76	143	143
Exceeded Grade Level	14	11	25	25
Totals			299.25	410

Weighted Performance Points Earned = (299.25/410)*100 = 72.99

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 82.88

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.1883	-0.0259	0.058

Component Three: Graduation Rate

Graduation Rate for All Students	100%
Points Earned from Graduation Rate for All Students	100

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)				Graduation Rate Gap			
Non-TAGG Proficiency Rate:	49.24	TAGG Proficiency Rate:	26.35	Non-TAGG Graduation Rate:	100	TAGG Graduation Rate:	NA
Gap Size:		22.89		Gap Size:		N < 25	
Adjustment:		0		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:**	2

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 = (Weighted Perf. + Gap Adj.) + (Growth Score) + (Grad Rate + Gap Adj.) + (Challenge Points in Math &or ELA)
Score for This School	(72.99 + 0) + (82.88) + (100 + 0) + (4) = 260

Point Ranges for Grades

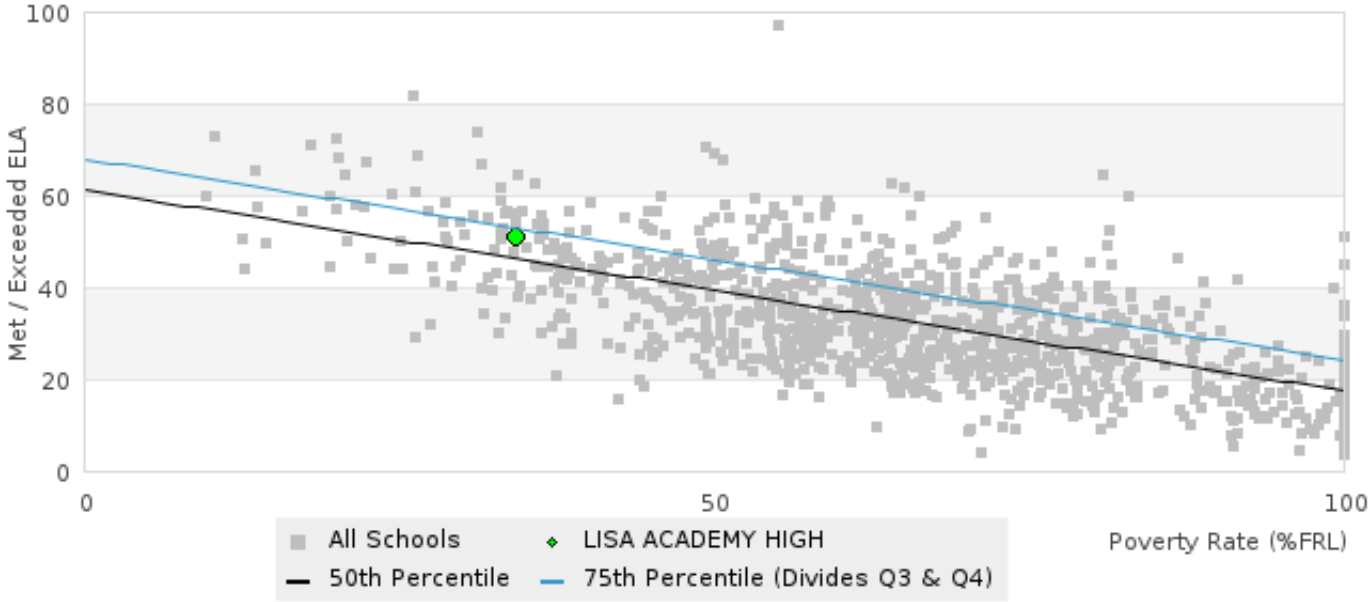
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

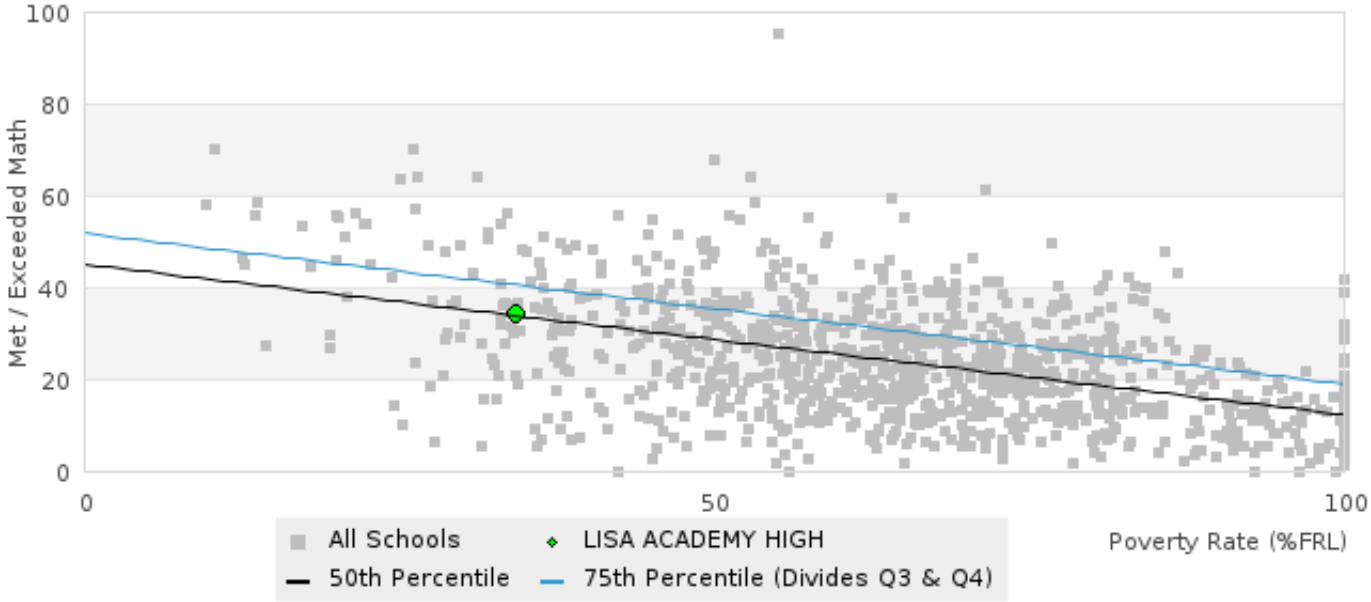
ARKANSAS DEPARTMENT OF EDUCATION

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%).

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

6041701 - LISA ACADEMY NORTH ELEMENTARY CHARTER SCHOOL

6041700 - LISA ACADEMY

School Letter Grade

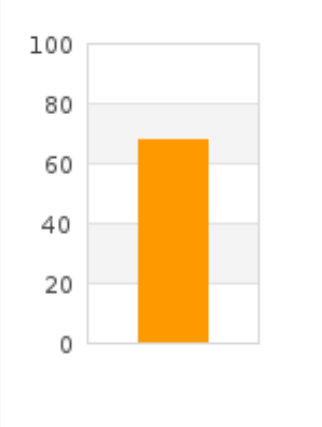
C

233 Points Earned

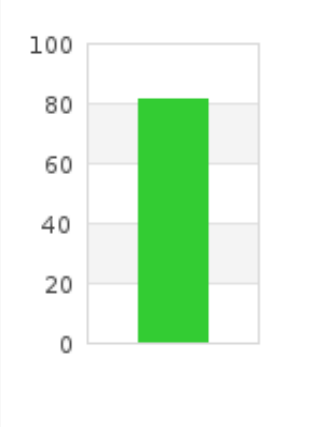
Grade Range: K - 5 **Superintendent:** ATNAN EKIN **Principal:** BETHANY RATERMANN

	School Statistics	District Statistics	State Statistics
Enrollment	361	1488	476083
Econ. Disadvantaged	47.37%	40.93%	61.83%
Proficient/Advanced ELA	34.93%	43.15%	33.9%
Proficient/Advanced Math	27.27%	26.36%	24.59%

How did we get this grade?



Weighted Performance Score: 68.18



School Value-Added Growth: 81.1

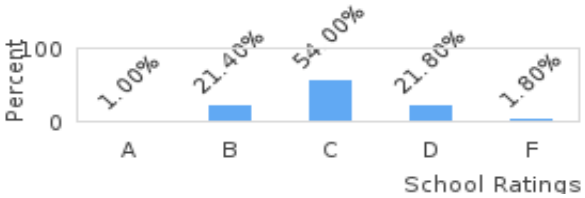
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools'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

- 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** (234 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

C

233 Points Earned

6041701 - LISA ACADEMY NORTH ELEMENTARY CHARTER SCHOOL
6041700 - LISA ACADEMY

Grade Range: K - 5 **Superintendent:** ATNAN EKIN **Principal:** BETHANY RATERMANN

	School Statistics	District Statistics	State Statistics
Enrollment	361	1488	476083
Econ. Disadvantaged	47.37%	40.93%	61.83%
Proficient/Advanced ELA	34.93%	43.15%	33.9%
Proficient/Advanced Math	27.27%	26.36%	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	27	21	0	48
Partially Met	42	58	50	100
Approaching Grade Level	67	73	105	140
Met Grade Level	67	50	117	117
Exceeded Grade Level	6	7	13	13
Totals			285	418

Weighted Performance Points Earned = (285/418)*100 = 68.18

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 81.1

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	-0.0012	0.0155	0.0071

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	35.44	TAGG Proficiency Rate:	26.89
Gap Size:		8.55	
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 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)(68.18 + 6) + (1.5)(81.1) + (0) = 233

Point Ranges for Grades

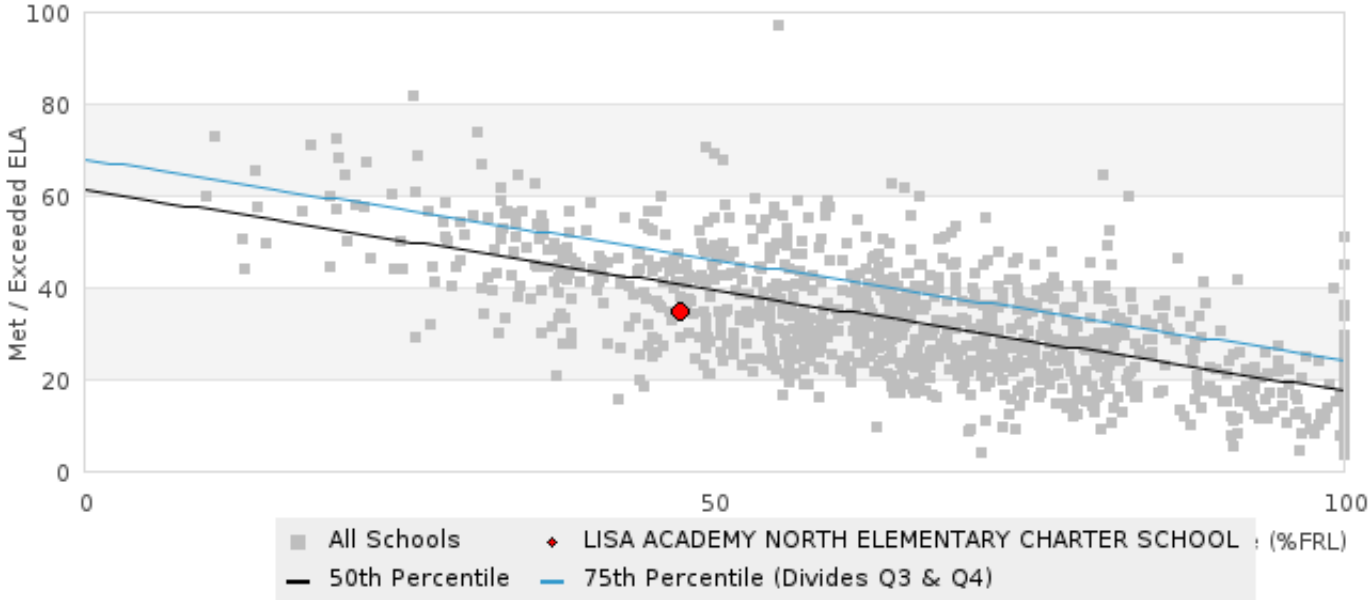
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

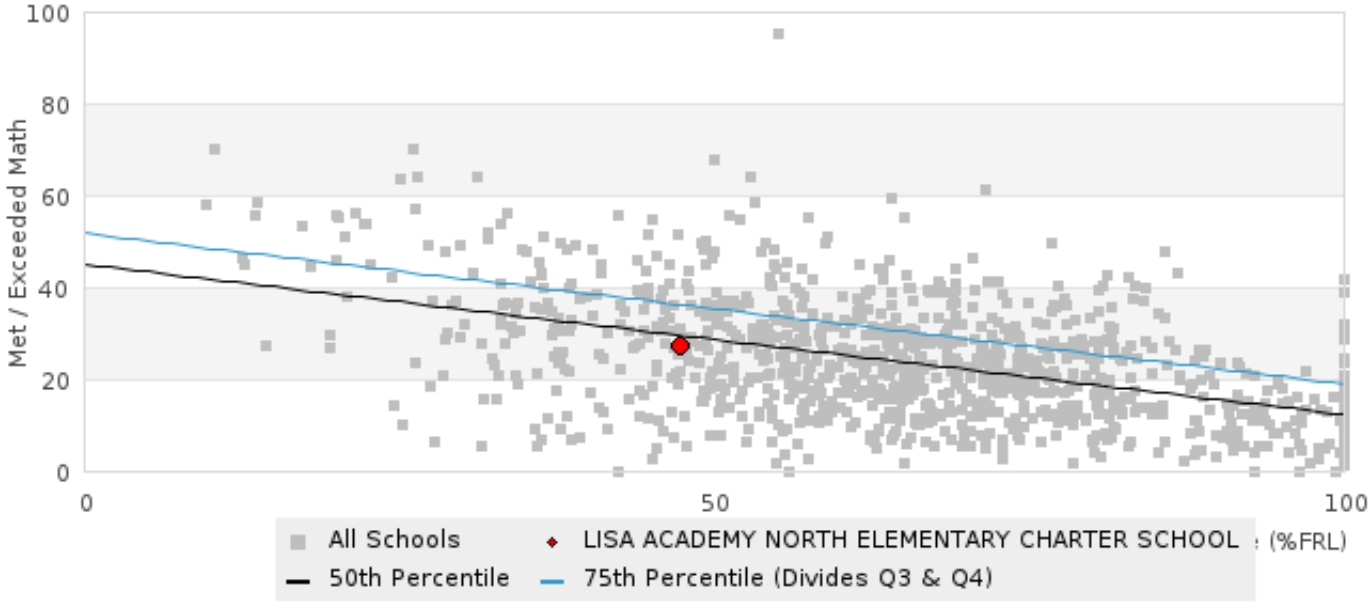
ARKANSAS DEPARTMENT OF EDUCATION

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



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

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

6041705 - LISA ACADEMY NORTH MIDDLE CHARTER SCHOOL
6041700 - LISA ACADEMY

School Letter Grade

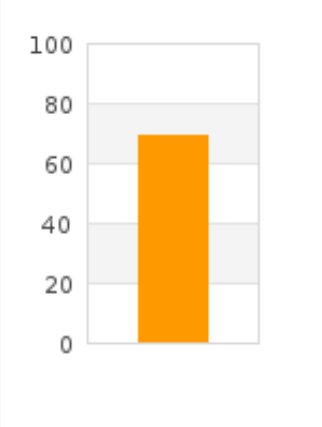
C

236 Points Earned

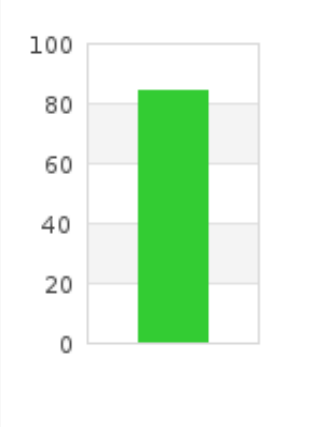
Grade Range: 6 - 8 **Superintendent:** ATNAN EKIN **Principal:** FATIH BOGREK

	School Statistics	District Statistics	State Statistics
Enrollment	222	1488	476083
Econ. Disadvantaged	45.05%	40.93%	61.83%
Proficient/Advanced ELA	43.52%	43.15%	33.9%
Proficient/Advanced Math	18.45%	26.36%	24.59%

How did we get this grade?



Weighted Performance Score: 69.04



School Value-Added Growth: 84.12

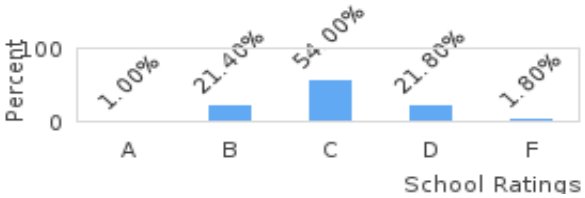
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools' 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 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: **C** (210 points earned)

ARKANSAS DEPARTMENT OF EDUCATION

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

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- **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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

C

236 Points Earned

6041705 - LISA ACADEMY NORTH MIDDLE CHARTER SCHOOL
6041700 - LISA ACADEMY

Grade Range: 6 - 8 **Superintendent:** ATNAN EKIN **Principal:** FATIH BOGREK

	School Statistics	District Statistics	State Statistics
Enrollment	222	1488	476083
Econ. Disadvantaged	45.05%	40.93%	61.83%
Proficient/Advanced ELA	43.52%	43.15%	33.9%
Proficient/Advanced Math	18.45%	26.36%	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	18	17	0	35
Partially Met	32	64	48	96
Approaching Grade Level	59	56	86.25	115
Met Grade Level	66	30	96	96
Exceeded Grade Level	18	1	19	19
Totals			249.25	361

Weighted Performance Points Earned = (249.25/361)*100 = 69.04

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 84.12

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.1312	0.0497	0.0935

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	40.78	TAGG Proficiency Rate:	23.08
Gap Size:		17.7	
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:	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)(Weighted Performance + Gap Adjustment) + (1.5)(Growth Score) + (Challenge Points in Math &or ELA)
Score for This School	(1.5)(69.04 + 3) + (1.5)(84.12) + (2) = 236

Point Ranges for Grades

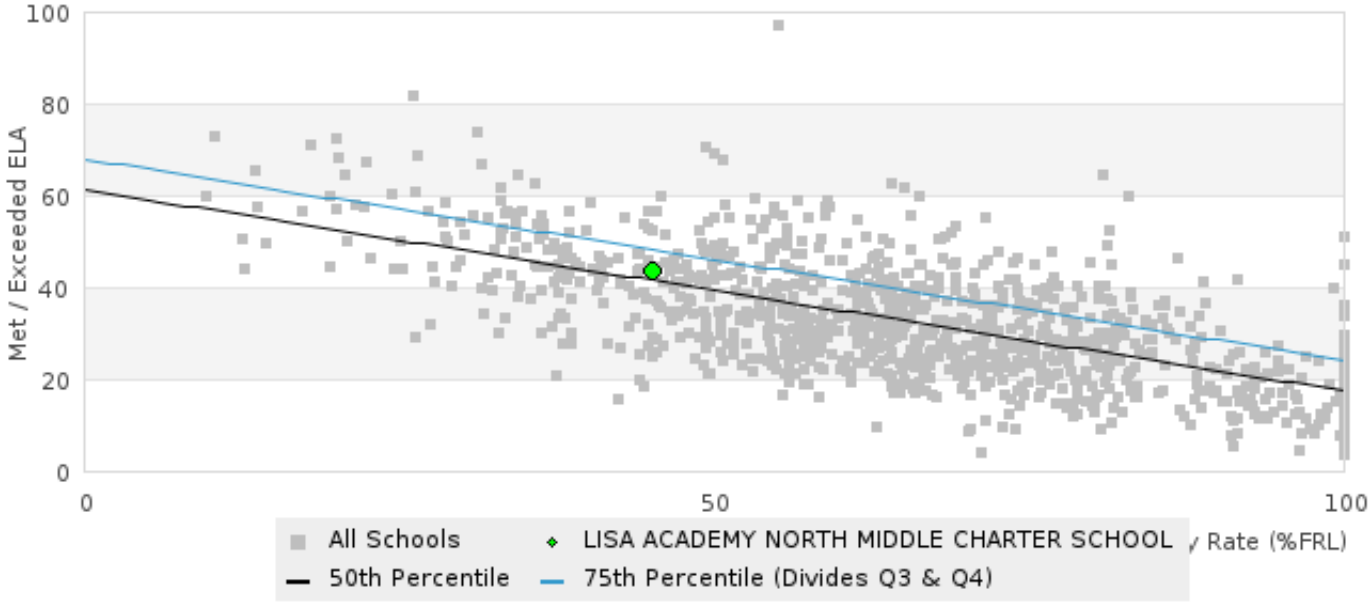
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

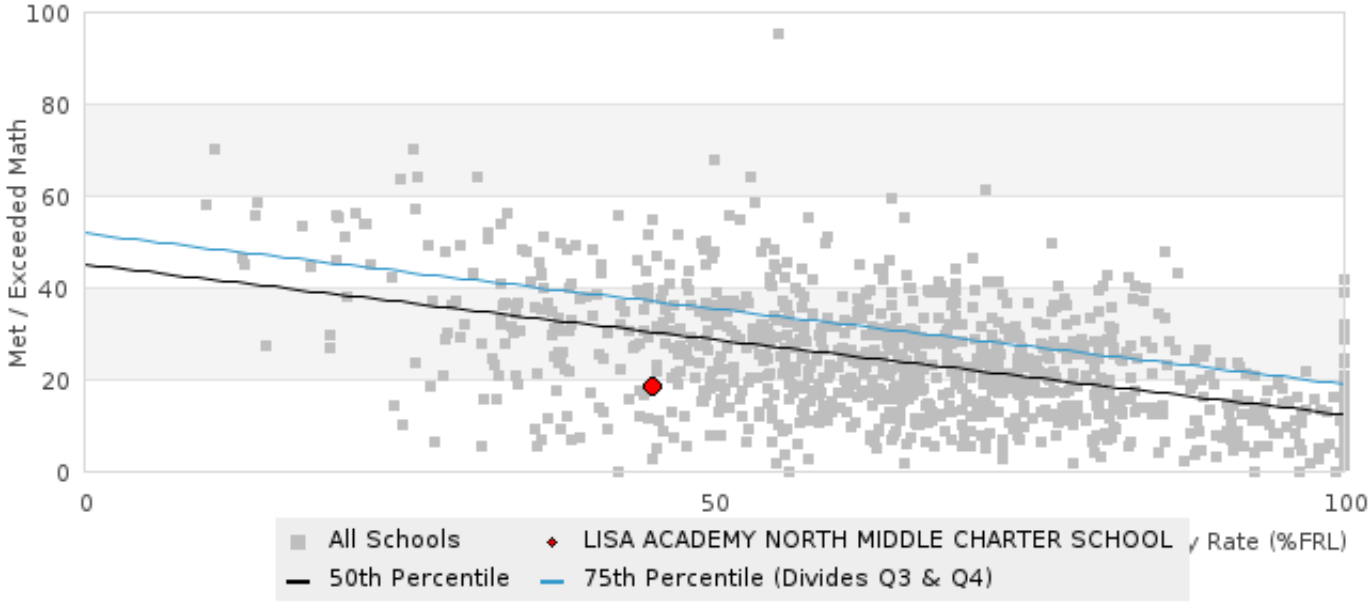
ARKANSAS DEPARTMENT OF EDUCATION

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%).

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Rating Report

6041706 - LISA ACADEMY NORTH HIGH CHARTER SCHOOL
6041700 - LISA ACADEMY

School Letter Grade

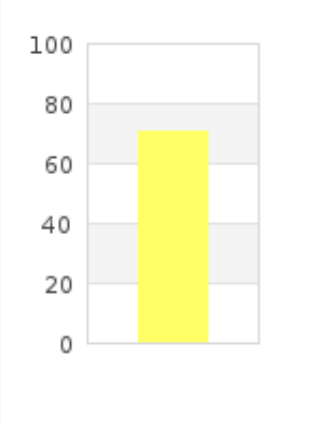
B

263 Points Earned

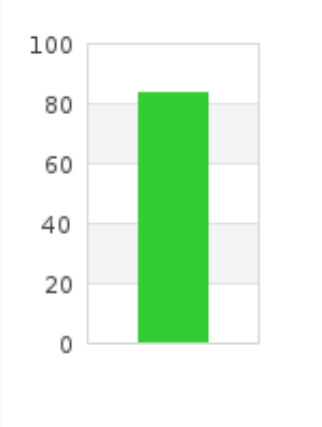
Grade Range: 9 - 12 **Superintendent:** ATNAN EKIN **Principal:** FATIH BOGREK

	School Statistics	District Statistics	State Statistics
Enrollment	108	1488	476083
Econ. Disadvantaged	34.26%	40.93%	61.83%
Proficient/Advanced ELA	56.25%	43.15%	33.9%
Proficient/Advanced Math	20.97%	26.36%	24.59%

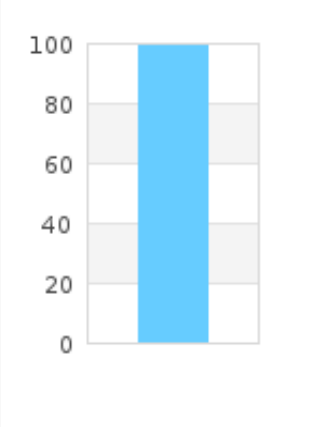
How did we get this grade?



Weighted Performance Score: 70.63



School Value-Added Growth: 83.56



Graduation Rate: 100

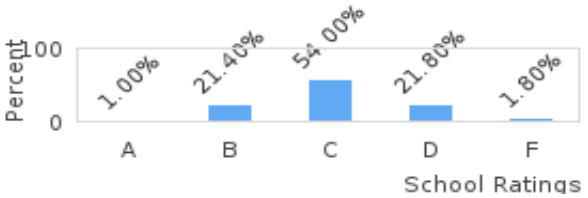
The 2015 A - F School Rating formula includes up to four components: Weighted Performance Score, Growth Score, Four-Year Adjusted Cohort Graduation Rate (where applicable) and Gap Adjustments (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools'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

ARKANSAS DEPARTMENT OF EDUCATION

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.

ARKANSAS DEPARTMENT OF EDUCATION

2014-2015 School Letter Grade Detail Report

School Letter Grade

B

263 Points Earned

6041706 - LISA ACADEMY NORTH HIGH CHARTER SCHOOL
6041700 - LISA ACADEMY

Grade Range: 9 - 12 **Superintendent:** ATNAN EKIN **Principal:** FATIH BOGREK

	School Statistics	District Statistics	State Statistics
Enrollment	108	1488	476083
Econ. Disadvantaged	34.26%	40.93%	61.83%
Proficient/Advanced ELA	56.25%	43.15%	33.9%
Proficient/Advanced Math	20.97%	26.36%	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	7	7	0	14
Partially Met	8	21	14.5	29
Approaching Grade Level	13	21	25.5	34
Met Grade Level	26	13	39	39
Exceeded Grade Level	10	0	10	10
Totals			89	126

Weighted Performance Points Earned = (89/126)*100 = 70.63

Component Two: School Value-Added Growth

School Growth Score = (School Value-Added Score * 35) + 80.85 = 83.56

Growth Details	ELA	Math	Weighted Avg of ELA + Math
Value-Added Growth Score	0.2316	-0.099	0.0773

Component Three: Graduation Rate

Graduation Rate for All Students	100%
Points Earned from Graduation Rate for All Students	100

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)				Graduation Rate Gap			
Non-TAGG Proficiency Rate:	40.3	TAGG Proficiency Rate:	37.29	Non-TAGG Graduation Rate:	NA	TAGG Graduation Rate:	NA
Gap Size:		3.01		Gap Size:		N < 25	
Adjustment:		6		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:	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 with Graduation Rate	Overall School Score = (Weighted Perf. + Gap Adj.) + (Growth Score) + (Grad Rate + Gap Adj.) + (Challenge Points in Math &or ELA)
Score for This School	(70.63 + 6) + (83.56) + (100 + 0) + (3) = 263

Point Ranges for Grades

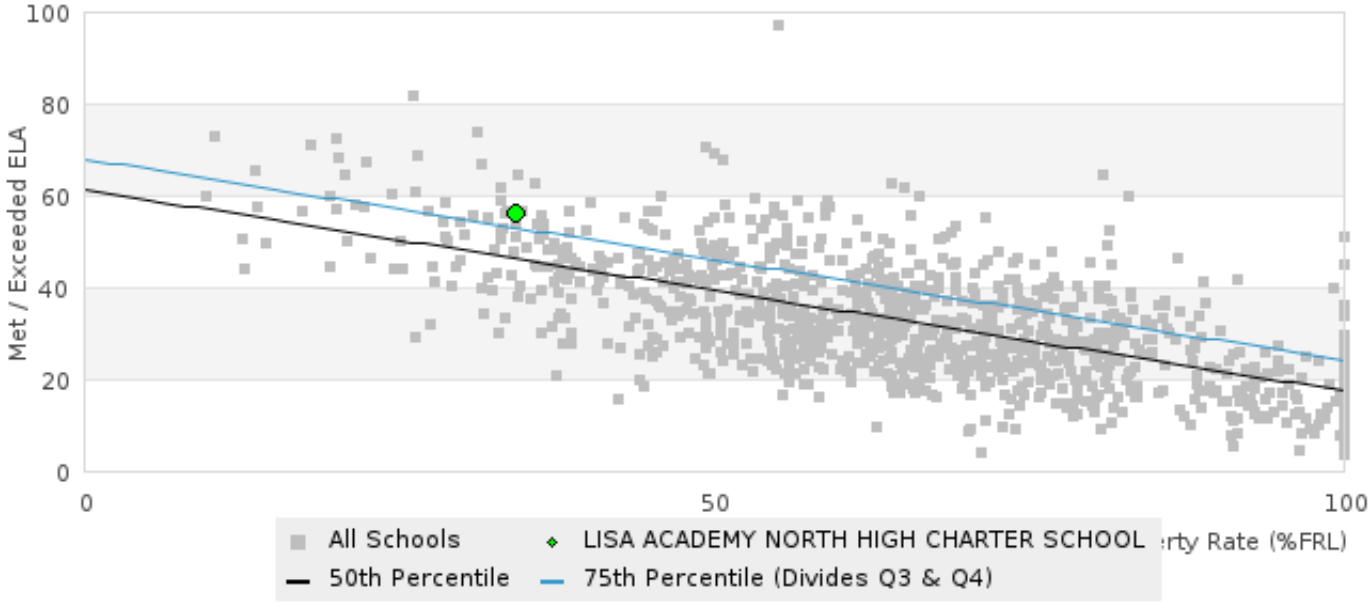
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

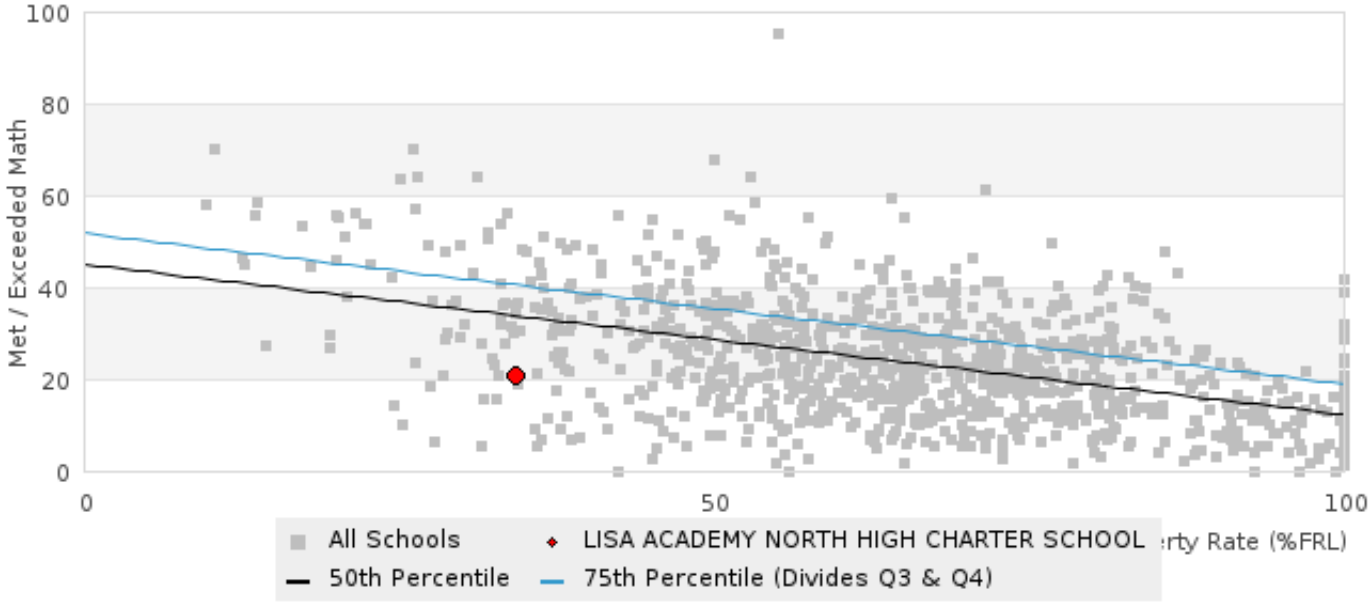
ARKANSAS DEPARTMENT OF EDUCATION

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%).

LISA Academy

Charter Renewal

December 2016

Our History

- LISA Academy opened in fall of 2004 at 21 Corporate Hill Drive, serving approximately 300 6th-8th grade students, with an enrollment cap of 600. The first class graduated in 2009.
- In 2011 LISA West opened its new high school building at 23 Corporate Hill drive and increased its 6th-12th enrollment cap to 800.
- LISA West now serves 365 7th& 8th grade students in the Middle School and another 356 9th-12th grade students in the High School.

Our History

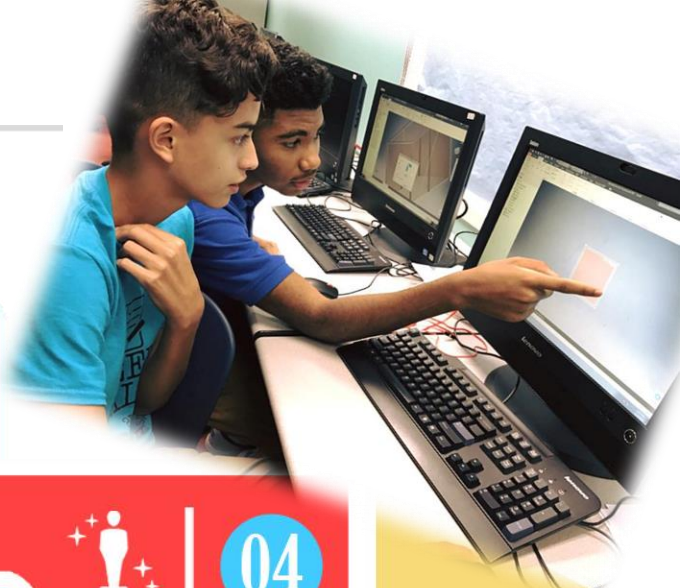
- LISA North opened in 2008 in Sherwood, serving 300 students in grades K-12th.
- LISA North now serves 780 students in grades K-12th in one building.
- LISA North and LISA West merged to form one charter system in 2014.

Our History

- LISA Chenal opened in fall of 2016 at 12200 Westhaven Drive in Little Rock, serving 540 K-6th grade students.

Our Mission

It is the mission of LISA Academy to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments.



01 Learn

02 Innovate

03 Support

04 Achieve

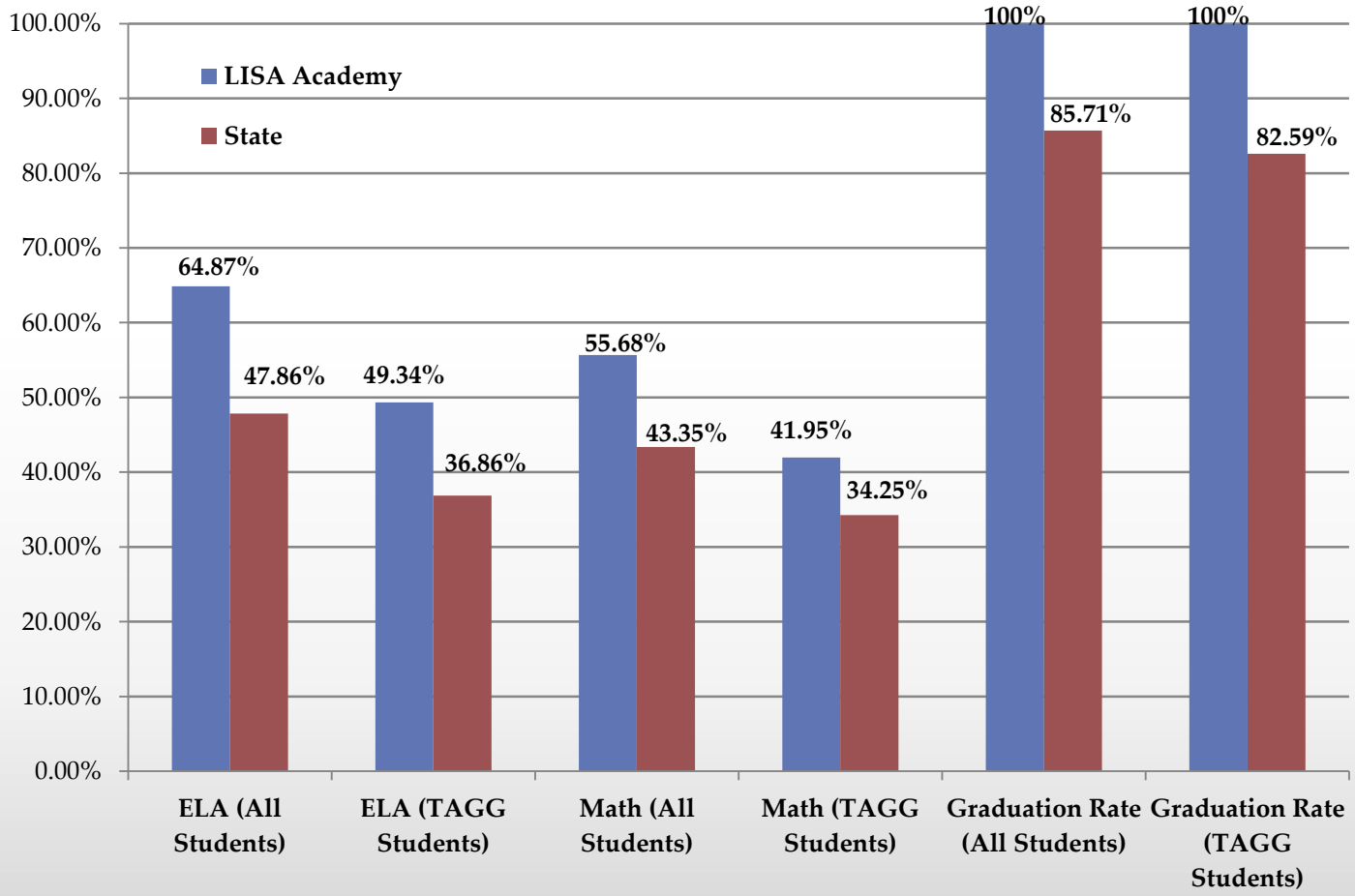
Family support students achieve academically

What makes LISA Academy Successful?

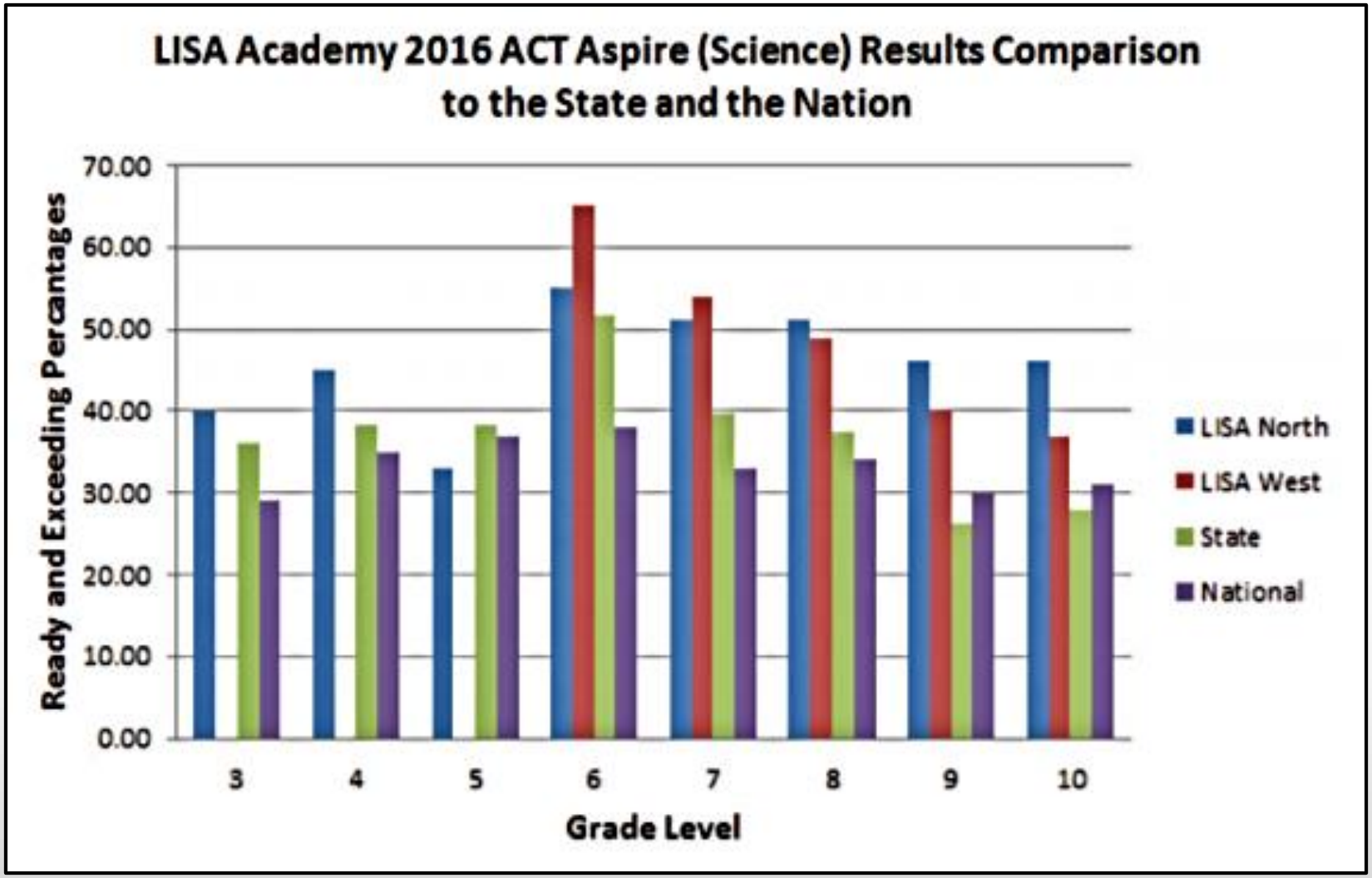
- Planning Academic Success for all students
- Preparing all students for College and Career
- Embedding STEM engagement
- Involving Parents
- Embracing Diversity
- Collaborating with others

Academic Success

2016 ACT Aspire Results Comparison



Academic Success



Academic Awards Highlights for 2015-16

- Arkansas Department of Education Top Performing Schools Recognition for 2015-16:
  - LISA West High School – Top 5% Growth
  - LISA North Middle – Top 10% Growth
- Mathcounts State Champions – competed in National Competition
- Science Fair – 55 Regional and State Awards
- Science Olympiad – State Champions and National Competition
- Science Quiz Bowl – State Champions and National Competition
- FLL Robotics – 1st Place in Region
- High School Quiz Bowl – 2nd Place in State
- Jr. High Quiz Bowl – State Champions for second consecutive year
- County Spelling Bee
- ACTM Math Competition – Eight top awards, including 4 first place in state

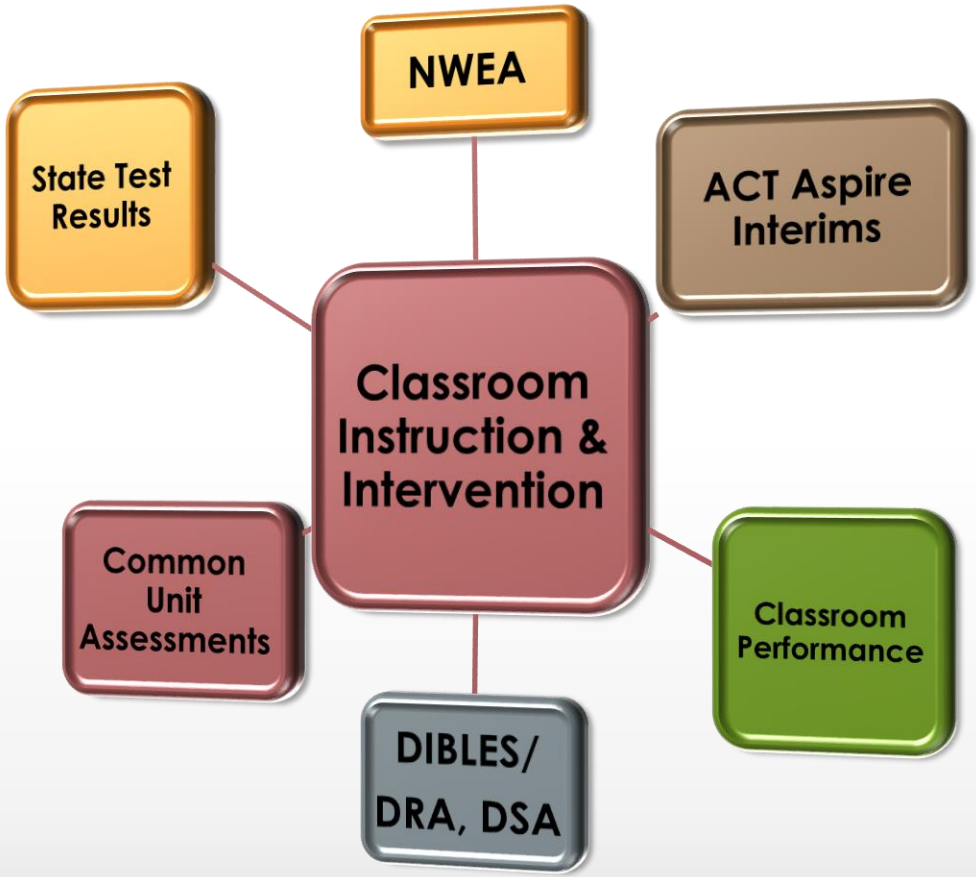
Academic Awards Highlights for 2015-16

- Regional History Bee Champion
- Destination Imagination won three 1st places in northern tournament
- LISA Academy 9th/10th grade TEAMS (Tests of Engineering Aptitude, Mathematics, and Science) team won 1st place in their Division and first place in 9th/10th grade level in Arkansas
- Multiple years' recognition as an NCEA Higher Performing School by ACT
- Multi-year winners at Arkansas Foreign Language Teacher Association Competitions
- BroadCom National MASTERS Finalist
- Many students published in ACTELA Anthology

Academic Success begins with

Data Driven Instruction

- Teachers receive data in a timely fashion and are trained to use data to drive instruction.
- Instructional Facilitators and Academic AP's constantly monitor and guide use of data.
- Students use their own goals sheets to set academic goals.



Academic Success requires

Intervention Strategies

- Individualized Instruction
- After school tutoring
- Saturday Camps
- Spring break tutoring
- Insight (Pull-out classes)
- Double-blocking
- On-line student-paced platforms
- Chromebooks

Academic Success includes

Student Engagement beyond the classroom

- Science Fair Participation
- Academic Competition Teams
- Sports
- Other Extracurricular Programs

Extra-Curricular Programs

- Archery
- Arts/Crafts
- Basketball – boys and girls
- Cheerleading
- Golf
- Chess Club
- Choir
- Coding Club
- Computer Games
- Dance
- Destination Imagination
- Engineering for Kids
- Film Critics Club
- Math Counts
- Movie Club
- Foreign Language Competition Club
- Game Makers Club
- Geography Bee
- History Day
- Math Club
- Military History Club
- National History Bee
- National Honor Society
- Poetry Club
- Quiz Bowl
- Jr. Quiz Bowl
- Percussion
- Running Club
- Science Quiz Bowl
- Soccer
- Spanish Quiz Bowl
- Spelling Bee
- Science Olympiad
- Student Council
- Taekwondo
- TEAMS
- Tennis – boys and girls
- Theater for Young Artists
- Violin
- Volleyball
- Yearbook
- Yoga

College and Career Preparation

- **Over 95% College Acceptance Rate over 12+ years**
- **100% graduation rate**
- **LISA West and LISA North High Schools named as the Washington Post's #1 and #2 Most Challenging High Schools in Arkansas in 2016.**

College and Career Preparation

- Rigorous Academic Course Offerings and Honors Track
- 306 high school students enrolled in AP and Pre-AP courses (67% of total students)
- College Board AP Scholars Program
- CRLP
- 100 Volunteer Hours required for Graduation
- One-on-one College Guidance Counseling and Naviance

STEM Exploration

- Learning Blade- STEM career exploration on-line program used in Career Orientation and Science classes
- Girls of Promise Coding Summit
- PLTW Launch used in elementary grades
- Space Camp – trip each year for elementary
- Science Fair Projects – all middle school students participate each year
- STEM Festival – annual event for entire state. Students prepare and demonstrate projects.

STEM Festival

LISA Academy initiated in 2015 and again sponsored in 2016 the *Arkansas STEM Festival* with 3000 participants from schools across the state. The 3rd Festival will be March 3, 2017

2016 STEM Festival

Participating Arkansas Public Schools

- Barton Jr. High
- Bayou Meto Elementary
- Clinton High School
- Cutter Morning Star High School
- Fountain Lake
- Hazen
- Jonesboro High School
- Monitcello Intermediate
- Mountain View High
- Nemo Vista Middle High
- Osceola STEM Academy
- Park Magnet School
- Piggot Elementary
- Premier High School of Little Rock
- Simon Middle School
- Washington Middle School

STEM Curriculum

- 48.6% of our high school students are enrolled in Pre-AP and AP STEM courses.
- Project Lead the Way- currently using Launch in elementary. Plans to implem Gateway program for middle school next year.
- PBL – cross-curricular program
- StemScopes – on-line NGSS science curriculum

STEM Competitions

- Science Fair
- Robotics
- Science Quiz Bowl
- Science Olympiads
- Coding
- MathCounts
- Math Kangaroo
- TEAMS
- Destination Imagination
- Solar Car Competition Team for next year

Parental Involvement

Teamwork between families and school is crucial for student success

- Home Visits
- Family Activities, including: Doughnuts with Dads, Muffins with Moms, and Cookies with Grandparents, Pot-Lucks
- Thanksgiving Dinner with Intervention Students/Families
- Watch D.O.G.S
- Parent-Teacher Communication
- Weekly newsletter
- Open-Door Policy
- PTO
- Homeroom Picnics
- Open Houses
- Parent-Teacher Conferences

Parental Involvement

Online Information Center

Parents are able to follow along with their child's classroom activities, grades, homework, attendance, and discipline issues via the internet with the Online Information Center and mobile app.

Diversity

- **LISA Academy has been recognized as the most racially diverse school in the State of Arkansas (Public School Review 2016)**
- **LISA Academy celebrates the diversity of our students through multiple events…**

Diversity

- **Annual Foreign Language Festival**

Diversity

- **Black History Month Programs**
- **Multi-Cultural Festival**

Diversity

- **Hispanic Parent Night**
- **Native American Presentations**

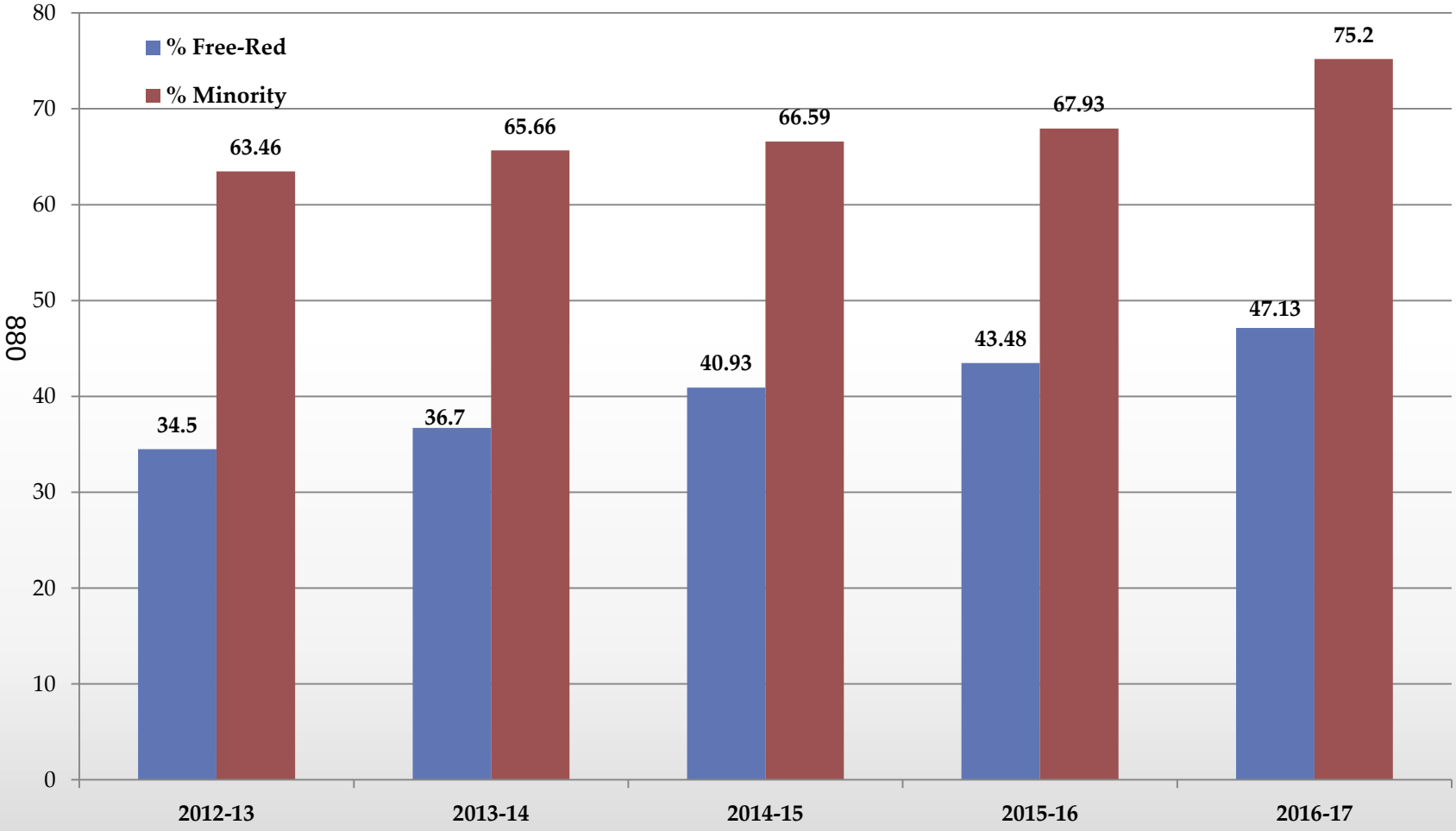
Diversity

Demographics of LISA Schools (Oct. 1, 2016)

School/District	Student Total	Black	White	Hispanic	Asian	Other	% Minority	% Free-Red
LISA ACADEMY CHENAL ELEMENTARY SCHOOL	540	266	73	112	71	18	86.5%	56.7%
LISA ACADEMY NORTH ELEMENTARY SCHOOL	411	166	142	74	28	1	65.5%	50.9%
LISA ACADEMY NORTH MIDDLE SCHOOL	242	87	86	45	17	7	64.5%	52.5%
LISA ACADEMY WEST MIDDLE SCHOOL	356	136	71	56	61	32	80.1%	34.8%
LISA ACADEMY WEST HIGH SCHOOL	365	170	88	62	37	8	75.9%	41.9%
LISA ACADEMY NORTH HIGH SCHOOL	127	42	46	23	13	3	63.8%	33.9%
LISA ACADEMY DISTRICT	2041	867	506	372	227	69		
LISA ACADEMY DISTRICT PERCENTAGES		*42.5%*	*24.8%*	*18.2%*	*11.1%*	*3.4%*	*75.2%*	*47.1%*

Diversity

5-Year FRLP/Minority Growth Trend



Collaboration and Sharing Best Practices

LISA Academy has been a part of a pilot of the Arkansas Circles program to help special education students develop personal plans for transition to higher education and/or career services.

CIRCLES

A NEW WAY OF PROVIDING TRANSITION PLANNING SERVICES

Requests

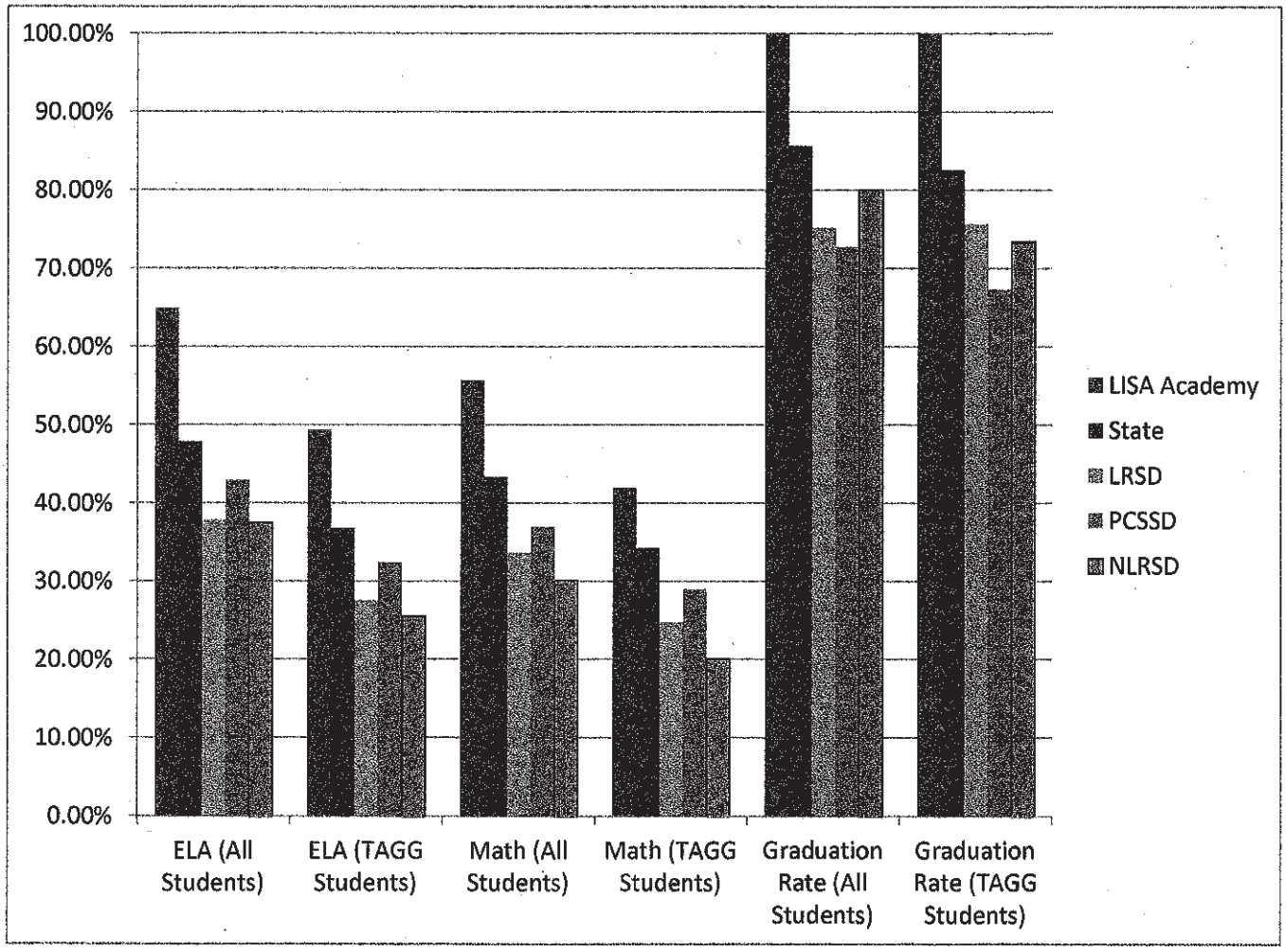
- With over 12 years of success, LISA Academy requests that the school's charter be renewed for 13 years, and that current waivers be continued with a few minor adjustments as presented in our application packet.
- A 13-year renewal will provide assurance to all currently enrolled students that they may complete their education in the LISA Academy system.

2016 ESEA REPORTS (ACT Aspire Results and Graduation)

	LISA Academy	State	LRSD	PCSSD	NLRSD
ELA (All Students)	**64.87%**	47.86%	37.85%	42.90%	37.51%
ELA (TAGG Students)	**49.34%**	36.86%	27.58%	32.41%	25.55%
Math (All Students)	**55.68%**	43.35%	33.65%	36.91%	30.20%
Math (TAGG Students)	**41.95%**	34.25%	24.79%	28.98%	20.14%
Graduation Rate (All Students)	**100%**	85.71%	75.20%	72.80%	80.10%
Graduation Rate (TAGG Students)	**100%**	82.59%	75.67%	67.29%	73.39%

* TAGG Group: Low-Socioeconomic, Special Education, or Limited English Proficient students

LISA Academy scores are above State, LRSD, NLRSD, and PCSSD in all areas including TAGG.



PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Office of the Superintendent

December 14, 2016

Via E-mail - Alexandra.Boyd@arkansas.gov
Ms. Alexandra Boyd
Public School Program Coordinator
Four Capitol Mall
Rm. 401-B
Little Rock, Arkansas, 72201

Re: Notice of Charter Authorizing Panel Hearing
LISA Academy Renewal Application

Dear Ms. Boyd:

We understand that the Charter Review Committee will take up the application of LISA Academy for an extended renewal of their existing charter. We have carefully reviewed the materials submitted by the applicant. We see no significant evidence that the applicant has either implemented any innovative or alternative instructional strategies or, given their student body composition and socioeconomic status, that they have shown any academic gains that we do not see everyday for the same class of students in our own traditional public schools.

Accordingly, we can discern no reason why the Charter Review Panel should grant the pending application of LISA Academy.

It would be appreciated if you would distribute copies of this letter to each member of the Charter Review Panel either by e-mail or in person.

Thank you very much.

Cordially yours,

Dr. Jerry Guess by SJ

Dr. Jerry Guess, Superintendent
PCSSD

cc: Superintendent Ekin, LISA Academy (*ekin@lisaacademy.org*)
Superintendent Poore, Little Rock School District (*Mike.Poore@lrsd.org*)
Superintendent Rodgers, North Little Rock School District (*rodgerske@nlrsd.org*)

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

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Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 16, 2016

Dr. Christine Silano, Executive Director
Ozark Montessori Academy
301 South Holcomb Avenue
Springdale, AR 72764

RE: Notice of Charter Authorizing Panel Decision
Ozark Montessori Academy Amendment Request

Dear Dr. Silano:

On **December 15, 2016**, the Charter Authorizing Panel met and approved the amendment request for Ozark Montessori Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **4:00 p.m. Wednesday, December 21, 2016,** in order for the request to be included in the State Board of Education agenda materials for the meeting on January 12, 2017. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the amendment will be an action item for the State Board of Education on January 12, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Rollins, Springdale School District

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

An Equal Opportunity Employer

Ozark Montessori Academy Amendment Request

Motion

To approve the amendment request

Barnes	Lester	Saunders **- M**
Gotcher	Pfeffer	Smith **- 2**
Haley	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I have no concerns with the amendment as presented.
Gotcher	X			No concerns are present, and I support their continued success.
Haley				Absent
Lester	X			I have no concerns with the amendments requested.
Pfeffer				Absent
Rogers	X			I have no concerns with amendments requested.
Saunders	X			No concerns exist.
Smith	X			No concerns exist.
Coffman				Chair

Submitted by: Kelly McLaughlin (ADE)
Date: December 15, 2016

OZARK MONTESSORI ACADEMY

SPONSORING ENTITY: OZARK EDUCATION, INC.

CURRENT DATA

Maximum Enrollment	280
Approved Grade Levels	K-8
Grades Served 2016-2017	K-7

2015-2016 Enrollment by Race

Two or More Races	1
Asian	2
Black	4
Hispanic	46
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	2
White	78
Total	**136**

2015-2016 Enrollment by Grade

Kindergarten	33
1st Grade	18
2nd Grade	18
3rd Grade	16
4th Grade	17
5th Grade	18
6th Grade	16
7th Grade	0
8th Grade	0

2015-2016 Student Status Counts

Migrant	0
LEP	37
Gifted & Talented	2
Special Education	0
Title I	0
Source: District Cycle 4 Report	

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	129.55	128.05	134.5	137
ADM	134.27	135.34	136	137
%	96.48%	94.61%	98.90%	100.00%

BACKGROUND

Authorized October 16, 2014
Contract Expiration June 30, 2020

Amendment Request Considered and APPROVED February 18, 2015
Relocate campus to 301 S. Holcomb Ave, Springdale

Amendment Request Considered and APPROVED July 15, 2015
Change original opening enrollment from 120 to 140

Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board of Education

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Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

November 30, 2016

Christine Silano, Executive Director
Ozark Montessori Academy
P.O. Box 114
Little Rock, Arkansas 72765-0114

Re: Charter Authorizing Panel-Amendment Request

Dear Dr. Silano:

I received your letter dated November 18, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools that states requests for amendments will be heard at the February and October authorizer meetings, and Section 4.02.6 of the rules that requires amendment requests to be submitted thirty-five (35) days before the authorizer meeting where the amendment request will be heard.

Ozark Montessori Academy is requesting an amendment to bring its charter in accordance with changes recently approved by the school board. Those changes include (1) changes in bylaws, (2) method of fiscal audit, and (3) changes in assessment instrument. As you stated, Ozark Montessori Academy is asking for a waiver in order to have its amendment request considered by the Charter Authorizing Panel at the December hearing.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the February/October amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the December agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key

Johnny Key
Commissioner

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

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OZARK
EDUCATION, INC

PO Box 114
Springdale, AR 72765-0114

email: ozarkcca@gmail.com
ph. (479) 717-6561

November 18, 2016

School Commissioner Johnny Key
Four Capitol Mall, Rm. 304-A
Little Rock, Arkansas, 72201

RE: Charter School Amendment Request

Dear Commissioner Key,

This letter is a special request that Ozark Montessori Academy be added to the agenda of the December Charter Authorizing Panel meeting for Amendments to our Charter. We need to make a few important changes to our charter that were recently approved by our school board. They include:

- Changes of bylaws as adopted by our school board.
- Change in method of fiscal audit
- Change of assessment instrument

We will also need a waiver of the 35-day timeline requirement for agenda requests.

Thank-you for your consideration of this matter. I look forward to hearing from you soon.

Sincerely,

Christine Silano, Ph.D.
Executive Director
Ozark Education, Inc.

cc: Dr. Jimmy Rollins, Springdale Public Schools

ARKANSAS DEPARTMENT OF EDUCATION

Charter Amendment Request Form

Charter Name: OZARK MONTESSORI ACADEMY

LEA Number: 7241 **Phone Number:** 4797176464 **Submission Date:** 11/21/2016

Charter Leader: Dr. Christine Silano

Email Address: csilano@ozarkma.org

Type of Amendment Requested:

[X] **Other**

Change of bylaws; change of audit method; change of assessment instrument.

OZARK EDUCATION, INC.

DBA, OZARK MONTESSORI ACADEMY

PROPOSED CHANGES TO CHARTER & BYLAWS

DECEMBER, 2016

BYLAWS CHANGES

1. CURRENT LANGUAGE (page 4)
   The President shall be the Chief Executive Officer of Ozark Education, Inc. (OEI), responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of OEI contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

   NEW LANGUAGE
   The President shall serve as chairman of the Board of Trustees of Ozark Education, Inc. (OEI), responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of OEI contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

2. CURRENT LANGUAGE (page 4)
   The Vice President shall have such duties and responsibilities as may be delegated to him/ her by the President. The Vice President shall have full and equal vote as accorded to all trustees. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

   NEW LANGUAGE
   The Treasurer shall be the chair of the OEI Financial Oversight Committee, which shall review an annual budget, prepared by the OEI Executive Director and the OEI Director of Finance, and the directors of any other Corporation programs for the consideration of the Board of Trustees. The Treasurer, in consjunction with the OEI Financial Oversight Committee, annually shall facilitate selection of an auditing firm or agency to review the books of OEI and provide a report to the Board of Trustees.

CHARTER CHANGES

1. Change of Formative Assessment product from STAR 360 to iReady.

   Explanation. In our first year of operation, Renaissance Learning's STAR Enterprise Assessments were adopted as a formative assessment instrument to ensure student growth in math and reading. This product was chosen in part because it can be administrated to individual students in a short time as often as weekly to provide continuous diagnostic assessment, especially for students assigned to Response to Intervention (RTI) or identified with special needs. Though the data provided by the product was useful, we have found two other products we would prefer to use this year. *The changes to our assessment instruments will not affect our goals.*

   Replacement product #1. iReady has some of the same user-friendly features of STAR; however, the iReady product has the added advantages of more detailed student reports. iReady also groups students according to specific areas of intervention required, and provides lesson plan resources teachers can use to address specific areas for intervention.

   Replacement product #2. The ACT Aspire Interim Assessment instrument for grades 3-8. The assessments are presented in the same format as the state-adopted summative exams grade 3-8 students will be taking in the spring, providing the added advantage of format practice. Schools may offer up to 4 assessments before the summative is presented. The data will provide our professional learning communities (PLCs) with aligned data to track learning as well as provide familiarity with the state testing format.

2. Change of audit preference.
   Explanation. At the time of our original charter application, we had been advised by our financial consultants that we should plan to hire a private firm to complete our required audit. Since then, we have learned that in fact the Legislative Audit may be a preferable choice, and as it is provided free of charge to schools, might make more sense for us. Therefore, we would like to change our charter to reflect language that gives us the flexibility to determine our preferred auditor from year to year, as follows:

   CURRENT LANGUAGE

A. The Board shall arrange annually for an audit of Ozark Montessori Academy's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-1133 or its successor by a CPA licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services.

B . The Board shall review the results of the audit and all comments provided by the auditor. The Board will develop a corrective action plan to amend material weaknesses noted by the auditor.

C. Ozark Montessori Academy requests the first year financial statement audit to be performed by a CPA rather than the Division of Legislative Audit. If approved, the applicant plans to have a financial statement audit performed by:

Rami Kassissieh, CPA | Partner
Hudson Cisne & Co. LLP
11412 Huron Lane | Little Rock AR 72211

Phone 501.221.1000 | Fax 501.221.9236
rkassissieh@hc-cpa.com
www.hc-cpa.com

Hudson Cisne & Co., LLP, meets the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements.

NEW LANGUAGE:

A. The Board shall ensure that Ozark Education, Inc. (OEI "doing business as" Ozark Montessori Academy) financial statements are audited annually in accordance with the Government Auditing Standards and the Office of Management and Budget Circular A-1133 or its successor by Arkansas Legislative Audit or a private CPA firm meeting the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements. If using Legislative Audit, the office of Arkansas Legislative Audit will be notified by June 1.

B. The Board shall review the results of the audit and all comments provided by the auditor. The Board will oversee the development of a corrective action plan provided by OMA staff to amend material weaknesses noted by the auditor.

OZARK MONTESSORI ACADEMY

DECEMBER, 2017

CHARTER AMENDMENT REQUEST

1. **Changes to Budget.**

   The change of assessment product from STAR to iReady would have a favorable effect on our budget.

PRODUCT	COST PER 200 STUDENTS
Star 360	$6,784
iReady	$3,000

2. **Current Enrollment:** 172 **Maximum Capacity:** 200

3. **Current Free/Reduced Lunch Percentage:** 57%

STAR Math

Student Diagnostic Report
Enterprise Test

Printed Tuesday, September 22, 2015 1:09:29 PM

School: Ozark Montessori Academy

Test Date: September 15, 2015 9:54 AM
Test Time: 13 minutes 40 seconds

Report Options
Use Trend Score: Use trend score for student's suggested skills

STAR Report

[redacted]
ID: 724100072
Grade: 3

Class: Robinson
Teacher: K. Robinson

School Benchmark - Grade 3

■ Urgent Intervention Intervention ■ On Watch ■ At/Above Benchmark

STAR Math Scores		
SS: 387 (Scaled Score)	■ Urgent Intervention	[redacted] Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 9 (Percentile Rank)		[redacted] scored greater than 9% of students nationally in the same grade.
GE: 1.8 (Grade Equivalent)		[redacted] test performance is comparable to that of an average first grader after the eighth month of the school year.

Domain Scores	
Numbers and Operations Number and Operations in Base Ten: 9 Number and Operations-Fractions: 5 **Algebra** Operations and Algebraic Thinking: 24 **Measurement and Data** Measurement and Data: 7 **Geometry** Geometry: 35	Domain scores, ranging from 0-100, estimate [redacted] percent of mastery on skills in each domain at a third grade level.

Algebra Readiness

[redacted] is not yet meeting grade level expectations for algebra readiness.

Math Recommendation	
Accelerated Math™ Library: Grade 1	If you are using the Accelerated Math™ management software system with [redacted], assign the Grade 1 library. He or she may move through the first part of this library quickly and the second part of the Grade 1 library should be very suitable for [redacted]

Test Fidelity

Audio enabled for this test.

i-Ready

Student Profile Detail Report

Academic year:	Current (2016-2017)	**Student:**	[redacted]	**Batch:**	All Students
Select Students by:	Class	**Define "On Level":**	Standard View		
Class:	Auteri Lower Elementary (Math)	**Show:**	Window 1 - 09/15/2016 - 10/14/2016		

Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

Overall Performance

✔ On or Above Level ◇ < 1 Level Below ✘ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 9/16/2016	✘ Level 1	406	+/- 6.0

On Level

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 9/16/16

Domain	Placement	Scale Score
Number and Operations	◇ Level 2	407
Algebra and Algebraic Thinking	✘ Level 1	398
Measurement and Data	◇ Level 2	427
Geometry	✘ Level 1	393

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

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i-Ready Diagnostic & Instruction

Student Profile Detail Report

Academic year:	Current (2016-2017)	**Student:**	[redacted]	**Batch:**	All Students
Select Students by:	Class	**Define "On Level":**	Standard View		
Class:	Auteri Lower Elementary (Math)	**Show:**	Window 1 - 09/15/2016 - 10/14/2016		

	Placement	Developmental Analysis
Overall Math Performance	✖ **Level 1**	Test results suggest that [redacted] would benefit from intensive intervention connecting counting patterns and concepts of addition and subtraction. Instruction in these quantitative reasoning skills will strengthen [redacted] math abilities across domains. This priority places [redacted] in Instructional Grouping Profile 1.
Number and Operations	◇ **Level 2**	At levels K-2 this domain addresses counting, the base-ten number system, and the operations of addition and subtraction. Test results indicate that [redacted] may need practice working with ordering, adding, and subtracting numbers having up to three digits.
Algebra and Algebraic Thinking	✖ **Level 1**	At levels K-2 this domain addresses skip-counting, fact families, and using number sentences to solve addition and subtraction problems. Test results indicate that [redacted] may benefit from review of addition and subtraction concepts and properties of operations as strategies for addition and subtraction, as well as understanding the relationship between these operations and selecting the appropriate operation in context.
Measurement and Data	◇ **Level 2**	At levels K-2 this domain addresses the concept of measurement units, especially for length and time. It also includes showing data on simple graphs. Results indicate [redacted] may benefit from additional practice with measurement and data skills related to time, money, units of length, and bar graphs.
Geometry	✖ **Level 1**	At levels K-2 this domain addresses attributes of basic two- and three-dimensional shapes, relationships between shapes, and simple geometric terms. [redacted]'s score indicates an ability to compare and contrast attributes of two-dimensional shapes and identify basic three-dimensional shapes. [redacted] may benefit from review of identifying defining attributes of two-dimensional shapes and partitioning circles and rectangles into halves and fourths.

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i-Ready Diagnostic & Instruction

Student Profile Detail Report

Academic year:	Current (2016-2017)	**Student:**	[redacted]	**Batch:**	All Students
Select Students by:	Class	**Define "On Level":**	Standard View		
Class:	Auteri Lower Elementary (Math)	**Show:**	Window 1 - 09/15/2016 - 10/14/2016		

Building Number and Operations Skills

Number and Operations in grades K-8 focuses on representing, comparing, and performing operations with numbers. As in the CCSS, this domain includes whole numbers, decimals, fractions, integers, and irrational numbers, and emphasizes both conceptual understanding and computation.
In grades K-2, students develop an understanding of place value through 1,000 by comparing and representing whole numbers in different ways. They learn the meaning of addition and subtraction and build fluency with these operations.
In grades 3-5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.

What [redacted] Can Do

Results indicate that [redacted] can likely do the skills shown below.

Base Ten

Count, read, write, and represent numbers from 1 to 120.

Subtract two-digit numbers without regrouping.

Count and skip-count by 5s, 10s, and 100s to 1,000.

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Next Steps for Instruction

Results indicate th[redacted] will benefit from instruction and practice in the skills shown below.

Base Ten

Identify the value of the digits in three-digit numbers.

Compare and order three-digit numbers.

Add two-digit numbers with regrouping using models.

Add two-digit numbers with regrouping.

Subtract a one-digit number from a two-digit number.

Subtract two-digit numbers with regrouping using models.

Subtract two-digit numbers with regrouping.

Read and write whole numbers through hundreds using number words, standard form, and expanded form.

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i-Ready Diagnostic & Instruction

Student Profile Detail Report

Academic year:	Current (2016-2017)	**Student:**	[redacted]	**Batch:**	All Students
Select Students by:	Class	**Define "On Level":**	Standard View		
Class:	Auteri Lower Elementary (Math)	**Show:**	Window 1 - 09/15/2016 - 10/14/2016		

Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades K-12 focuses on the relationships between numbers, the meaning of operations, and the relationships between operations. As in the CCSS, this includes using the appropriate operations to solve real world and mathematical problems.
In grades K-2, students understand the meaning of addition and subtraction in context and represent these operations with number sentences. They use algebraic properties and the inverse relationship between addition and subtraction to check their work.
In grades 3-5, students represent and solve problems involving addition, subtraction, multiplication and division. They use algebraic properties and relationships between operations to solve problems.

What [redacted] Can Do

Results indicate that [redacted] can likely do the skills shown below.

Operations and Algebraic Thinking

Find combinations of 10 and identify missing addends.

Find different number pairs with the same sum for sums to 10.

Use number sentences to solve joining problems with numbers to 10.

Use number sentences to solve take away problems with numbers to 10.

Next Steps for Instruction

Results indicate that [redacted] will benefit from instruction and practice in the skills shown below.

Operations and Algebraic Thinking

Solve addition problems for combining, joining, or comparison situations.

Solve subtraction problems for separation or take away situations.

Determine the unknown number in an addition or subtraction equation.

Demonstrate an understanding of the commutative and associative properties without using the terms associative and commutative.

Build number sentences to represent real-world subtraction problems involving take from, take apart, or comparison situations.

Demonstrate an understanding of the equal sign and determine if equations involving addition and subtraction are true or false.

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i-Ready Diagnostic & Instruction

Student Profile Detail Report

Academic year:	Current (2016-2017)	**Student:**	[redacted]	**Batch:**	All Students
Select Students by:	Class	**Define "On Level":**	Standard View		
Class:	Auteri Lower Elementary (Math)	**Show:**	Window 1 - 09/15/2016 - 10/14/2016		

Building Measurement and Data Skills

Measurement and Data in grades K-8 focuses on measurement tools and units, as well as data. As in the CCSS, physical measurement activities lead to the development of formulas for geometric measurements. Data skills include graphing, analysis, and in later grades, statistics and probability.
In grades K-2, students learn that objects can be measured by different attributes and then measure and estimate length of objects. They solve problems involving time and money. They present data on simple graphs.
In grades 3-5, students study concepts of area, perimeter, and volume and use this understanding to develop formulas. They learn about the relationship among units of measure to solve problems involving liquid volume, mass, time, and money. They present data on line plots and line graphs.

What [redacted] Can Do

Results indicate that [redacted] can likely do the skills shown below.

Measurement

Tell time to the hour and half hour on an analog clock and select appropriate units to measure time (hours, days, minutes).

Express length using whole number non-standard units.

Data

Create or interpret a picture graph with a single-unit scale to represent data that include multiple categories.

Next Steps for Instruction

Results indicate that [redacted] will benefit from instruction and practice in the skills shown below.

Measurement

Tell time to the nearest five minutes.

Solve problems involving counting dollar bills and coins, and use the dollar symbol.

Choose the best unit to measure length: inches, feet, or yards.

Add and subtract within 100 to solve word problems involving lengths that are given in the same units, including using equations with a symbol for the unknown number.

Data

Construct a bar graph with a single-unit scale to represent data that includes multiple categories, and solve simple joining, separating, and comparing problems based on the data displayed.

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i-Ready Diagnostic & Instruction

Student Profile Detail Report

Academic year:	Current (2016-2017)	**Student:**	[redacted]	**Batch:**	All Students
Select Students by:	Class	**Define "On Level":**	Standard View		
Class:	Auteri Lower Elementary (Math)	**Show:**	Window 1 - 09/15/2016 - 10/14/2016		

Building Geometry Skills

Geometry in grades K-12 involves describing the attributes and relationships among a growing range of shapes and in the later grades, making evidenced-based observations and arguments. As in the CCSS, this understanding is then applied to categorizing shapes by attributes in the early grades and making informed observations about, congruence, similarity, and measurements in the later grades.
In grades K-2, students use simple geometric terms to describe and compare attributes of shapes. They compose and decompose plane figures and solid figures to help develop foundations for understanding symmetry, congruence, similarity, area and volume.
In grades 3-5, students describe equal parts of shapes with fractions. They use knowledge of angles and perpendicular and parallel lines to classify two-dimensional figures. Students recognize line symmetry in figures and plot points on the coordinate plane.

What [redacted] Can Do

Results indicate that [redacted] can likely do the skills shown below.

- Identify spatial relationships (out, above, below) and follow directions to move objects into relative positions (over, under, top, bottom, behind, between).
- Identify basic two-dimensional shapes (square, circle, rectangle, triangle).
- Describe parts of two-dimensional shapes using informal language such as the number of sides and corners.
- Compare and contrast attributes of two-dimensional shapes (circle, square, rectangle, triangle, diamond).
- Identify basic three-dimensional shapes (cube, cone, cylinder, sphere).
- Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").

Next Steps for Instruction

Results indicate that [redacted] will benefit from instruction and practice in the skills shown below.

- Identify defining attributes of two-dimensional shapes.
- Partition circles and rectangles into halves and fourths, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*.
- Describe equal parts of circles, rectangles, and squares using terms such as *halves*, *fourths*, and *quarters*.

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2016 ESEA DISTRICT REPORT

OZARK MONTESSORI ACADEMY SPRINGDALE

Superintendent: CHRISTINE SILANO
LEA: 7241700
Enrollment: 136
Attendance: 96.67
Poverty Rate: 66.18
Address: 4312 ALMA
SPRINGDALE, AR 72764
Phone: (479) 935-9992

OVERALL DISTRICT STATUS:

PERCENT TESTED

PERCENT TESTED STATUS: NEEDS IMPROVEMENT

	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	67	71	94.37	70	71	98.59
Targeted Achievement Gap Group	44	48	91.67	47	48	97.92
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	27	28	96.43	27	28	96.43
White	35	38	92.11	38	38	100.00
Economically Disadvantaged	43	47	91.49	46	47	97.87
English Language Learners	19	20	95.00	19	20	95.00
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
All Students	16	59	27.12	47.87
Targeted Achievement Gap Group	9	40	22.50	36.87
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	n < 10	n < 10	n < 10	27.81
Hispanic	6	25	24.00	41.05
White	9	29	31.03	55.31
Economically Disadvantaged	8	39	20.51	37.65
English Language Learners	4	18	22.22	30.15
Students with Disabilities	n < 10	n < 10	n < 10	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
All Students	16	62	25.81	43.35
Targeted Achievement Gap Group	9	43	20.93	34.25
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**State Average % Achieved**
African American	n < 10	n < 10	n < 10	23.53
Hispanic	6	25	24.00	38.01
White	10	32	31.25	50.35
Economically Disadvantaged	9	42	21.43	34.76
English Language Learners	4	18	22.22	31.69
Students with Disabilities	n < 10	n < 10	n < 10	12.35

2016 ESEA DISTRICT REPORT

OZARK MONTESSORI ACADEMY SPRINGDALE

Superintendent: CHRISTINE SILANO
LEA: 7241700
Enrollment: 136

Attendance: 96.67
Poverty Rate: 66.18

Address: 4312 ALMA
SPRINGDALE, AR 72764
Phone: (479) 935-9992

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

A-3

OZARK EDUCATION, INC
BYLAWS, P. 4

CHANGE #2.

(Current language). ARTICLE VI (d). The Treasurer, as Chief Financial Officer of Ozark Education, Inc, shall have oversight of the OMA Program Director and Director of Finance as they take responsibility for the financial records, investments, and other evidences of school properties and assets. The Treasurer shall be the chair of the OMA Financial Committee, which shall prepare an annual budget, in conjunction with the OMA Program Director, the OMA Director of Finance, and the directors of any other Corporation programs for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Director of Finance, under the supervision of the Program Director, deposits all moneys and other valuables in the name and to the credit of OMA with such depositaries as shall be designated by the Board of Trustees. The Treasurer, as chair of the OEI Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of OMA and any other OEI programs and provide a report on them to the Board of Trustees.

CHANGE #3 (ADDED TODAY).

(CURRENT LANGUAGE).

ARTICLE II, Section 3. Parent Member. No more than one parent of an enrolled student may serve as a Trustee. The parent is exempt from the above qualifications.

(NEW LANGUAGE).

Parent Members. No more than **two** parents of enrolled students may serve as Trustees. Parent members are exempt from the above qualifications.