

**Arkansas Department of Education
Little Rock Area Public Education Stakeholder Group
Monday, August 15, 2016 - 5:00 PM
ADE Auditorium**

AGENDA

- | | |
|---|------|
| I. Little Rock Area Public Education Stakeholder Group Meeting Called to Order
Presenter: Chair Tommy Branch | |
| II. Consideration to Approve Minutes - July 25, 2016
The members are requested to approve the minutes for the July 25, 2016,
meeting of the Little Rock Area Stakeholder Group.
Presenter: Deborah Coffman | 2 |
| III. Consideration of Discipline Data
During the July 11, 2016, meeting the group requested additional data on
discipline.
Presenter: Dr. Gary Ritter | 8 |
| IV. Consideration of additional maps
Presenter: Jim McKenzie | 185 |
| V. Consideration of Villages
Presenter: Richard Emmel | 208 |
| VI. Additional Information Requested of Charters and the ADE Charter Office | 245 |
| VII. Consideration of Report to State Board of Education
Group members will review the draft report and make final revisions.
Presenter: Chair, Tommy Branch | 1012 |
| VIII. Consideration of Future Dates
Presenter: Chair Tommy Branch | |
| IX. Adjournment
Presenter: Chair Tommy Branch | |

Minutes
Little Rock Area Public Education Stakeholder Group Meeting
Monday, July 25, 2016

The Little Rock Area Public Education Stakeholder Group met Monday, July 25, 2016, in the Arkansas Department of Education Auditorium. Chair Tommy Branch called the meeting to order at 5:02pm.

Members Present: Tommy Branch, Chair; Jim McKenzie, Vice-Chair; Tamika Edwards; Ann Brown Marshall; Antwan Phillips; Leticia Reta; and Dianna Varady.

Members Absent: none.

Audience: ADE staff, general public, and press.

The meeting was live streamed and the recording was posted on the ADE website at http://www.arkansased.gov/state-board/minutes/board_meeting_categories/2016.

Consideration to Approve Minutes – July 11, 2016

Mr. McKenzie moved, seconded by Ms. Varady, to approve the July 11, 2016, minutes. The motion carried unanimously.

Consideration of Perceptions from Open Enrollment Charter School Directors

Ms. Luanne Baroni, Mr. John Bacon, Ms. Katie Tatum, Ms. Valerie Tatum, Dr. Mary Ann Duncan, Mr. Curtis Shack, Ms. Tina Long, Ms. Shannon Nuckols, and Mr. Atnan Ekin, leaders of Little Rock area charter schools, worked collaboratively to prepare the presentation.

Dr. Mary Ann Duncan said the Little Rock area included nine charter schools. She said these charter schools utilized different models designed to meet diverse student needs. She said the Charter School Act of 1999 focused on improving students learning, increasing learning opportunities for all students, encouraging the use of different and innovative teaching methods, creating new professional opportunities for teachers, providing parent and pupils with expanded choices, and holding the schools accountable. She said there are 22 open-enrollment charter schools in Arkansas with two more scheduled to open in Fall 2016.

Mr. John Bacon said quality schools focus on student learning, all students, innovative teaching methods, expanded choices, and accountability. He said the Every Student Succeeds Act (ESSA) provides flexibility for state accountability. He recommended the Arkansas accountability plan include multiple characteristics such as student

performance (proficiency and individual student growth), graduation rates, school safety, school climate, attendance, and curricular offerings. He also proposed metrics to measure the characteristics of a quality school.

Mr. Bacon said the proposed questions were on target to meet the goals of the stakeholder group. He said we should be focused on providing the best teachers for all students. He said now is the time for collaboration with all public schools – traditional and charter to ensure the needs of each child are addressed.

Mr. Scott Smith, Arkansas Public School Resource Center Director, said charter schools received the same per pupil funding and categorical funds. He said the charter schools do not have any additional millage funds. He said the facilities funding has stipulations and limitations.

Mr. Smith said the location of an open-enrollment charter must follow an extensive process to be approved.

Ms. Alexandra Boyd, Charter School Director, said finding a location suitable for open-enrollment charter schools was often a challenge. She said \$5 million dollars were set aside for charter school facilities.

Ms. Tina Long, superintendent of Little Rock Preparatory Academy said the school developed a transportation plan to address the change in locations.

Mr. Smith said the school facility locations are responding to consumer/population needs.

Mr. Bacon said eStem was located in downtown Little Rock because a larger building was available, the location is served by public transit, and a downtown building was very unique in education. He said the demographics of the students reflect the city demographics. He said economics and availability are factors in selecting future locations. He said a focus on college readiness led to conversations that resulted in forming a high school on the UALR campus.

Ms. Luanne Baroni, representing Lisa Academy, said the new campus was available, close to current campus and could be converted into classrooms.

Mr. Bacon said most of the charter schools are members of the Arkansas Public School Resource Center. He said the Little Rock area does not have an education service cooperative. He said at one time the charter schools shared a Local Education Agency (LEA) Supervisor for Special Education. He said it has been important to collaborate in order to ensure quality resources for students.

Dr. Duncan said traditional and charter schools could collaborate and learn together about solving problems for students.

Mr. Bacon shared that he was working on a teacher quality pipeline and he would love to share this information with other schools. He said eStem was collaborating with Little Rock School District (LRSD) to develop effective leaders. He said maybe these partnerships need better communication.

Ms. Long recommended shared professional development. She shared that her teachers attended professional development at another charter school.

Ms. Long said Exalt Academy of Southwest is 45% Hispanic. She said specialized teachers were hired to serve the students. She said courses are available to parents. She said all communication is translated.

Ms. Valerie Tatum, Director of Covenant Keepers, said the Hispanic population was growing at her school.

Ms. Linda Dawson, representing SIA Tech, said the school served students that may have dropped out of school or may be at risk. She said the school provided a chance to earn a standard high school diploma.

Ms. Baroni said Lisa Academy enrollment was 17% Asian, 44% African America, 16% Hispanic, 18% Caucasian, and 5% other. She said communication and sharing would be important for moving forward. She said approximately 8% of students will receive Special Education services. She said the Circles Program included community-based instruction.

The group requested the following additional information and data from each charter school:

- Demographics
- Percentage of students – free/reduced lunch
- Additional questions or research needed to benefit their school
- How National School Lunch (NSL) funds are utilized to close the achievement gap
- Information regarding community-based instruction
- A list of the ways charter schools are collaborating
- Ways the schools are meeting the needs of at-risk students

The group requested Arkansas Department of Education (ADE) provide the following information:

- Access to the state applications (current and under review) for federal charter grants.

Dr. Denise Airola, Director of the Office of Innovation in Education, said a researcher would coordinate the questions the group is asking and provide the information in a formatted report. This may be a more organized way for the information to be shared and consumed by the stakeholder group and the public. The sooner a researcher is brought on board to organize the efforts, the sooner the stakeholder group can get to the discussion of the recommendations.

Master Plan for Children, Youth, and Families

City of Little Rock Director of Community Programs Director Ms. Dana Dossett said the Department of Community Programs has been in existence for 20 plus years and is funded by taxpayers. She said the work is contracted through specialized organizations. Ms. Dossett introduced the staff working to implement the three-year master plan. She said this is an information gathering time period for making strong decisions in the future. She said the Department has a vision to serve as the hub of services being provided to youth in Little Rock. She said the master plan recommended five goals.

Ms. Dossett said she collaborated with Mr. Poore and the Little Rock School District and is developing a plan to move forward. She said school resource officers (police officers in schools) are another example of the collaboration with schools.

Consideration of Maps

Mr. Jim McKenzie said the maps, provided courtesy of Metroplan, addressed some of the questions previously asked by the group.

Consideration of Potential Questions for Research

Dr. Denise Airola said the questions submitted included the work done at the last meeting. The group added questions related to:

- Educational best practices
- Existing collaborations between charters and why the collaborations are in place
- Barriers in place that may inhibit collaboration, who should initiate collaboration
- Opportunities for collaboration that did not fully develop
- Implementation similarities and barriers to professional development/learning
- The means and frequency with which charter schools are presently sharing professional development, innovative models, and/or coaching concepts with one another, and the topics of such sharing

- How to meet the needs of diverse groups of students
- Community based instruction, inclusion, and employment of students with special needs
- Use of the Promise Grant
- Characteristics of students/families that seek charter schools – do not seek charter schools
- Protocols for determining locations of schools (open or close)
- What is the community impact of opening or closing a school
- Political impact of opening or closing a school
- Use of NSL funds to close the achievement gap
- Percentage of students – free/reduced lunch
- Resource allocations
- Location and impact of facilities (use, reuse, renovation, or other)
- Facilities funding

Dr. Airola recommended hearing from a representative from the Center for Reinventing Public Education at a future meeting. Ms. Marshall recommended hearing from Mr. Richard Emmel regarding his concept of schools as collaborative centers of learning for children and families.

Consideration of Public Comment

No one signed up for public comment.

Consideration of Agenda for Next Meeting (August 15, 2016)

Dr. Gary Ritter will provide a report on school discipline. Mr. McKenzie will provide additional maps and plan time for discussion of the maps. Ms. Coffman will draft a report for the State Board.

Consideration for Reporting Progress to the State Board

The State Board has requested a quarterly report and timeline of expected progress. Ms. Coffman will draft a report for the group to review/revise.

Adjournment

Ms. Edwards moved, seconded by Ms. Varady, to adjourn. The motion carried unanimously.

The meeting adjourned at 7:27 p.m.

Minutes recorded by Deborah Coffman

School Discipline Rates

Dr. Gary Ritter
Kaitlin Anderson

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Office for Education Policy
University of Arkansas

Presentation for the
Little Rock Area Public Education Stakeholders Group
August 15, 2016



office for education policy

- AR Education Reports
- Policy Briefs
- Report Cards
- Newsletters
- Data Resources

www.officeforeducationpolicy.org/

Overview of Data

- Three years of infraction-level data (2012-13 to 2014-15)
- Report infraction type (e.g. Disorderly Conduct) and consequence (e.g. Out-of-School Suspension)
 - ☐ Trends over time
 - ☐ Report by race/ethnicity
 - ☐ Report by subgroup (Free- and Reduced-Price Lunch, Special Education, Limited English Proficient)
 - ☐ Report by grade

Schools in Analysis

Little Rock School District	Pulaski Co. School District	Open Enrollment Charters
41 Schools Total	11 Schools Total	11 Schools Total
29 Elementary	Baker Interdistrict Elem.	Covenant Keepers
7 Middle	Bates Elem.	eStem Elem.
5 High	Chenal Elem.	eStem Middle
	College Station Elem.	eStem High
	Fuller Middle	Exalt Academy (14-15 only)
	Joe T. Robinson Elem.	Lisa Academy
	Joe T. Robinson Middle	Little Prep Acad. Elem.
	Joe T. Robinson High	Little Rock Prep Acad.
	Landmark Elem.	Premier HS of LR
	Lawson Elem.	Quest MS of LR (14-15 only)
	Wilbur D. Mills High	SIATech High Charter

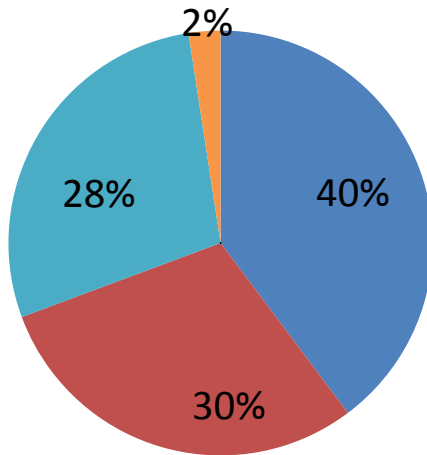
11

Demographics of Schools Included (2014-15)

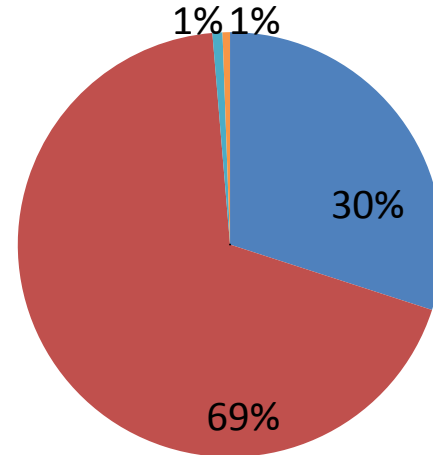
	Pulaski Co.		
	Little Rock SD	Special SD	OE Charters
White (%)	18%	42%	29%
Black (%)	66%	41%	52%
Hispanic (%)	13%	10%	11%
Other Race (%)	2%	4%	5%
Free-and-Reduced Lunch (%)	52%	55%	53%
Limited English Proficient (%)	5%	7%	5%
Special Education (%)	10%	12%	11%

Discipline Consequences By Type, 2014-15

Pulaski Co. Special SD



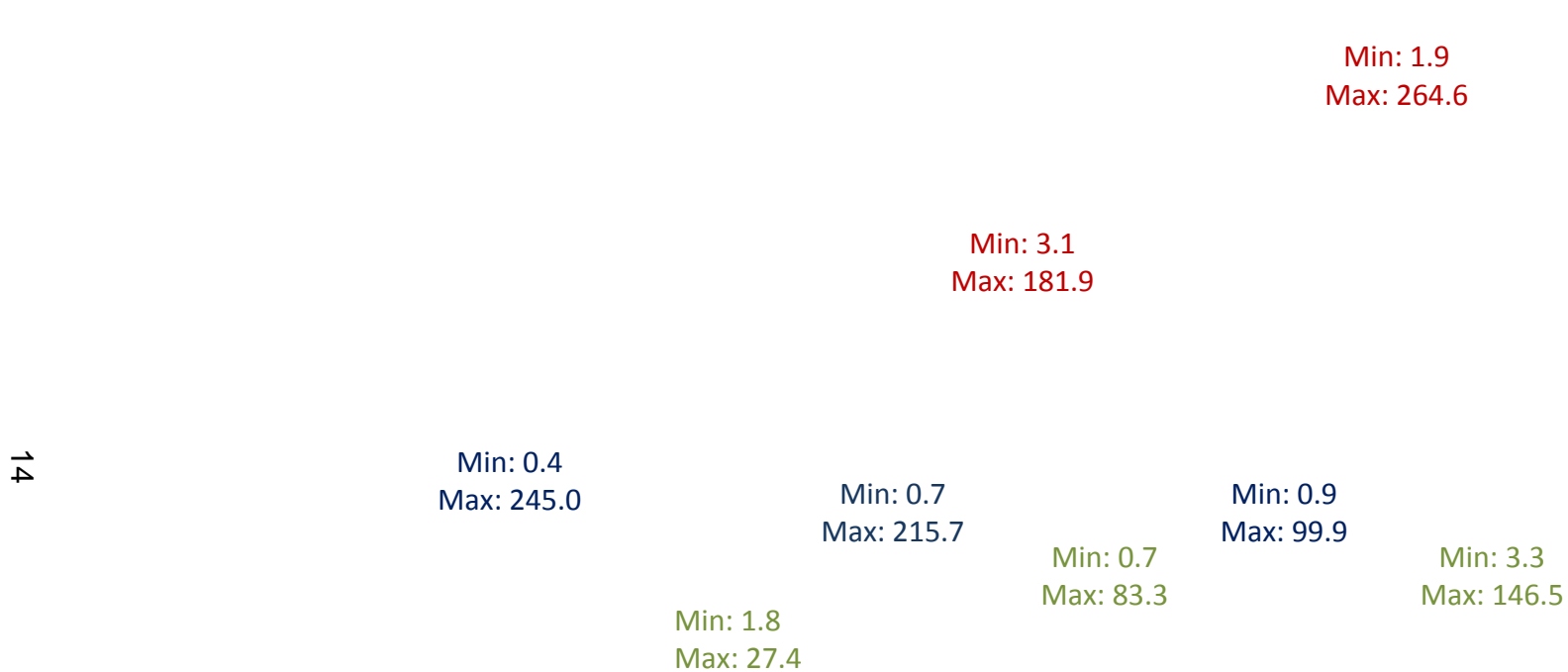
Open Enrollment Charters



3%

97%

Trends over Time, By School Type



Trends over Time, By School Type

Trends over Time, By School Type

Min: 0.4
Max: 245.0

Min: 1.0
Max: 88.3

Min: 0.9
Max: 96.4

Min: 1.7
Max: 89.3

Trends over Time, By School Type

Disciplinary Rates by Race/Ethnicity

Disciplinary Rates by Other Subgroups

Disciplinary Disparities by Subgroup

20

Likelihood Ratio: *Probability of an infraction happening to a subgroup compared to another subgroup of students*

Example in LRSD:

FRL: 40.1 infractions per 100 students

Non-FRL: 13.2 infractions per 100 students

13

Likelihood Ratio
$\frac{40.1 (FRL)}{13.1 (non - FRL)} = 3.0$

OSS Disparities by Subgroup

21

Likelihood Ratio: *Probability of an infraction happening to a subgroup compared to another subgroup of students*

Example in LRSD:

Black: 43.1 infractions per 100 students

White: 8.5 infractions per 100 students

Likelihood Ratio

$$\frac{43.1 \text{ (Black)}}{8.5 \text{ (White)}} = 5.1$$

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Cautions & Next Steps

- Some concern with labeling of consequence (*e.g. no ISS in LRSD?*)
- Disparities within group are not the same as disparities within schools (*from prior work, we find greatest disparities between schools.*)
- It is not entirely clear what large numbers mean.
- Other available data we can examine
 - ☐ Referrals and infractions
 - ☐ Disparities within school, but, better yet
 - ☐ Severity of consequence for similar infraction

Questions?

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School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	All LRSD	LRSD	All LRSD	35.77	43.96	14.34	43.31	34.79	17.36	37.75
2013-14	All LRSD	LRSD	All LRSD	30.63	37.29	13.40	36.87	29.83	15.40	32.33
2014-15	All LRSD	LRSD	All LRSD	32.33	39.15	11.94	40.86	31.23	14.42	34.64
2012-13	All PCSSD	PCSSD	All PCSSD	66.91	0.00	140.36	100.25	63.03	39.96	68.21
2013-14	All PCSSD	PCSSD	All PCSSD	76.68	95.40	55.97	139.47	69.11	47.27	78.28
2014-15	All PCSSD	PCSSD	All PCSSD	112.62	136.61	83.15	159.94	106.45	75.93	115.28
2012-13	All OEC	OE CHARTER	All OEC	5.70	7.46	7.43	9.58	5.56	8.76	5.63
2013-14	All OEC	OE CHARTER	All OEC	15.86	25.23	8.57	34.72	14.85	25.74	15.71
2014-15	All OEC	OE CHARTER	All OEC	18.58	24.79	12.57	47.17	17.81	54.78	19.19

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	15.09	27.02	4.94	29.40	14.18	10.94	15.22
2012-13	HALL HIGH SCHOOL	LRSD	6001002	79.84	88.40	40.82	76.16	80.34	62.72	83.10
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	49.87	66.48	20.35	91.81	46.71	44.07	50.31
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	10.98	15.83	6.13	39.56	9.47	1.65	11.57
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	25.57	29.92	7.03	26.42	25.45	19.08	26.21
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	63.27	68.03	36.28	64.63	63.15	17.49	66.71
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	88.91	100.33	24.22	65.41	94.42	19.12	91.07
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	26.15	46.47	7.40	48.72	23.65	0.00	26.69
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	104.10	114.26	21.83	136.90	99.19	30.01	110.54
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	13.17	10.09	48.65	21.96	11.62	4.28	14.62
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.62	6.18	55.60	7.65	12.16	3.06	12.57
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.13	2.12	2.22	2.67	2.07	2.96	2.05
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	17.62	17.50	18.07	25.02	16.51	0.00	18.74
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	2.64	7.57	1.48	0.00	2.81	0.00	2.72
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	12.78	9.88	N/A	6.39	14.38	N/A	13.04
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	1.47	1.63	1.34	0.00	1.60	0.00	1.55
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	11.97	13.63	2.57	22.06	10.33	0.00	13.60
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	2.56	3.17	2.34	0.00	2.85	N/A	2.62
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	3.99	3.18	16.61	5.11	3.82	2.37	4.25
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	16.70	17.57	11.36	21.54	16.04	N/A	16.87
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	12.23	20.78	3.33	33.97	9.26	N/A	12.48
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	4.27	3.31	15.24	12.20	2.87	2.03	4.66
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	22.17	16.15	116.47	20.88	22.40	32.13	21.86
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	2.64	1.79	16.03	5.72	1.83	N/A	2.70
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	7.73	15.37	1.73	8.05	7.70	0.00	8.49
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	11.28	6.96	93.39	27.47	7.97	2.16	13.29
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.75	9.15	1.39	3.85	8.33	2.78	8.84
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	6.39	13.18	2.57	9.12	5.87	0.00	6.79
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	6.79	6.99	4.46	19.23	4.93	N/A	7.00
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	30.98	20.13	N/A	48.63	29.23	11.75	45.48
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.36	0.38	0.00	0.00	0.40	0.00	0.56
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	32.41	21.22	245.06	69.17	25.41	10.78	35.08
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	29.31	20.16	121.80	40.68	27.90	4.97	34.65
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	12.10	14.37	4.90	16.81	11.58	2.10	14.01

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	3.85	3.80	5.06	2.89	3.92	0.00	5.42
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	88.50	91.18	61.35	93.20	87.79	37.65	94.78
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	96.46	107.65	48.78	79.59	100.42	39.02	99.49
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	69.55	76.07	35.30	79.00	67.88	16.61	71.75
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	8.24	9.05	6.72	0.00	9.69	N/A	8.40
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	162.98	171.47	86.54	58.38	180.01	N/A	164.63
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	30.71	25.79	148.81	21.65	31.84	9.35	39.02
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	15.82	7.00	183.54	28.77	14.22	1.76	21.02
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.49	0.47	0.50	2.04	0.28	0.00	0.54
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	245.00	N/A	N/A	N/A	263.89	N/A	252.58
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	134.23	138.27	71.02	134.94	134.14	96.09	142.05
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	1.57	0.00	1.98	0.00	1.65	2.80	1.47
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	5.38	0.00	20.71	7.69	5.26	0.00	6.19
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	22.13	0.00	73.77	34.15	20.49	16.39	22.43
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	36.57	0.00	104.49	36.36	36.60	14.29	38.51
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	190.34	0.00	634.47	268.31	179.71	246.21	189.20
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	44.85	0.00	87.93	65.45	42.81	N/A	44.08
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	157.80	0.00	272.06	175.42	154.44	N/A	156.03
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	26.43	0.00	110.13	17.62	26.90	N/A	26.70
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	144.75	0.00	273.11	171.23	141.14	136.99	145.07
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	33.03	0.00	194.29	27.33	34.03	8.76	36.66
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	2.79	0.00	3.82	10.45	1.94	0.00	2.87
2012-13	LISA ACADEMY	OE CHARTER	6041702	1.81	2.01	1.69	N/A	1.82	N/A	1.81
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	2.52	3.32	2.03	8.40	2.21	N/A	2.52
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	2.42	2.69	0.00	N/A	2.47	9.49	0.97
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	3.61	N/A	N/A	9.10	3.20	N/A	3.47
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.91	15.18	6.22	14.85	8.66	6.60	8.98
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	27.42	N/A	29.80	N/A	27.42	N/A	27.42
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	14.53	26.58	4.26	25.14	13.85	0.00	14.98
2013-14	HALL HIGH SCHOOL	LRSD	6001002	68.81	71.19	57.93	73.85	67.98	55.95	71.63
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	36.36	47.14	17.20	65.88	33.80	33.67	36.63
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	8.59	11.52	5.66	11.72	8.43	6.98	8.72
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.91	3.36	1.02	9.71	2.16	0.00	3.31
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	42.30	47.48	12.95	41.52	42.38	7.47	45.33
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	83.10	92.70	28.74	60.80	88.34	38.79	84.95
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	20.05	36.39	4.97	30.07	19.06	N/A	20.25
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	92.30	101.39	18.76	86.20	93.37	33.62	98.10
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	9.77	7.08	40.72	8.69	9.96	2.33	10.98
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	26.72	10.83	155.27	23.31	27.23	0.00	29.36
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.31	3.76	0.00	9.18	2.72	0.00	3.59
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	10.56	10.61	10.35	11.94	10.35	0.00	11.35
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	6.14	12.93	4.55	8.19	6.01	24.57	5.57
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	14.24	8.94	N/A	9.11	15.29	N/A	14.39
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	5.34	11.03	0.69	6.36	5.28	N/A	5.51
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	3.77	4.43	0.00	16.74	1.48	0.00	4.28
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	3.40	4.49	2.99	0.00	3.69	N/A	3.43
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.48	0.63	14.84	2.97	1.32	0.00	1.75

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	22.08	23.95	10.62	31.03	20.74	N/A	22.08
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	15.99	30.82	0.55	37.94	13.55	6.78	16.37
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	9.49	6.19	47.47	16.75	8.01	0.00	11.04
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	8.40	5.36	56.02	12.93	7.73	0.00	8.66
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	7.62	4.18	61.59	13.86	6.06	0.00	7.86
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	5.41	10.05	1.76	6.14	5.34	2.23	5.80
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	9.96	5.24	99.62	29.19	4.85	2.13	11.68
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.45	9.08	0.00	10.64	6.88	2.96	8.43
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	4.96	10.84	1.66	8.87	4.43	0.00	5.23
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	8.78	9.18	4.22	20.65	6.18	N/A	9.06
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	21.03	12.80	N/A	7.39	23.26	11.49	27.94
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	3.48	3.37	4.98	8.71	3.03	0.94	4.98
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	32.29	18.33	294.64	62.50	26.79	16.74	33.48
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	31.50	22.10	126.50	50.60	28.89	7.81	36.35
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	16.02	17.09	12.65	22.48	15.38	3.75	18.71
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	7.25	5.28	54.35	5.18	7.40	0.00	9.53
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	59.17	62.82	22.26	105.29	52.88	22.41	63.71
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	78.76	86.04	47.73	47.50	85.16	47.62	80.75
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	76.98	86.99	24.44	47.89	81.72	50.28	78.10
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	14.20	13.99	14.61	0.00	15.78	N/A	14.95
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	215.66	233.45	55.56	117.85	237.13	N/A	216.81
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	16.71	13.33	97.91	20.31	16.35	2.53	23.08
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	12.78	5.21	156.55	13.07	12.74	1.65	17.32
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.66	2.13	0.15	0.00	0.74	0.00	0.73
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	108.56	114.35	17.84	109.39	108.44	74.75	115.98
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	5.40	11.31	3.83	17.28	4.77	10.80	5.05
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	6.97	4.43	14.19	0.00	7.49	3.73	7.37
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	36.82	37.66	34.87	13.95	38.28	20.92	37.83
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	30.05	40.35	10.93	12.61	32.66	7.81	31.73
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	170.36	182.46	142.15	312.08	152.85	132.20	172.37
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	85.83	120.22	52.80	166.90	76.83	35.06	86.87
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	173.74	213.59	144.89	211.32	166.04	141.81	175.07
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	7.76	7.52	8.50	N/A	6.80	N/A	6.31
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	181.88	244.49	126.36	327.36	163.90	229.36	180.41
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	34.61	33.93	37.91	45.46	31.72	5.11	39.41
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	3.13	7.50	1.51	10.23	2.43	0.00	3.19
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.74	1.55	0.29	0.00	0.76	N/A	0.74
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	2.69	3.04	2.48	0.00	2.80	N/A	2.69
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	65.63	50.35	203.12	N/A	61.12	44.64	69.04
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.93	4.04	3.86	8.87	3.56	N/A	4.01
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	5.26	7.24	4.33	14.04	4.40	N/A	5.26
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.93	15.87	5.95	13.23	8.65	0.00	9.11
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	21.83	24.65	15.26	52.82	19.85	N/A	21.83
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	72.18	87.22	27.07	N/A	67.27	N/A	72.18
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	27.17	N/A	25.99	N/A	23.91	N/A	27.17
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	83.33	98.41	48.15	N/A	75.56	N/A	83.33
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	16.55	26.84	6.27	46.20	14.66	2.68	16.98

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	HALL HIGH SCHOOL	LRSD	6001002	87.72	92.32	61.68	80.74	88.95	36.04	101.46
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	56.15	66.84	27.23	85.90	53.20	34.12	59.44
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	9.78	11.98	6.61	15.49	9.48	2.90	10.54
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.82	3.04	1.44	12.38	1.39	0.00	3.31
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	60.18	65.35	22.26	57.83	60.47	7.27	64.16
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	28.90	48.60	3.82	51.23	26.14	N/A	29.07
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	96.56	97.98	82.20	113.10	93.64	31.89	103.74
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	18.07	18.54	13.39	15.95	18.51	0.00	21.01
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	22.13	23.74	3.59	54.60	18.52	0.00	24.86
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.92	3.24	0.00	3.89	2.74	0.00	3.24
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	11.34	11.45	10.74	20.62	9.70	3.82	12.08
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	4.59	11.77	2.07	4.25	4.61	0.00	4.73
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	16.20	16.86	5.87	16.68	16.08	0.00	16.87
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	3.19	5.47	0.81	0.00	3.46	0.00	3.32
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	6.36	7.15	0.00	25.25	2.22	0.00	7.40
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	1.05	3.17	0.00	9.82	0.28	N/A	1.06
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.97	2.12	0.00	0.00	2.21	0.00	2.34
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	20.30	21.60	7.20	26.23	19.34	N/A	20.30
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	14.24	24.99	0.00	29.07	12.41	38.76	13.49
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	12.50	13.11	8.01	28.85	8.41	2.29	14.16
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	14.37	13.44	36.66	8.38	15.34	0.00	14.81
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	5.31	5.47	0.00	12.17	3.60	N/A	5.42
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	2.62	4.76	0.00	0.00	2.85	0.00	2.94
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	1.82	1.96	0.00	1.66	1.87	0.00	2.28
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	12.43	13.35	7.21	18.02	11.45	11.58	12.57
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	3.75	6.92	1.04	5.35	3.48	0.00	3.98
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	7.04	7.04	7.04	5.03	7.37	N/A	7.26
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	15.19	15.82	0.00	15.87	15.07	5.59	26.00
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	6.21	6.51	3.45	6.90	6.13	3.63	7.79
2014-15	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	LRSD	6001056	5.56	6.24	0.00	8.42	5.37	0.00	6.31
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	28.44	29.12	20.64	36.70	27.42	1.83	35.09
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	18.40	21.34	5.87	24.78	17.77	5.07	22.16
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	4.36	3.75	24.24	5.19	4.30	4.55	4.29
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	98.18	99.29	88.15	120.50	94.54	45.59	105.35
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	99.89	106.80	66.14	71.32	104.93	39.30	103.08
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	70.75	74.63	42.31	69.38	70.97	55.19	71.40
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	35.35	35.55	32.28	24.21	36.73	4.54	49.85
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	16.11	15.54	23.73	21.59	15.50	5.89	20.70
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.90	2.17	0.32	0.00	1.00	0.00	1.00
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	10.49	12.19	7.18	17.96	9.84	0.00	11.16
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	96.74	99.56	64.32	75.76	99.60	76.78	102.05
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	8.83	16.52	6.13	0.00	9.20	20.46	7.96
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	16.09	17.97	8.07	38.31	14.67	12.77	16.42
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	13.30	16.69	4.60	19.51	12.54	5.72	14.64
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	61.35	83.40	22.15	69.02	59.89	N/A	62.63
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	250.11	264.62	204.16	259.31	248.61	169.82	257.09
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	264.64	310.91	203.32	433.93	247.90	181.21	268.12

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	189.28	221.05	157.50	201.02	187.04	191.03	189.19
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	25.94	24.83	29.48	47.17	24.83	N/A	25.99
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	134.93	170.08	113.40	243.81	120.09	N/A	129.89
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	30.85	29.99	34.55	44.81	27.14	20.59	32.95
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	1.90	1.59	2.01	5.71	1.48	0.00	1.98
2014-15	LISA ACADEMY	OE CHARTER	6041702	3.65	4.75	2.89	0.00	3.88	0.00	3.76
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	146.50	126.69	346.78	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.33	4.76	2.56	3.47	3.32	N/A	3.40
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	7.14	11.82	4.94	10.50	6.77	N/A	7.29
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.10	12.00	6.59	13.18	7.78	N/A	8.18
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	10.76	9.56	N/A	34.86	8.66	N/A	10.36
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	36.73	34.01	N/A	77.75	33.65	N/A	36.73
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	20.00	18.16	24.73	N/A	18.82	N/A	20.00
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	36.75	25.82	38.53	N/A	32.53	N/A	36.75
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	OE CHARTER	6055702	20.54	15.81	N/A	N/A	10.71	N/A	16.96
ALL	All LRSD			32.91	40.14	13.22	40.35	31.95	15.73	34.91
ALL	All PCSSD			85.40	77.34	93.16	133.22	79.53	54.39	87.26
ALL	All OEC			13.38	19.16	9.52	30.49	12.74	29.76	13.51
2012-13	All LRSD	Min		0.4	0.4	0.0	0.0	0.3	0.0	0.5
2012-13	All LRSD	Max		245.0	171.5	245.1	136.9	263.9	96.1	252.6
2012-13	All PCSSD	Min		1.6	0.0	2.0	0.0	1.6	0.0	1.5
2012-13	All PCSSD	Max		190.3	0.0	634.5	268.3	179.7	246.2	189.2
2012-13	All OEC	Min		1.8	2.0	0.0	8.4	1.8	6.6	1.0
2012-13	All OEC	Max		27.4	15.2	29.8	14.9	27.4	9.5	27.4
2013-14	All LRSD	Min		0.7	0.6	0.0	0.0	0.7	0.0	0.7
2013-14	All LRSD	Max		215.7	233.4	294.6	117.8	237.1	74.8	216.8
2013-14	All PCSSD	Min		3.1	4.4	1.5	0.0	2.4	0.0	3.2
2013-14	All PCSSD	Max		181.9	244.5	144.9	327.4	166.0	229.4	180.4
2013-14	All OEC	Min		0.7	1.5	0.3	0.0	0.8	0.0	0.7
2013-14	All OEC	Max		83.3	98.4	203.1	52.8	75.6	44.6	83.3
2014-15	All LRSD	Min		0.9	2.0	0.0	0.0	0.3	0.0	1.0
2014-15	All LRSD	Max		99.9	106.8	88.1	120.5	104.9	76.8	105.3
2014-15	All PCSSD	Min		1.9	1.6	2.0	0.0	1.5	0.0	2.0
2014-15	All PCSSD	Max		264.6	310.9	204.2	433.9	248.6	191.0	268.1
2014-15	All OEC	Min		3.3	4.7	2.6	0.0	3.3	0.0	3.4
2014-15	All OEC	Max		146.5	126.7	346.8	77.7	33.6	0.0	36.7

				In School Suspensions Per 100 Students, by Subgroup						
School Year	School Name	District or Charter	School LEA	All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	N/A	0.00	0.00	0.00	0.00
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	1.73	2.06	1.64	8.64	1.36	3.60	1.61
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	1.64	1.11	3.15	0.00	1.76	0.00	1.84
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	94.46	104.78	70.36	182.21	83.61	89.55	94.71
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	21.88	31.77	12.38	47.69	19.01	14.03	22.04
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	76.05	88.04	67.37	85.27	74.16	78.78	75.94
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.82	1.07	0.00	N/A	0.43	N/A	0.84
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	67.20	85.89	50.63	129.27	59.53	91.74	66.44
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	6.92	6.90	7.02	7.96	6.65	0.00	8.05
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	3.13	2.31	10.42	N/A	2.66	3.72	3.03
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	5.63	6.04	4.69	17.61	4.87	N/A	5.63
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	N/A	0.00	N/A	0.00	N/A	0.00
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	1.11	0.00	3.70	N/A	1.11	N/A	1.11
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.48	0.00	0.65	0.00	0.50	0.00	0.51
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.77	0.47	2.02	6.39	0.41	0.00	0.84
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	1.23	1.92	0.00	0.00	1.46	N/A	1.28
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	107.35	110.77	96.51	109.77	106.96	83.52	109.42
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	120.27	141.18	92.54	202.17	112.17	92.46	121.43

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				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	80.12	93.18	67.06	91.37	77.97	89.67	79.61
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.77	4.34	1.97	9.43	3.48	N/A	3.85
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	41.92	51.71	35.92	89.16	35.48	N/A	40.10
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	9.41	8.91	11.52	10.42	9.14	6.44	10.02
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	69.43	55.30	212.31	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	4.08	4.08	N/A	9.72	3.66	N/A	4.08
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	25.90	4.30	29.42	N/A	24.10	N/A	25.90
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	OE CHARTER	6055702	0.00	0.00	N/A	N/A	0.00	N/A	0.00
ALL	All LRSD			0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALL	All PCSSD			36.03	29.91	42.34	57.80	33.37	25.23	36.67
ALL	ALL OEC			2.11	2.45	1.80	4.98	2.04	9.84	2.11
2012-13	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All LRSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All PCSSD	Max		105.2	0.0	324.5	140.5	105.2	142.0	103.5
2012-13	ALL OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	ALL OEC	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All PCSSD	Max		94.5	104.8	70.4	182.2	83.6	91.7	94.7
2013-14	ALL OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	ALL OEC	Max		5.6	6.0	10.4	17.6	4.9	3.7	5.6
2014-15	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All LRSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All PCSSD	Max		120.3	141.2	96.5	202.2	112.2	92.5	121.4
2014-15	ALL OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	ALL OEC	Max		69.4	55.3	212.3	9.7	24.1	0.0	25.9

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, by Subgroup						
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2012-13	All LRSD	LRSD	All LRSD	35.16	43.19	14.15	42.35	34.22	17.18	37.09
2013-14	All LRSD	LRSD	All LRSD	30.24	36.81	13.24	36.23	29.48	15.40	31.90
2014-15	All LRSD	LRSD	All LRSD	31.43	38.02	11.73	39.18	30.44	14.35	33.63
2012-13	All PCSSD	PCSSD	All PCSSD	29.50	0.00	61.88	44.63	27.74	17.40	30.08
2013-14	All PCSSD	PCSSD	All PCSSD	24.33	31.54	16.36	45.09	21.83	12.26	24.99
2014-15	All PCSSD	PCSSD	All PCSSD	33.30	42.92	21.49	52.39	30.81	20.00	34.27
2012-13	All OEC	OE CHARTER	All OEC	3.97	7.46	3.87	9.58	3.76	8.76	3.86
2013-14	All OEC	OE CHARTER	All OEC	11.47	18.12	6.29	24.44	10.77	12.87	11.45
2014-15	All OEC	OE CHARTER	All OEC	12.76	18.27	7.43	33.02	12.19	27.39	13.32

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				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	14.56	25.86	4.94	28.03	13.70	10.94	14.67
2012-13	HALL HIGH SCHOOL	LRSD	6001002	77.96	86.55	38.83	73.18	78.61	62.16	80.97
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	49.49	65.87	20.35	89.97	46.44	44.07	49.89
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	10.88	15.63	6.13	39.56	9.37	1.65	11.47
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	25.38	29.69	7.03	26.42	25.23	19.08	26.00
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	61.50	65.95	36.28	62.93	61.37	17.49	64.81
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	87.38	98.53	24.22	62.39	93.24	19.12	89.49
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	25.64	45.67	7.15	47.44	23.22	0.00	26.16
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	101.55	111.41	21.83	130.38	97.25	30.01	107.77
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	13.17	10.09	48.65	21.96	11.62	4.28	14.62
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.62	6.18	55.60	7.65	12.16	3.06	12.57
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.13	2.12	2.22	2.67	2.07	2.96	2.05
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	16.80	16.47	18.07	25.02	15.57	0.00	17.87
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	2.64	7.57	1.48	0.00	2.81	0.00	2.72
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	12.14	9.55	N/A	6.39	13.58	N/A	12.39
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	1.47	1.63	1.34	0.00	1.60	0.00	1.55
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	11.97	13.63	2.57	22.06	10.33	0.00	13.60
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	2.56	3.17	2.34	0.00	2.85	N/A	2.62
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	3.99	3.18	16.61	5.11	3.82	2.37	4.25
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	16.50	17.34	11.36	21.54	15.81	N/A	16.67
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	12.23	20.78	3.33	33.97	9.26	N/A	12.48
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	4.27	3.31	15.24	12.20	2.87	2.03	4.66
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	21.69	15.64	116.47	20.88	21.83	32.13	21.36
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	2.64	1.79	16.03	5.72	1.83	N/A	2.70
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	7.49	14.82	1.73	8.05	7.43	0.00	8.23
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	10.51	6.55	85.60	27.47	7.03	2.16	12.34
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.75	9.15	1.39	3.85	8.33	2.78	8.84
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	6.39	13.18	2.57	9.12	5.87	0.00	6.79
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	6.79	6.99	4.46	19.23	4.93	N/A	7.00
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	30.30	19.44	N/A	44.89	28.86	10.96	44.89
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.36	0.38	0.00	0.00	0.40	0.00	0.56
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	31.23	20.39	237.15	66.70	24.47	10.78	33.75
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	27.96	19.18	116.83	38.64	26.64	4.97	33.01
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	12.10	14.37	4.90	16.81	11.58	2.10	14.01

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	3.44	3.37	5.06	2.89	3.48	0.00	4.85
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	87.88	90.51	61.35	93.20	87.09	36.25	94.26
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	95.85	106.90	48.78	78.95	99.82	36.59	98.97
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	67.55	73.83	34.61	78.26	65.66	16.61	69.68
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	8.24	9.05	6.72	0.00	9.69	N/A	8.40
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	162.50	170.94	86.54	58.38	179.45	N/A	164.14
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	30.24	25.55	142.86	21.65	31.30	9.35	38.36
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	15.82	7.00	183.54	28.77	14.22	1.76	21.02
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.49	0.47	0.50	2.04	0.28	0.00	0.54
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	245.00	N/A	N/A	N/A	263.89	N/A	252.58
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	133.10	137.06	71.02	131.39	133.33	96.09	140.68
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.98	0.00	1.24	0.00	1.03	2.80	0.84
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.69	0.00	10.36	7.69	2.43	0.00	3.09
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	13.52	0.00	45.08	23.91	12.11	0.00	14.24
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	27.43	0.00	78.37	36.36	26.32	7.14	29.19
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	88.26	0.00	294.19	116.79	84.37	104.17	87.93
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	22.76	0.00	44.62	34.21	21.62	N/A	21.91
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	48.44	0.00	83.52	66.27	45.05	N/A	48.30
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	6.17	0.00	25.70	17.62	5.56	N/A	6.23
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	54.57	0.00	102.96	55.18	54.48	45.66	54.94
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	30.98	0.00	182.23	24.30	32.16	8.76	34.30
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	2.26	0.00	3.10	8.71	1.55	0.00	2.33
2012-13	LISA ACADEMY	OE CHARTER	6041702	1.81	2.01	1.69	N/A	1.82	N/A	1.81
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	2.52	3.32	2.03	8.40	2.21	N/A	2.52
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	2.42	2.69	0.00	N/A	2.47	9.49	0.97
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	3.61	N/A	N/A	9.10	3.20	N/A	3.47
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.71	15.18	5.94	14.85	8.46	6.60	8.78
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	N/A	0.00	N/A	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	14.17	25.89	4.19	24.48	13.51	0.00	14.61
2013-14	HALL HIGH SCHOOL	LRSD	6001002	67.29	69.45	57.44	71.30	66.64	55.95	69.78
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	35.97	46.53	17.20	62.58	33.65	33.67	36.20
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	8.59	11.52	5.66	11.72	8.43	6.98	8.72
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.91	3.36	1.02	9.71	2.16	0.00	3.31
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	42.00	47.13	12.95	41.52	42.05	7.47	45.01
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	82.07	91.48	28.74	59.89	87.27	38.79	83.87
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	20.05	36.39	4.97	30.07	19.06	N/A	20.25
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	91.33	100.30	18.76	84.36	92.56	33.62	97.04
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	9.45	6.73	40.72	8.69	9.58	2.33	10.61
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	26.72	10.83	155.27	23.31	27.23	0.00	29.36
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.31	3.76	0.00	9.18	2.72	0.00	3.59
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	10.25	10.22	10.35	11.94	10.00	0.00	11.02
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	6.14	12.93	4.55	8.19	6.01	24.57	5.57
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	13.93	8.94	N/A	9.11	14.92	N/A	14.07
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	4.96	10.18	0.69	0.00	5.28	N/A	5.12
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	3.77	4.43	0.00	16.74	1.48	0.00	4.28
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	3.16	4.49	2.66	0.00	3.43	N/A	3.19
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.48	0.63	14.84	2.97	1.32	0.00	1.75

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	21.87	23.70	10.62	31.03	20.50	N/A	21.87
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	15.72	30.29	0.55	37.94	13.25	6.78	16.09
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	9.49	6.19	47.47	16.75	8.01	0.00	11.04
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	7.84	5.36	46.69	12.93	7.08	0.00	8.09
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	7.16	3.69	61.59	13.86	5.48	0.00	7.38
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	5.41	10.05	1.76	6.14	5.34	2.23	5.80
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	9.96	5.24	99.62	29.19	4.85	2.13	11.68
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.45	9.08	0.00	10.64	6.88	2.96	8.43
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	4.96	10.84	1.66	8.87	4.43	0.00	5.23
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	8.45	8.81	4.22	20.65	5.77	N/A	8.71
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	21.03	12.80	N/A	7.39	23.26	11.49	27.94
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	3.48	3.37	4.98	8.71	3.03	0.94	4.98
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	32.29	18.33	294.64	62.50	26.79	16.74	33.48
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	30.74	21.27	126.50	50.60	28.03	7.81	35.44
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	15.85	17.09	11.94	22.48	15.20	3.75	18.51
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	6.88	5.10	49.82	5.18	7.01	0.00	9.06
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	58.40	61.97	22.26	102.72	52.35	22.41	62.85
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	77.64	84.66	47.73	47.50	83.81	47.62	79.56
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	76.42	86.33	24.44	46.29	81.33	50.28	77.51
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	14.20	13.99	14.61	0.00	15.78	N/A	14.95
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	215.15	232.88	55.56	117.85	236.51	N/A	216.30
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	16.71	13.33	97.91	20.31	16.35	2.53	23.08
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	11.98	4.71	150.16	11.62	12.03	1.65	16.20
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.66	2.13	0.15	0.00	0.74	0.00	0.73
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	107.95	113.70	17.84	108.21	107.91	74.75	115.24
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	2.16	5.14	1.37	8.64	1.82	3.60	2.07
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.87	1.66	6.31	0.00	3.08	0.00	3.22
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	8.37	6.58	12.55	0.00	8.90	0.00	8.90
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	12.57	17.65	3.12	8.41	13.19	0.00	13.51
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	56.50	58.48	51.88	94.98	51.75	29.85	57.91
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	36.61	52.67	21.18	64.52	33.50	7.01	37.21
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	40.55	53.52	31.15	59.32	36.70	21.01	41.36
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.67	4.30	1.70	N/A	3.40	N/A	2.52
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	42.66	60.02	27.26	68.81	39.43	84.10	41.38
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	21.48	20.70	25.27	32.96	18.43	1.70	24.70
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	2.58	5.46	1.51	10.23	1.82	0.00	2.63
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.74	1.55	0.29	0.00	0.76	N/A	0.74
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	2.69	3.04	2.48	0.00	2.80	N/A	2.69
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	41.67	28.36	161.46	N/A	39.33	22.32	44.82
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.93	4.04	3.86	8.87	3.56	N/A	4.01
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	5.26	7.24	4.33	14.04	4.40	N/A	5.26
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.93	15.87	5.95	13.23	8.65	0.00	9.11
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	16.20	18.61	10.56	35.21	14.98	N/A	16.20
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	66.17	79.20	27.07	N/A	61.73	N/A	66.17
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	1.09	N/A	1.18	N/A	1.09	N/A	1.09
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	38.89	44.44	25.93	N/A	35.56	N/A	38.89
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	15.59	25.15	6.03	40.85	13.98	2.68	15.99

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2014-15	HALL HIGH SCHOOL	LRSD	6001002	83.26	87.37	59.99	77.38	84.30	35.64	95.92
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	55.39	65.80	27.23	84.50	52.51	34.12	58.56
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	9.58	11.65	6.61	15.49	9.27	1.94	10.43
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.82	3.04	1.44	12.38	1.39	0.00	3.31
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	58.14	63.03	22.26	52.05	58.90	7.27	61.97
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	27.70	46.46	3.82	50.14	24.92	N/A	27.86
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	96.43	97.84	82.20	112.24	93.64	31.89	103.60
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	18.07	18.54	13.39	15.95	18.51	0.00	21.01
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	21.84	23.43	3.59	54.60	18.20	0.00	24.54
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.92	3.24	0.00	3.89	2.74	0.00	3.24
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	11.34	11.45	10.74	20.62	9.70	3.82	12.08
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	4.08	9.81	2.07	4.25	4.07	0.00	4.21
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	15.85	16.48	5.87	14.83	16.08	0.00	16.51
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	3.19	5.47	0.81	0.00	3.46	0.00	3.32
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	5.91	6.64	0.00	25.25	1.66	0.00	6.87
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	1.05	3.17	0.00	9.82	0.28	N/A	1.06
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.64	1.76	0.00	0.00	1.84	0.00	1.95
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	20.09	21.36	7.20	26.23	19.09	N/A	20.09
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	13.95	24.48	0.00	26.43	12.41	38.76	13.19
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	12.50	13.11	8.01	28.85	8.41	2.29	14.16
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	13.78	12.83	36.66	8.38	14.66	0.00	14.21
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	5.09	5.25	0.00	12.17	3.32	N/A	5.19
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	2.62	4.76	0.00	0.00	2.85	0.00	2.94
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	1.82	1.96	0.00	1.66	1.87	0.00	2.28
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	12.43	13.35	7.21	18.02	11.45	11.58	12.57
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	3.75	6.92	1.04	5.35	3.48	0.00	3.98
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	7.04	7.04	7.04	5.03	7.37	N/A	7.26
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	15.19	15.82	0.00	15.87	15.07	5.59	26.00
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	6.21	6.51	3.45	6.90	6.13	3.63	7.79
2014-15	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	LRSD	6001056	5.56	6.24	0.00	8.42	5.37	0.00	6.31
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	27.89	28.52	20.64	36.70	26.80	1.83	34.40
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	18.40	21.34	5.87	24.78	17.77	5.07	22.16
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	4.36	3.75	24.24	5.19	4.30	4.55	4.29
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	96.35	97.26	88.15	117.24	92.95	45.59	103.27
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	96.18	102.99	62.93	63.32	101.98	39.30	99.17
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	68.54	72.25	41.39	66.23	68.92	55.19	69.10
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	34.62	34.77	32.28	24.21	35.91	4.54	48.78
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	16.11	15.54	23.73	21.59	15.50	5.89	20.70
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.90	2.17	0.32	0.00	1.00	0.00	1.00
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	10.49	12.19	7.18	17.96	9.84	0.00	11.16
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	94.17	96.76	64.32	71.47	97.26	76.78	98.79
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	4.06	6.43	3.23	0.00	4.23	0.00	4.36
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	7.66	8.04	6.05	6.39	7.74	12.77	7.16
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	1.72	2.38	0.00	0.00	1.93	0.00	2.02
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	23.93	31.63	10.22	15.34	25.56	N/A	24.92
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	89.31	97.00	64.96	100.22	87.53	55.68	92.23
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	74.11	91.35	51.26	121.63	69.41	44.38	75.35

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				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	31.58	40.94	22.22	57.26	26.69	19.49	32.22
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	15.57	13.03	23.58	18.87	15.39	N/A	15.40
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	38.86	50.56	31.69	76.42	33.74	N/A	37.88
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	19.69	19.72	19.58	29.18	17.17	12.87	21.09
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	1.71	1.59	1.75	5.71	1.27	0.00	1.79
2014-15	LISA ACADEMY	OE CHARTER	6041702	3.65	4.75	2.89	0.00	3.88	0.00	3.76
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	77.07	71.39	134.47	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.33	4.76	2.56	3.47	3.32	N/A	3.40
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	7.14	11.82	4.94	10.50	6.77	N/A	7.29
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.10	12.00	6.59	13.18	7.78	N/A	8.18
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	10.76	9.56	N/A	34.86	8.66	N/A	10.36
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	32.65	29.93	N/A	68.03	29.99	N/A	32.65
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	17.69	16.03	21.98	N/A	16.37	N/A	17.69
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	8.43	8.61	8.41	N/A	7.83	N/A	8.43
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	OE CHARTER	6055702	20.54	15.81	N/A	N/A	10.71	N/A	16.96
ALL	All LRSD			32.28	39.34	13.04	39.25	31.38	15.64	34.21
ALL	All PCSSD			29.05	24.82	33.24	47.37	26.79	16.55	29.78
ALL	ALL OEC			9.40	14.62	5.86	22.34	8.91	16.34	9.54
2012-13	All LRSD	Min		0.4	0.4	0.0	0.0	0.3	0.0	0.5
2012-13	All LRSD	Max		245.0	170.9	237.2	131.4	263.9	96.1	252.6
2012-13	All PCSSD	Min		1.0	0.0	1.2	0.0	1.0	0.0	0.8
2012-13	All PCSSD	Max		88.3	0.0	294.2	116.8	84.4	104.2	87.9
2012-13	ALL OEC	Min		0.0	2.0	0.0	8.4	0.0	6.6	0.0
2012-13	ALL OEC	Max		8.7	15.2	5.9	14.9	8.5	9.5	8.8
2013-14	All LRSD	Min		0.7	0.6	0.0	0.0	0.7	0.0	0.7
2013-14	All LRSD	Max		215.2	232.9	294.6	117.8	236.5	74.8	216.3
2013-14	All PCSSD	Min		2.2	1.7	1.4	0.0	1.8	0.0	2.1
2013-14	All PCSSD	Max		56.5	60.0	51.9	95.0	51.7	84.1	57.9
2013-14	ALL OEC	Min		0.7	1.5	0.3	0.0	0.8	0.0	0.7
2013-14	ALL OEC	Max		66.2	79.2	161.5	35.2	61.7	22.3	66.2
2014-15	All LRSD	Min		0.9	1.8	0.0	0.0	0.3	0.0	1.0
2014-15	All LRSD	Max		96.4	103.0	88.1	117.2	102.0	76.8	103.6
2014-15	All PCSSD	Min		1.7	1.6	0.0	0.0	1.3	0.0	1.8
2014-15	All PCSSD	Max		89.3	97.0	65.0	121.6	87.5	55.7	92.2
2014-15	ALL OEC	Min		3.3	4.7	2.6	0.0	3.3	0.0	3.4
2014-15	ALL OEC	Max		77.1	71.4	134.5	68.0	30.0	0.0	32.7

School Year	School Name	District or Charter	School LEA	Referrals to ALE Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.21	0.25	0.00	0.00	0.24	N/A	0.21
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.27	0.53	0.00	0.00	0.30	0.00	0.28
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.56	0.00	9.34	0.00	0.64	0.00	0.58
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.46	0.49	0.00	0.00	0.58	0.00	0.48
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.34	0.37	0.00	0.00	0.41	N/A	0.35
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	N/A	0.00	0.00	0.00	0.00
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.76	0.83	0.00	0.00	0.86	0.00	0.91
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.17	0.00	0.70	0.00	0.19	0.00	0.21
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.36	0.19	4.53	0.00	0.39	0.00	0.48
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.77	0.85	0.00	2.57	0.53	0.00	0.87
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	1.12	1.38	0.00	0.00	1.35	0.00	1.19
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.56	0.67	0.00	1.60	0.39	0.00	0.58
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.51	0.56	0.00	0.00	0.62	N/A	0.51
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.80	0.50	6.39	1.45	0.72	0.00	1.12
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.46	0.49	0.00	1.18	0.35	0.00	0.56
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.14	0.29	0.00	0.00	0.16	0.00	0.14
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	0.00	0.00	0.00
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	N/A	0.00	N/A	0.00	N/A	0.00
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.96	1.69	0.24	5.36	0.68	0.00	0.99

				Referrals to ALE Per 100 Students, by Subgroup						
School Year	School Name	District or Charter	School LEA	All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	HALL HIGH SCHOOL	LRSD	6001002	4.37	4.85	1.68	3.36	4.55	0.40	5.43
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.63	0.87	0.00	1.41	0.56	0.00	0.73
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.19	0.33	0.00	0.00	0.20	0.97	0.11
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	2.04	2.31	0.00	5.78	1.57	0.00	2.19
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	1.20	2.14	0.00	1.09	1.21	N/A	1.21
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.13	0.14	0.00	0.85	0.00	0.00	0.14
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.29	0.31	0.00	0.00	0.32	0.00	0.32
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.51	1.96	0.00	0.00	0.54	0.00	0.53
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.35	0.37	0.00	1.85	0.00	0.00	0.37
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.45	0.51	0.00	0.00	0.55	0.00	0.53
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.33	0.35	0.00	0.00	0.37	0.00	0.39
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.22	0.24	0.00	0.00	0.25	N/A	0.22
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.29	0.51	0.00	2.64	0.00	0.00	0.30
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.59	0.61	0.00	0.00	0.68	0.00	0.60
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.22	0.23	0.00	0.00	0.28	N/A	0.23
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	GEYER SPRINGS GIFTED AND TALENTED ACADEM	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.55	0.60	0.00	0.00	0.62	0.00	0.69
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	1.82	2.03	0.00	3.26	1.59	0.00	2.07
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	3.71	3.81	3.21	8.01	2.95	0.00	3.91
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	2.21	2.38	0.92	3.15	2.05	0.00	2.30
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.73	0.77	0.00	0.00	0.82	0.00	1.07
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	2.57	2.80	0.00	4.29	2.34	0.00	3.26
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District or Charter	School LEA	Referrals to ALE Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	OE CHARTER	6055702	0.00	0.00	N/A	N/A	0.00	N/A	0.00
ALL	All LRSD			0.62	0.78	0.18	1.07	0.56	0.08	0.69
ALL	All PCSSD			0.01	0.01	0.00	0.00	0.01	0.00	0.01
ALL	All OEC			0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All LRSD	Max		2.5	2.9	7.9	6.5	2.2	2.4	2.8
2012-13	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All PCSSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All OEC	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Max		1.4	1.6	9.3	6.4	1.3	0.0	1.7
2013-14	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All PCSSD	Max		0.1	0.3	0.0	0.0	0.2	0.0	0.1
2013-14	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All OEC	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All LRSD	Max		4.4	4.8	3.2	8.0	4.6	1.0	5.4
2014-15	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All PCSSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All OEC	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0

				Expulsions Per 100 Students, by Subgroup						
School Year	School Name	District or Charter	School LEA	All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.40	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.61	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.61	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	1.99	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.48	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.48	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	N/A	N/A	0.00	N/A	0.00
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	1.14	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	0.00	0.00	0.00
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	N/A	N/A	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	N/A	0.00	N/A	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	0.32	0.09	0.00	0.00	0.04	0.00	0.04
2013-14	HALL HIGH SCHOOL	LRSD	6001002	1.43	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.40	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.30	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	1.03	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.96	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.33	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.31	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.31	0.00	N/A	0.00	0.00	N/A	0.00
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.38	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.24	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.21	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.27	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.56	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.46	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.34	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	N/A	0.00	0.00	0.00	0.00
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.76	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.17	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.36	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.77	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	1.12	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.56	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.51	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.80	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.46	0.16	0.00	0.00	0.18	0.00	0.19
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.14	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	0.00	0.00	0.00
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	1.00	0.00	N/A	0.79	N/A	0.75
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	N/A	0.00	N/A	0.00	N/A	0.00
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.96	0.00	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	OE CHARTER	6055702	0.00	0.00	N/A	N/A	0.00	N/A	0.00
ALL	All LRSD			0.01	0.01	0.00	0.01	0.01	0.00	0.01
ALL	All PCSSD			0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALL	All OEC			0.01	0.02	0.00	0.00	0.01	0.00	0.01
2012-13	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All LRSD	Max		2.5	0.2	0.0	1.0	0.0	0.0	0.2
2012-13	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All PCSSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All OEC	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Max		1.4	0.2	0.0	0.0	0.2	0.0	0.2
2013-14	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All PCSSD	Max		0.1	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All OEC	Max		0.0	1.0	0.0	0.0	0.8	0.0	0.8
2014-15	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All LRSD	Max		4.4	0.2	0.0	0.0	0.1	0.0	0.1
2014-15	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All PCSSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All OEC	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0

				Other Consequences Per 100 Students, by Subgroup						
School Year	School Name	District or Charter	School LEA	All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	N/A	N/A	0.00	N/A	0.00
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.39	0.00	0.50	0.00	0.41	0.00	0.42
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	1.92	0.00	7.40	0.00	2.02	0.00	2.21
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	8.20	0.00	27.32	10.25	7.92	16.39	7.77
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	9.14	0.00	26.12	0.00	10.27	7.14	9.32
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	4.55	0.00	15.15	11.05	3.66	0.00	4.64
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	1.34	0.00	2.62	0.00	1.47	N/A	1.35
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	3.74	0.00	6.45	3.90	3.71	N/A	3.78
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	17.18	0.00	71.59	0.00	18.08	N/A	17.35
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	3.88	0.00	7.32	7.61	3.37	0.00	4.04
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.17	0.00	0.24	0.00	0.19	0.00	0.18
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	0.00	0.00	0.00
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	N/A	N/A	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.20	0.00	0.28	0.00	0.21	0.00	0.20
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	27.42	N/A	29.80	N/A	27.42	N/A	27.42
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	HALL HIGH SCHOOL	LRSD	6001002	0.09	0.11	0.00	0.00	0.10	0.00	0.11
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	N/A	0.00	0.00	0.00	0.00
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.86	1.03	0.82	0.00	0.91	0.00	0.92
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.46	1.66	4.73	0.00	2.64	3.73	2.30
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	28.45	31.08	22.32	13.95	29.38	20.92	28.93
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	17.49	22.70	7.81	4.20	19.47	7.81	18.21
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	14.93	15.53	13.50	25.20	13.66	0.00	15.71
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	24.40	30.91	18.15	46.28	21.97	7.01	24.76
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	50.00	62.53	40.93	55.61	48.85	42.02	50.33
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.27	2.15	6.80	N/A	2.98	N/A	2.95
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	70.18	96.14	47.17	125.10	63.40	53.52	70.70
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	6.21	6.33	5.62	4.55	6.65	3.41	6.66
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.55	2.05	0.00	0.00	0.61	0.00	0.56
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	10.42	9.26	20.83	N/A	9.03	11.16	10.30
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	5.26	7.02	0.00	N/A	4.75	N/A	5.26
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	23.91	N/A	22.45	N/A	20.65	N/A	23.91
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	43.33	53.97	18.52	N/A	38.89	N/A	43.33
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	3.82	9.18	1.94	0.00	3.98	20.46	2.57
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	7.66	9.46	0.00	25.54	6.52	0.00	8.42
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	11.59	14.31	4.60	19.51	10.61	5.72	12.62
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	36.20	49.85	11.93	53.68	32.87	N/A	36.43
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	41.65	43.96	34.34	38.18	42.21	25.06	43.09
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	64.05	71.63	54.01	92.04	61.28	44.38	64.87

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	75.44	83.82	67.06	52.39	79.83	77.97	75.31
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	6.60	7.45	3.93	18.87	5.96	N/A	6.74
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	51.75	63.78	44.37	76.42	48.38	N/A	49.68
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	1.75	1.35	3.46	5.21	0.83	1.29	1.85
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.19	0.00	0.25	0.00	0.21	0.00	0.20
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	2.31	2.14	2.75	N/A	2.45	N/A	2.31
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.60	0.00	0.70	N/A	0.60	N/A	0.60
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	OE CHARTER	6055702	0.00	0.00	N/A	N/A	0.00	N/A	0.00
ALL	All LRSD			0.00	0.01	0.00	0.01	0.00	0.00	0.00
ALL	All PCSSD			18.74	20.61	16.46	25.19	17.93	11.43	19.19
ALL	All OEC			1.59	1.55	1.78	2.36	1.54	2.15	1.59
2012-13	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All LRSD	Max		0.2	0.2	0.0	0.7	0.2	0.0	0.2
2012-13	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All PCSSD	Max		17.2	0.0	71.6	11.0	18.1	16.4	17.4
2012-13	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All OEC	Max		27.4	0.0	29.8	0.0	27.4	0.0	27.4
2013-14	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Max		0.1	0.1	0.0	0.0	0.1	0.0	0.1
2013-14	All PCSSD	Min		0.6	1.0	0.0	0.0	0.6	0.0	0.6
2013-14	All PCSSD	Max		70.2	96.1	47.2	125.1	63.4	53.5	70.7
2013-14	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All OEC	Max		43.3	54.0	22.4	0.0	38.9	11.2	43.3
2014-15	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All LRSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All PCSSD	Min		0.2	0.0	0.0	0.0	0.2	0.0	0.2
2014-15	All PCSSD	Max		75.4	83.8	67.1	92.0	79.8	78.0	75.3
2014-15	All OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All OEC	Max		2.3	2.1	2.7	0.0	2.5	0.0	2.3

				No Actions Per 100 Students, by Subgroup						
School Year	School Name	District or Charter	School LEA	All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	N/A	N/A	0.00	N/A	0.00
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.19	0.00	0.63	0.00	0.22	0.00	0.19
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.42	0.00	0.72	0.00	0.50	N/A	0.42
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.23	0.00	0.43	1.90	0.00	0.00	0.24
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	0.00	0.00	0.00
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	N/A	N/A	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	N/A	0.00	N/A	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District or Charter	School LEA	No Actions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	GEYER SPRINGS GIFTED AND TALENTED ACADEMY	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.48	0.92	0.32	0.00	0.50	0.00	0.51
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	11.80	12.89	8.35	11.14	11.91	5.57	12.35
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	6.21	6.75	5.50	18.08	5.04	0.00	6.47

School Year	School Name	District or Charter	School LEA	No Actions Per 100 Students, by Subgroup						
				All Students	FRL	Non-FRL	Special Education	Regular Education	LEP Students	Non-LEP Students
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	2.14	3.12	1.17	0.00	2.55	3.90	2.05
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	2.40	4.02	1.41	1.82	2.48	N/A	2.23
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	0.00	0.00	N/A	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	0.00	N/A	0.00
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	1.81	12.91	0.00	N/A	0.00	N/A	1.81
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	OE CHARTER	6055702	0.00	0.00	N/A	N/A	0.00	N/A	0.00
ALL	All LRSD			0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALL	All PCSSD			1.58	1.98	1.11	2.86	1.43	1.18	1.61
ALL	ALL OEC			0.28	0.52	0.08	0.80	0.24	1.43	0.26
2012-13	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All LRSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	All PCSSD	Max		0.4	0.0	0.7	1.9	0.5	0.0	0.4
2012-13	ALL OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012-13	ALL OEC	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All LRSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	All PCSSD	Max		7.1	9.5	6.4	11.1	6.3	12.8	7.4
2013-14	ALL OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013-14	ALL OEC	Max		10.4	10.4	10.4	0.0	10.1	7.4	10.9
2014-15	All LRSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All LRSD	Max		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All PCSSD	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	All PCSSD	Max		11.8	12.9	8.4	18.1	11.9	5.6	12.3
2014-15	ALL OEC	Min		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014-15	ALL OEC	Max		1.8	12.9	0.0	0.0	0.0	0.0	1.8

				Total Infractions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	All LRSD	LRSD	All LRSD	35.77	8.73	47.82	18.62	2.65	14.49	17.09
2013-14	All LRSD	LRSD	All LRSD	30.63	7.72	41.05	16.09	0.51	7.81	11.01
2014-15	All LRSD	LRSD	All LRSD	32.33	9.22	43.22	15.32	2.65	18.46	19.19
2012-13	All PCSSD	PCSSD	All PCSSD	66.91	40.25	104.31	49.86	5.21	0.00	78.95
2013-14	All PCSSD	PCSSD	All PCSSD	76.68	49.58	113.42	58.08	6.63	40.63	106.02
2014-15	All PCSSD	PCSSD	All PCSSD	112.62	65.87	177.33	80.42	13.50	92.86	107.08
2012-13	All OEC	OE CHARTER	All OEC	5.70	3.99	7.97	4.55	1.67	0.00	3.51
2013-14	All OEC	OE CHARTER	All OEC	15.86	4.39	25.83	3.04	2.66	11.11	4.55
2014-15	All OEC	OE CHARTER	All OEC	18.58	6.83	29.29	9.03	2.86	0.00	5.00

				Total Infractions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	15.09	4.04	24.46	8.41	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	14.53	3.24	23.97	2.50	0.00	0.00	5.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	16.55	6.19	25.09	3.64	0.53	9.52	18.18
2012-13	HALL HIGH SCHOOL	LRSD	6001002	79.84	41.82	86.11	67.91	20.00	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	68.81	50.00	73.73	59.43	0.00	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	87.72	50.79	107.06	37.45	0.00	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	49.87	27.16	65.98	43.06	0.00	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	36.36	18.41	47.27	31.46	0.00	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	56.15	36.90	71.21	36.80	8.33	N/A	64.29
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	10.98	7.84	13.84	4.72	3.13	N/A	22.22
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	8.59	4.93	11.43	4.31	0.00	N/A	27.78
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	9.78	7.28	12.59	3.31	3.45	N/A	30.77
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	25.57	12.41	33.55	18.37	N/A	N/A	15.79
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.91	0.80	4.86	0.00	0.00	N/A	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.82	1.85	3.90	0.00	N/A	N/A	6.67
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	63.27	27.78	70.73	23.21	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	42.30	13.33	49.55	3.13	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	60.18	27.08	68.26	3.23	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	88.91	28.89	99.11	17.39	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	83.10	38.00	90.61	50.00	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	26.15	5.93	45.74	6.67	25.00	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	20.05	5.31	33.49	15.79	0.00	N/A	8.33
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	28.90	5.94	45.49	8.33	21.05	N/A	28.57
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	104.10	44.12	116.31	29.31	10.00	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	92.30	56.25	103.44	26.39	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	96.56	70.21	108.62	30.38	15.38	N/A	N/A
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	13.17	10.00	15.61	5.13	9.09	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	9.77	2.86	12.84	0.00	0.00	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	18.07	20.00	21.85	2.22	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.62	12.50	12.94	5.13	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	26.72	43.33	28.18	2.70	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	22.13	8.33	27.78	0.00	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.13	0.00	2.43	3.13	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.31	4.65	3.68	0.00	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.92	0.00	3.79	0.00	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	17.62	13.04	22.57	0.00	0.00	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	10.56	6.58	13.73	3.23	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	11.34	14.29	12.95	2.44	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	2.64	0.90	8.77	20.00	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	6.14	4.98	10.71	12.50	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	4.59	1.71	19.70	0.00	0.00	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	12.78	0.00	14.39	0.00	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	14.24	15.38	14.43	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	16.20	18.18	16.41	7.14	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	1.47	1.94	1.44	0.00	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	5.34	1.05	9.49	0.00	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	3.19	0.00	5.97	0.00	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	11.97	7.14	15.22	2.44	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	3.77	5.00	4.47	0.00	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	6.36	0.00	8.23	2.86	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	2.56	2.68	2.63	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	3.40	2.73	6.19	N/A	0.00	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	1.05	0.00	4.26	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	3.99	15.38	3.77	2.13	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.48	0.00	1.98	0.00	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.97	N/A	2.53	0.00	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	16.70	0.00	17.70	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	22.08	9.09	22.84	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	20.30	6.67	20.45	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	12.23	3.26	23.23	7.69	N/A	N/A	18.18
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	15.99	3.37	32.08	13.33	0.00	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	14.24	1.22	26.35	36.84	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	4.27	0.00	4.98	1.89	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	9.49	0.00	11.90	0.00	N/A	N/A	N/A

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2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	12.50	7.14	14.68	2.27	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	22.17	N/A	22.62	20.00	N/A	N/A	N/A
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	8.40	N/A	9.09	0.00	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	14.37	N/A	15.56	0.00	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	2.64	N/A	2.82	0.00	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	7.62	0.00	8.13	0.00	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	5.31	0.00	5.48	7.69	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	7.73	1.54	13.36	0.00	0.00	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	5.41	0.87	9.22	5.88	0.00	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	2.62	1.06	4.13	0.00	0.00	N/A	0.00
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	11.28	5.26	15.00	1.79	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	9.96	0.00	13.23	1.69	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	1.82	N/A	2.58	0.00	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.75	1.67	10.67	3.13	0.00	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.45	0.00	10.92	3.28	0.00	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	12.43	10.64	14.06	11.11	0.00	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	6.39	2.24	13.27	0.00	2.78	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	4.96	2.38	9.05	0.00	0.00	N/A	10.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	3.75	1.36	7.14	0.00	0.00	N/A	0.00
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	6.79	7.14	7.14	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	8.78	8.33	9.29	0.00	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	7.04	N/A	7.75	0.00	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	30.98	N/A	50.00	11.28	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	21.03	27.27	32.59	9.86	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	15.19	0.00	28.32	5.63	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.36	0.00	0.68	0.00	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	3.48	0.00	6.21	0.81	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	6.21	29.41	5.19	3.45	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	32.41	50.00	35.41	6.67	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	32.29	9.09	36.96	12.00	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	5.56	0.00	6.41	0.00	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	29.31	14.29	37.85	4.40	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	31.50	13.79	40.16	6.42	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	28.44	18.18	37.44	3.94	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	12.10	10.20	15.83	1.94	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	16.02	8.75	21.78	3.57	N/A	N/A	9.09
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	18.40	6.15	26.02	5.17	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	3.85	0.00	5.78	0.00	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	7.25	0.00	10.87	0.00	N/A	N/A	N/A

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2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	4.36	0.00	4.68	4.19	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	88.50	69.77	96.58	42.67	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	59.17	48.72	64.41	36.59	N/A	N/A	N/A
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	98.18	103.13	108.57	42.55	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	96.46	30.91	107.63	38.10	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	78.76	50.00	83.58	56.92	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	99.89	44.44	106.01	54.10	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	69.55	130.43	72.26	19.05	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	76.98	46.43	80.75	35.71	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	70.75	53.57	73.43	37.93	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	8.24	0.00	9.52	0.00	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	14.20	N/A	14.65	0.00	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	162.98	N/A	170.35	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	215.66	N/A	216.75	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	30.71	N/A	40.69	8.20	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	16.71	0.00	24.39	3.17	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	35.35	75.00	49.43	5.84	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	15.82	8.70	22.03	3.21	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	12.78	36.36	16.43	3.76	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	16.11	57.14	18.44	8.59	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.49	0.58	0.52	0.00	0.00	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.66	0.19	2.07	0.00	0.00	N/A	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.90	0.60	2.02	0.00	0.00	N/A	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	245.00	N/A	268.57	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	10.49	6.05	14.82	0.00	0.00	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	134.23	77.27	147.31	93.57	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	108.56	45.45	123.27	68.57	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	96.74	50.00	106.06	75.57	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	1.57	1.92	2.47	0.00	0.00	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	5.40	4.84	7.05	13.33	1.00	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	8.83	6.70	16.95	6.25	4.08	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	5.38	8.33	4.44	0.00	0.00	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	6.97	2.80	16.88	2.00	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	16.09	16.15	23.19	2.13	N/A	N/A	20.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	22.13	18.12	26.87	28.95	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	36.82	26.56	63.75	10.71	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	13.30	14.68	16.00	6.98	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	36.57	22.43	74.42	17.65	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	30.05	21.36	40.82	4.35	N/A	N/A	N/A

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2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	61.35	56.84	60.47	20.00	N/A	N/A	163.64
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	190.34	136.11	233.44	142.11	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	170.36	106.75	225.20	94.29	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	250.11	201.46	296.37	142.86	N/A	N/A	N/A
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	44.85	26.72	55.19	47.83	7.14	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	85.83	61.72	100.00	78.72	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	264.64	179.44	322.57	133.87	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	157.80	102.49	235.71	140.74	N/A	N/A	80.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	173.74	118.64	243.35	154.55	N/A	N/A	150.00
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	189.28	108.97	275.11	215.38	N/A	N/A	119.05
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	26.43	28.85	28.85	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	7.76	0.00	9.62	N/A	N/A	40.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	25.94	15.91	27.08	45.45	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	144.75	50.46	270.12	141.18	N/A	N/A	176.47
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	181.88	101.80	283.54	235.48	N/A	N/A	235.71
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	134.93	87.19	182.93	235.48	N/A	N/A	141.67
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	33.03	35.84	41.21	8.54	N/A	N/A	53.85
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	34.61	43.54	39.75	12.94	N/A	N/A	27.27
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	30.85	25.33	41.62	18.81	N/A	N/A	44.44
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	2.79	1.97	5.23	0.00	0.00	N/A	10.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	3.13	3.58	3.42	0.00	0.00	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	1.90	2.03	1.61	0.00	3.13	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	1.81	2.08	1.75	0.00	2.59	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.74	0.00	0.44	0.00	2.75	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	3.65	1.89	5.39	1.82	3.95	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	2.52	2.63	1.87	8.33	0.00	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	2.69	3.80	1.75	0.00	5.41	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	2.42	N/A	1.30	4.26	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	65.63	N/A	101.79	6.58	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	146.50	N/A	237.08	27.94	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	3.61	3.77	3.76	5.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.93	3.88	5.02	0.00	0.00	N/A	0.00
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.33	1.85	5.71	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	5.26	2.97	8.10	3.57	N/A	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	7.14	3.03	12.50	0.00	5.56	N/A	7.14
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.91	6.01	12.77	5.41	0.00	N/A	5.88
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.93	2.51	16.24	0.00	0.00	N/A	6.67
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.10	1.60	14.52	0.00	0.00	N/A	6.67
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	21.83	N/A	23.22	0.00	N/A	N/A	N/A

				Total Infractions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	10.76	N/A	10.96	9.52	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	72.18	N/A	78.33	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	36.73	N/A	41.22	0.00	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	27.42	8.33	30.19	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	27.17	18.18	29.87	N/A	N/A	N/A	N/A
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	83.33	N/A	83.75	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	20.00	0.00	24.30	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	36.75	40.38	50.00	N/A	0.00	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	20.54	N/A	28.81	12.00	N/A	N/A	N/A

				Total Infractions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	All LRSD	LRSD	All LRSD	17.93	7.96	11.80	10.44	16.14	18.51	73.62
2013-14	All LRSD	LRSD	All LRSD	15.23	6.94	9.62	11.85	13.32	16.72	51.41
2014-15	All LRSD	LRSD	All LRSD	18.44	9.04	8.50	10.02	16.34	13.64	66.07
2012-13	All PCSSD	PCSSD	All PCSSD	95.39	14.15	17.49	16.23	16.23	20.05	184.91
2013-14	All PCSSD	PCSSD	All PCSSD	94.21	10.35	18.36	20.61	14.12	20.63	140.00
2014-15	All PCSSD	PCSSD	All PCSSD	111.02	12.37	19.73	23.70	20.56	25.90	146.67
2012-13	All OEC	OE CHARTER	All OEC	23.96	6.82	5.15	3.19	1.04	N/A	2.00
2013-14	All OEC	OE CHARTER	All OEC	19.18	6.63	14.38	10.46	17.31	15.92	20.93
2014-15	All OEC	OE CHARTER	All OEC	12.68	6.06	12.82	5.88	6.34	16.88	21.80

				Total Infractions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	35.46
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	27.07
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	68.66
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	39.44	8.86	36.56	15.53	36.78	18.68	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	1.37	5.48	1.18	3.23	3.92	2.25	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	2.56	7.35	2.17	1.10	3.88	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	69.13
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	37.62
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	81.93
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	90.61
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	66.51
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	19.61
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	14.95
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	26.91
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	111.62
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	64.85

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	67.52
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	7.41	0.00	11.48	20.63	16.33	21.43	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	6.00	0.00	10.64	8.06	16.67	17.39	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	20.34	18.87	3.92	15.38	31.67	15.79	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	17.39	7.81	8.51	6.00	16.36	11.90	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.11	17.91	24.07	46.00	49.02	25.00	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.86	20.31	15.28	20.75	37.04	32.61	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	2.13	1.61	3.33	5.08	1.37	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.28	6.56	1.75	2.94	5.77	0.00	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.45	2.94	0.00	7.69	0.00	3.92	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	11.32	3.85	25.00	34.18	11.43	14.93	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	3.77	0.00	2.13	22.45	21.74	8.62	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	10.00	6.25	2.50	21.74	10.87	14.75	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	3.33	5.88	0.00	1.33	0.00	5.63	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	13.79	6.15	4.48	5.56	2.67	5.71	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	1.69	8.62	3.17	4.05	5.56	4.55	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	3.28	8.16	6.12	42.55	23.40	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	8.93	0.00	12.70	4.55	7.84	51.92	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	1.96	12.24	10.87	39.62	27.91	2.38	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	6.38	0.00	0.00	2.33	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	5.71	4.88	8.51	10.20	2.13	0.00	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	4.88	0.00	0.00	6.98	6.67	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	2.78	7.69	0.00	10.00	26.67	19.61	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	3.77	16.67	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	5.71	0.00	27.27	6.67	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	5.71	1.64	3.64	1.52	0.00	2.63	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	5.63	3.03	7.14	3.70	1.54	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	1.64	0.00	1.52	1.59	2.08	0.00	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	6.12	3.03	4.62	10.87	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.72	0.00	0.00	3.92	4.44	0.00	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	3.17	0.00	6.38	2.27	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	6.41	10.23	23.17	6.59	24.42	30.77	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	10.00	22.67	11.54	14.08	29.21	43.59	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	5.71	20.55	21.18	9.33	33.33	29.41	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	6.67	22.45	8.33	17.65	14.06	6.33	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	3.45	9.09	4.00	26.67	35.53	13.51	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	7.50	13.64	22.86	4.00	4.26	23.94	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	1.85	7.81	9.80	5.77	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	5.36	1.72	10.53	19.57	8.16	14.00	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	3.64	8.62	13.33	34.78	12.50	4.44	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	14.10	6.85	21.21	7.35	35.53	55.56	N/A
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	3.45	4.76	6.25	6.52	15.38	16.98	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	1.75	36.36	5.06	22.03	5.71	11.11	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	1.23	3.17	4.17	1.39	3.51	2.82	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	2.50	4.17	22.08	6.76	6.67	1.82	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	6.10	6.90	4.35	7.04	2.78	4.23	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	16.44	1.49	6.06	10.45	5.56	5.80	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	4.23	3.03	3.17	1.41	17.39	2.99	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	4.69	0.00	0.00	0.00	4.92	6.45	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	8.47	3.77	16.13	26.09	0.00	17.86	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	1.85	5.13	10.00	18.42	14.89	11.63	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	1.89	2.08	0.00	2.56	3.92	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	2.22	6.49	14.52	3.17	6.90	18.00	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	12.66	7.79	3.45	8.77	0.00	9.62	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	2.60	11.43	18.92	8.16	28.00	8.00	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	1.04	0.00	6.59	3.54	1.59	26.14	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	1.01	1.01	5.00	11.24	1.80	13.64	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	3.13	1.23	8.24	10.39	1.05	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	6.00	0.00	2.17	31.58	6.98	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	3.39	10.45	4.35	6.82	5.26	23.81	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	7.14	9.26	0.00	0.00	2.44	28.57	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	9.38	9.43	46.51	56.10	31.11	47.06	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	13.79	3.77	26.67	42.31	25.00	17.39	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	1.96	7.14	13.33	0.00	56.52	14.81	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	1.69	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	1.92	0.00	6.52	5.13	8.70	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	3.70	6.45	2.17	4.44	8.70	13.51	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	7.02	43.59	9.09	30.77	76.92	52.08	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	15.38	7.50	35.14	20.00	57.58	100.00	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	2.56	4.35	5.66	2.13	13.89	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	11.11	32.31	37.88	40.30	25.58	32.93	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	15.46	15.12	29.87	33.77	47.06	46.67	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	17.02	17.39	20.62	34.41	32.18	52.44	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	7.83	18.75	8.25	2.33	26.51	9.80	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	12.75	14.41	15.79	12.37	6.17	37.04	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	7.59	29.59	17.65	16.13	18.18	19.23	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	2.11	1.27	1.23	9.21	9.41	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	3.54	5.32	9.00	10.00	2.50	14.67	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	2.13	2.00	2.04	7.45	11.25	2.38	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	91.26
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	48.56
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	99.01
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	13.10	27.69	51.03	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	12.84	17.56	21.15	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	10.49	52.24	44.85	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	13.90	15.64	18.18	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	12.18	13.04	13.26	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	18.97	12.44	16.38	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.71	0.00	0.00	1.57	0.92	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	1.75	1.38	0.00	0.00	0.80	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	1.97	0.00	0.63	2.04	0.00	0.78	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	1.69	0.00	6.94	6.15	15.15	4.17	5.05
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	88.51
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	94.86
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	94.51
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	2.35	0.00	3.16	0.96	2.67	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	1.59	5.13	0.00	9.09	7.78	7.61	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	4.05	6.15	15.49	8.70	11.11	7.79	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	1.82	9.09	22.86	3.13	2.13	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	15.00	0.00	3.70	15.63	8.82	3.13	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	4.26	7.14	8.16	34.69	11.43	30.77	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	5.77	2.38	8.33	32.26	12.20	76.19	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	13.73	19.05	37.50	25.00	50.00	80.56	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	8.33	4.08	20.51	22.22	3.85	22.86	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	28.57	34.62	48.57	4.35	45.71	46.43	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	3.33	22.58	46.67	55.56	4.55	35.29	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	23.81	36.67	89.66	88.00	69.44	50.00	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	191.72
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	120.65
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	198.70
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.23	71.43	14.29	26.53	31.82	7.50	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	6.67	15.91	0.00	7.69	10.00	2.44	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	17.86	23.33	11.43	34.21	49.02	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	177.18
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	160.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	101.14
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	13.43	18.29	50.70	41.77	44.44	31.17	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	25.00	15.79	49.41	39.13	26.92	50.00	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	10.77	24.44	23.44	38.55	32.35	49.43	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	1.04	5.88	1.10	0.00	3.00	6.32	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	6.52	1.12	6.74	1.89	2.13	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	3.23	2.30	2.13	2.83	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	2.27
2013-14	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.63
2014-15	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	6.75
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	34.85
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	108.70
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	2.08	6.82	5.15	3.19	1.04	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	4.08	0.00	4.08	3.96	7.45	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	5.83	0.00	1.03	4.35	5.38	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	7.08	8.47
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	13.33	4.27
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	4.17	14.86	35.42	23.08	32.26	N/A	N/A

				Total Infractions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	7.55	12.77	15.52	9.09	8.16	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	38.64	104.44
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	27.50	47.92
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	N/A	N/A	N/A	N/A	N/A	N/A	11.27
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	8.16	17.39	37.50	N/A	N/A	N/A	N/A

				Total Infractions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	All LRSD	LRSD	All LRSD	81.38	81.67	73.54	52.90	30.12	22.02
2013-14	All LRSD	LRSD	All LRSD	71.05	76.40	52.87	59.21	28.27	15.57
2014-15	All LRSD	LRSD	All LRSD	67.14	68.15	73.02	51.22	38.96	17.68
2012-13	All PCSSD	PCSSD	All PCSSD	112.81	210.37	134.08	96.97	54.70	59.27
2013-14	All PCSSD	PCSSD	All PCSSD	201.37	187.30	184.07	121.48	76.47	77.34
2014-15	All PCSSD	PCSSD	All PCSSD	218.09	217.58	283.11	241.98	215.15	168.58
2012-13	All OEC	OE CHARTER	All OEC	2.95	0.52	6.91	10.36	14.42	7.98
2013-14	All OEC	OE CHARTER	All OEC	20.28	15.90	22.05	13.69	18.10	9.62
2014-15	All OEC	OE CHARTER	All OEC	33.81	41.16	7.35	16.77	12.28	3.94

				Total Infractions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	20.66	15.58	14.31	8.05
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	20.46	12.83	12.07	11.88
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	27.26	18.69	12.35	7.01
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	127.95	84.03	50.64	34.96
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	64.05	109.20	53.28	27.69
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	116.71	84.64	93.09	33.79
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	48.80	63.90	N/A	N/A	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	32.55	50.84	N/A	N/A	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	53.99	45.35	N/A	N/A	N/A	N/A
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	11.79	8.37	13.41	10.17
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	14.77	5.99	8.61	4.82
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	18.52	7.88	5.62	3.65
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	69.06	53.90	N/A	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	53.56	34.55	N/A	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	52.90	47.48	N/A	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	78.53	96.65	N/A	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	73.30	114.37	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	25.00	33.46	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	18.32	27.41	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	20.91	39.34	N/A	N/A	N/A	N/A
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	100.00	97.96	N/A	N/A	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	118.22	91.74	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	89.43	127.02	N/A	N/A	N/A	N/A
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	102.18	71.43	N/A	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	58.56	69.86	N/A	N/A	N/A	N/A
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	100.88	94.78	N/A	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	117.20	104.58	65.58	76.19
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	85.98	106.92	51.25	38.84
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	119.87	135.98	78.90	43.11
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	91.89	92.37	44.06	23.72
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	120.83	102.85	37.50	20.50
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	127.27	70.21	41.94	25.79
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	7.89	7.81
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	40.43	4.72
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	192.00	137.50	107.14	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	892.31	600.00	79.27	137.25	114.29	36.36
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	217.65	147.37	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	16.67	29.17	N/A	N/A	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	140.41	186.87	N/A	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	106.79	123.74	N/A	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	126.73	69.74	N/A	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Total Infractions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	110.23	266.12	N/A	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	189.80	199.40	N/A	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	284.38	268.15	N/A	N/A	N/A	N/A
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	77.34	35.87	18.92	44.00
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	149.32	90.73	51.52	34.09
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	339.50	285.88	232.14	175.47
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	208.39	196.46	113.27	86.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	231.48	165.71	114.95	151.96
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	215.57	189.12	189.01	157.84
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	115.97	140.00	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	213.01	172.86	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	144.44	168.12	N/A	N/A	N/A	N/A
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	2.67	0.00	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.47	1.20	N/A	N/A	N/A	N/A
2014-15	LISA ACADEMY	OE CHARTER	6041702	2.61	0.00	0.00	N/A	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	1.85	4.17	5.13	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	3.06	2.56	4.26	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	4.00	2.27	N/A	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	86.44	77.61	N/A	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	168.33	154.90	N/A	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	2.48	3.25	N/A	N/A	N/A	N/A
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	6.90	4.07	N/A	N/A	N/A	N/A
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	10.87	11.19	5.98	6.90
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	12.10	6.85	8.13	9.01
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	9.29	8.47	10.00	4.24
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A

				Total Infractions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	106.90	6.67	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	16.22	63.64	N/A	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	27.27	37.29	16.67
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	53.85	40.00	9.09
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	133.33	65.38	76.19	37.50
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	4.65	43.24	19.51	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	42.59	73.17	N/A	N/A	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	N/A	N/A	N/A	N/A	N/A	N/A

				Out of School Suspensions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	All LRSD	LRSD	All LRSD	35.16	8.62	46.97	18.39	2.65	14.49	17.09
2013-14	All LRSD	LRSD	All LRSD	30.24	7.67	40.51	15.91	0.51	7.81	11.01
2014-15	All LRSD	LRSD	All LRSD	31.43	9.10	41.92	15.21	2.65	18.46	18.45
2012-13	All PCSSD	PCSSD	All PCSSD	29.50	19.35	44.87	21.80	1.56	0.00	23.68
2013-14	All PCSSD	PCSSD	All PCSSD	24.33	17.46	34.54	17.26	2.76	12.50	31.33
2014-15	All PCSSD	PCSSD	All PCSSD	33.30	20.77	51.94	21.46	3.07	35.71	26.55
2012-13	All OEC	OE CHARTER	All OEC	3.97	3.67	4.66	3.98	1.67	0.00	3.51
2013-14	All OEC	OE CHARTER	All OEC	11.47	3.20	18.60	1.52	2.66	11.11	4.55
2014-15	All OEC	OE CHARTER	All OEC	12.76	3.12	21.14	4.84	2.86	0.00	5.00

				Out of School Suspensions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	14.56	3.78	23.64	8.41	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	14.17	3.24	23.33	2.50	0.00	0.00	5.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	15.59	6.19	23.47	3.64	0.53	9.52	13.64
2012-13	HALL HIGH SCHOOL	LRSD	6001002	77.96	41.82	83.90	66.84	20.00	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	67.29	50.00	71.91	58.49	0.00	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	83.26	47.62	101.29	36.68	0.00	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	49.49	27.16	65.30	43.06	0.00	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	35.97	18.41	46.59	31.46	0.00	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	55.39	36.31	70.11	36.80	8.33	N/A	64.29
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	10.88	7.84	13.67	4.72	3.13	N/A	22.22
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	8.59	4.93	11.43	4.31	0.00	N/A	27.78
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	9.58	7.28	12.41	2.65	3.45	N/A	30.77
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	25.38	12.41	33.23	18.37	N/A	N/A	15.79
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.91	0.80	4.86	0.00	0.00	N/A	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	2.82	1.85	3.90	0.00	N/A	N/A	6.67
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	61.50	27.78	68.62	23.21	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	42.00	13.33	49.18	3.13	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	58.14	27.08	65.87	3.23	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	87.38	28.89	97.32	17.39	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	82.07	36.00	89.59	50.00	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	25.64	5.93	44.70	6.67	25.00	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	20.05	5.31	33.49	15.79	0.00	N/A	8.33
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	27.70	5.94	43.35	8.33	21.05	N/A	28.57
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	101.55	44.12	113.48	27.59	10.00	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	91.33	56.25	102.30	26.39	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	96.43	70.21	108.46	30.38	15.38	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	13.17	10.00	15.61	5.13	9.09	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	9.45	2.86	12.39	0.00	0.00	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	18.07	20.00	21.85	2.22	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.62	12.50	12.94	5.13	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	26.72	43.33	28.18	2.70	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	21.84	8.33	27.41	0.00	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.13	0.00	2.43	3.13	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.31	4.65	3.68	0.00	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	2.92	0.00	3.79	0.00	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	16.80	13.04	21.24	0.00	0.00	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	10.25	6.58	13.24	3.23	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	11.34	14.29	12.95	2.44	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	2.64	0.90	8.77	20.00	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	6.14	4.98	10.71	12.50	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	4.08	1.71	16.67	0.00	0.00	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	12.14	0.00	13.67	0.00	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	13.93	15.38	14.09	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	15.85	18.18	16.02	7.14	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	1.47	1.94	1.44	0.00	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	4.96	1.05	8.76	0.00	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	3.19	0.00	5.97	0.00	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	11.97	7.14	15.22	2.44	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	3.77	5.00	4.47	0.00	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	5.91	0.00	7.59	2.86	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	2.56	2.68	2.63	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	3.16	2.39	6.19	N/A	0.00	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	1.05	0.00	4.26	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	3.99	15.38	3.77	2.13	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.48	0.00	1.98	0.00	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.64	N/A	2.11	0.00	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	16.50	0.00	17.48	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	21.87	9.09	22.62	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	20.09	6.67	20.23	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	12.23	3.26	23.23	7.69	N/A	N/A	18.18
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	15.72	3.37	31.45	13.33	0.00	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	13.95	1.22	25.68	36.84	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	4.27	0.00	4.98	1.89	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	9.49	0.00	11.90	0.00	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	12.50	7.14	14.68	2.27	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	21.69	N/A	22.11	20.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	7.84	N/A	8.48	0.00	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	13.78	N/A	14.92	0.00	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	2.64	N/A	2.82	0.00	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	7.16	0.00	7.64	0.00	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	5.09	0.00	5.24	7.69	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	7.49	1.54	12.90	0.00	0.00	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	5.41	0.87	9.22	5.88	0.00	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	2.62	1.06	4.13	0.00	0.00	N/A	0.00
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	10.51	5.26	13.89	1.79	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	9.96	0.00	13.23	1.69	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	1.82	N/A	2.58	0.00	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.75	1.67	10.67	3.13	0.00	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	7.45	0.00	10.92	3.28	0.00	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	12.43	10.64	14.06	11.11	0.00	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	6.39	2.24	13.27	0.00	2.78	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	4.96	2.38	9.05	0.00	0.00	N/A	10.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	3.75	1.36	7.14	0.00	0.00	N/A	0.00
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	6.79	7.14	7.14	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	8.45	8.33	8.92	0.00	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	7.04	N/A	7.75	0.00	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	30.30	N/A	49.35	10.53	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	21.03	27.27	32.59	9.86	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	15.19	0.00	28.32	5.63	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.36	0.00	0.68	0.00	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	3.48	0.00	6.21	0.81	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	6.21	29.41	5.19	3.45	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	31.23	50.00	33.97	6.67	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	32.29	9.09	36.96	12.00	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	5.56	0.00	6.41	0.00	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	27.96	14.29	35.96	4.40	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	30.74	13.79	39.12	6.42	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	27.89	18.18	36.67	3.94	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	12.10	10.20	15.83	1.94	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	15.85	8.75	21.52	3.57	N/A	N/A	9.09
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	18.40	6.15	26.02	5.17	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	3.44	0.00	5.17	0.00	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	6.88	0.00	10.33	0.00	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	4.36	0.00	4.68	4.19	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	87.88	69.77	96.02	41.33	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	58.40	48.72	63.44	36.59	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, by Race/Ethnicity						
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2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	96.35	103.13	106.29	42.55	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	95.85	29.09	107.19	36.51	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	77.64	50.00	82.26	56.92	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	96.18	42.22	102.00	54.10	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	67.55	126.09	70.16	19.05	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	76.42	46.43	80.12	35.71	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	68.54	53.57	70.97	37.93	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	8.24	0.00	9.52	0.00	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	14.20	N/A	14.65	0.00	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	162.50	N/A	169.85	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	215.15	N/A	216.23	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	30.24	N/A	40.00	8.20	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	16.71	0.00	24.39	3.17	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	34.62	75.00	48.28	5.84	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	15.82	8.70	22.03	3.21	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	11.98	36.36	15.71	2.69	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	16.11	57.14	18.44	8.59	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.49	0.58	0.52	0.00	0.00	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.66	0.19	2.07	0.00	0.00	N/A	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.90	0.60	2.02	0.00	0.00	N/A	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	245.00	N/A	268.57	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	10.49	6.05	14.82	0.00	0.00	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	133.10	72.73	146.01	93.57	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	107.95	45.45	122.65	67.86	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	94.17	44.44	102.80	75.57	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.98	1.44	1.23	0.00	0.00	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	2.16	2.15	2.56	6.67	0.00	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	4.06	3.91	6.78	6.25	1.02	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.69	3.70	3.33	0.00	0.00	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.87	1.87	6.49	0.00	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	7.66	7.69	8.70	2.13	N/A	N/A	10.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	13.52	13.04	11.94	18.42	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	8.37	7.81	12.50	0.00	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	1.72	0.92	4.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	27.43	11.21	72.09	11.76	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	12.57	9.71	18.37	0.00	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	23.93	26.32	25.58	0.00	N/A	N/A	27.27
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	88.26	70.56	105.35	60.53	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	56.50	48.47	67.32	28.57	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	89.31	79.56	102.82	48.98	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, by Race/Ethnicity						
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2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	22.76	17.67	24.50	36.96	7.14	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	36.61	27.27	41.35	42.55	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	74.11	53.89	89.07	35.48	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	48.44	35.68	71.43	25.93	N/A	N/A	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	40.55	31.82	55.17	24.24	N/A	N/A	21.43
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	31.58	19.28	48.44	20.51	N/A	N/A	9.52
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	6.17	5.77	7.05	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.67	0.00	3.85	N/A	N/A	30.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	15.57	6.82	17.36	18.18	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	54.57	12.96	114.02	50.00	N/A	N/A	35.29
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	42.66	22.07	66.46	58.06	N/A	N/A	71.43
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	38.86	23.55	56.71	70.97	N/A	N/A	16.67
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	30.98	34.68	36.97	8.54	N/A	N/A	53.85
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	21.48	25.17	26.09	7.06	N/A	N/A	22.73
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	19.69	14.67	28.90	10.89	N/A	N/A	25.93
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	2.26	1.97	3.27	0.00	0.00	N/A	10.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	2.58	3.28	2.05	0.00	0.00	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	1.71	2.03	1.61	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	1.81	2.08	1.75	0.00	2.59	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.74	0.00	0.44	0.00	2.75	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	3.65	1.89	5.39	1.82	3.95	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	2.52	2.63	1.87	8.33	0.00	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	2.69	3.80	1.75	0.00	5.41	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	2.42	N/A	1.30	4.26	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	41.67	N/A	66.07	2.63	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	77.07	N/A	129.21	8.82	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	3.61	3.77	3.76	5.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.93	3.88	5.02	0.00	0.00	N/A	0.00
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	3.33	1.85	5.71	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	5.26	2.97	8.10	3.57	N/A	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	7.14	3.03	12.50	0.00	5.56	N/A	7.14
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.71	5.46	12.77	5.41	0.00	N/A	5.88
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.93	2.51	16.24	0.00	0.00	N/A	6.67
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	8.10	1.60	14.52	0.00	0.00	N/A	6.67
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	16.20	N/A	17.23	0.00	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	10.76	N/A	10.96	9.52	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	66.17	N/A	71.67	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	32.65	N/A	36.64	0.00	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	1.09	0.00	1.30	N/A	N/A	N/A	N/A

				Out of School Suspensions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	38.89	N/A	41.25	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	17.69	0.00	21.50	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	8.43	10.58	7.89	N/A	0.00	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	20.54	N/A	28.81	12.00	N/A	N/A	N/A

				Out of School Suspensions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	All LRSD	LRSD	All LRSD	6.99	7.81	11.59	10.24	15.82	18.14	72.43
2013-14	All LRSD	LRSD	All LRSD	6.40	6.67	9.32	11.80	13.17	16.39	50.98
2014-15	All LRSD	LRSD	All LRSD	6.23	8.86	8.45	9.86	16.07	13.43	64.61
2012-13	All PCSSD	PCSSD	All PCSSD	4.37	8.05	14.75	9.31	11.22	16.09	75.79
2013-14	All PCSSD	PCSSD	All PCSSD	6.34	5.30	9.18	8.91	5.56	9.40	45.57
2014-15	All PCSSD	PCSSD	All PCSSD	2.54	6.05	9.87	10.68	9.44	16.07	51.82
2012-13	All OEC	OE CHARTER	All OEC	2.08	6.82	5.15	3.19	1.04	N/A	2.00
2013-14	All OEC	OE CHARTER	All OEC	3.42	6.63	10.27	8.50	13.46	15.29	16.80
2014-15	All OEC	OE CHARTER	All OEC	6.83	6.06	12.82	5.88	6.34	14.38	15.28

				Out of School Suspensions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	35.46
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	27.07
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	68.28
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	38.03	8.86	36.56	15.53	36.78	18.68	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	1.37	5.48	1.18	3.23	3.92	2.25	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	2.56	7.35	2.17	1.10	3.88	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	65.22
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	37.62
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	79.52
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	89.50
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	66.05
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	19.22
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	14.95
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	25.45
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	109.15
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	64.02
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	67.52

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	7.41	0.00	11.48	20.63	16.33	21.43	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	6.00	0.00	8.51	8.06	16.67	17.39	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	20.34	18.87	3.92	15.38	31.67	15.79	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	17.39	7.81	8.51	6.00	16.36	11.90	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.11	17.91	24.07	46.00	49.02	25.00	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	11.86	20.31	15.28	18.87	37.04	32.61	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	2.13	1.61	3.33	5.08	1.37	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.28	6.56	1.75	2.94	5.77	0.00	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	3.45	2.94	0.00	7.69	0.00	3.92	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	11.32	3.85	25.00	31.65	10.00	14.93	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	3.77	0.00	2.13	22.45	20.29	8.62	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	10.00	6.25	2.50	21.74	10.87	14.75	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	3.33	5.88	0.00	1.33	0.00	5.63	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	13.79	6.15	4.48	5.56	2.67	5.71	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	1.69	6.90	3.17	4.05	4.17	4.55	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	3.28	8.16	6.12	40.43	21.28	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	8.93	0.00	12.70	4.55	7.84	50.00	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	1.96	12.24	10.87	39.62	25.58	2.38	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	6.38	0.00	0.00	2.33	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	5.71	4.88	6.38	10.20	2.13	0.00	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	4.88	0.00	0.00	6.98	6.67	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	2.78	7.69	0.00	10.00	26.67	19.61	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	3.77	16.67	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	5.71	0.00	24.24	6.67	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	5.71	1.64	3.64	1.52	0.00	2.63	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	4.23	3.03	7.14	3.70	1.54	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	1.64	0.00	1.52	1.59	2.08	0.00	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	6.12	3.03	4.62	10.87	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	1.72	0.00	0.00	3.92	4.44	0.00	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	3.17	0.00	4.26	2.27	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	6.41	10.23	23.17	6.59	24.42	29.49	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	10.00	22.67	11.54	14.08	29.21	42.31	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	5.71	20.55	20.00	9.33	33.33	29.41	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	6.67	22.45	8.33	17.65	14.06	6.33	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	3.45	9.09	4.00	26.67	35.53	12.16	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	7.50	13.64	22.86	4.00	4.26	22.54	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	1.85	7.81	9.80	5.77	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	5.36	1.72	10.53	19.57	8.16	14.00	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	3.64	8.62	13.33	34.78	12.50	4.44	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	14.10	6.85	19.70	7.35	34.21	55.56	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	3.45	3.57	6.25	6.52	13.46	16.98	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	1.75	33.33	5.06	22.03	5.71	11.11	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	1.23	3.17	4.17	1.39	3.51	2.82	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	2.50	2.78	20.78	6.76	6.67	1.82	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	6.10	5.75	4.35	7.04	2.78	4.23	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	15.07	1.49	6.06	10.45	5.56	5.80	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	4.23	3.03	3.17	1.41	17.39	2.99	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	4.69	0.00	0.00	0.00	4.92	6.45	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	8.47	3.77	12.90	23.91	0.00	17.86	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	1.85	5.13	10.00	18.42	14.89	11.63	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	1.89	2.08	0.00	2.56	3.92	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	2.22	6.49	14.52	3.17	6.90	18.00	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	12.66	7.79	3.45	8.77	0.00	9.62	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	2.60	11.43	18.92	8.16	28.00	8.00	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	1.04	0.00	6.59	3.54	1.59	26.14	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	1.01	1.01	5.00	11.24	1.80	13.64	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	3.13	1.23	8.24	10.39	1.05	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	6.00	0.00	2.17	31.58	6.98	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	3.39	10.45	4.35	6.82	5.26	21.43	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	7.14	9.26	0.00	0.00	2.44	28.57	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	9.38	9.43	44.19	56.10	31.11	45.10	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	13.79	3.77	26.67	42.31	25.00	17.39	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	1.96	7.14	13.33	0.00	56.52	14.81	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	1.69	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	1.92	0.00	6.52	5.13	8.70	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	3.70	6.45	2.17	4.44	8.70	13.51	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	7.02	38.46	9.09	30.77	76.92	50.00	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	15.38	7.50	35.14	20.00	57.58	100.00	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	2.56	4.35	5.66	2.13	13.89	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	9.88	32.31	36.36	38.81	24.42	30.49	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	15.46	15.12	28.57	33.77	45.88	44.76	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	17.02	17.39	20.62	32.26	32.18	51.22	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	7.83	18.75	8.25	2.33	26.51	9.80	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	11.76	14.41	15.79	12.37	6.17	37.04	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	7.59	29.59	17.65	16.13	18.18	19.23	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	1.05	1.27	1.23	7.89	9.41	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	2.65	5.32	9.00	8.89	2.50	14.67	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	2.13	2.00	2.04	7.45	11.25	2.38	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	91.26
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	47.12

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade						
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2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	96.53
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	13.10	26.92	50.34	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	12.84	17.56	21.15	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	10.49	51.49	43.38	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	13.90	15.64	18.18	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	12.18	11.59	12.15	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	18.97	12.44	16.38	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.71	0.00	0.00	1.57	0.92	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	1.75	1.38	0.00	0.00	0.80	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	1.97	0.00	0.63	2.04	0.00	0.78	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	1.69	0.00	6.94	6.15	15.15	4.17	5.05
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	88.12
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	94.86
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	91.21
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	1.18	0.00	1.05	0.96	2.67	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	1.59	1.28	0.00	3.03	2.22	4.35	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	1.35	1.54	4.23	1.45	7.94	7.79	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	1.82	6.06	5.71	3.13	2.13	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	7.50	0.00	1.85	6.25	0.00	3.13	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.13	2.38	6.12	12.24	0.00	23.08	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	1.92	0.00	5.56	9.68	7.32	57.14	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	7.84	2.38	7.50	3.57	9.52	19.44	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	5.13	0.00	3.85	2.86	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	21.43	34.62	42.86	0.00	28.57	28.57	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	12.90	20.00	25.00	0.00	11.76	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	9.52	26.67	48.28	32.00	8.33	18.18	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	85.21
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	52.90
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	72.08

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.23	20.00	0.00	4.08	6.82	2.50	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.33	9.09	0.00	0.00	5.00	2.44	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	7.14	16.67	5.71	18.42	31.37	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	65.10
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	38.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	34.09
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	13.43	15.85	47.89	39.24	41.27	29.87	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	18.42	8.77	31.76	20.29	16.67	31.48	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	7.69	12.22	12.50	26.51	23.53	32.18	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	1.04	2.35	1.10	0.00	3.00	6.32	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	6.52	0.00	4.49	1.89	2.13	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	2.15	2.30	2.13	2.83	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	2.27
2013-14	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.63
2014-15	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	6.75
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	19.70
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	65.22
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	2.08	6.82	5.15	3.19	1.04	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	4.08	0.00	4.08	3.96	7.45	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	5.83	0.00	1.03	4.35	5.38	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	7.08	8.47
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	13.33	4.27
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	2.08	14.86	22.92	17.31	22.58	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	7.55	12.77	15.52	9.09	8.16	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	36.36	91.11
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	17.50	45.83
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				Out of School Suspensions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	8.16	17.39	37.50	N/A	N/A	N/A	N/A

				Out of School Suspensions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	All LRSD	LRSD	All LRSD	79.89	80.82	72.33	51.68	29.47	21.74
2013-14	All LRSD	LRSD	All LRSD	70.57	75.57	52.24	58.21	27.95	15.22
2014-15	All LRSD	LRSD	All LRSD	65.77	67.16	70.04	48.60	37.42	17.10
2012-13	All PCSSD	PCSSD	All PCSSD	44.69	97.87	48.88	31.99	17.11	29.82
2013-14	All PCSSD	PCSSD	All PCSSD	50.85	53.09	59.79	39.06	21.32	24.10
2014-15	All PCSSD	PCSSD	All PCSSD	67.76	73.99	67.30	63.27	50.65	36.02
2012-13	All OEC	OE CHARTER	All OEC	2.95	0.52	6.91	8.29	4.19	3.76
2013-14	All OEC	OE CHARTER	All OEC	15.33	11.59	12.99	8.37	9.50	5.77
2014-15	All OEC	OE CHARTER	All OEC	17.86	21.22	7.35	14.84	12.28	3.94

				Out of School Suspensions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	19.61	15.26	13.84	7.85
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	20.03	12.68	11.74	11.36
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	25.81	17.81	11.35	6.50
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	125.94	80.56	49.79	34.15
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	62.54	106.53	52.90	26.67
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	110.28	79.74	89.45	32.42
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	48.00	63.54	N/A	N/A	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	32.16	50.00	N/A	N/A	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	53.23	44.19	N/A	N/A	N/A	N/A
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	11.41	8.37	13.41	10.17
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	14.77	5.99	8.61	4.82
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	18.21	7.47	5.62	3.65
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	67.71	53.55	N/A	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	53.14	34.09	N/A	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	49.81	46.76	N/A	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	76.69	94.97	N/A	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	72.77	112.07	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	24.22	33.09	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	18.32	27.41	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	20.21	37.87	N/A	N/A	N/A	N/A
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	96.93	95.92	N/A	N/A	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	117.83	90.00	N/A	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	89.43	126.67	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	100.87	70.97	N/A	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	57.66	69.86	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	99.56	93.04	N/A	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	117.20	102.92	64.94	76.19
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	84.85	105.00	50.63	38.84
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	116.09	128.97	76.61	41.92
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	88.85	90.76	42.08	23.08
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	120.45	101.63	37.05	20.50
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	123.48	67.23	40.55	25.79
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	7.89	7.81
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	40.43	4.72
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	192.00	135.42	107.14	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	892.31	600.00	79.27	137.25	114.29	36.36
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	217.65	147.37	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	16.67	29.17	N/A	N/A	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	138.78	185.35	N/A	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	105.88	122.83	N/A	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	123.27	68.72	N/A	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	55.11	122.95	N/A	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	54.42	61.68	N/A	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	102.50	93.33	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Out of School Suspensions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	36.45	17.39	9.19	26.86
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	64.71	40.40	20.61	13.07
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	95.00	90.40	66.43	36.48
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	65.16	55.75	30.09	35.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	53.09	37.14	22.43	43.14
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	34.13	30.61	26.37	35.29
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	31.94	66.21	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	47.26	42.86	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	29.17	55.07	N/A	N/A	N/A	N/A
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	2.67	0.00	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.47	1.20	N/A	N/A	N/A	N/A
2014-15	LISA ACADEMY	OE CHARTER	6041702	2.61	0.00	0.00	N/A	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	1.85	4.17	5.13	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	3.06	2.56	4.26	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	4.00	2.27	N/A	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	52.54	53.73	N/A	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	86.67	76.47	N/A	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	2.48	3.25	N/A	N/A	N/A	N/A
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	6.90	4.07	N/A	N/A	N/A	N/A
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	10.87	10.45	5.98	6.90
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	12.10	6.85	8.13	9.01
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	9.29	8.47	10.00	4.24
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	103.45	6.67	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	16.22	59.09	N/A	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00

				Out of School Suspensions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	51.85	38.46	42.86	12.50
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	4.65	35.14	19.51	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	9.26	21.95	N/A	N/A	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	N/A	N/A	N/A	N/A	N/A	N/A

				In-School Suspensions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	34.04	18.56	54.47	25.89	3.65	0.00	50.00
2013-14	All PCSSD	PCSSD	All PCSSD	29.28	17.04	44.67	23.84	2.76	18.75	43.37
2014-15	All PCSSD	PCSSD	All PCSSD	44.78	21.59	74.94	33.73	5.52	39.29	38.94
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.75	0.12	1.32	0.00	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	5.57	3.60	7.74	4.19	0.00	0.00	0.00

				In-School Suspensions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	N/A	N/A

School Year	School Name	District or Charter	School LEA	In-School Suspensions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	0.00	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	In-School Suspensions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	In-School Suspensions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.20	0.48	0.00	0.00	0.00	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	1.73	1.08	2.56	6.67	0.00	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.48	1.12	0.00	0.00	0.00	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.77	1.85	0.00	0.00	0.00	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	1.64	0.93	3.90	0.00	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.77	0.00	2.90	0.00	N/A	N/A	0.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.41	0.00	1.49	0.00	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	1.23	0.00	0.00	0.00	N/A	N/A	18.18
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	97.35	62.22	121.74	81.58	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	94.46	45.40	131.89	57.14	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	107.35	73.72	130.65	71.43	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	In-School Suspensions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	20.75	8.19	28.92	10.87	0.00	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	21.88	12.44	27.19	17.02	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	120.27	72.22	149.88	66.13	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	105.20	65.98	156.12	107.41	N/A	N/A	80.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	76.05	55.00	97.04	87.88	N/A	N/A	107.14
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	80.12	40.36	120.00	100.00	N/A	N/A	57.14
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.08	1.92	3.85	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.82	0.00	1.28	N/A	N/A	0.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.77	6.82	2.78	9.09	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	86.07	35.65	148.78	88.24	N/A	N/A	135.29
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	67.20	36.94	106.33	87.10	N/A	N/A	71.43
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	41.92	23.55	61.59	67.74	N/A	N/A	50.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	2.05	1.16	4.24	0.00	N/A	N/A	0.00
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	6.92	10.20	7.45	2.35	N/A	N/A	0.00
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	9.41	8.67	11.56	5.94	N/A	N/A	14.81
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.35	0.00	1.31	0.00	0.00	N/A	0.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	3.13	N/A	4.46	0.00	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	69.43	N/A	107.87	19.12	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	5.63	N/A	5.99	0.00	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	4.08	N/A	4.58	0.00	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A

				In-School Suspensions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	1.11	N/A	1.25	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	25.90	28.85	34.21	N/A	0.00	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	N/A	0.00	0.00	N/A	N/A	N/A

				In-School Suspensions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	1.71	0.82	1.67	0.95	0.25	104.72
2013-14	All PCSSD	PCSSD	All PCSSD	0.28	1.26	3.47	3.62	1.39	1.04	58.69
2014-15	All PCSSD	PCSSD	All PCSSD	0.56	2.11	2.40	3.39	2.78	3.60	56.06
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.68	0.00	4.11	1.96	3.85	0.00	0.26
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	2.50	6.52

				In-School Suspensions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District or Charter	School LEA	In-School Suspensions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District or Charter	School LEA	In-School Suspensions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	1.18	0.00	0.00	0.00	0.00	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	2.56	0.00	1.52	2.22	3.26	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	1.45	1.59	0.00	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	5.71	0.00	0.00	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.50	0.00	1.85	6.25	0.00	0.00	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	2.38	0.00	2.04	0.00	0.00	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	3.23	0.00	0.00	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	5.56	0.00	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	104.14
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	60.00
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	88.96

School Year	School Name	District or Charter	School LEA	In-School Suspensions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	5.71	3.57	4.08	4.55	0.00	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	2.27	0.00	0.00	1.67	0.00	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	3.57	6.67	2.86	5.26	3.92	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	105.37
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	57.33
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	27.27
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	2.44	2.82	2.53	3.17	1.30	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	3.51	15.29	14.49	3.85	1.85	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	3.08	6.67	10.94	12.05	7.35	14.94	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	2.35	0.00	0.00	0.00	0.00	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	1.52
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	43.48
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	2.08	0.00	12.50	5.77	9.68	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	10.00	2.08
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				In-School Suspensions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	N/A	N/A	N/A	N/A	N/A	N/A	11.27
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	0.00	0.00	N/A	N/A	N/A	N/A

				In-School Suspensions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	64.06	107.62	83.52	62.96	36.24	24.36
2013-14	All PCSSD	PCSSD	All PCSSD	99.32	86.64	70.76	43.36	25.37	24.10
2014-15	All PCSSD	PCSSD	All PCSSD	86.51	82.78	128.07	105.25	96.10	73.18
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.24	1.08	0.39	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	15.00	19.94	0.00	0.00	0.00	0.00

				In-School Suspensions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A

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2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A

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				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A

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2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	0.00	0.00	0.00	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	51.14	135.52	N/A	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	116.33	107.19	N/A	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	120.63	112.59	N/A	N/A	N/A	N/A

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2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	40.89	17.93	9.19	12.57
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	42.99	19.87	12.73	5.68
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	156.50	119.21	112.14	83.02
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	139.35	136.28	80.53	45.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	108.64	77.14	44.86	55.88
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	94.01	88.44	71.43	57.84
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	79.86	72.41	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	82.19	62.14	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	48.61	53.62	N/A	N/A	N/A	N/A
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	1.69	5.97	N/A	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	81.67	78.43	N/A	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	4.55	N/A	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00

				In-School Suspensions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	3.70	0.00	0.00	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	25.93	51.22	N/A	N/A	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	N/A	N/A	N/A	N/A	N/A	N/A

				Expulsions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	All LRSD	LRSD	All LRSD	0.00	0.00	0.01	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.01	0.00	0.01	0.04	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.01	0.00	0.01	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.03	0.00	0.06	0.00	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00

				Expulsions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	0.04	0.00	0.07	0.00	0.00	0.00	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	0.08	0.00	0.12	0.00	0.00	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.13	0.00	0.22	0.00	0.00	N/A	0.00
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.19	0.00	0.22	0.00	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	0.00	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.15	0.00	0.00	0.71	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	N/A	0.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.75	N/A	0.83	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A

				Expulsions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.00	0.00	0.00	N/A	0.00	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	N/A	0.00	0.00	N/A	N/A	N/A

				Expulsions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.26
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00

				Expulsions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	0.00	2.22
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				Expulsions Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	0.00	0.00	N/A	N/A	N/A	N/A

				Expulsions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	All LRSD	LRSD	All LRSD	0.00	0.06	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.06	0.00	0.00	0.06	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.06	0.05	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00

				Expulsions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.17	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.26	0.00	0.00	0.00
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.39	N/A	N/A	N/A	N/A
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.56	N/A	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	0.00	0.00	0.00	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.46	N/A	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Expulsions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00

				Expulsions Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	N/A	N/A	N/A	N/A	N/A	N/A

				ALE Referrals Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	All LRSD	LRSD	All LRSD	0.60	0.11	0.83	0.24	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.38	0.05	0.53	0.15	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.89	0.12	1.29	0.10	0.00	0.00	0.74
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	0.02	0.00	0.05	0.00	0.00	0.00	0.00
2014-15	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00

				ALE Referrals Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	0.53	0.25	0.82	0.00	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	0.32	0.00	0.57	0.00	0.00	0.00	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.96	0.00	1.62	0.00	0.00	0.00	4.55
2012-13	HALL HIGH SCHOOL	LRSD	6001002	1.79	0.00	2.10	1.07	0.00	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	1.43	0.00	1.69	0.94	0.00	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	4.37	3.17	5.65	0.77	0.00	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.39	0.00	0.68	0.00	0.00	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.40	0.00	0.68	0.00	0.00	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.63	0.60	0.88	0.00	0.00	N/A	0.00
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.10	0.00	0.17	0.00	0.00	N/A	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.19	0.00	0.17	0.66	0.00	N/A	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.19	0.00	0.32	0.00	N/A	N/A	0.00
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	1.77	0.00	2.11	0.00	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.30	0.00	0.36	0.00	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	2.04	0.00	2.38	0.00	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	1.15	0.00	1.34	0.00	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	1.03	2.00	1.02	0.00	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.51	0.00	1.03	0.00	0.00	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	1.20	0.00	2.15	0.00	0.00	N/A	0.00
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	2.54	0.00	2.83	1.72	0.00	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.96	0.00	1.15	0.00	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.13	0.00	0.16	0.00	0.00	N/A	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.33	0.00	0.46	0.00	0.00	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.29	0.00	0.37	0.00	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.81	0.00	1.33	0.00	0.00	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.31	0.00	0.49	0.00	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.51	0.00	3.03	0.00	0.00	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.64	0.00	0.72	0.00	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.31	0.00	0.34	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.35	0.00	0.39	0.00	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.38	0.00	0.73	0.00	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.45	0.00	0.63	0.00	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.24	0.34	0.00	N/A	0.00	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.33	N/A	0.42	0.00	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.20	0.00	0.21	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.21	0.00	0.22	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.22	0.00	0.23	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.27	0.00	0.63	0.00	0.00	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.29	0.00	0.68	0.00	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	0.48	N/A	0.51	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.56	N/A	0.61	0.00	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.59	N/A	0.63	0.00	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.46	0.00	0.49	0.00	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.22	0.00	0.24	0.00	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.24	0.00	0.46	0.00	0.00	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.78	0.00	1.11	0.00	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.34	0.00	0.37	0.00	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.67	N/A	0.65	0.75	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	1.19	0.00	1.44	0.00	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	1.34	0.00	1.89	0.00	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.76	0.00	1.04	0.00	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.55	0.00	0.77	0.00	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.17	0.00	0.26	0.00	N/A	N/A	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.40	0.00	0.61	0.00	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.36	0.00	0.54	0.00	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.61	0.00	0.57	1.33	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.77	0.00	0.97	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, by Race/Ethnicity						
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2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	1.82	0.00	2.29	0.00	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.61	1.82	0.43	1.59	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	1.12	0.00	1.32	0.00	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	3.71	2.22	4.01	0.00	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	1.99	4.35	2.10	0.00	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.56	0.00	0.62	0.00	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	2.21	0.00	2.46	0.00	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.48	N/A	0.50	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.51	N/A	0.52	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.48	N/A	0.69	0.00	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.73	0.00	1.15	0.00	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.80	0.00	0.71	1.08	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	1.14	4.55	1.30	0.00	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.46	0.00	0.61	0.00	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	2.57	5.56	3.26	0.00	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	0.00	0.00	N/A	N/A	N/A

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2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.14	0.00	0.22	0.00	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	N/A	0.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A

				ALE Referrals Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.00	0.00	0.00	N/A	0.00	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	N/A	0.00	0.00	N/A	N/A	N/A

				ALE Referrals Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	All LRSD	LRSD	All LRSD	0.14	0.15	0.21	0.20	0.32	0.36	1.20
2013-14	All LRSD	LRSD	All LRSD	0.09	0.28	0.30	0.05	0.15	0.33	0.43
2014-15	All LRSD	LRSD	All LRSD	0.00	0.18	0.05	0.15	0.27	0.21	1.46
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00

				ALE Referrals Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.37
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	1.41	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	3.91
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	2.41
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	1.10
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	0.47
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.39
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	1.45
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	2.46
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.84
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	2.13	0.00	0.00	0.00	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	1.89	0.00	0.00	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	2.53	1.43	0.00	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	1.45	0.00	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	1.72	0.00	0.00	1.39	0.00	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	2.13	2.13	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	0.00	1.92	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	2.33	0.00	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	2.13	0.00	0.00	0.00	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	3.03	0.00	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	1.41	0.00	0.00	0.00	0.00	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	2.13	0.00	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	1.28	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	1.28	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	1.18	0.00	0.00	0.00	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	1.35	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	1.41	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	1.52	0.00	1.32	0.00	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	1.19	0.00	0.00	1.92	0.00	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	3.03	0.00	0.00	0.00	0.00	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	1.39	1.30	0.00	0.00	0.00	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	1.15	0.00	0.00	0.00	0.00	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	1.37	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	3.23	2.17	0.00	0.00	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	2.38	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	2.33	0.00	0.00	1.96	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	5.13	0.00	0.00	0.00	2.08	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	1.23	0.00	1.52	1.49	1.16	2.44	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	1.30	0.00	1.18	1.90	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	2.15	0.00	1.22	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.98	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	1.05	0.00	0.00	1.32	0.00	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.88	0.00	0.00	1.11	0.00	0.00	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	1.44

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	2.48
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.77	0.69	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.75	1.47	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	1.45	1.10	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.38
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	3.30
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				ALE Referrals Per 100 Students, By Grade						
School Year	School Name	District or Charter	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	0.00	0.00	N/A	N/A	N/A	N/A

				ALE Referrals Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	All LRSD	LRSD	All LRSD	1.49	0.73	1.22	1.16	0.64	0.28
2013-14	All LRSD	LRSD	All LRSD	0.48	0.76	0.63	0.94	0.26	0.35
2014-15	All LRSD	LRSD	All LRSD	1.37	0.93	2.92	2.61	1.54	0.58
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.37	0.00
2014-15	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00

				ALE Referrals Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	1.06	0.31	0.47	0.20
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.43	0.16	0.17	0.52
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	1.45	0.88	1.00	0.51
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	2.02	3.13	0.85	0.81
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	1.51	2.37	0.39	1.03
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	6.17	4.90	3.64	1.37
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.80	0.36	N/A	N/A	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.39	0.84	N/A	N/A	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.76	0.78	N/A	N/A	N/A	N/A
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.38	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.31	0.41	0.00	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	1.35	0.35	N/A	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.42	0.45	N/A	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	3.09	0.72	N/A	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	1.84	0.56	N/A	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.52	2.30	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.78	0.37	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.70	1.47	N/A	N/A	N/A	N/A
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	3.07	2.04	N/A	N/A	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.39	1.74	N/A	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.35	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	1.31	0.46	N/A	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.90	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	1.33	1.74	N/A	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	1.67	0.65	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	1.14	1.92	0.63	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	3.79	7.01	2.29	1.20
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	3.04	1.61	1.98	0.64
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.38	1.22	0.45	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	3.79	2.98	1.38	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	0.00	2.08	0.00	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	1.63	1.52	N/A	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.90	0.46	N/A	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	3.47	1.03	N/A	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	ALE Referrals Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	0.00	0.00	0.61	0.00
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00

				ALE Referrals Per 100 Students, By Grade					
School Year	School Name	District or Charter	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	N/A	N/A	N/A	N/A	N/A	N/A

				Other Consequences Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	All LRSD	LRSD	All LRSD	0.01	0.00	0.01	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.01	0.00	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	3.29	2.29	4.83	2.18	0.00	0.00	5.26
2013-14	All PCSSD	PCSSD	All PCSSD	21.11	13.96	31.09	15.89	0.55	9.38	28.92
2014-15	All PCSSD	PCSSD	All PCSSD	31.81	21.76	46.06	24.06	4.91	14.29	39.82
2012-13	All OEC	OE CHARTER	All OEC	1.74	0.32	3.31	0.57	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	2.88	0.95	4.64	1.14	0.00	0.00	0.00
2014-15	All OEC	OE CHARTER	All OEC	0.14	0.12	0.20	0.00	0.00	0.00	0.00

				Other Consequences Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	HALL HIGH SCHOOL	LRSD	6001002	0.09	0.00	0.12	0.00	0.00	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	0.09	0.00	0.12	0.00	0.00	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.19	0.00	0.22	0.00	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	0.00	0.00	0.00	N/A	N/A

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	0.00	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.39	0.00	1.23	0.00	0.00	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.86	1.08	1.28	0.00	0.00	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	3.82	1.68	8.47	0.00	3.06	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	1.92	2.78	1.11	0.00	0.00	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.46	0.00	6.49	2.00	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	7.66	8.46	11.59	0.00	N/A	N/A	10.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	8.20	5.07	13.43	10.53	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	28.45	18.75	51.25	10.71	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	11.59	13.76	12.00	6.98	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	9.14	11.21	2.33	5.88	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	17.49	11.65	22.45	4.35	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	36.20	30.53	34.88	20.00	N/A	N/A	118.18
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	4.55	3.33	6.02	0.00	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	14.93	11.66	19.69	0.00	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	41.65	34.31	50.40	18.37	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	1.34	0.86	1.77	0.00	0.00	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	24.40	17.70	28.99	17.02	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	64.05	48.89	76.01	32.26	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	3.74	0.83	7.14	7.41	N/A	N/A	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	50.00	28.18	78.82	42.42	N/A	N/A	14.29
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	75.44	48.43	103.11	92.31	N/A	N/A	52.38
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	17.18	21.15	17.95	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	3.27	0.00	4.49	N/A	N/A	10.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	6.60	2.27	6.94	18.18	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	3.88	1.39	7.32	2.94	N/A	N/A	5.88
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	70.18	42.34	106.96	90.32	N/A	N/A	85.71
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	51.75	38.84	60.98	90.32	N/A	N/A	75.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	6.21	8.16	6.21	3.53	N/A	N/A	4.55
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	1.75	2.00	1.16	1.98	N/A	N/A	3.70
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.17	0.00	0.65	0.00	0.00	N/A	0.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.55	0.30	1.37	0.00	0.00	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.19	0.00	0.00	0.00	3.13	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	10.42	N/A	15.18	2.63	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.20	0.55	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	5.26	N/A	5.83	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	27.42	8.33	30.19	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	23.91	18.18	25.97	N/A	N/A	N/A	N/A

				Other Consequences Per 100 Students, by Race/Ethnicity						
School Year	School Name	District or Charter	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	43.33	N/A	41.25	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	2.31	0.00	2.80	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.60	0.96	0.00	N/A	0.00	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	N/A	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, By Grade								Other	
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade		
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A		

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, By Grade							Other	
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, By Grade							Other	
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00	
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A	N/A	
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A	N/A	
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A	N/A	
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A	N/A	
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A	N/A	
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A	N/A	
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A	
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00	
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	2.11	0.00	0.00	N/A	N/A	
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	4.55	1.11	0.00	N/A	N/A	
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	2.70	4.62	9.86	4.35	1.59	0.00	N/A	N/A	
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	3.03	11.43	0.00	0.00	N/A	N/A	
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	5.00	0.00	0.00	3.13	8.82	0.00	N/A	N/A	
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	2.13	2.38	2.04	20.41	11.43	7.69	N/A	N/A	
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	3.85	2.38	2.78	19.35	4.88	19.05	N/A	N/A	
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	5.88	16.67	30.00	21.43	40.48	61.11	N/A	N/A	
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	8.33	4.08	15.38	22.22	0.00	20.00	N/A	N/A	
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	7.14	0.00	5.71	4.35	17.14	17.86	N/A	N/A	
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	3.33	9.68	26.67	30.56	4.55	23.53	N/A	N/A	
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	14.29	10.00	41.38	56.00	55.56	31.82	N/A	N/A	
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	2.37	3.98	
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	7.74	9.52	
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	20.13	47.50	

School Year	School Name	District or Charter	School LEA	Other Consequences Per 100 Students, By Grade								Other
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	N/A	N/A	N/A	N/A	N/A	N/A	0.00	1.85	
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A

Other Consequences Per 100 Students, By Grade								
School Year	School Name	District or Charter	School LEA	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	All LRSD	LRSD	All LRSD	0.06	0.00	0.06	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.06	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	4.27	1.40	2.02	1.01	5.09
2013-14	All PCSSD	PCSSD	All PCSSD	43.97	45.95	36.33	27.57	24.46
2014-15	All PCSSD	PCSSD	All PCSSD	56.78	80.93	69.14	63.20	58.62
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	2.07	10.23	4.23
2013-14	All OEC	OE CHARTER	All OEC	1.08	8.27	5.32	8.60	3.37
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	1.94	0.00	0.00

Other Consequences Per 100 Students, By Grade								
School Year	School Name	District or Charter	School LEA	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	0.00	0.00	0.00	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	0.00	0.00	0.00	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	0.00	0.00	0.00	0.00
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	0.00	0.35	0.00	0.00
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	0.00	0.30	0.00	0.00
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	0.00	0.00	0.00	0.00
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	N/A	N/A	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	N/A	N/A	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	N/A	N/A	N/A	N/A
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	0.00	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	0.00	0.00	0.00	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	N/A	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	N/A	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	N/A	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.56	N/A	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	N/A	N/A	N/A	N/A
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	N/A	N/A	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	N/A	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	N/A	N/A	N/A	N/A

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2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A

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2013-14	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	N/A	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	N/A	N/A	N/A	N/A

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2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	N/A	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	0.00	0.00	0.00	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	0.00	0.00	0.00	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	0.00	0.00	0.00	0.00
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	0.00	0.00	0.00	0.00
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	0.00	0.00	0.00	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	0.00	0.00	0.00	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	0.00	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	0.00	0.00	0.00	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	N/A	N/A	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	N/A	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	N/A	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	N/A	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	7.10	N/A	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	26.35	N/A	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	59.26	N/A	N/A	N/A	N/A

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2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	0.00	0.54	0.54	4.57
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	36.65	28.48	16.97	12.50
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	78.00	68.93	48.57	54.72
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	3.23	4.42	1.77	6.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	58.64	47.62	43.93	45.10
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	84.43	69.39	85.71	64.71
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.69	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	65.00	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	54.35	N/A	N/A	N/A	N/A
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	N/A	N/A	N/A	N/A
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	0.00	0.00	0.00	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	5.97	N/A	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	0.00	0.75	0.00	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	0.00	0.00	0.00	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	27.27	37.29	16.67
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	53.85	40.00	6.82

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2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	77.78	26.92	33.33	25.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	0.00	8.11	0.00	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	0.00	N/A	N/A	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, by Race/Ethnicity						
				All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	0.00	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A

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2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A

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2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.65	0.54	0.64	0.00	1.00	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.48	0.00	1.69	0.00	0.00	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.19	0.00	0.33	0.00	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	4.48	1.23	6.30	8.57	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	11.80	13.87	12.50	4.08	N/A	N/A	N/A

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2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	2.81	4.31	2.25	2.13	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	6.21	4.44	7.60	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	0.42	0.00	1.02	0.00	N/A	N/A	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	7.14	3.64	12.32	0.00	N/A	N/A	7.14
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	2.14	0.90	3.56	2.56	N/A	N/A	0.00
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	N/A	N/A	0.00	0.00
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.23	0.46	0.00	0.00	N/A	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	1.83	0.45	3.80	0.00	N/A	N/A	7.14
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	2.40	1.24	3.66	6.45	N/A	N/A	0.00
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	10.42	N/A	16.07	1.32	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	N/A	N/A	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	N/A	0.00	0.00	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	2.17	0.00	2.60	N/A	N/A	N/A	N/A

				No Actions Per 100 Students, by Race/Ethnicity						
School Year	School Name	District Name or OE CHARTER	School LEA	All Students	White	Black	Hispanic	Asian	Native American	Two or More Races
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	N/A	0.00	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	1.81	0.00	7.89	N/A	0.00	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	N/A	0.00	0.00	N/A	N/A	N/A

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	0.00	0.25	0.00	0.00	0.46	0.00	0.33
2014-15	All PCSSD	PCSSD	All PCSSD	0.00	0.00	0.27	0.26	0.00	0.00	8.79
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	N/A	0.00
2013-14	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	1.55
2014-15	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	0.00	0.00	0.00	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	0.00	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	1.28	0.00	0.00	2.22	0.00	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	0.00	0.00	1.41	1.45	0.00	0.00	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	N/A	N/A	N/A	N/A	N/A	N/A	17.53

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade						
				K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	0.67
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	N/A	N/A	N/A	N/A	N/A	N/A	1.14
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	0.00	0.00	0.00	0.00	0.00	0.00	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	LISA ACADEMY	OE CHARTER	6041702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	9.09
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	0.00	0.00	0.00	0.00	0.00	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	N/A	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				No Actions Per 100 Students, By Grade						
School Year	School Name	District Name or OE CHARTER	School LEA	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	N/A	N/A	N/A	N/A	N/A	N/A	0.00
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	0.00	0.00	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00
2014-15	All LRSD	LRSD	All LRSD	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	All PCSSD	PCSSD	All PCSSD	0.00	0.61	0.28	0.00	0.34	0.00
2013-14	All PCSSD	PCSSD	All PCSSD	5.80	3.58	7.57	2.73	1.84	4.68
2014-15	All PCSSD	PCSSD	All PCSSD	7.89	4.03	6.81	4.32	5.19	0.77
2012-13	All OEC	OE CHARTER	All OEC	0.00	0.00	0.00	0.00	0.00	0.00
2013-14	All OEC	OE CHARTER	All OEC	1.42	2.16	0.39	0.00	0.00	0.48
2014-15	All OEC	OE CHARTER	All OEC	0.71	0.00	0.00	0.00	0.00	0.00

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	CENTRAL HIGH SCHOOL	LRSD	6001001	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	HALL HIGH SCHOOL	LRSD	6001002	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	MANN MAGNET MIDDLE SCHOOL	LRSD	6001003	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	PARKVIEW MAGNET HIGH SCHOOL	LRSD	6001005	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BOOKER ARTS MAGNET ELEM. SCH.	LRSD	6001006	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	DUNBAR MAGNET MIDDLE SCHOOL	LRSD	6001007	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	FOREST HEIGHTS MIDDLE SCHOOL	LRSD	6001009	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS MIDDLE SCHOOL	LRSD	6001010	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	HENDERSON MIDDLE SCHOOL	LRSD	6001013	0.00	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BALE ELEMENTARY SCHOOL	LRSD	6001017	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BRADY ELEMENTARY SCHOOL	LRSD	6001018	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MCDERMOTT ELEMENTARY SCHOOL	LRSD	6001020	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CARVER MAGNET ELEM. SCHOOL	LRSD	6001021	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FOREST PARK ELEMENTARY SCHOOL	LRSD	6001024	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FRANKLIN INCENTIVE ELEM. SCH.	LRSD	6001025	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GIBBS MAGNET ELEMENTARY SCHOOL	LRSD	6001027	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WESTERN HILLS ELEM. SCHOOL	LRSD	6001029	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JEFFERSON ELEMENTARY SCHOOL	LRSD	6001030	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MEADOWCLIFF ELEMENTARY SCHOOL	LRSD	6001033	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	M.L. KING MAGNET ELEM. SCHOOL	LRSD	6001035	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	PULASKI HEIGHTS ELEM. SCHOOL	LRSD	6001038	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROMINE INTERDIST. ELEM. SCHOOL	LRSD	6001040	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	STEPHENS ELEMENTARY	LRSD	6001041	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WASHINGTON MAGNET ELEM. SCHOOL	LRSD	6001042	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILLIAMS MAGNET ELEM. SCHOOL	LRSD	6001043	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WILSON ELEMENTARY SCHOOL	LRSD	6001044	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	TERRY ELEMENTARY SCHOOL	LRSD	6001047	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	FULBRIGHT ELEMENTARY SCHOOL	LRSD	6001048	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ROCKEFELLER INCENTIVE ELEM.	LRSD	6001050	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BASELINE ELEMENTARY SCHOOL	LRSD	6001052	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DAVID O'DODD ELEMENTARY SCHOOL	LRSD	6001055	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	GEYER SPRINGS ELEM. SCHOOL	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	GEYER SPRINGS GIFTED AND TALENTED AC	LRSD	6001056	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	MABELVALE ELEMENTARY SCHOOL	LRSD	6001057	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	OTTER CREEK ELEMENTARY SCHOOL	LRSD	6001058	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WAKEFIELD ELEMENTARY SCHOOL	LRSD	6001059	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2014-15	MABELVALE MIDDLE SCHOOL	LRSD	6001062	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	J.A. FAIR HIGH SCHOOL	LRSD	6001063	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	MCCLELLAN MAGNET HIGH SCHOOL	LRSD	6001064	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2013-14	ACCELERATED LEARNING PROGRAM	LRSD	6001068	N/A	N/A	N/A	N/A	0.00	0.00
2012-13	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	N/A	N/A	0.00	0.00	0.00	N/A
2013-14	W.D. HAMILTON LEARNING ACADEMY	LRSD	6001070	0.00	0.00	0.00	0.00	0.00	0.00
2012-13	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	WATSON INTERMEDIATE SCHOOL	LRSD	6001071	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHICOT PRIMARY SCHOOL	LRSD	6001072	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	DON ROBERTS ELEMENTARY SCHOOL	LRSD	6001073	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FELDER MIDDLE SCH LEARN ACADEM	LRSD	6001074	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	FOREST HEIGHTS STEM ACADEMY	LRSD	6001075	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	CLOVERDALE AEROSPACE TECH CHAR	LRSD	6001702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BAKER INTERDISTRICT ELEM. SCH.	PCSSD	6003092	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LANDMARK ELEMENTARY SCHOOL	PCSSD	6003104	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LAWSON ELEMENTARY SCHOOL	PCSSD	6003105	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON ELEM. SCHOOL	PCSSD	6003110	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	FULLER MIDDLE SCHOOL	PCSSD	6003120	0.00	0.55	N/A	N/A	N/A	N/A
2013-14	FULLER MIDDLE SCHOOL	PCSSD	6003120	9.52	4.19	N/A	N/A	N/A	N/A
2014-15	FULLER MIDDLE SCHOOL	PCSSD	6003120	13.75	2.96	N/A	N/A	N/A	N/A

School Year	School Name	District Name or OE CHARTER	School LEA	No Actions Per 100 Students, By Grade					
				7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2012-13	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	4.98	1.99	0.61	2.84
2014-15	WILBUR D. MILLS HIGH SCHOOL	PCSSD	6003125	N/A	N/A	10.00	7.34	5.00	1.26
2012-13	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	0.65	0.00	0.88	0.00
2013-14	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	11.11	3.81	3.74	7.84
2014-15	JOE T. ROBINSON HIGH SCHOOL	PCSSD	6003127	N/A	N/A	2.99	0.68	5.49	0.00
2012-13	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	COLLEGE STATION ELEM. SCHOOL	PCSSD	6003135	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	0.00	0.69	N/A	N/A	N/A	N/A
2013-14	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	2.05	2.86	N/A	N/A	N/A	N/A
2014-15	JOE T. ROBINSON MIDDLE SCHOOL	PCSSD	6003143	1.39	5.07	N/A	N/A	N/A	N/A
2012-13	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	BATES ELEMENTARY SCHOOL	PCSSD	6003146	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	CHENAL ELEMENTARY SCHOOL	PCSSD	6003150	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LISA ACADEMY	OE CHARTER	6041702	0.00	0.00	0.00	N/A	N/A	N/A
2012-13	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LISA ACADEMY HIGH	OE CHARTER	6041703	N/A	N/A	0.00	0.00	0.00	0.00
2012-13	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2013-14	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	10.17	11.94	N/A	N/A	N/A	N/A
2014-15	COVENANT KEEPERS CHARTER	OE CHARTER	6044702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM ELEMENTARY CHARTER	OE CHARTER	6045701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	ESTEM ELEMENTARY SCHOOL	OE CHARTER	6047701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	ESTEM MIDDLE SCHOOL	OE CHARTER	6047702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	ESTEM HIGH CHARTER	OE CHARTER	6047703	N/A	N/A	0.00	0.00	0.00	0.00
2013-14	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	LITTLE PREP ACADEMY ELEMENTARY	OE CHARTER	6049701	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	N/A	N/A	N/A
2014-15	LITTLE ROCK PREP ACADEMY	OE CHARTER	6049702	0.00	0.00	N/A	N/A	N/A	N/A
2012-13	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	0.00
2013-14	SIATECH HIGH CHARTER	OE CHARTER	6052703	N/A	N/A	N/A	0.00	0.00	2.27

				No Actions Per 100 Students, By Grade					
School Year	School Name	District Name or OE CHARTER	School LEA	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2013-14	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	0.00	0.00	0.00	0.00
2014-15	PREMIER HIGH SCHOOL OF LITTLE ROCK	OE CHARTER	6053703	N/A	N/A	0.00	0.00	0.00	N/A
2014-15	QUEST MIDDLE SCHOOL OF LITTLE ROCK	OE CHARTER	6054703	5.56	0.00	N/A	N/A	N/A	N/A
2014-15	EXALT ACADEMY OF SOUTHWEST LITTLE RC	OE CHARTER	6055702	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHIC OVERVIEW



“What’s past is prologue...”

William Shakespeare, The Tempest



METROPLAN

SMART PLANNING MAKES SMART PLACES.

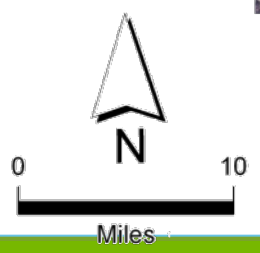
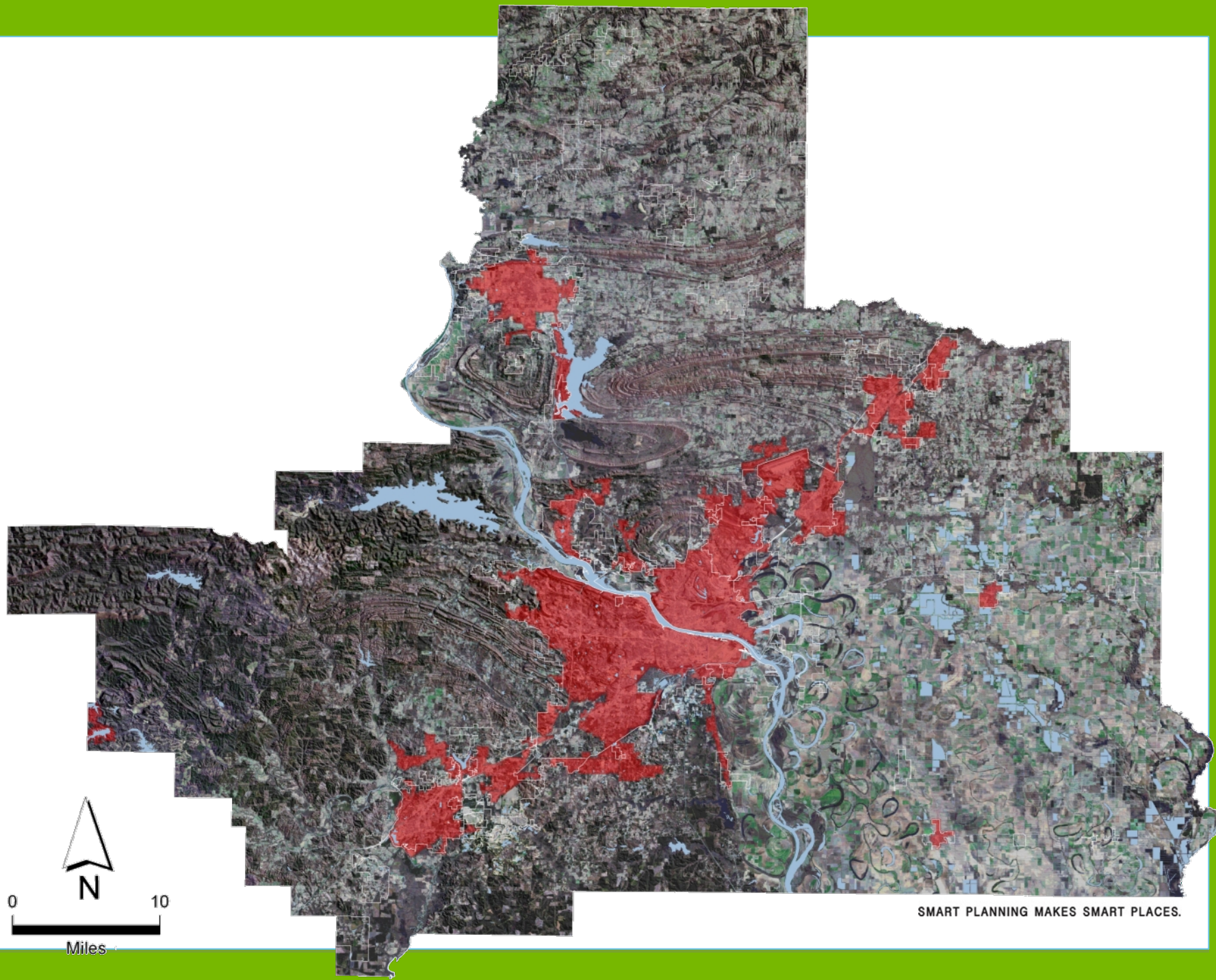


187

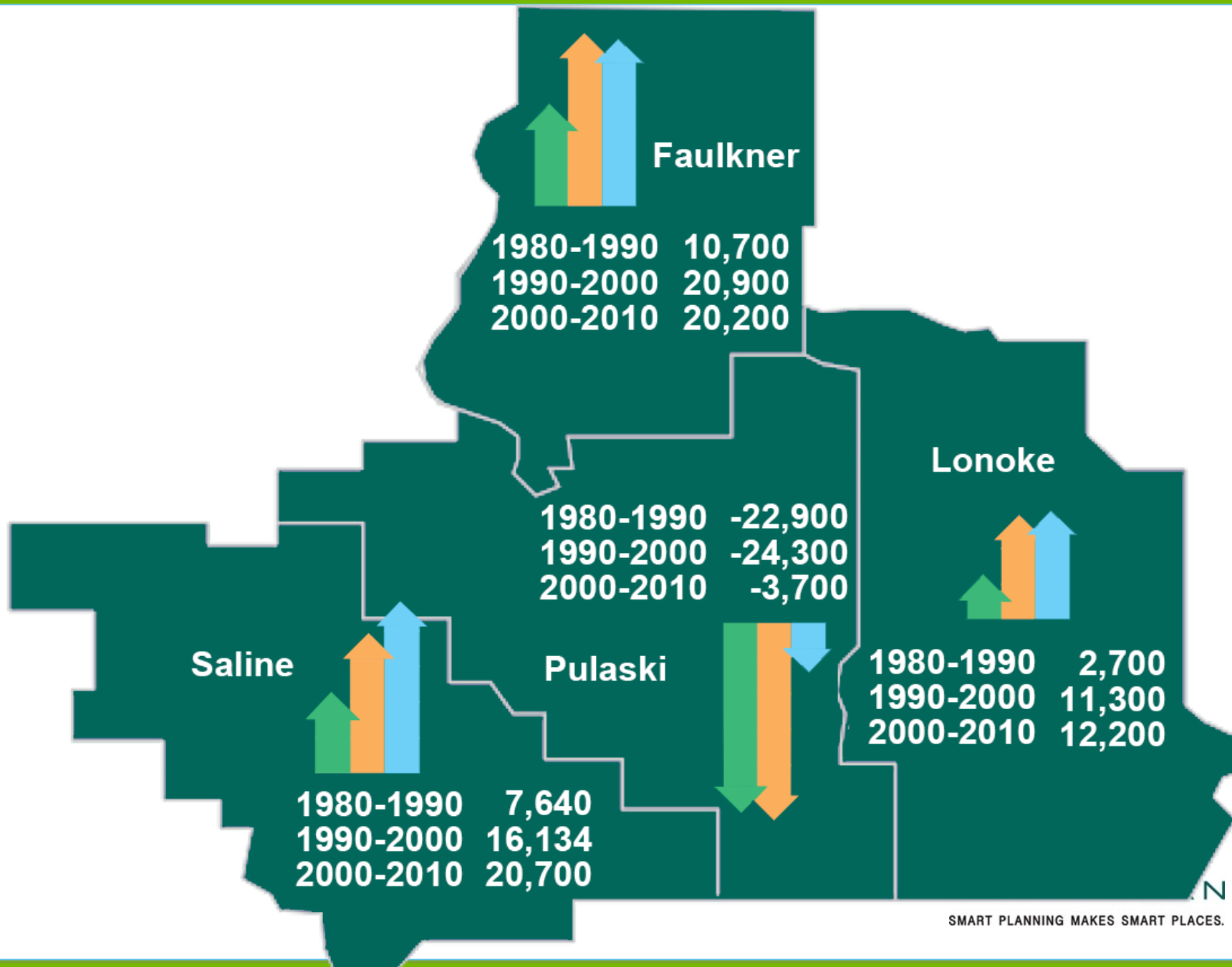


METROPLAN

SMART PLANNING MAKES SMART PLACES.



SMART PLANNING MAKES SMART PLACES.

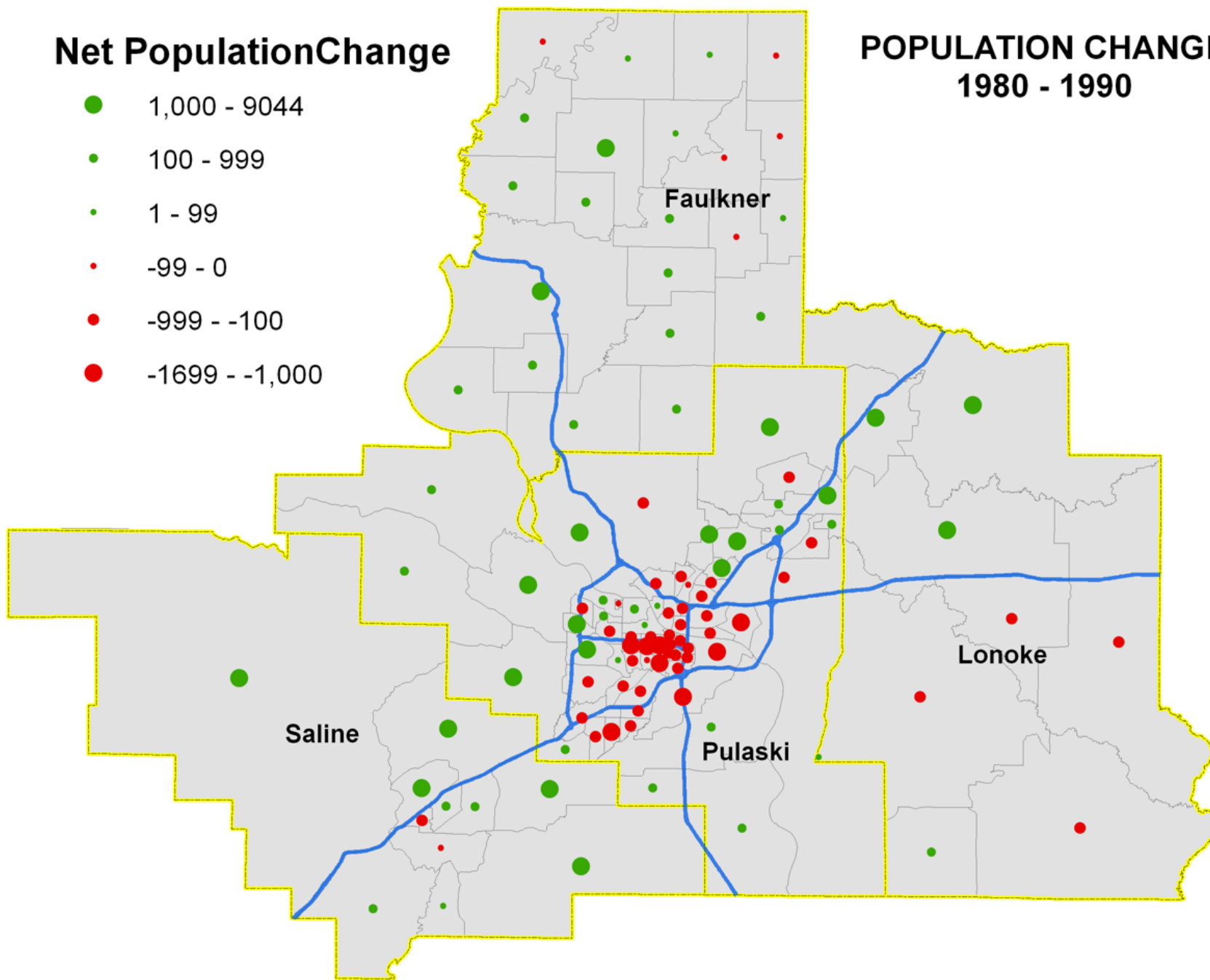


Net Population Change

- 1,000 - 9044
- 100 - 999
- 1 - 99
- -99 - 0
- -999 - -100
- -1699 - -1,000

POPULATION CHANGE 1980 - 1990

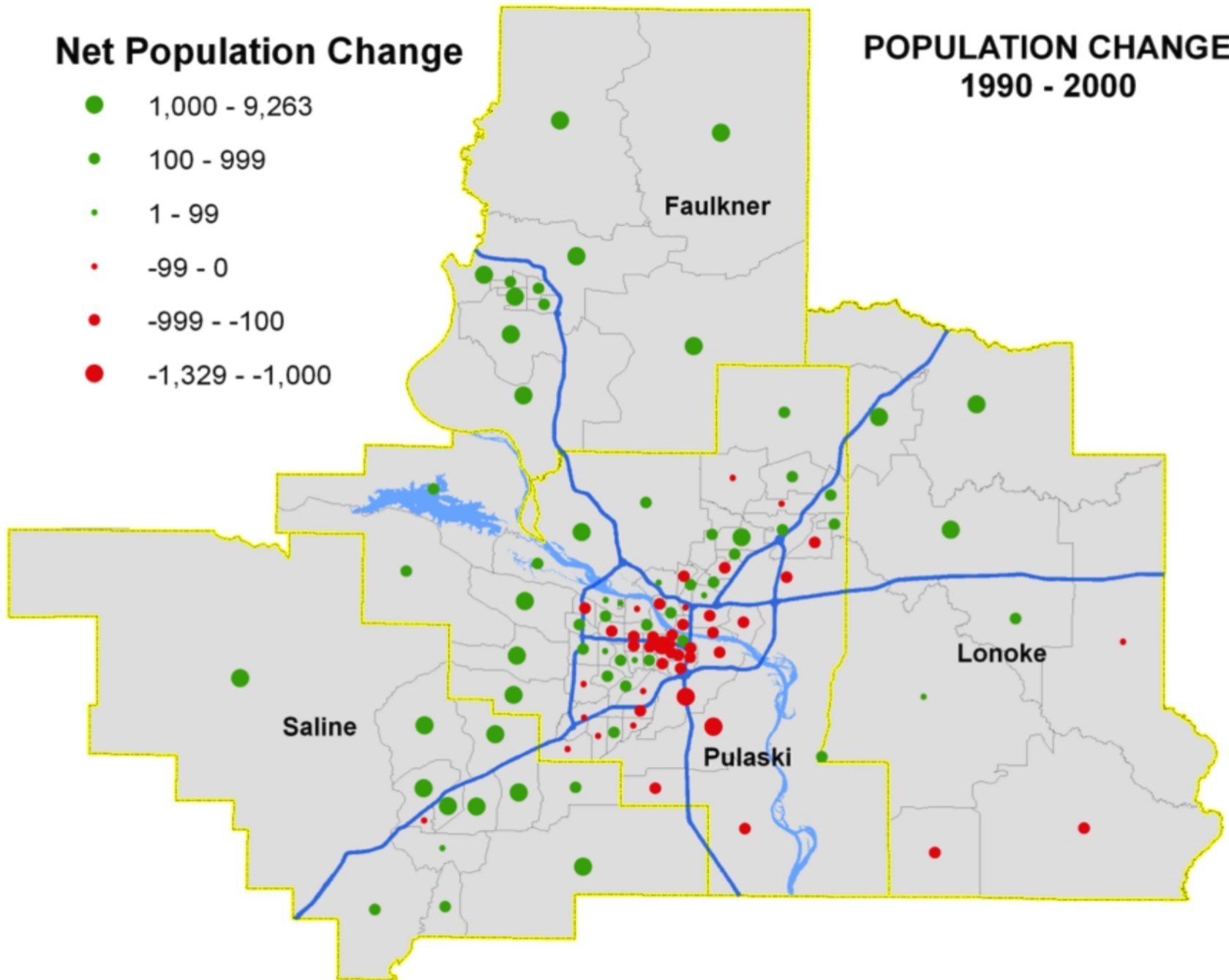
190



Net Population Change

- 1,000 - 9,263
- 100 - 999
- 1 - 99
- -99 - 0
- -999 - -100
- -1,329 - -1,000

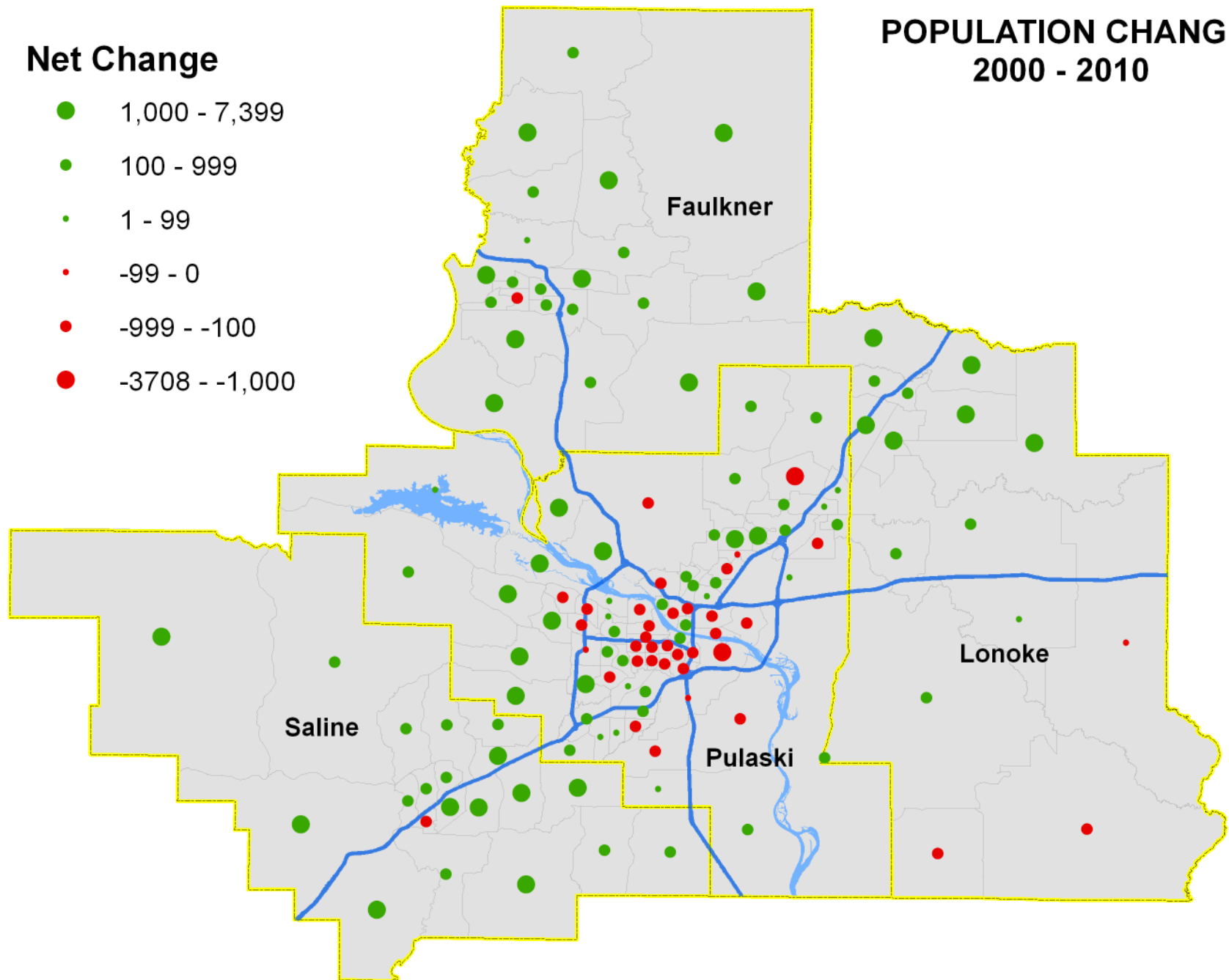
POPULATION CHANGE 1990 - 2000



POPULATION CHANGE 2000 - 2010

Net Change

- 1,000 - 7,399
- 100 - 999
- 1 - 99
- -99 - 0
- -999 - -100
- -3708 - -1,000



193

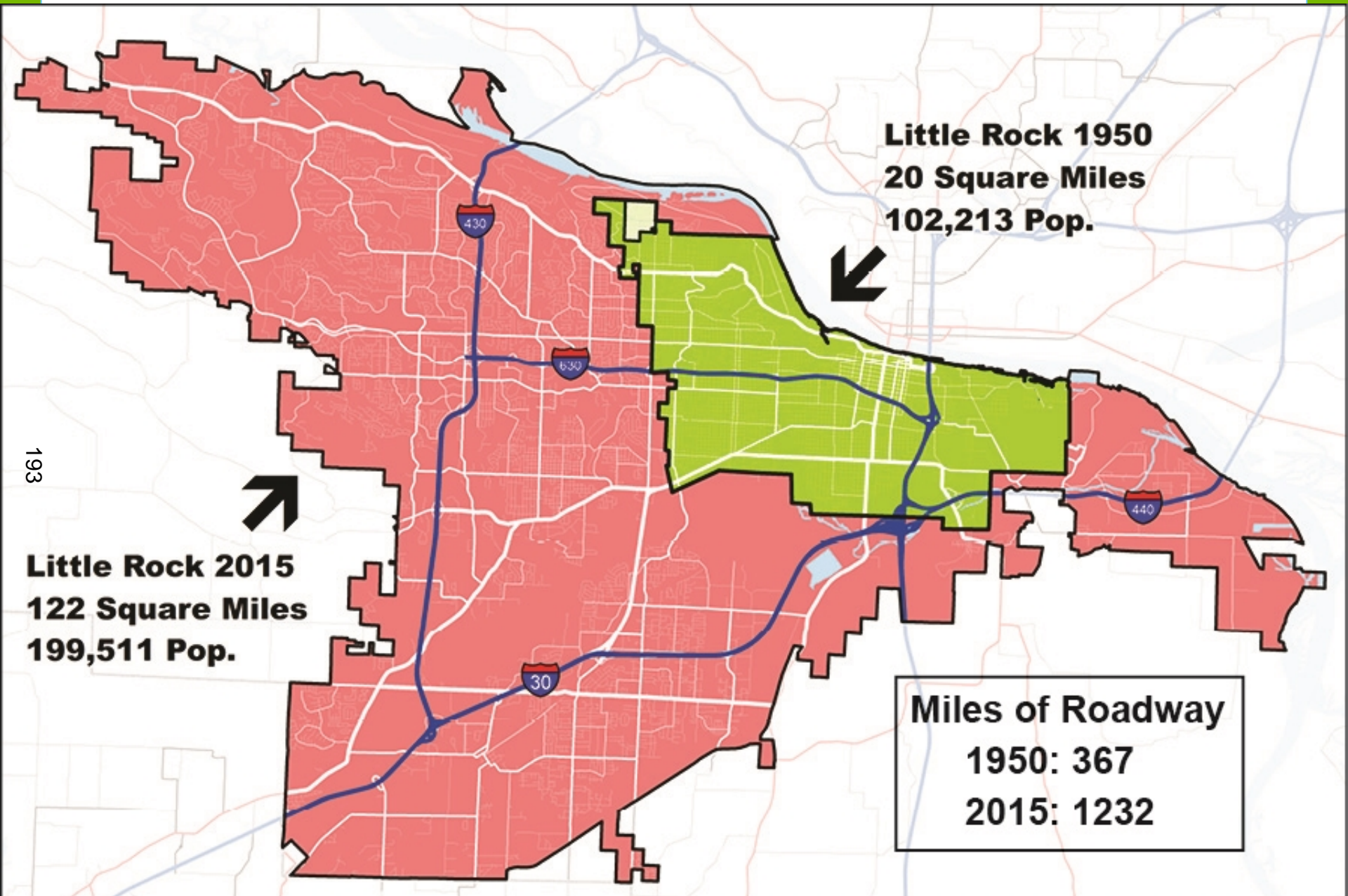


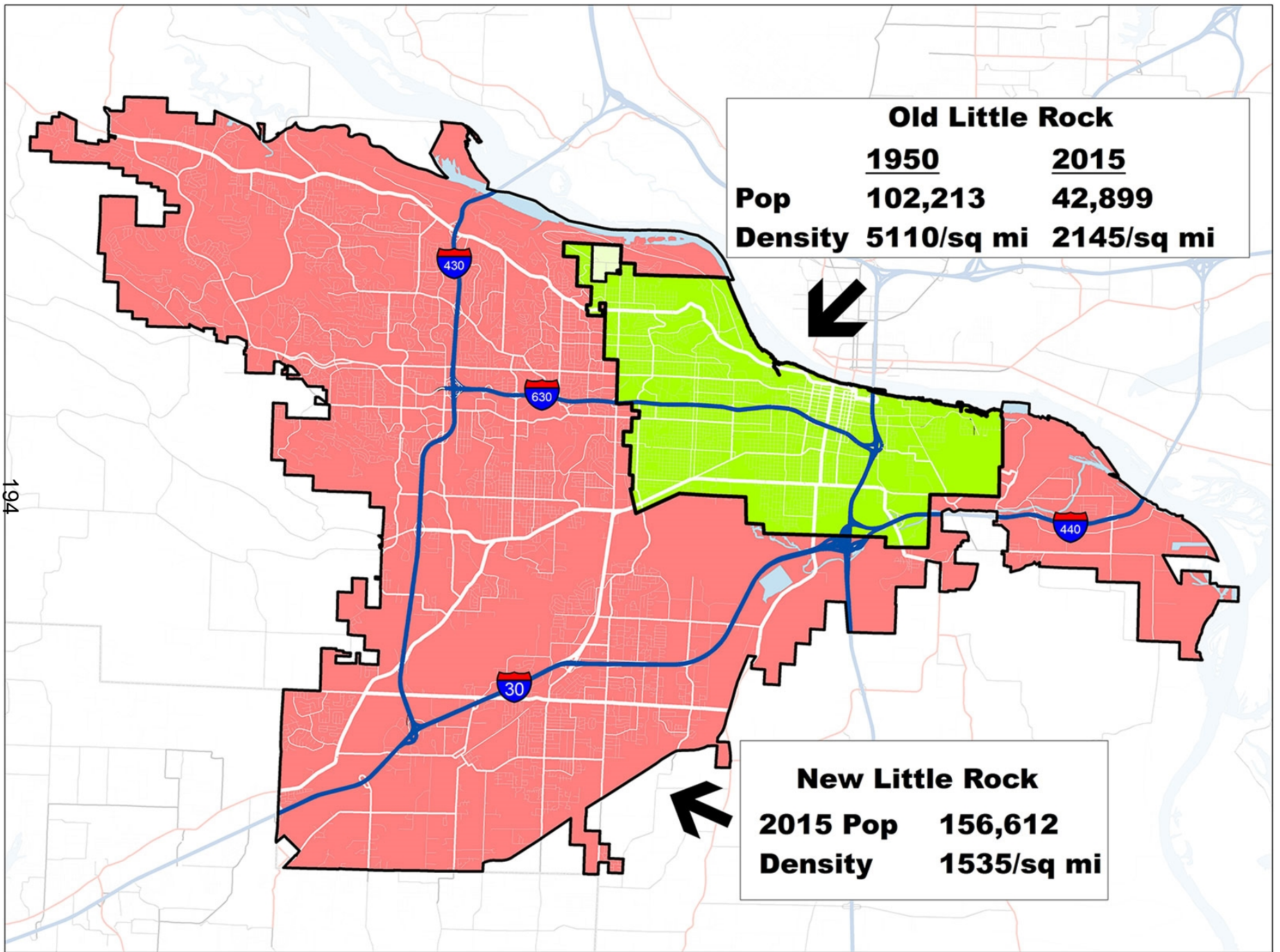
Little Rock 2015
122 Square Miles
199,511 Pop.



Little Rock 1950
20 Square Miles
102,213 Pop.

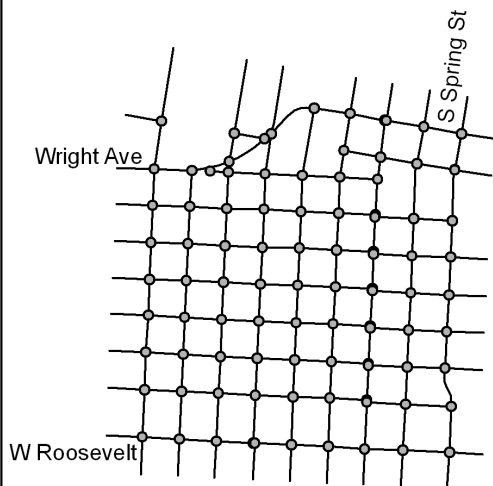
Miles of Roadway
1950: 367
2015: 1232





Wright and Roosevelt

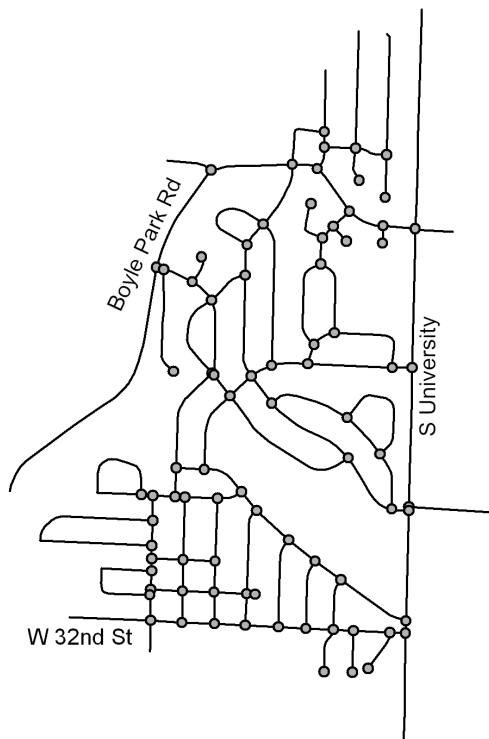
Pre 1900-1930



Segments: 190
Nodes: 95
Index: 2.00

West of University

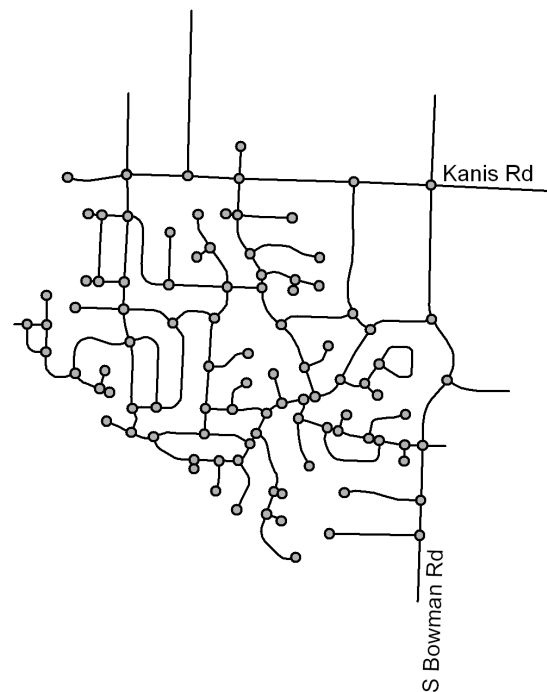
1950 - 1960



Segments: 124
Nodes: 82
Index: 1.51

West of I-430

1980 - 2000



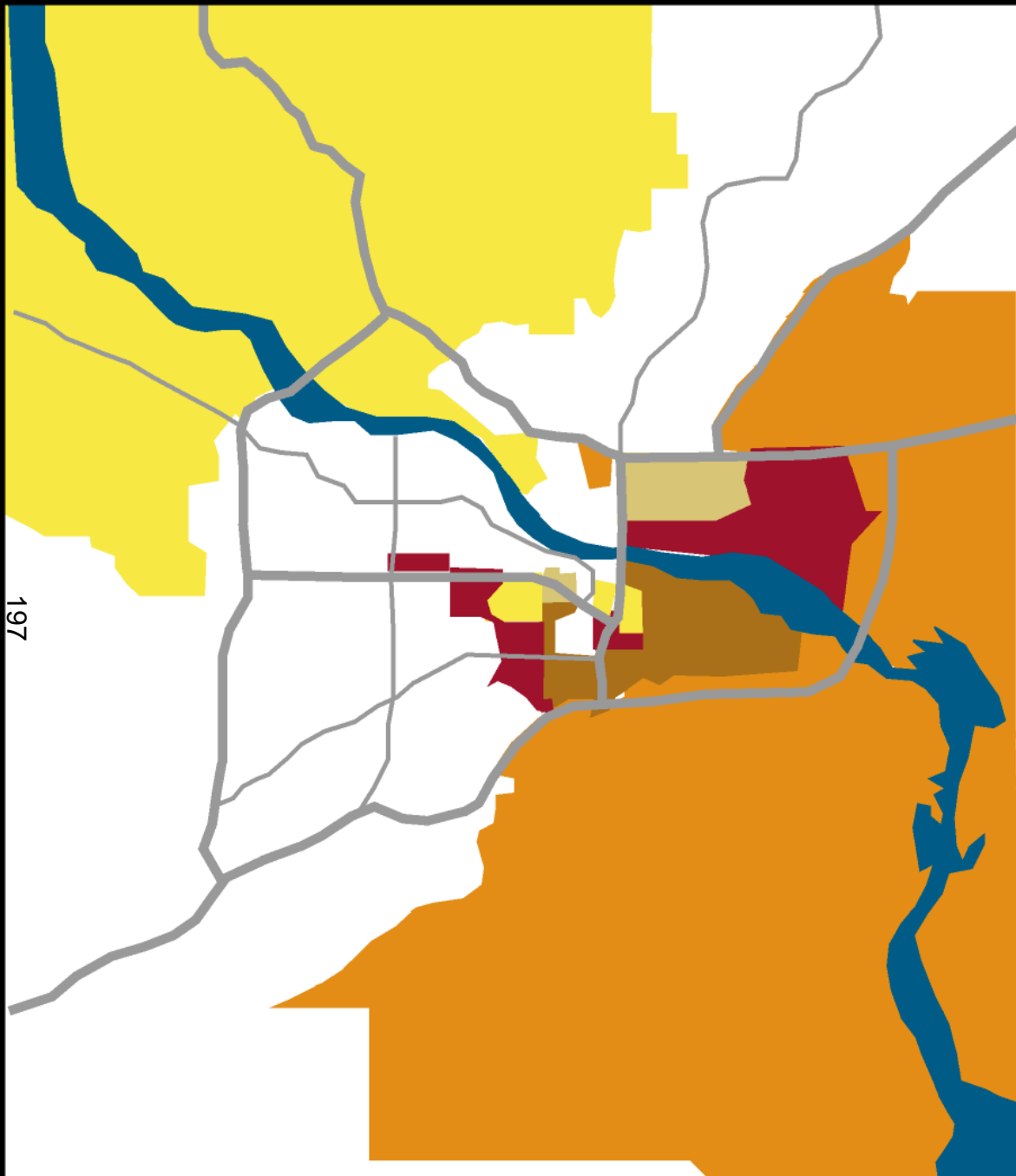
Segments: 121
Nodes: 98
Index: 1.23

Race and Income Trends In Central Arkansas



METROPLAN

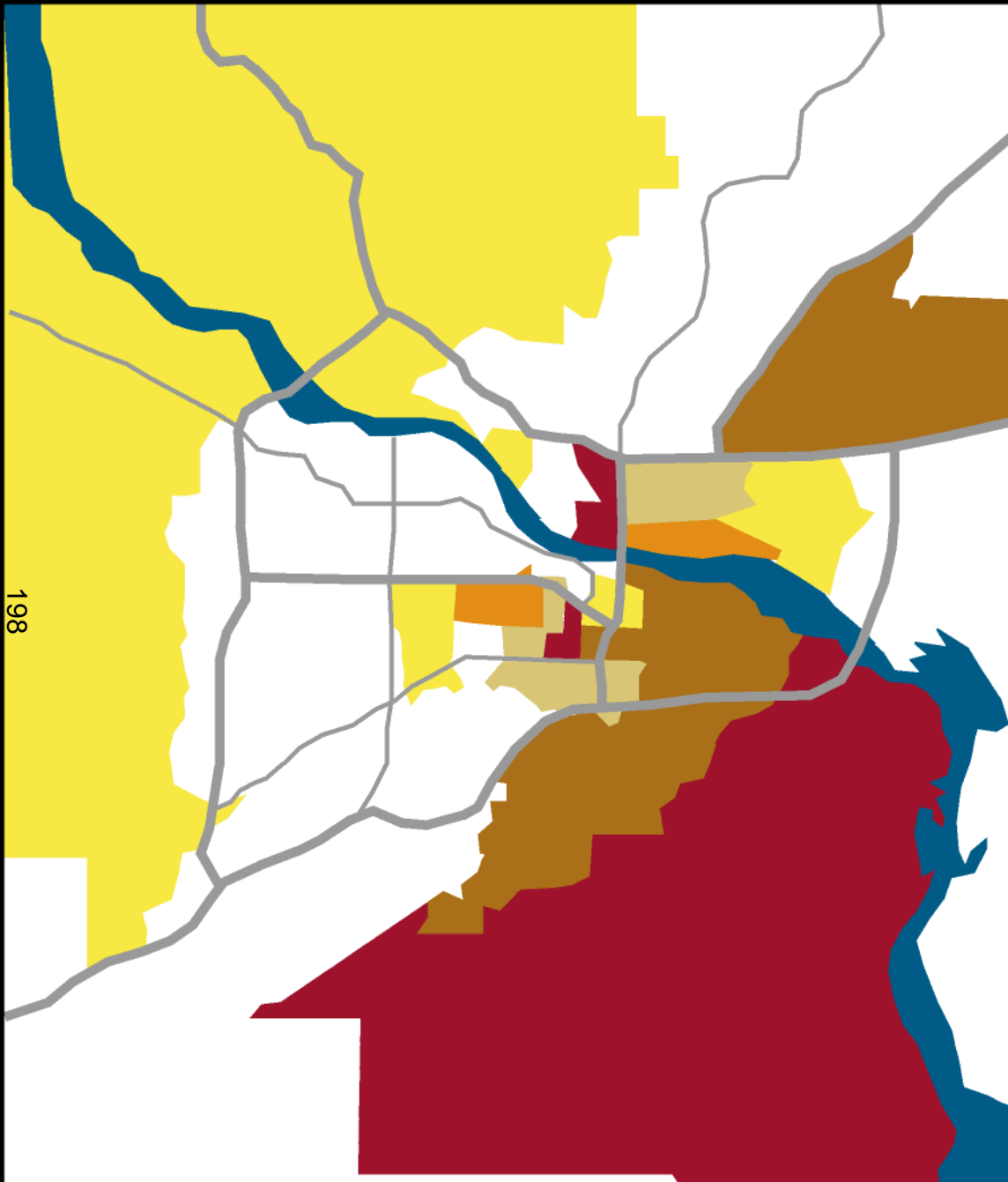
SMART PLANNING MAKES SMART PLACES.



Percent Minority Population By Census Tract

1960

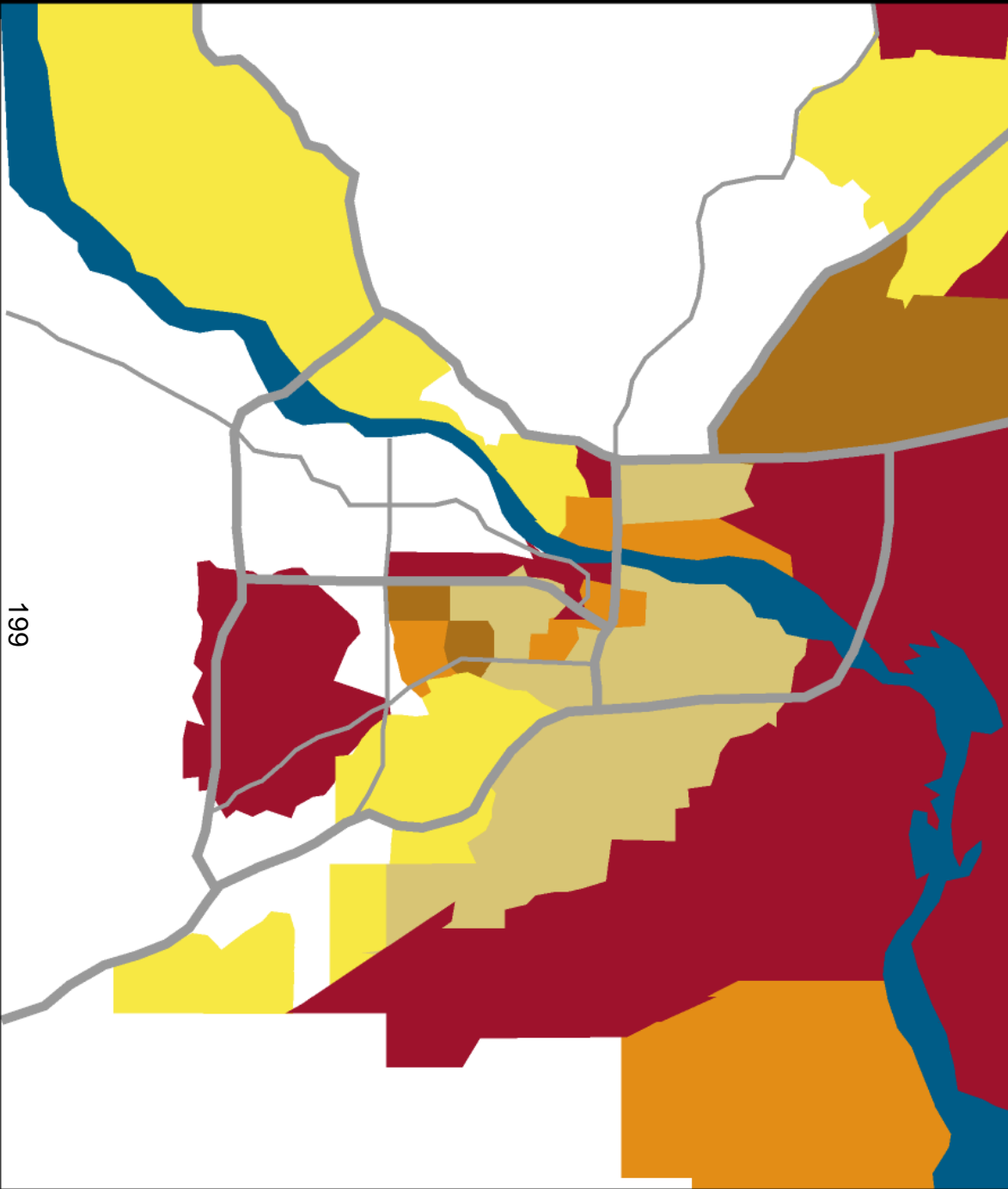
0 - 9	40 - 59
10 - 19	60 - 79
20 - 39	80+



Percent Minority Population By Census Tract

1970

0 - 9	40 - 59
10 - 19	60 - 79
20 - 39	80+

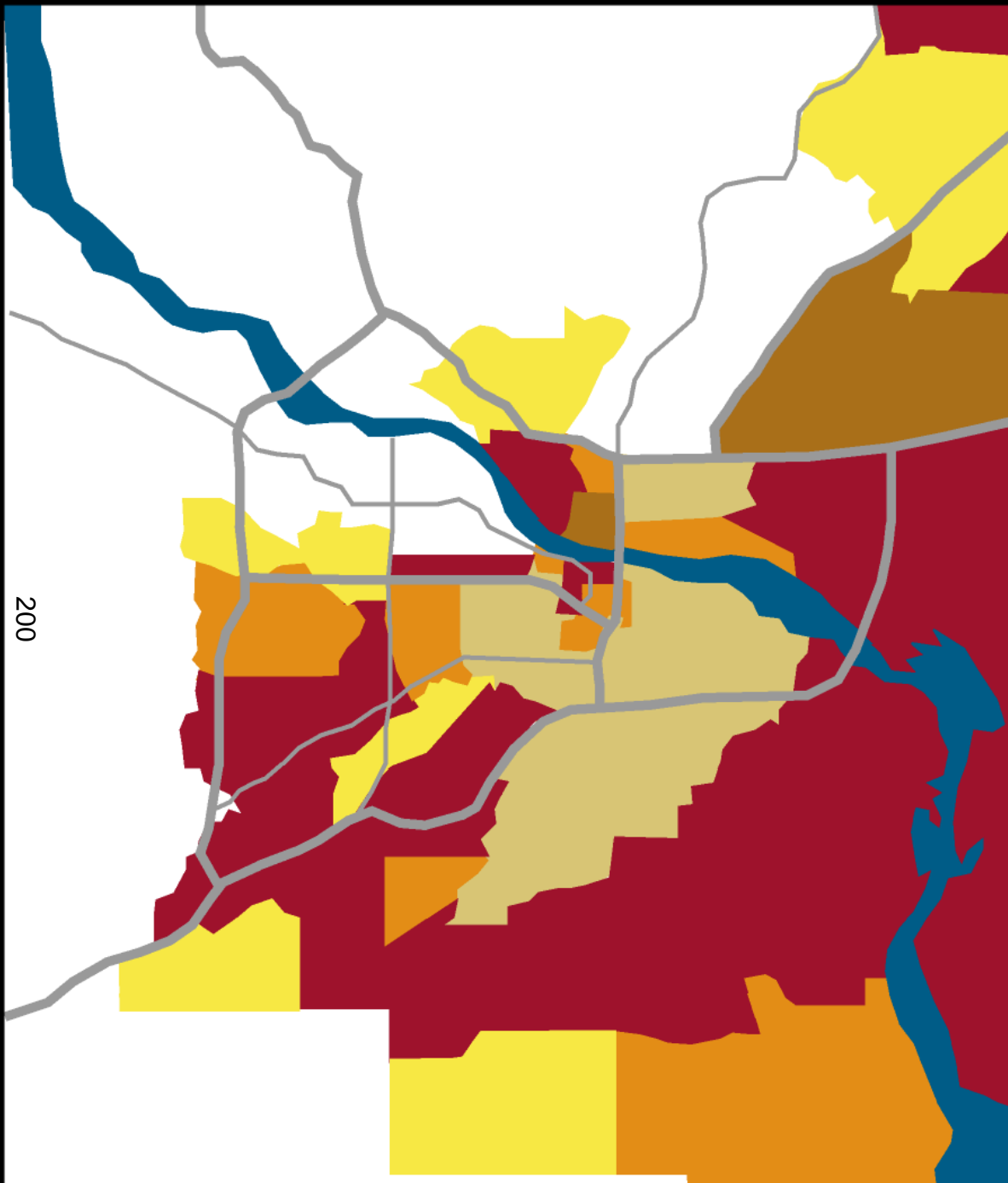


199

Percent Minority
Population
By Census Tract

1980

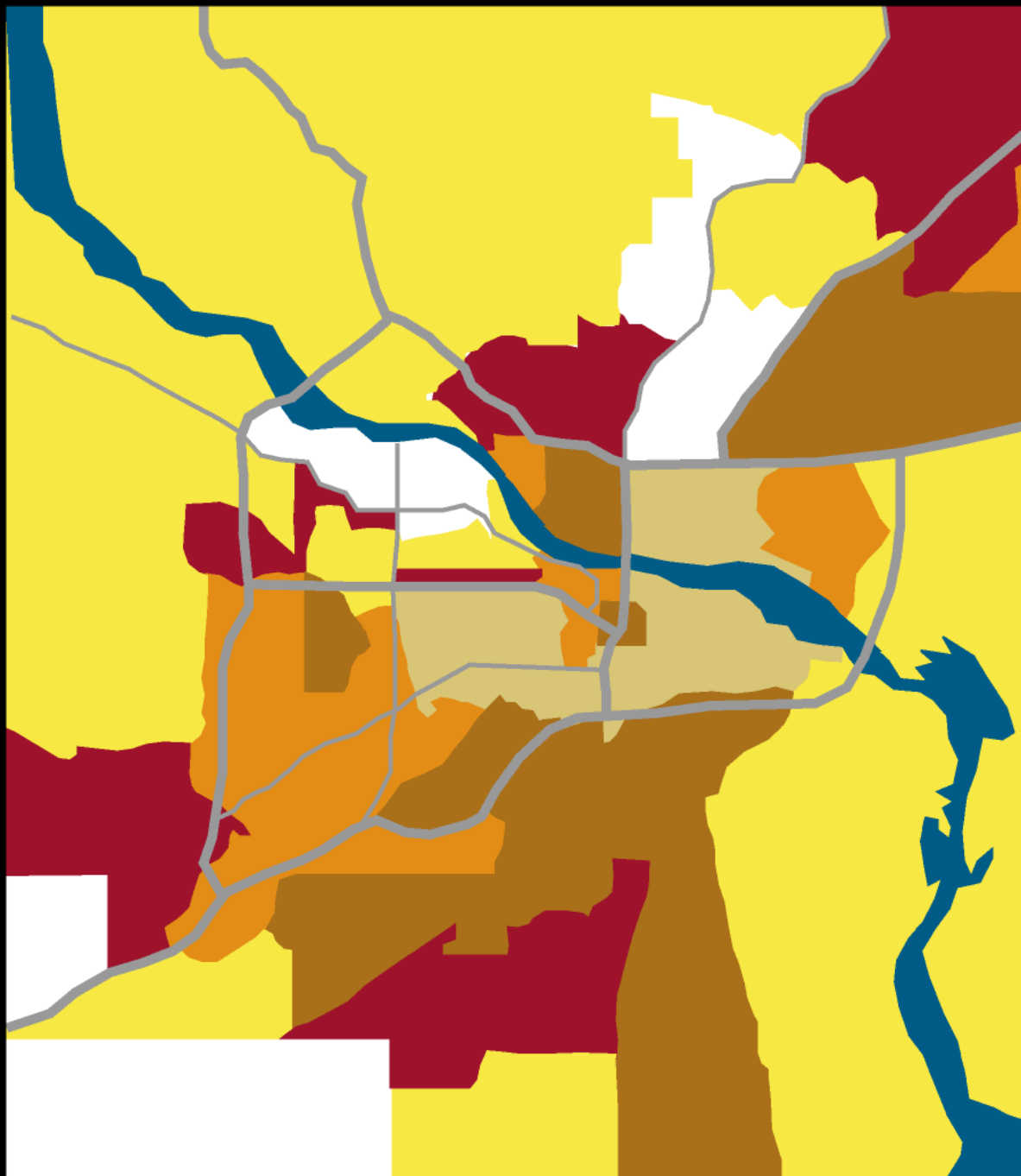
0 - 9	40 - 59
10 - 19	60 - 79
20 - 39	80+



Percent Minority Population By Census Tract

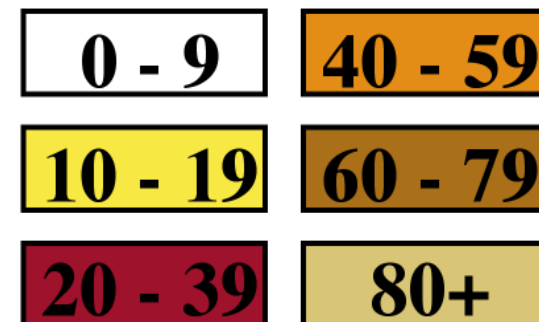
1990

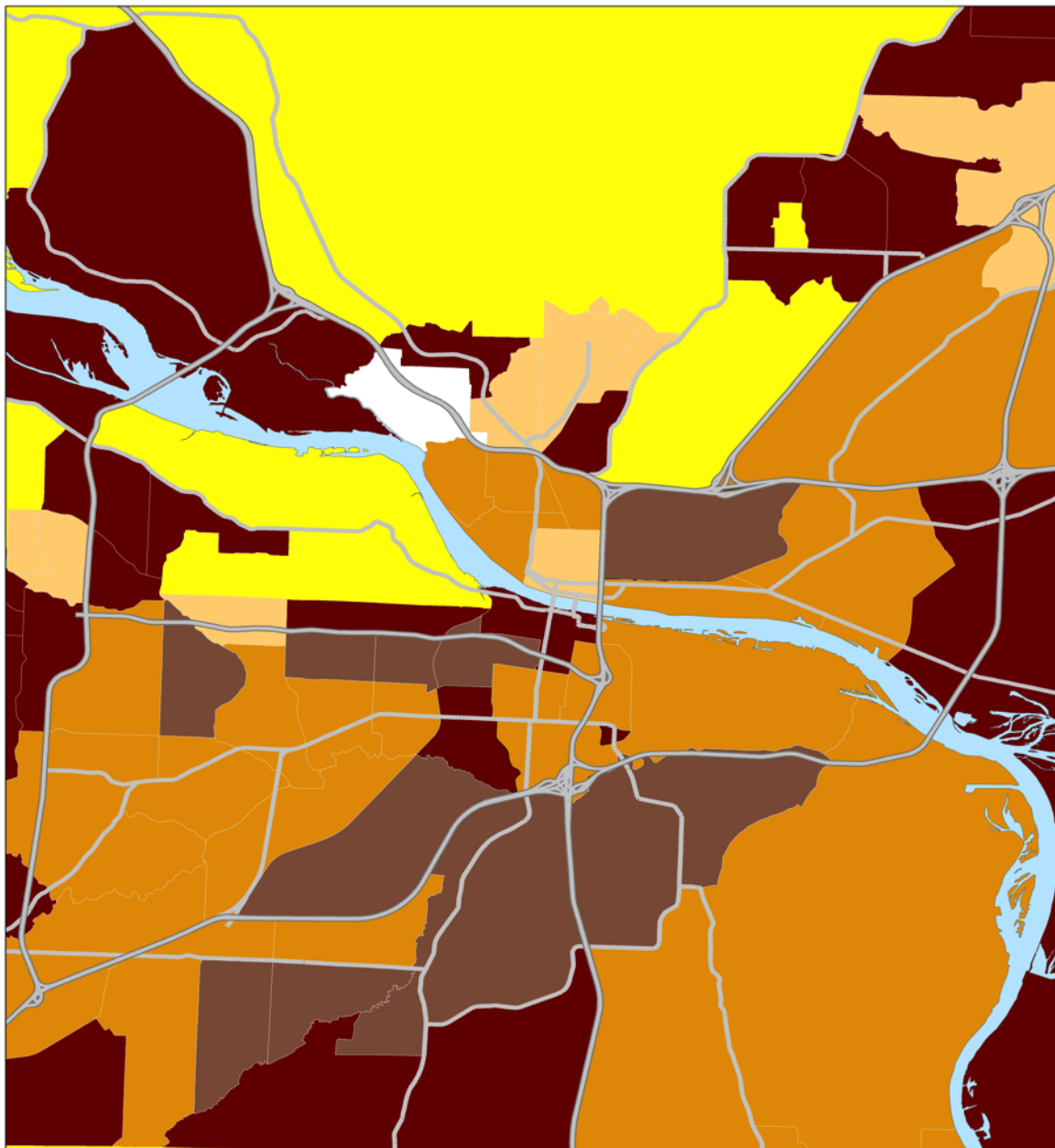
0 - 9	40 - 59
10 - 19	60 - 79
20 - 39	80+



Percent Minority Population By Census Tract

2000





Percent Minority Population

By Census Tract

2010

0 - 9

40 - 59

10 - 19

60 - 79

20 - 39

80+

Public Schools South of the Arkansas River with Minority Percentage

Schools

- ▲ Pre K Public School
- ▲ Public Elementary School
- ▲ Charter Elementary School
- Public Middle School
- Charter Middle School
- ★ Public High School
- ★ Charter High School
- ◆ Other Public School
- ◆ Other Charter School

▭ Pulaski County

▭ Rivers and Lakes

▭ RCAP Census Tracts

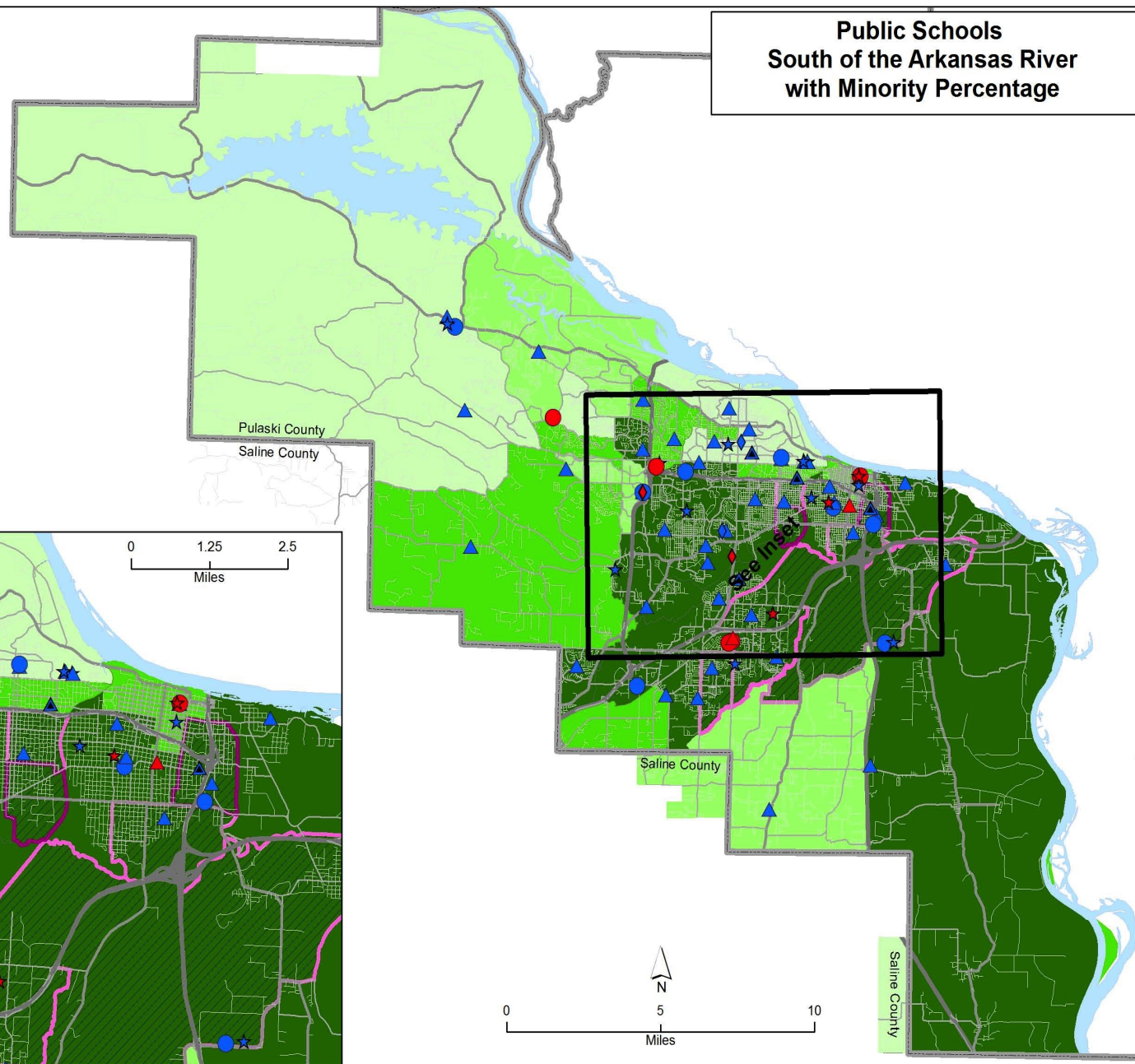
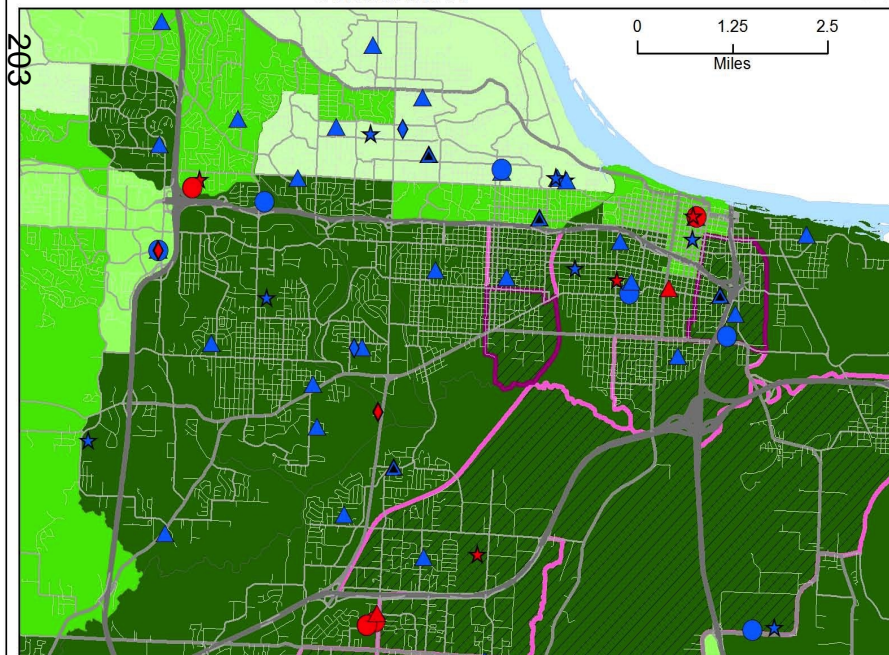
▭ Potential RCAP Census Tracts

Minority Percentage

- 0.0% to 5.0%
- 5.1% to 15.0%
- 15.1% to 25.0%
- 25.1% to 40.0%
- 40.1% to 98.0%

Source: US Census, Census Tract Data 2010

Central Inset



Public Schools South of the Arkansas River with Median Income

Schools

- ▲ Pre K Public School
- ▲ Public Elementary School
- ▲ Charter Elementary School
- Public Middle School
- Charter Middle School
- ★ Public High School
- ★ Charter High School
- ◆ Other Public School
- ◆ Other Charter School

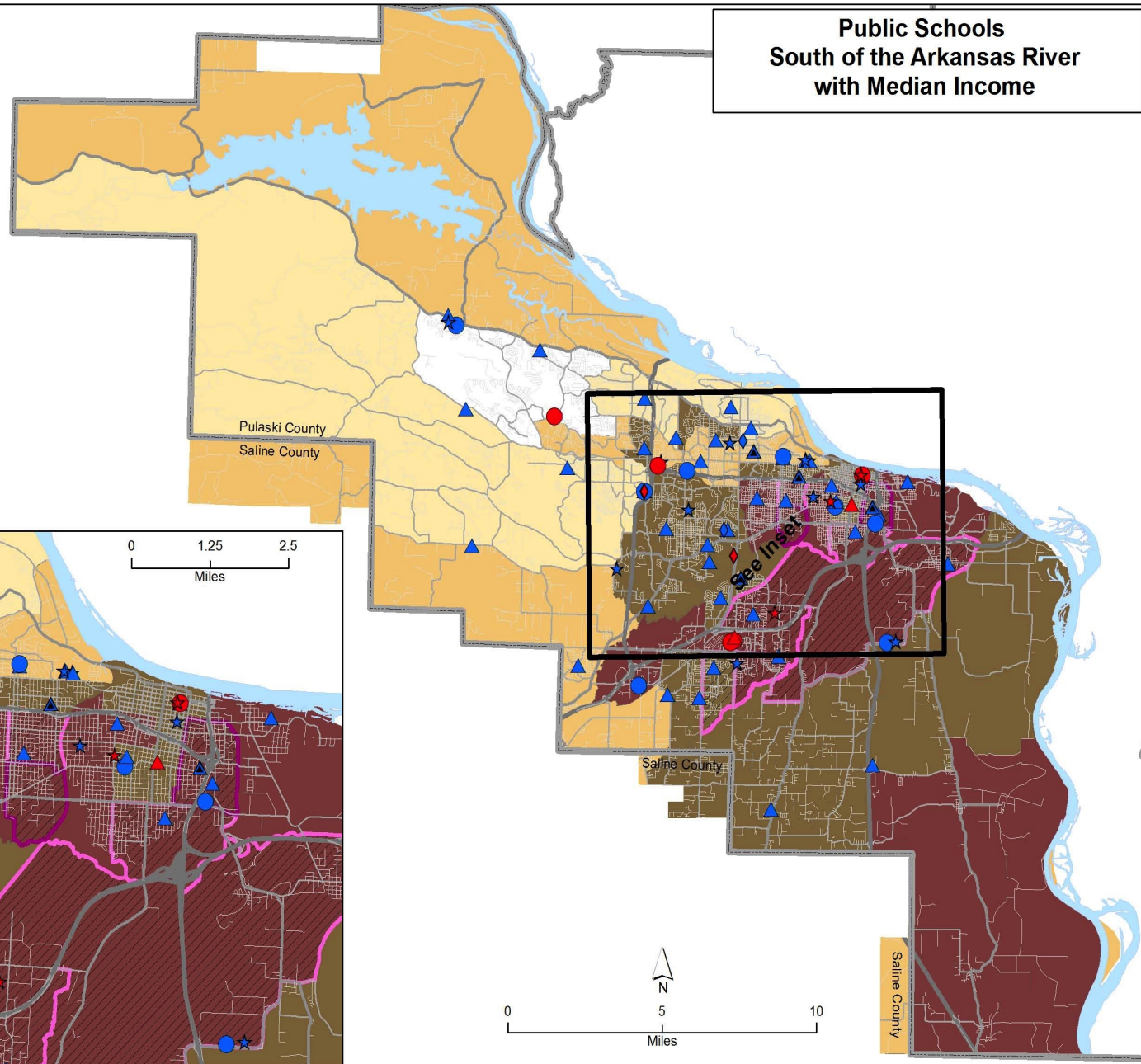
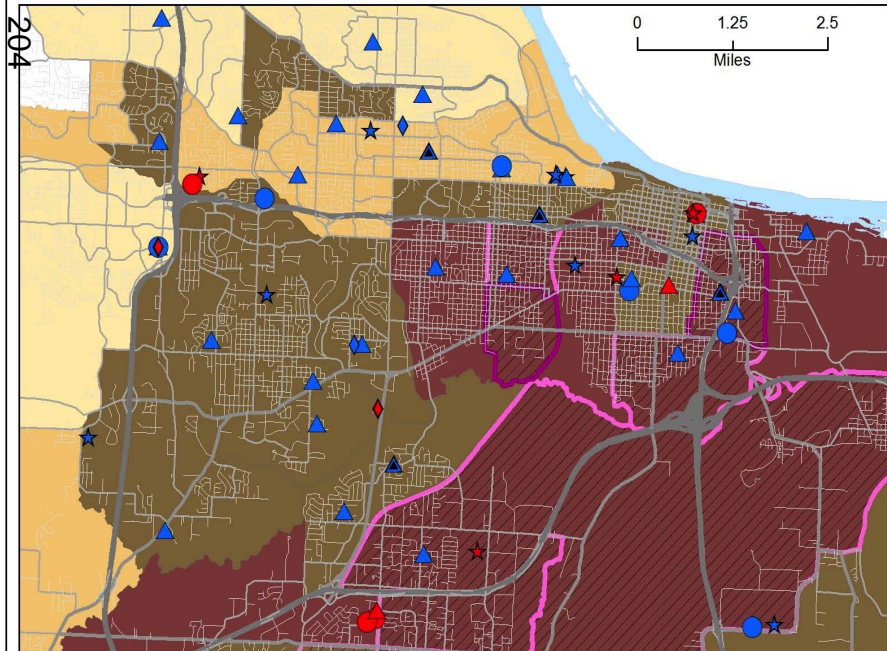
- ▭ Pulaski County
- ▭ Rivers and Lakes
- ▭ RCAP Census Tracts
- ▭ Potential RCAP Census Tracts

Median Income*

- \$14,510 - \$31,906
- \$31,907 - \$47,745
- \$47,746 - \$64,617
- \$64,618 - \$86,719
- \$86,720 - \$156,680

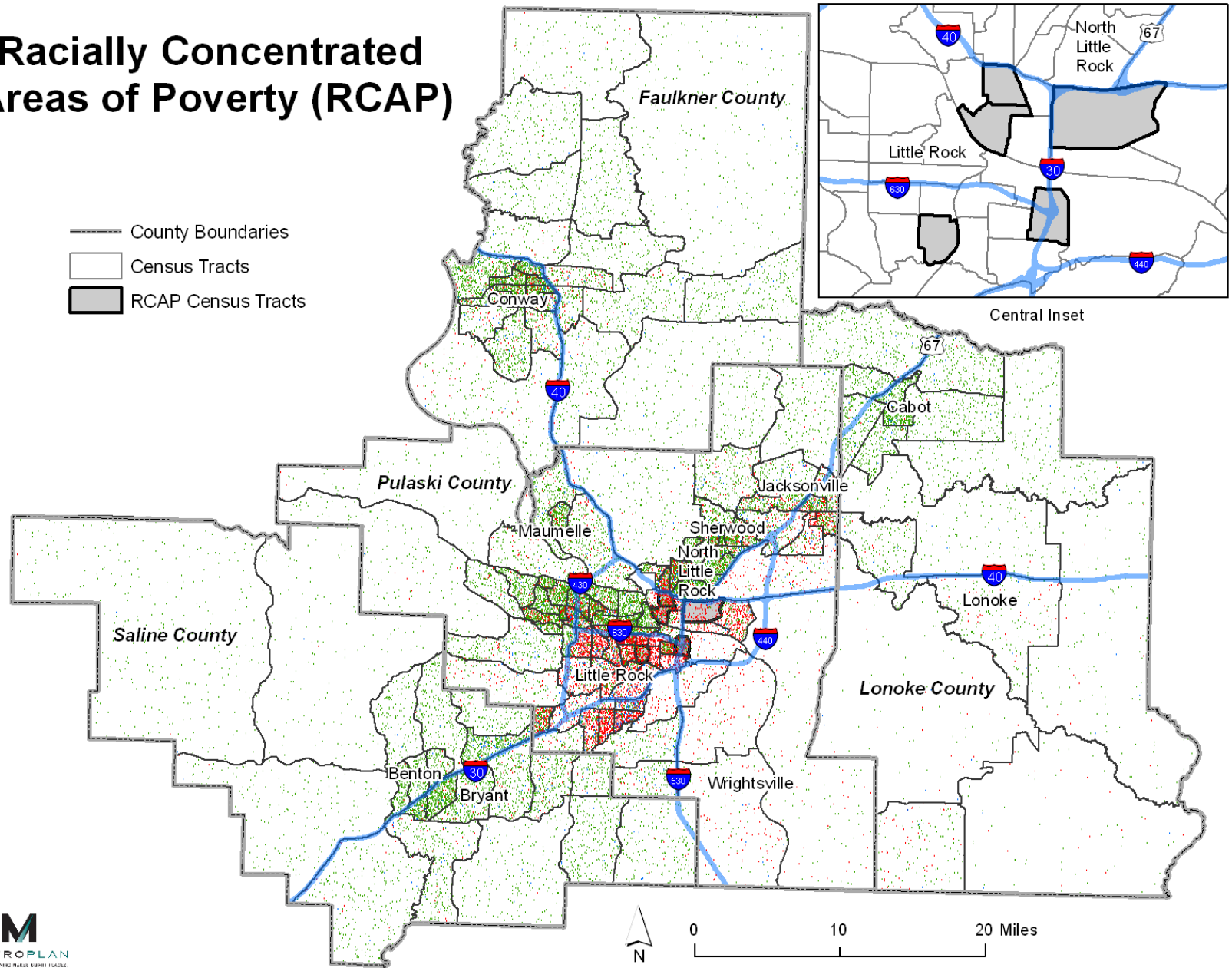
*Source: US Census, ACS Tract Data
2010 -2014, 5 Year Sample

Central Inset



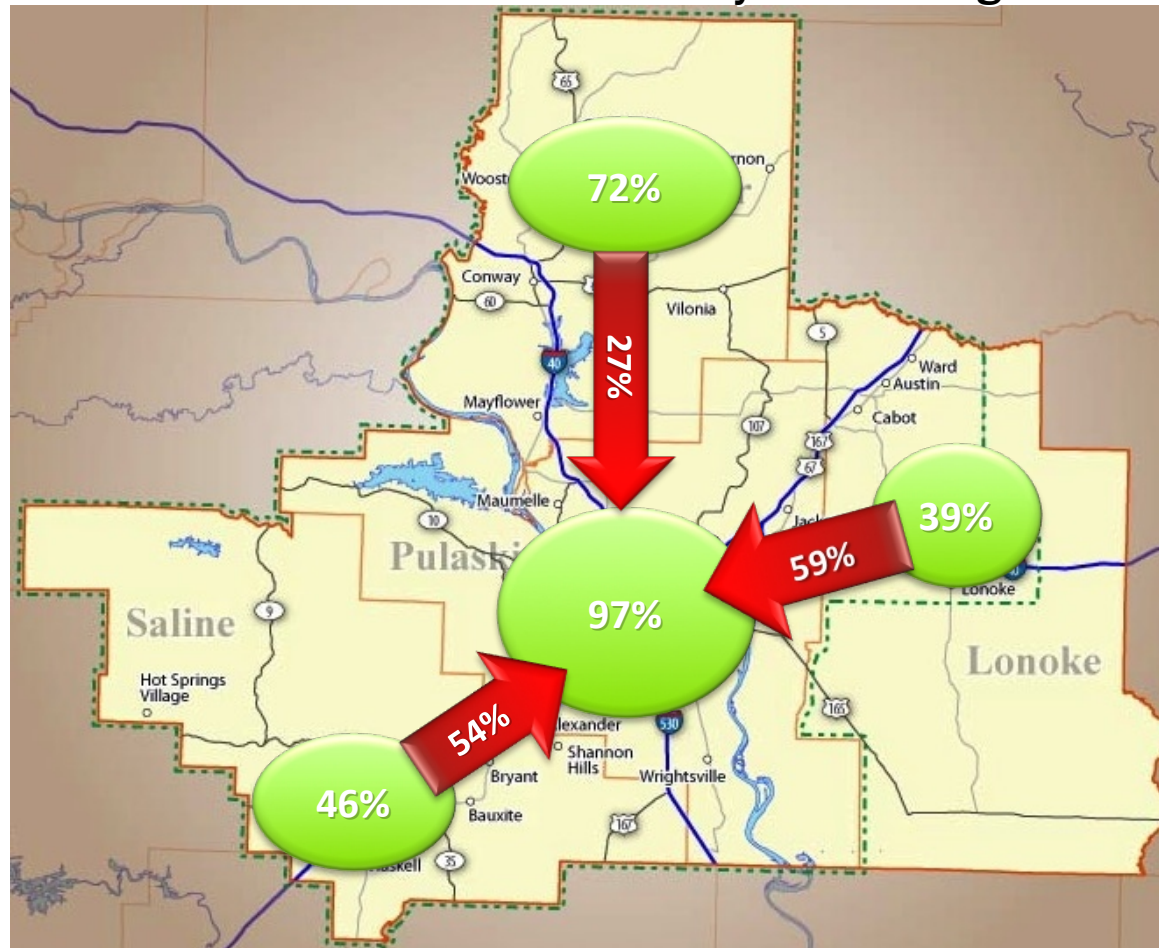
Racially Concentrated Areas of Poverty (RCAP)

- County Boundaries
- Census Tracts
- RCAP Census Tracts



Infrastructure and services

Cross-county commuting



“That doesn’t make much sense,” said Tigger.



“I know,” said Pooh humbly.
“It did when it started out. It’s just that something happened to it on the way.”

Village Education

A Proposal for Little Rock

Consideration and Definition

- Please consider the psychological damage done to thousands of children who feel the rejection as people flock to private and charter schools to avoid attending school with them.
- Villages are self-managed Pre K – 12 public schools on one campus with all the freedoms and accountability of Charter Schools built along major traffic corridors.
- If you are unaware of how low expectations and rejection affect a child, that is another program that I will be glad to deliver.
- Villages positively impact children by building strong character and academic proficiency during continuous attendance in the same location.

Villages

Villages are self-managed
Pre K – 12 public schools on
one campus with all the
freedoms and accountability
of Charter Schools built
along major traffic corridors.

The future is in your hands
Please connect the Dots



First Dot

In 2005, Senator Shane Broadway passed a bill encouraging partnerships between school districts that has had minimum use. If the public enjoyed significant benefits arising from partnerships with the school district that would help turn negative attitudes toward the school district into positive ones. A transportation partnership will be emphasized in this presentation.

Partnerships

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 1368 of the Regular Session

As Engrossed: S3/7/05 S3/15/05

A Bill

SENATE BILL 858

1 State of Arkansas
2 85th General Assembly
3 Regular Session, 2005

4
5 By: Senator Broadway
6
7

For An Act To Be Entitled

8
9 AN ACT CONCERNING THE USE OF PUBLIC-PUBLIC
10 PARTNERSHIPS BY SCHOOL DISTRICTS; AND FOR OTHER
11 PURPOSES.
12

Subtitle

13
14 AN ACT CONCERNING THE USE OF PUBLIC-
15 PUBLIC PARTNERSHIPS BY SCHOOL DISTRICTS.

17

18 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

19

20 SECTION 1. Arkansas Code Chapter 6, Chapter 20, Subchapter 4 is
21 amended to add an additional section to read as follows:

22 6-20-414. Public-public partnerships.

23 (a) As used in this section, "public-public partnership" means a
24 project delivery method in which a school district may enter into a contract
25 to partner with another governmental agency, political subdivision, or
26 institution of higher education to meet a clearly defined need for
27 facilities, infrastructure, or goods and services.

28 (b) Any school district may use public-public partnerships as a
29 project delivery method for the building, altering, repairing, improving,
30 maintaining, or demolishing of any structure, or any improvement to real
31 property owned by the school district.

32 (c) The Division of Public School Academic Facilities and
33 Transportation shall develop and promulgate rules consistent with the
34 provisions of this section concerning the use of public-public partnerships
35 by school districts.

Second Dot

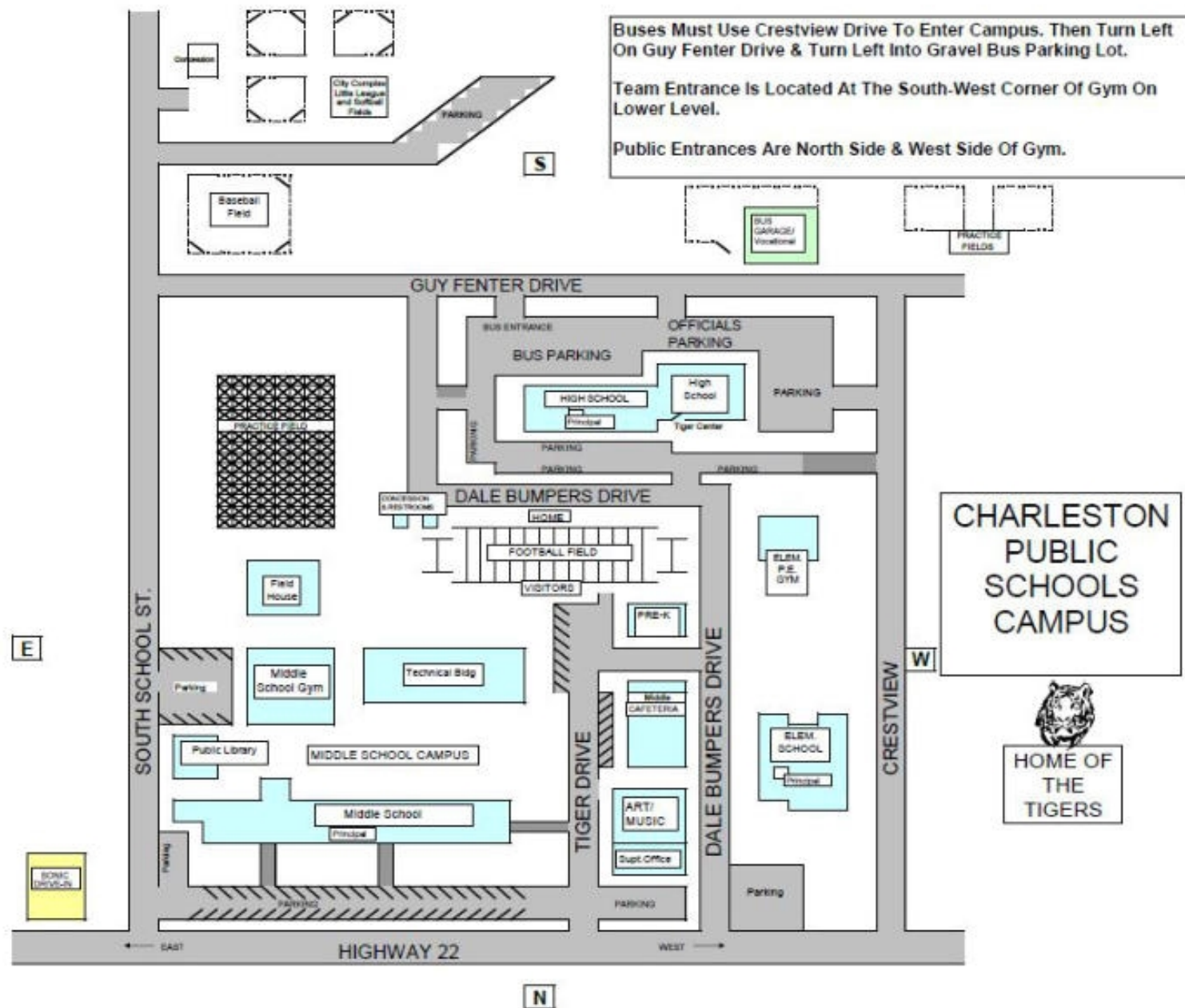
- Most private schools, Charters, small towns, and others use multiage campuses.
- Campuses eliminate duplication and allow expensive special help because of the number of people served in one place.

More Second Dot

- It is easier to make a single campus secure.
- The campus becomes like home away from home.

Episcopal Colligate Campus





LRSD vs. Clear Creek

LRSD
25,000 students
2014-2015

Clear Creek
41,000 students
2015 – 2016

Revenue

Local/County..... \$149,137,561
State.....\$139,539,321
Federal Grants..... \$22,671,243
Dedicated Maintenance
& Operations..... \$7,624,352
Other.....\$421,839

Total Revenue.....\$319,394,316

Tax Rate (Mills)..... 46.4

Expenses

Student Instruction..... \$234,603,806
Support..... \$46,187,714
Transportation.....\$16,927,381
Support—Facilities.....\$5,667,544
Debt Service..... \$14,340,442

Total Expenses.....\$317,726,887

Expense Per Pupil.....\$12,859

Payroll Cost.....\$269,201,368
Contracted Services.....\$ 13,782,339
Supplies and Materials.....\$ 12,066,493
Other Costs.....\$ 17,396,929
Capital Outlay.....\$ 63,539
Operating Transfers Out.....\$ 3,300,000

TOTAL \$315,810,668

Houston Village

The Education Village Academy

Haughton Academy (900 place Secondary School)

Beaumont Hill Academy (248 place Special School)

Springfield Academy (210 place Primary School plus 26 Full Time Equivalent place nursery)

Gurney Pease Academy (210 place Primary School plus 26FTE place nursery)

Marchbank Free School (42 place SEMH Primary Special School)

221

Haughton, Beaumont Hill and Springfield all share The Education Village campus, which was opened at Easter 2006 by Tony Blair, then Prime Minister. The three schools are housed in a state-of-the-art building funded by a £27 million privately-financed initiative (PFI).

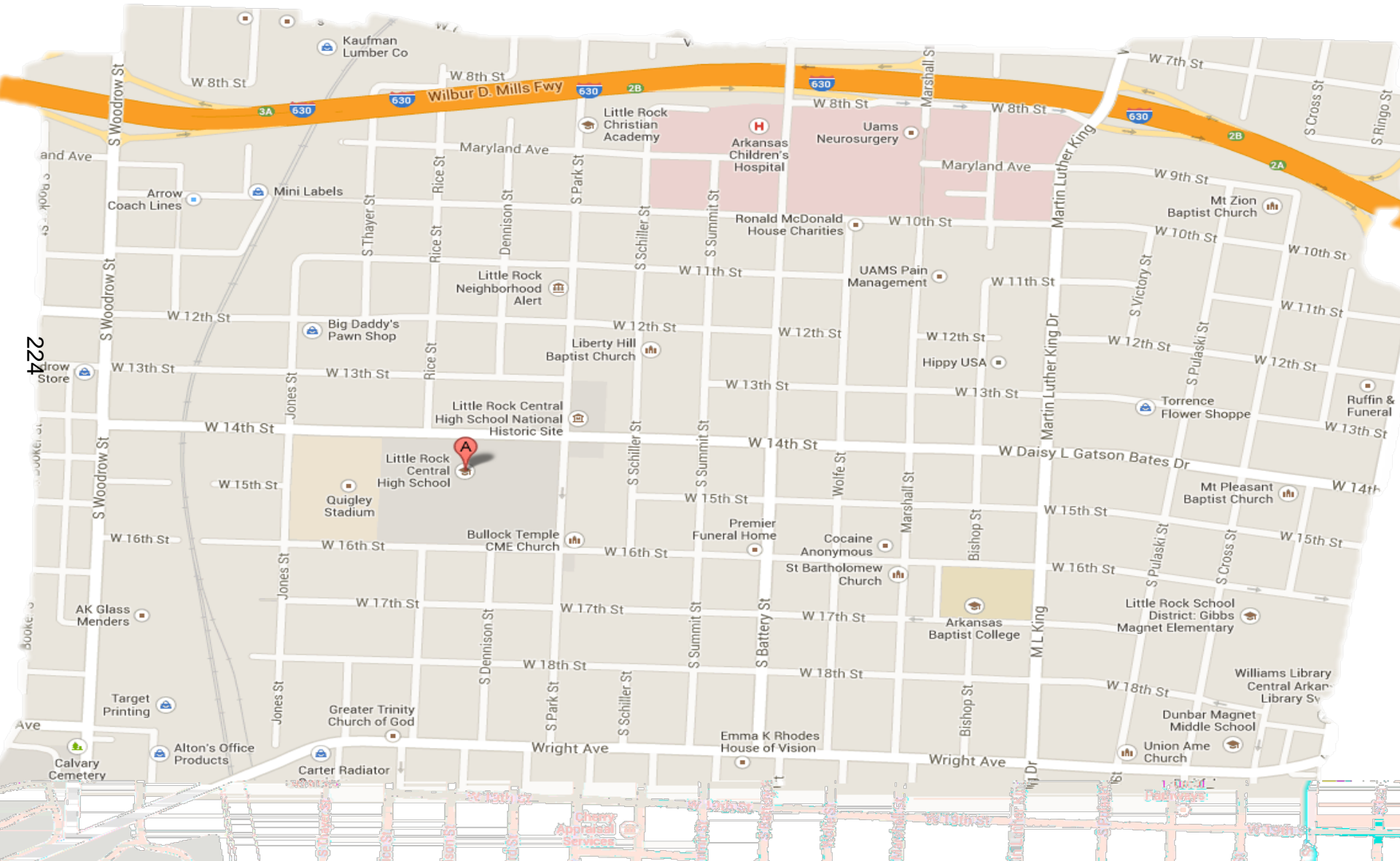
From the beginning, it offered something completely new and became a by-word for innovation and 21st Century learning. The Education Village was the first education organization in the country to involve the creation of a single setting where schools are not just co-located on a single site, but actually live together under one roof.

The Education Village was always more than a building housing three schools, it became the enactment of a vision of providing genuine personalized learning opportunities, utilizing the skill and expertise cross phase and cross school.



- | | | |
|------------------------------------|--|-------------------------------------|
| 1. Learning Resource Centre (LRC) | 14. Sensory Theatre & Soft Play | 26. Music |
| 2. Reception | 15. Performance Hall | 27. Science |
| 3. Dining Area (Secondary) | 16. Drama & Dance | 28. Virtual Suite |
| 4. The Street | 17. The Village Street | 29. Languages |
| 5. Dining Area (Primary) | 18. Swimming Pool & Hydrotherapy Pool | 30. Circulation Area (outdoor) |
| 6. ICT Suite (Primary) | 19. Sportshall | 31. Humanities |
| 7. Food Technology (Primary) | 20. The Stephenson Centre | 32. Outdoor Area |
| 8. KS2 | 21. Playing Fields | 33. English |
| 9. Outdoor Area (Beaumont Hill) | 22. Multi Use Games Area | 34. Maths |
| 10. Primary Playground | 23. Access to Learning and The Carlbury Centre | 35. Food Technology (Beaumont Hill) |
| 11. KS1 | 24. The Village Green | 36. Textiles |
| 12. Outdoor Area | 25. Art | 37. Design Technology |
| 13. Foundation Stage (Springfield) | | |

Central Education Village

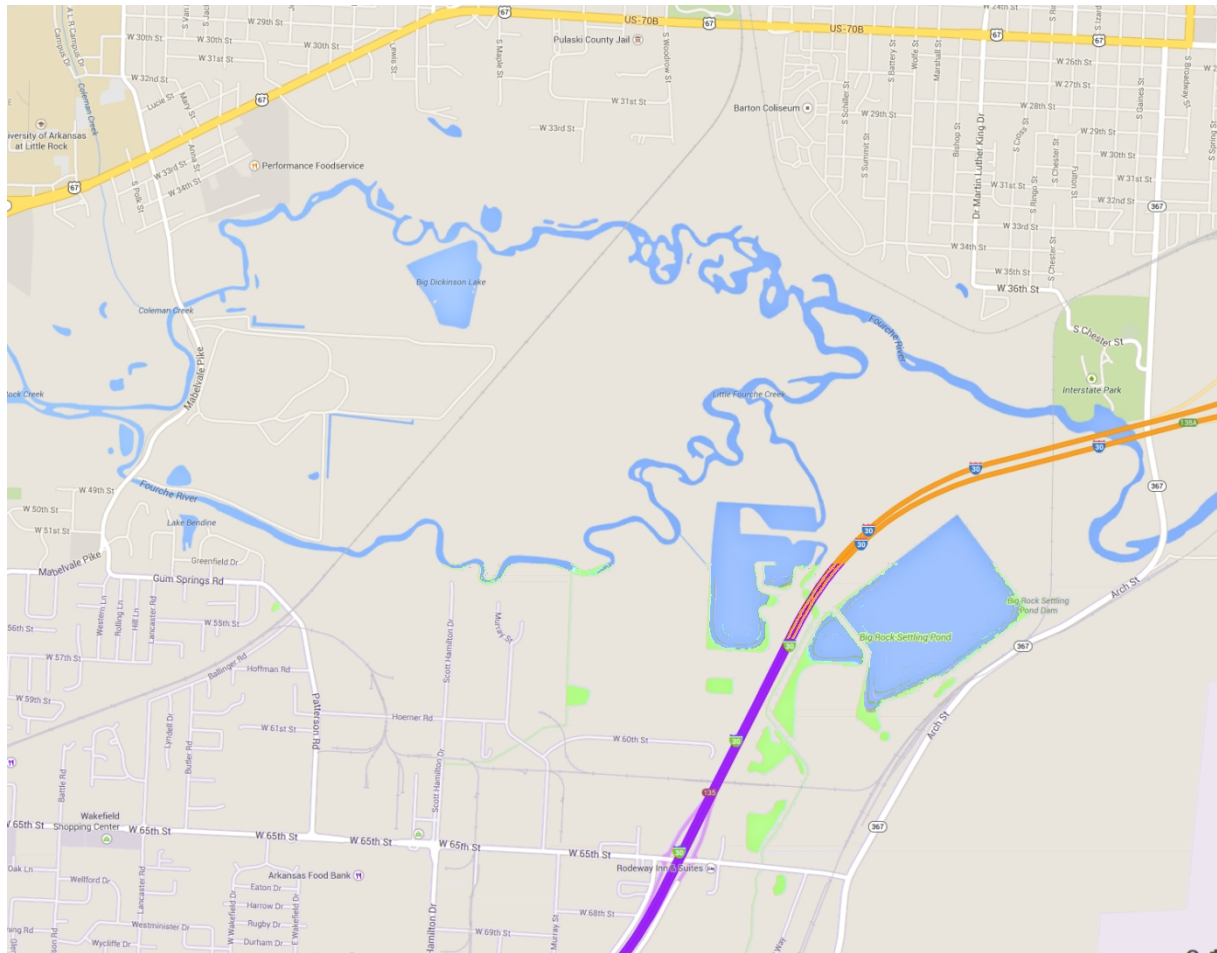


Boyle Park Village

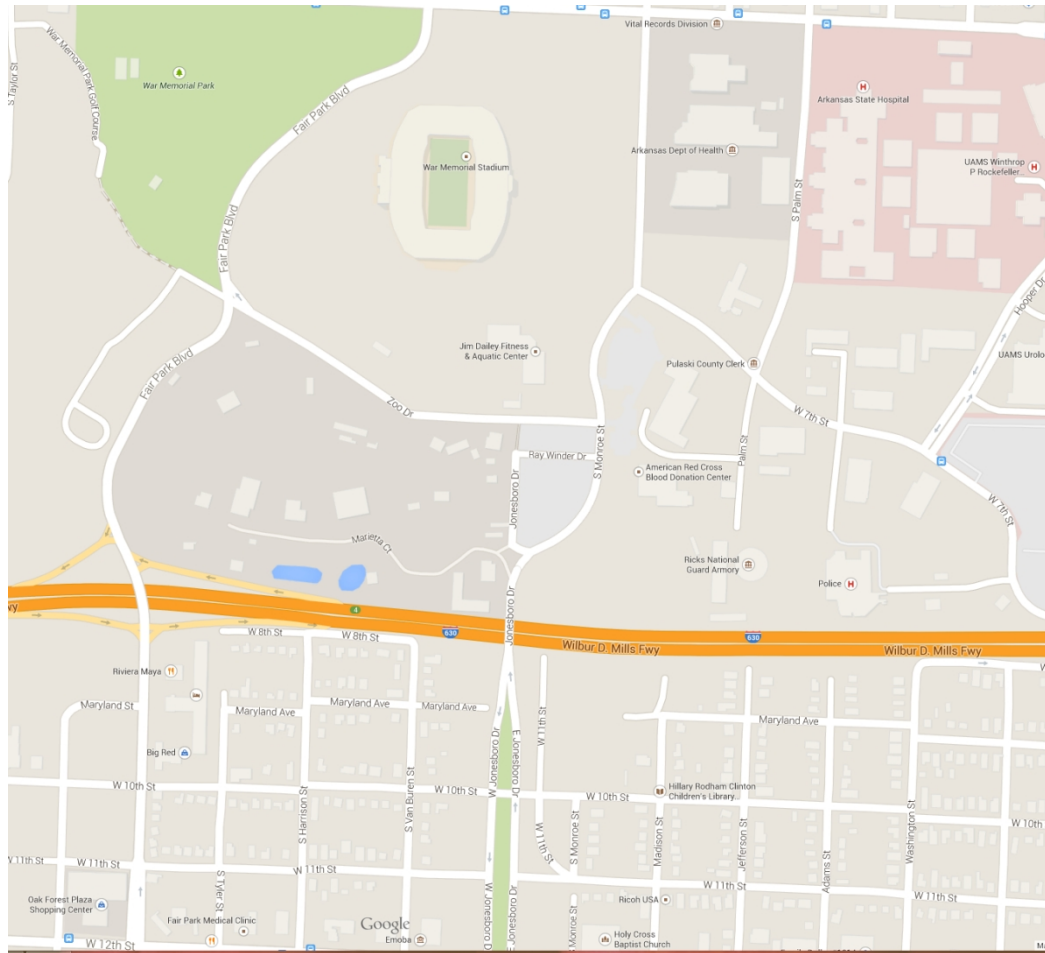
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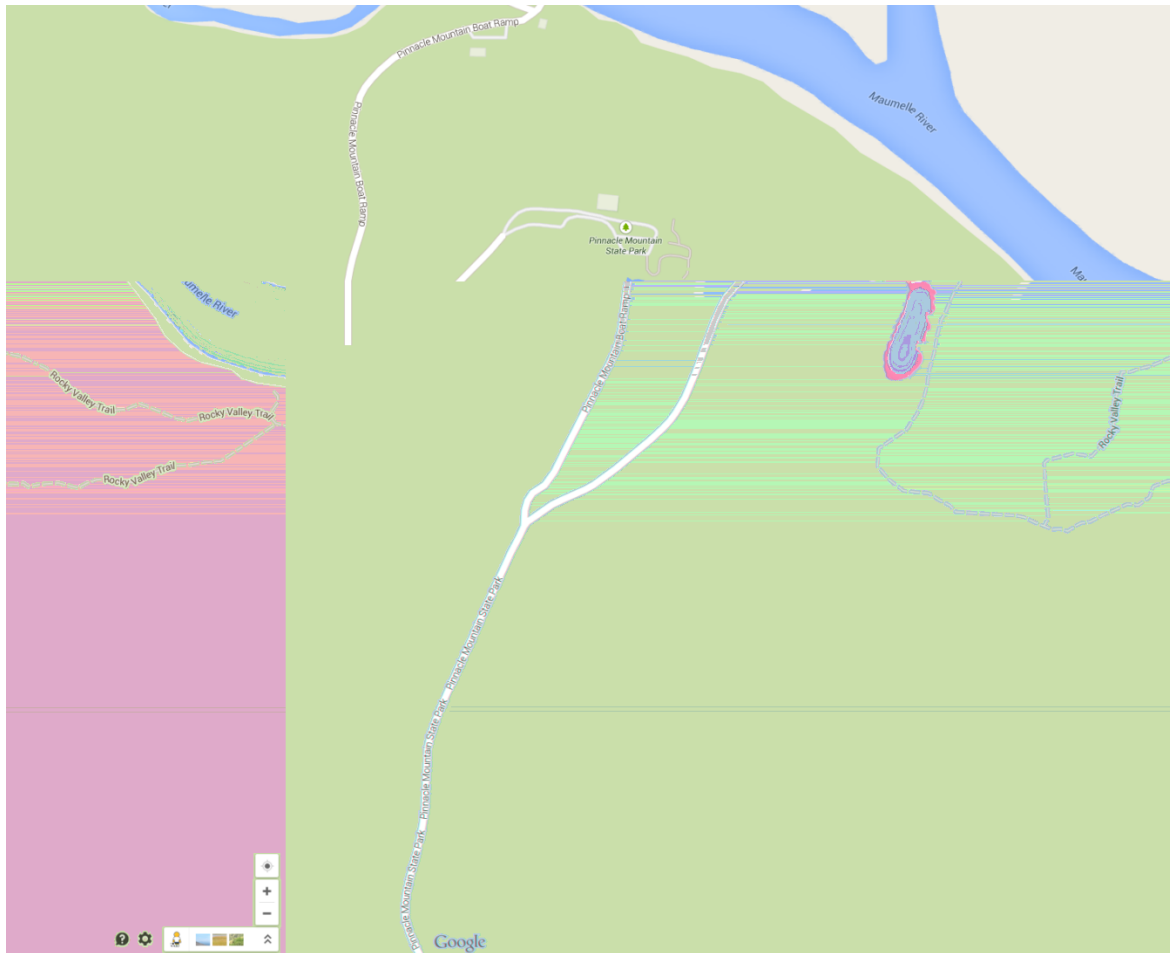
South of UALR



Zoo School



Pinnacle Village



Leisure Arts Building



Third Dot

- Keeping the current configuration of Little Rock Public schools, segregates the city by income and race.
- Residential segregation has now replaced Jim Crow segregation laws as the main instrument of racial division in the city in the 21st century.

More Third Dot

- Being forced to attend sub par schools makes students feel unwanted and rejected, and that leads to crime.
- Worse, not being able to escape the ghetto assures that future generations will suffer the same deplorable conditions, rejection, and worsening crime.

Arkansas Times on 7/10/2014

- Little Rock is today a city of two halves. One, to the east of I-30 and to the south of I-630, is predominantly black and poor.
- The other, to the west of I-430 and to the north of I-630, is predominantly white and more affluent.
- Segregated neighborhoods will have segregated schools in practice if no longer by sanction of law.
- Residential segregation has now replaced Jim Crow segregation laws as the main instrument of racial division in the city in the 21st century.

Help Wanted

- A 50-state report from the [Schott Foundation for Public Education](#) has come to a dispiriting conclusion: [public education is failing black male students](#). Nationwide, the graduation rate for this demographic of students is a paltry 47 percent.
- In Little Rock the black graduation rate is 71 percent compared to the white rate of 82 percent.
- In the Village, remedial teachers will be supported by special continuing instruction, lower class size, and extra assistance.
- Remedial classrooms will be attractive, a regular part of the village, the instruction desirable, determined by needs assessment, and rewarding.
- Remedial reading and mathematics is available year round at all levels where needed.

Fourth Dot

LRSD spends right at 17 million a year for transportation. It would be better for all concerned to partner with the city paying a reasonable supplement that would allow students to ride public transportation whenever schools are in session. This arrangement would benefit both the school district and community.

Transportation

- Dedicated lanes control traffic so that buses arrive quickly and on time at homes and school.
- Community bus service means the drivers make more money, and we get good public transportation.
- \$19.50 (1 month bus pass) * 10 (mo.)* 25,000 (LRSD population) = \$4,875,000 vs 17 million
- Light rail could move hundreds of students to the campuses.

Construction Costs of Light Rail

- Most light-rail systems receive federal subsidies that cover a large portion of the construction costs. The remaining construction expenditures are paid through earmarked tax revenues or bond issues-paid by future tax revenues. 1200 passengers per day justifies rail.
- Construction costs would be divided roughly in this proportion:
 - Federal government – 50% (sometimes 80%)
 - State government – 25%
 - City government – 25%

Special Bus Lanes

With no traffic issues, buses get to school quickly and safely.



A brief rest to get your thoughts,
comments, and questions in mind



Contact Information

Richard Emmel

24404 Knabe Lane

Little Rock, AR 72210

Home: 501-821-3747

Cell: 501-551-8645

Email:

emmelr@gmail.com

Thank you! Please ask questions or
make comments.



Village Education

- Three to five schools located on one campus in either Pre-K – 8 or 12 even 13-14 design.
- Staff reduction (administrative, custodial, and cafeteria only) of 1/3 to 1/5 depending on number of schools replaced.
- Partnership with state, county and city reducing costs and providing facilities and transportation for the community.
- Learning and working together for several years builds moral and ethical strength.
- All Villagers become brothers and sisters.
- The Village will be a fertile ground for the development of good traits and abilities.
- The Village will establish its own identity.
- It will be a special place deserving of our pride.
- The money saved from less management goes for teaching.
- Combined use and a large population make it practical to build facilities not offered at typical neighborhood schools. Some possible campus buildings are auditoriums, museums, art galleries, shops, and science centers.
- Villages are self-managed Pre K – 12 public schools on one campus with all the freedoms and accountability of Charter Schools.

Contact Information:

Richard Emmel

24404 Knabe Lane

Home: 501-821-3747

Cell: 501-551-8645

Email: emmelr@gmail.com

Website to Peruse in order to Understand Village Schools

1. <http://www.educationvillage.org.uk/>

Where Learning has no limits

The Education Village Academy Trust (EVAT) is a five school multi-academy trust governed by an overarching Directors' Board.

The Trust comprises two Primary Schools: Springfield Academy and Gurney Pease Academy, in addition to Beaumont Hill Academy (an all-age Special school), Marchbank Free School (a primary Special school) and Haughton Academy (Secondary).

2. http://www.har.com/blog_41504_ccisd-the-education-village--and-8211-the-first-of-its-kind-in-texas

The Clear Creek Independent School District (CCISD) Education Village is a uniquely designed 144-acre campus that brings together a comprehensive high school, intermediate school, and elementary school on a single site. The K-12 campus includes shared and multi-use facilities that have been created with a community of learners in mind. In addition to focusing on the development K-12 relationships between students, parents, and teachers, a primary emphasis of the campus will be the integration of 21st Century Skills throughout the curriculum.

The complex has been ranked among the top 10 construction projects in Texas. Funds for the project, the first of its kind in the Texas public school system and one of only two in the nation, were part of a bond referendum approved by the voters in 2007. The \$116 million complex features three schools that accommodate kindergarten through 12th grade on a 144-acre campus near state Highway 96 and state Highway 146, at 4380 Village Way in League City, Texas.

3. <http://www.arkansasonline.com/news/2016/jul/29/a-big-bold-plan-20160729/> Most recent article on Village Education that appeared on July 29.

<http://infoweb.newsbank.com/resources/search/nb?p=NewsBank&t=pubname%3AADGL%21Arkansas%2BDemocrat-Gazette%2B%2528Little%2BRock%252C%2BAR%2529>

If you are not a subscriber to the DemocratGazette, you can access the newspaper on line using your Central Arkansas Library System (CALS) card. A search of my name (Richard Emmel) will produce five pages of articles and letters about education.

4. <http://www.arktimes.com/arkansas/Search?cx=017793458706336421686%3A1bmj6ndd5li&c of=FORID%3A9&q=richard+emmel&sa=search>

There have been many letters and articles on education published by me in the Arkansas Times. The link above should take you to them.

5. <https://play.google.com/store/books/details?id=5TQ0AQAAMAAJ&rdid=book-5TQ0AQAAMAAJ&rdot=1> Fourche Bayou Basin Flood Control

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

1 State of Arkansas
2 85th General Assembly
3 Regular Session, 2005
4

As Engrossed: S3/7/05 S3/15/05

A Bill

SENATE BILL 858

5 By: Senator Broadway
6
7

For An Act To Be Entitled

8
9 AN ACT CONCERNING THE USE OF PUBLIC-PUBLIC
10 PARTNERSHIPS BY SCHOOL DISTRICTS; AND FOR OTHER
11 PURPOSES.
12

Subtitle

13
14 AN ACT CONCERNING THE USE OF PUBLIC-
15 PUBLIC PARTNERSHIPS BY SCHOOL DISTRICTS.
16
17

18 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
19

20 SECTION 1. Arkansas Code Chapter 6, Chapter 20, Subchapter 4 is
21 amended to add an additional section to read as follows:

22 6-20-414. Public-public partnerships.

23 (a) As used in this section, "public-public partnership" means a
24 project delivery method in which a school district may enter into a contract
25 to partner with another governmental agency, political subdivision, or
26 institution of higher education to meet a clearly defined need for
27 facilities, infrastructure, or goods and services.

28 (b) Any school district may use public-public partnerships as a
29 project delivery method for the building, altering, repairing, improving,
30 maintaining, or demolishing of any structure, or any improvement to real
31 property owned by the school district.

32 (c) The Division of Public School Academic Facilities and
33 Transportation shall develop and promulgate rules consistent with the
34 provisions of this section concerning the use of public-public partnerships
35 by school districts.
36

6-10-108. Twelve-month school year.

(a) It is found and determined by the General Assembly that public school facilities in the state are now effectively utilized only nine (9) or ten (10) months each year and that such facilities could be more efficiently utilized and educational opportunities in the various school districts could be enhanced by the establishment and operation of educational programs on a twelve (12) month per year basis. It is therefore the intent and purpose of this section to authorize public schools to initiate and maintain public school educational programs on a twelve-month basis.

(b) As used in this section, unless the context otherwise requires, "twelve-month year-round educational program" means an educational program in which all students attend school no less than the number of days required by the Standards for Accreditation of Arkansas Public Schools and School Districts between July 1 and June 30 of each school year and in which no vacation, including summer, lasts more than seven (7) weeks.

(c) (1) The board of directors of any school district is authorized to initiate and maintain a twelve-month year-round educational program in any or all of the public schools in the school district.

(2) However, any school district which does not elect to operate on a twelve-month basis must start school in accordance with the provisions of § 6-10-106.

(d) (1) The State Board of Education is authorized to establish appropriate standards, guidelines, rules, and regulations for the determination of average daily membership of school districts and for the distribution of state foundation funding and other forms of state aid and financial assistance to each local school district that elects to operate the public schools of the school district on a twelve-month basis, in order to provide the school district with an equitable share of the state foundation funds designated to equate a twelve-month school operation by the school district to the educational opportunities provided by a school district offering nine (9) months of public school instruction.

(2) However, the school district shall not receive any more state foundation funding for offering twelve (12) months of public school instruction than it would have received for offering nine (9) months of public school instruction.

HISTORY: Acts 1985, No. 178, §§ 1-3; A.S.A. 1947, §§ 80-1572 -- 80-1574; Acts 1993, No. 294, § 3; 1993, No. 446, § 1; 1999, No. 391, § 1; 2005, No. 2121, § 1; 2015, No. 141, § 1.

OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: Completed upon submission		4. Applicant Identifier:	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: N/A	
State Use Only:			
6. Date Received by State: 4/29/2010		7. State Application Identifier: AR100429-234	
8. APPLICANT INFORMATION:			
* a. Legal Name: Arkansas Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN): 710847443		* c. Organizational DUNS: 781558564	
d. Address:			
* Street1:		Four Capitol Mall	
Street2:		Room 105-C	
* City:		Little Rock	
County:		Pulaski	
State:		AR	
Province:			
* Country:		USA	
* Zip / Postal Code:		72201	
e. Organizational Unit:			
Department Name: Charter Schools Office		Division Name: Central Administration	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:	Dr.	* First Name:	Mary Ann
Middle Name:			
* Last Name:	Duncan		
Suffix:			

Title: Charter Schools Program Coordinator

Organizational Affiliation:

Arkansas Department of Education

* Telephone Number: (501)683-5313

Fax Number: (501)371-3514

* Email: MARYANN.DUNCAN@ARKANSAS.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

N/A

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282A

CFDA Title:

Charter Schools Program State Educational Agency

*** 12. Funding Opportunity Number:**

84.251K

Title:

FIE Earmark

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Charter schools in all regions in the state of Arkansas, both rural and non-rural.

*** 15. Descriptive Title of Applicant's Project:**

Arkansas Public Charter School Program

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AR

* b. Program/Project: All

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 17346762
b. Applicant	\$ 0
c. State	\$ 770728
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 18117490

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 4/29/2010.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

IXI ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Tom
Middle Name: W
* Last Name: Kimbrell
Suffix:

Title: Commissioner of Education

* Telephone Number: (501)682-4204 Fax Number:

* Email: TOM.KIMBRELL@ARKANSAS.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Arkansas Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2(b)	Project Year 3(c)	Project Year 4(d)	Project Year 5(e)	Total (f)
1. Personnel	\$ 64,000	\$ 65,600	\$ 67,240	\$ 68,921	\$ 70,644	\$ 336,405
2. Fringe Benefits	\$ 18,875	\$ 19,230	\$ 19,594	\$ 19,967	\$ 20,349	\$ 98,015
3. Travel	\$ 35,000	\$ 37,000	\$ 39,000	\$ 41,000	\$ 43,000	\$ 195,000
4. Equipment	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
5. Supplies	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 100,000
6. Contractual	\$ 110,000	\$ 120,000	\$ 130,000	\$ 140,000	\$ 150,000	\$ 650,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,165,000	\$ 3,168,000	\$ 3,171,000	\$ 3,174,000	\$ 3,176,000	\$ 15,854,000
9. Total Direct Costs (lines 1-8)	\$ 3,414,875	\$ 3,431,830	\$ 3,448,834	\$ 3,465,888	\$ 3,481,993	\$ 17,243,420
10. Indirect Costs*	\$ 19,288	\$ 19,983	\$ 20,683	\$ 21,389	\$ 21,999	\$ 103,342
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,434,163	\$ 3,451,813	\$ 3,469,517	\$ 3,487,277	\$ 3,503,992	\$ 17,346,762

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 10%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Arkansas Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev. 7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to

amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute (s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. Tom W. Kimbrell

Title: Commissioner of Education

Date Submitted: 04/29/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Arkansas Department of Education Address: Four Capitol Mall, Room 105-C City: Little Rock State: AR Zip Code + 4: 72201- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.251K	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Dr. Tom W. Kimbrell Address: Four Capitol Mall, Room 304-A City: Little Rock State: AR Zip Code + 4: 72201-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Tom W. Kimbrell Title: Commissioner of Education Applicant: Arkansas Department of Education Date: 04/29/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Arkansas Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Tom

Middle Name: W

Last Name: Kimbrell

Suffix:

Title: Commissioner of Education

Signature:

Date:

04/29/2010

ED 80-0013

03/04

OMB No.1894-0005 Exp.01/31/2011

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.**

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Arkansas GEPA Statement

File : K:\msnortland\USDOE\2010 SEA Application Cycle\Attachments\427 GEPA Statement.pdf

**Arkansas Department of Education (ADE)
Charter Schools Program**

Compliance with the General Education Provisions Act (GEPA)

In compliance with Section 427 of GEPA, the Arkansas Department of Education assures that all students, staff, programs, services and/or providers funded through this grant will provide equitable access to, and participation in, all activities funded through the Arkansas Charter Schools Program grant (CSP). All CSP grant activities, as are all programs operated by the ADE, are designed to address the needs of all students and staff through instructional and professional development components, with a special emphasis on those students who are educationally at-risk. The following summarizes the ADE's plan to address potential student barriers identified in Section 427 of GEPA.

- All CSP programs and providers will be required, as a condition of funding, to provide assurance that all programs are designed and operate with equal access to all demographic groups contained in the student population in the geographical area they serve. This assurance will be provided in the form of Equal Employment Opportunity (EEO) statements and enrollment projections that include all demographic groups including special needs students found in the student population of the provider's service area. These statements and enrollment projections will be a requirement to be included in the providers' grant application and, if funded, will be assessed during the ADE monitoring visits.
- All students enrolled in programs and activities funded by this grant will be subject to the ADE curriculum standards and assessment programs. Programs created within school districts that are under a federal court desegregation order, the creation and/or operation of those programs shall not hamper the implementation of said court order.
- All full time instructional staff employed in programs funded under this grant will be provided state-approved mandatory professional development. This professional development contains training on attracting and serving all demographic and special needs segments of the student population eligible to be enrolled in their program. All facilities utilized to provide professional development, technical assistance training, and/or conferences will be handicapped accessible.
- All programs funded under this grant will be subjected to all federal civil rights statutes and equity requirements that apply to public schools. This, and all of the above provisions, will be addressed in the RFP process and will be reviewed during the ADE's regular monitoring visits to all programs funded under this grant.

**Arkansas Department of Education (ADE)
Charter Schools**

Compliance with the General Education Provisions Act (GEPA)

In compliance with Section 427 of GEPA, the Arkansas Department of Education assures that all students, staff, programs and/or providers funded through this grant will provide equitable access to, and participation in, all activities provided in Charter Schools throughout the state. All charter schools, as are all schools governed by the ADE, are required to address the needs of all students and staff through instructional and professional development components, with a special emphasis on those students who are educationally at-risk. The following summarizes how the ADE addresses potential student barriers identified in Section 427 of GEPA in charter schools.

- All Arkansas charter schools are in compliance with all EEO statements and Individual with Disability Education Act (IDEA) requirements and federal and state regulations. The ADE's Special Education Department and Equity Assistance Center provide technical assistance to charter schools in these two areas.
- Charter schools are mandated to provide equitable access and service to all demographic groups identified in their student populations. In the case of charter schools with significant Limited English Proficiency (LEP) students and families, program information and reports will be reproduced in the native language of these students and families. Technical assistance with LEP students and families is provided to charter schools through the ADE's English Language Learners unit.
- All full time charter school instructors, like all Arkansas teachers, are required to attend sixty hours of state approved professional development. Professional development activities are provided directly by ADE staff, through the Arkansas Education Service Cooperatives, and by the schools.
- All students enrolled in charter schools are subject to the ADE curriculum standards and assessment programs. For charter schools created within school districts that are under a federal court desegregation order, the creation and/or operation of those schools shall not hamper the implementation of those court orders.

OMB No.1894-0007 Exp.05/31/2011

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS****1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Mary Ann		Duncan	

Address:

* Street1:	Four Capitol Mall
Street2:	Room 105-C
* City:	Little Rock
County:	Pulaski
* State:	AR* Zip / Postal Code: 72201 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(501)683-5313	(501)371-3514

Email Address:

MARYANN.DUNCAN@ARKANSAS.GOV

2. Applicant Experience

Novice Applicant	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable
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3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:☐ No Provide Assurance #, if available:**Please attach an explanation Narrative:****Attachment:**

Title :

File :

Project Narrative

Abstract Attachment Form

Attachment 1:

Title: **Arkansas CSP Grant Abstract Pages: 1** Uploaded File: **K:\msnortland\USDOE\2010 SEA Application Cycle\USDOE Final ADE charter proposal abstract.doc**

Applicant Name: Arkansas Department of Education
Contact Name: Dr. Mary Ann Duncan, Public Charter Schools Program Coordinator
Contact Information: 4 Capitol Mall, Little Rock, AR, 501- 683-5313, maryann.duncan@arkansas.gov

Through its public charter schools program, the State of Arkansas hopes to increase opportunities for learning and access to quality education for all students; create choices for parents and students within the public school system; provide a system of high accountability for results in public education; encourage innovative teaching practices; encourage community and parent involvement in public education; and create competition among public schools, thus stimulating improvement. Currently, there are eleven conversion public charter schools and eighteen open-enrollment public charter schools, serving 8,643 students in grades K-12. These schools are located in diverse geographic regions across the state, from the most rural to the most urban areas.

Based on the results of the preceding needs-assessment activities, the following broad goals and operational objectives have been established for the 2010-2015 Public Charter Schools Program in Arkansas:

Objective 1: To promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number and types of high quality charter schools in the state.

Objective 2: To contribute to the knowledge-base about best practices in charter schools by supporting the dissemination of information at the state, regional and local levels.

Objective 3: To support sound fiscal management and practices in public charter schools through quality leadership programs and technical assistance.

Objective 4: To increase student academic achievement.

If we are successful in attaining these objectives, we believe the following long-range outcomes will ensue:

- There will be more diverse offerings of public charter school options for elementary, middle and high school students throughout our state, particularly in areas in which large numbers of students attend low-performing schools.
- There will be an increased awareness at the state, regional, and local levels of best practices adopted by public charter schools.
- There will be a higher level of support for public charter schools at both the state and local levels, and an expanded network of resources to support sound fiscal management practices for public charter schools.
- The quality and rigor of the instructional programs of public charter schools will increase, resulting in higher levels of student performance and achievement of state standards.

The Arkansas Department of Education, working through the Charter School Office, continually strives to further the development of high-quality public charter schools in Arkansas. In doing so, the ADE solicits the support of governmental, business, and community leaders, as well as educators and other professionals in the field of education. This proposal reflects thought and refinement resulting from nine years of implementing and supporting charter schools in Arkansas. The future of school choice through the implementation of new charter schools is the benchmark of creative, fundamental and progressive action. This action and involvement will result in the design of high quality, progressive, innovative and markedly improved educational institutions that will offer unique and unprecedented programs, practices, procedures and design for the students of Arkansas.

Project Narrative

Application Narrative Attachment Form

Attachment 1:

Title: **Arkansas CSP Grant Narrative Pages: 0** Uploaded File: **K:\msnortland\USDOE\2010 SEA Application Cycle\Narratives\Final Draft Grant Narrative_4.29.2010.pdf**

U.S. Department of Education Charter Schools Program

CFDA # 84.282A

Proposal Submitted by the Arkansas Department of Education

Application Narrative

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1. Competitive Preference Priorities

1.1. Periodic Review and Evaluation

The vast majority of public charter schools have clear and measurable goals that focus on academic performance and attendance (Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004). The processes by which these schools are held accountable for these and other goals tend to vary, determined by the authorizing body that is in charge of observing the school's progress. Most public charter schools are reviewed at least once annually, sometimes more frequently, depending on the focus of the evaluation. A variety of strategies are used to monitor the progress of public charter schools, most commonly annual reports, informal site visits and fiscal audits. Authorizers have reported that if a school is not meeting its predetermined goals, they make every effort to work with the struggling school as an alternative to implementing a formal sanction (Finnigan et al.).

Arkansas Code Annotated § 6-23-101 et seq., as amended by Act 1469 of 2009, requires an annual evaluation of all public charter schools by the Arkansas Department of Education (ADE). The evaluation must consider the following (§ 14.01.01-.09): student scores on assessment instruments, student attendance, student grades, student discipline incidents, socioeconomic data on students' families, parent satisfaction with the school, student satisfaction with the school, on-site monitoring of the facility, and other terms of the school's charter. As a condition of its charter, each public charter school is required to provide to parents, the community, and the State Board an annual evaluation of the school's progress towards meeting the student academic performance goals as outlined in the charter. Moreover, each public charter school is required to follow the Arkansas Public School Computer Network reporting requirements, which mandates that schools electronically report student and financial data to the

state. In addition to these annual reporting requirements, an annual certified audit must be submitted to the ADE as per Arkansas Code Annotated § 6-23-101 et seq. (the schools' fiscal year runs from July 1 through June 30). Failure to submit this audit will result in the suspension of funds from the ADE.

During the past five years, the ADE has commissioned four external evaluations of the open-enrollment public charter schools, which were conducted by Huron Mountain Research Services (2006), and Metis Associates, Inc. (2007, 2008, and 2009). The primary purpose of these external evaluations was to assess the extent to which the public charter schools were addressing the goals stipulated in the Arkansas Charter Schools Act of 1999, namely to (1) improve student learning; (2) increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving; (3) encourage the use of different and innovative teaching methods; (4) create new professional development opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (5) provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and (6) hold schools established under the Arkansas Charter Schools Act of 1999 accountable for meeting measurable student achievement standards.

In addition to these external evaluations, the ADE engages in an internal review process each year to determine the extent to which the existing public charter schools are meeting or exceeding student achievement goals and program requirements. In keeping with the ADE's commitment to a more collaborative approach to public charter school design, implementation and evaluation, the department has established a multidivisional approach to carry out the review and evaluation process. These divisional units are comprised of representatives from the ADE's

Legal Services, Standards for Accreditation, School Improvement, Curriculum and Assessment, Facilities, Child Nutrition, Special Education, and Finance.

Public charter schools must be held accountable; autonomy cannot mean the complete absence of oversight or public accountability (USDOE, 2008). The ADE is piloting a Public Charter School Review Council, charged with the responsibilities of scrutinizing charter applications as well as the performance of existing public charter schools. The review council will engage in a collaborative assessment of each public charter school's data and documentation, and will be preparing a summative document for analysis and presentation. The department intends to use the result of this pilot to continue to upgrade and refine the periodic review and evaluation process in which all of the public charter schools participate each year. This process will also include the development of a review template, to be used for this annual evaluation process. The ADE has recently submitted a grant application to the National Association of Charter School Authorizers (NACSA), seeking their services in evaluating the ADE's current policies and procedures with regard to charter authorizing. This process will further refine the roles and responsibilities of the review council. With the assistance of NACSA, a comprehensive evaluation of the ADE authorizer policies and practices, benchmarked against NACSA's *Principles and Standards for Quality Public Charter School Authorizing* will assist in determining opportunities for improvement.

Finally, the ADE will continue to engage the services of an external evaluator to conduct annual comprehensive evaluations of public charter schools, which will be funded through the CSP grant. The ADE will ensure that these services are provided by an external evaluator with knowledge and understanding of the goals and initiatives of the Charter School Program. This

will be done through an RFP process. A detailed description of the proposed evaluation design is included under section (vii) of the Selection Criteria, page 57.

1.2. Number of High-Quality Charter Schools

The State of Arkansas first passed charter school legislation in 1995. The Arkansas Charter Schools Act provides for three types of charters: conversion charters, limited conversion charters, and open-enrollment charters. The initial legislation was very restrictive and did not produce any public charter school applications. The legislation was revised in 1999, at which time the ADE established the Office of Public Charter Schools to administer the public charter school program. This led to the first fully-operational Arkansas public charter school which opened its doors in 2001. Further improvements to the charter school statute were made in the 2001, 2005, 2007, and 2009 legislative sessions.

Currently, there are 29 public charter schools on the state's roster of public schools. Of these, eleven are conversion public charter schools and the remaining eighteen are open-enrollment public charter schools. Collectively, as of the October 1st Student Count, these 29 public charter schools serve a total of 8,643 students in grades K-12. These schools are located in diverse geographic regions across the state; from the most rural to the most urban areas (Arkansas Charter Schools Map is included in the proposal attachments). Table A below provides a chronology of the estimated growth of public charter schools in our state. More details regarding the public charter schools' enrollments, including student demographic and achievement data, are provided in section (i), Table 1, page 20 of the narrative addressing the Selection Criteria.

Table A. Chronology of Arkansas Charter School Development

Year	Conversion Charters		Open-Enrollment Charters	
	# Applications Submitted	# Applications Approved	# Applications Submitted	# Applications Approved
2000	3	3	1	0
2001	1	1	3	2
2002	2	2	4	3
2003	4	4	1	1
2004	2	2	6	3
2005	1	1	2	0
2006	3	2	11	3
2007	1	0	12	7
2008	2	2	6	2
2009	4	2	8	2

Interest in public charter schools continues to grow in Arkansas. A highly rural state with a relatively small population of 2,855,290, Arkansas currently has 244 school districts. Pressured by fiscal constraints and declining enrollment, a number of small districts have been forced to consolidate, merge or be annexed by neighboring districts. Often, this process results in students having to travel large distances to attend schools outside their immediate community. As a result, we have seen an increasing interest in public charter schools by parents as a way of keeping their children close to home. Although there have been many challenges impeding the increase in the number and diversity of high quality public charter schools in the past, the external factors responsible for the growth of public charters include the increase in parental interest in educational options for children, increase in institutional interest as a catalyst for school reform, more public awareness, and a better understanding of the role that public charter schools play in public education.

In addition, as of the 2008-2009 school year, 16,061 students, or about 3% of the entire K-12 student population in the State of Arkansas, were home schooled. As these students reach the secondary school grades, parents' comfort level about providing a sufficiently rigorous education diminishes and they are more apt to reconsider public schooling for their children. We attribute much of the growing interest in charters to this phenomenon.

As the pressures of high-stakes testing and the stringent requirements of ESEA/*No Child Left Behind* confront local educational agencies, many school districts, particularly those serving large numbers of educationally disadvantaged students, have begun to see public charter schools as a vehicle for addressing the educational needs of their students who are not well served in the more traditional school settings. As a result, we anticipate an increased interest in these types of schools over the next few years.

A number of foundations and institutions in Arkansas continue to be highly supportive of the public charter schools movement, and have provided substantial support for the development of public charter school programs. These institutions range from private foundations and programs of higher education to charter resource centers. It is with the collaborative partnerships of these foundations and educational institutions that we will continue to enhance the number of high quality public charter schools in the state.

Modifications to the cap for open-enrollment public charters, found in the 2005 Amendment to the Charter Schools Act, speak to the increased interest in public charter schools in Arkansas. The original legislation imposed a cap of 12 open-enrollment public charter schools in the state (and no more than three per Congressional district). An amendment in 2005 (§ 10.04.1), increased the cap to 24, with no limit per congressional district. Currently, there is no cap on the number of conversion public charter schools in the state. In an effort to provide

additional support for high quality public charter schools, a 2005 Amendment to Arkansas Charter School Law allows for proven, successful public charter schools to replicate through a licensure process. Additional information regarding the licensure process is provided under Invitational Priority, page 11.

1.3. One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process

The Arkansas State Board of Education (SBE) is the only authorizing entity in Arkansas. In accordance with current Arkansas Charter School Law, applications for *conversion* and *limited conversion* public charter schools must be reviewed by the local board of the public school district requesting to convert an existing public school to a public charter school. The local board must vote to approve or disapprove the application for a conversion public charter. If approved, the conversion application is sent to the ADE's Public Charter School Office for review and then presented to the SBE for consideration.

According to § 8.00 of the ADE Rules Governing Public Charter Schools, amended in 2009, *open-enrollment* public charter applications must first be reviewed and approved by the local board of the school district where the proposed public charter school will be located. The results of the vote and the written findings are sent to the ADE's Public Charter Schools Office and to the applicant. An applicant for an open-enrollment public charter school whose application is denied by the local board has the immediate right to appeal the decision to the SBE.

The SBE, as the sole authorizer, has begun to recognize public charter schools as expanding educational options in districts where traditional public school consolidation has taken place. Charter advocates must hold authorizers accountable for all of their schools, build the will

to close low-performing schools and promote the development of high quality school options for the students and families whose schools close (USDOE, 2008). In continued commitment to high quality educational programs, the SBE is taking action to close low performing public charter schools that have not fulfilled the mission and goals as approved in their charter contracts. These decisions on the part of the SBE provide support for the continued vision and the flexibility that public charter schools can provide.

1.4. High Degree of Autonomy

One of the defining features of public charter schools is their greater level of autonomy compared with traditional public schools. The nature of a public charter school's autonomy varies widely, however, often based on the state legislation that allowed it to open (Finnigan et al., 2004). Most of the states with public charter school laws permit charters to waive certain laws, regulations and standards. Much of the variation in autonomy among public charter schools occur as a result of waivers that are requested and approved in the school's charter application.

Increased autonomy can make it easier for a public charter school to integrate community services and resources, including philanthropic investment, into the schools programs (WestEd, 2007). Under the current legislation and rules, public charter schools in Arkansas are granted a high level of autonomy while being held to a high level of accountability for student academic achievement. Public charter schools are responsible for complying with all aspects of the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). However, as part of the required information for public charter school applications, prospective public charter school applicants are given the opportunity to list specific provisions of Arkansas Code (ACA Title 6); any ADE rule, excluding requirements pertaining to non-discrimination,

health and safety, and special education, and the Standards for Accreditation from which they wish to be exempt. Applicants must describe in detail the need for each of the requested waivers.

A summary of waiver requests submitted to date by the 29 Arkansas public charter schools attests to the fact that both types of charters, conversion and open enrollment, are taking full advantage of the flexibility and autonomy available to them. Out of the three waiver categories, Arkansas Code Annotated (ACA Title 6), ADE Rules, and Standards Assurance (SA), 130 waivers were requested. Overall, 649 waiver requests were collectively submitted by the 29 public charter schools in the three waiver categories. The majority of the requests pertained to the selection and compensation of instructional staff and administrators. The most common waiver requests are displayed in Table B below.

Table B. Summary of Most Common Charter School Waiver Requests

Waiver Request	Category	Number Requesting Exemption
Teacher's License Requirement	ACA Title 6	27
Committee for Each School District	ACA Title 6	24
Qualified Teachers in Every Public School Classroom	ACA Title 6	24
Public School Employee Fair Hearing Act	ACA Title 6	21
Teacher Fair Dismissal Act	ACA Title 6	21
Definition of a Teacher	ACA Title 6	20
Public School Principals - Qualifications and Responsibilities	ACA Title 6	19
Uniform Dates for Beginning and End of School Year	ACA Title 6	17
Warrants Void Without Valid Certificate and Contract	ACA Title 6	17
Grading Scale	ACA Title 6	15
Minimum Base Salary	ACA Title 6	15
Teacher Certification - Arkansas History Requirement	ACA Title 6	15
Certification – Waiver	ACA Title 6	10
Examination of Teacher's Contract	ACA Title 6	10

Waiver Request	Category	Number Requesting Exemption
Alternative Learning Environment	ACA Title 6	9
General Election Laws	ACA Title 6	9
Election by Zone and at Large	ACA Title 6	8
Length of Directors' Term	ACA Title 6	8
Qualifications of Directors	ACA Title 6	8
Teacher's Salary Fund	ACA Title 6	8
Vacancies Generally	ACA Title 6	8
Certified Staff Salary Schedule	ADE	11
Teacher Education and Licensure	ADE	10
Uniform Grading Scale	ADE	9
Licensure and Renewal	SA	18
Gifted and Talented	SA	16
Media Services	SA	14
School District Superintendent	SA	9
Guidance and Counseling	SA	8
Health and Safety Services	SA	8
Principals	SA	8

Although Arkansas allows for an additional type of district conversion charter, known as a limited conversion public charters to date no limited applications have been received for processing by the ADE's Public Charter Schools Office. Limited conversion public charter schools, though "limited" in the types of waivers they may request, help to provide an additional avenue for autonomy through the use of alternative staffing plans and compensation programs in order to improve benefits for teachers and student and teacher performance in the classroom. In their applications, prospective limited conversion public charter schools must describe how they plan to enhance teacher performance and improve employee salaries, professional development, and growth opportunities.

Public Charter Schools in Arkansas are provided additional autonomy through the ability to plan and prioritize their annual budgets, to select their own staff, and to set their daily schedules. Outside the autonomy provided by the day to day school operations, public charter schools have the freedom to choose the physical site location for their school. This freedom of location also applies to public charter schools opening through the licensure process.

In many charter school success stories, autonomy plays a central role in the school's ability to introduce successful practices. Only by working outside constraints that hinder existing public schools have the charter sectors leading examples of success been able to forge a new path (USDOE, 2008). The autonomy provided through open enrollment, district conversion, and limited district conversion public charter schools in Arkansas, has helped to provide high quality successful educational options for students.

2. Invitational Priority

The Arkansas Department of Education proposes to address the FY 2010 Invitational Priority for the Charter Schools Program during the 2010-2015 funding cycle. The ADE will plan, design, and implement one or more high-quality public charter high schools in geographic areas, including urban and rural areas, in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under Title I, Part A of the ESEA. This focus will allow for the support for student subpopulations in educationally disadvantaged environments. In an effort to reach all subpopulations in need, an additional focus will be on locating quality public charter high schools in areas of the state that are economically disadvantaged.

Launching a charter school, particularly a public charter high school, presents a unique set of challenges, due largely to the rigor of the state's secondary core curriculum which consists

of 38 required units of study, and the need to meet ESEA/NCLB's adequate yearly progress (AYP) requirements. In order to ensure that we succeed in soliciting more public charter school applications to serve students in the high school grades, we will work closely with cross-divisional units within the ADE as well as collaborative partners from the Arkansas Department of Workforce Education, the Southern Regional Education Board, the Mid-Continent Comprehensive Center (MC3), and representatives from the Arkansas Association of Secondary School Principals, the Arkansas School Boards Association, the Arkansas Association of Educational Administrators, and the state's vocational institutions. This collaborative approach will provide the ADE's Public Charter Schools Office a greater understanding of the particular needs of charter high schools, and thus be able to provide a high level of technical assistance to prospective applicants.

The geographic areas and/or school districts in which there is a concentration of public schools in need of improvement, corrective action, or restructuring tend to cluster around the following urban and rural areas (School Improvement Map is included in the proposal attachments):

- Pulaski County, home of the state's capital and largest city (Little Rock), has 40 schools in years 1 through 5, 19 in year 6, 3 in year 7, and 2 in year 9 of school improvement.
- The Mississippi Delta region in the eastern portion of the state is a highly rural area characterized by very little industry, many pockets of severe poverty, and a highly mobile population. There are 15 year 1, 14 year 2, 18 year 3, 12 year 4, 19 year 5, and 16 year 6 through 8 of school improvement in the 15 counties along the state's eastern border.
- The southern third of the state covers 11 counties and is another highly rural and economically distressed area with a few cities such as El Dorado, Camden, Hermitage,

As described in section (iii) under the Selection Criteria, page 37, we anticipate expanding the number of open-enrollment and/or conversion public charter schools in each of these three target regions over the five-year period of federal CSP funding. This goal may be addressed through the expansion of existing public charter schools to serve students in additional grade levels or may include the launching of new open-enrollment and/or conversion public charter schools.

The ADE plans to address this Invitational Priority in three ways. First, we intend to conduct an aggressive outreach campaign beginning in the summer of 2010 and continuing over the next several years, targeting these particular geographic areas. Staff from the ADE's Public Charter Schools Office will plan and conduct a series of informational sessions designed to raise the communities' awareness of the public charter schools program. The goal of these sessions is to familiarize potential public charter school applicants with program requirements and the provide resources for preparing a high-quality application. Each year a total of six informational sessions will be held throughout the various geographical areas of the state.

Secondly, the ADE plans to give priority to planning grant applications and to public charter school applications that are designed to create public charter high school programs in the categories listed below. This priority is fully aligned with § 10.03 of the October 2009 Rules Governing Public Charter Schools, which states that the State Board shall give preference in approving an application for a public charter school to be located in any public school district:

- 10.03.1 Where the percentage of students who qualify for free or reduced lunches is above the state average for the state;
- 10.03.2 Where the district has been classified by the State Board as in academic distress under Arkansas Code Ann. §6-15-428; or
- 10.03.3 Where the district has been classified by the Department of Education as in some phase of school improvement under Arkansas Code Ann. §6-15-426 or some phase of fiscal distress under §6-20-1902 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

Lastly, in an effort to identify and replicate high performing public charter schools in high-need communities, Arkansas Code Annotated §6-23-304 (d) (3), allows for a charter school applicant that receives an approved open enrollment public charter to petition the SBE for licenses to establish open enrollment public charter school in Arkansas. Applicants must demonstrate success in student achievement gains, and its intent to close the achievement gap for economically disadvantaged, racial and ethnic subgroups. In the fall of 2009, the SBE approved the first licensed charter school to be opened in an area of the state in which five of the seven available traditional public schools were identified as being in school improvement. This is an excellent example of how public charter schools can provide educational options where needed.

3. Application Requirements

- (i) **Describe the objectives of the SEA's charter school grant program and describe how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program.**

See sections (i), (iii), and (vi) under Selection Criteria.

- (ii) **Describe how the SEA will inform each charter school in the state about federal funds the charter school is eligible to receive and federal programs in which the charter school may participate.**

See section (iii) under Selection Criteria.

- (iii) **Describe how the SEA will ensure that each charter school in the state receives the school's commensurate share of federal education funds that are allocated by formula each year, including during the first year of operation of the school and a year in which the school's enrollment expands significantly**

See section (iii) under Selection Criteria.

- (iv) **Describe how the SEA will disseminate best or promising practices of charter schools to each local educational agency (LEA) in the state**

See section (vi) under Selection Criteria.

- ~~(v) **If an SEA elects to reserve part of its grant funds for the establishment of a revolving loan fund, describe how the revolving loan fund would operate.**~~

The ADE does not elect to reserve part of its grant funds for the establishment of a revolving loan fund.

- (vi) **If an SEA desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the state.**

The ADE would like to request a waiver of ESEA Part B, Section 5202 (c) (1), regarding program period, which states that grants awarded to SEAs shall not be for a period of

more than three years. A waiver for a five year project period will provide the ADE Charter Schools Office with ample time to reach our project objectives and outcomes.

- (vii) **Describe how charter schools that are considered to be LEAs under state law and LEAs in which charter schools are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.**

All public charter schools are required to comply with the Individuals with Disabilities Education Act (IDEA). Every public charter school developer receives written guidelines outlining the school's responsibility to comply with IDEA. The ADE conducts an annual workshop on public charter schools and IDEA compliance. Additional technical assistance is available through the ADE Public Charter Schools Office and the Special Education Office. The ADE Special Education Office monitors every public charter school for compliance with IDEA, including the requirement to provide services through a certified special education instructor.

4. Selection Criteria

- (i) **The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve state academic content standards and state student academic achievement standards. (30 points)**

A disproportionate number of students educated in U.S. charter schools come from economically disadvantaged and minority backgrounds (Center for Education Reform, 2005; Finnigan et al., 2004; Fuller, Gawlik, Kuboyama-Gonzales, Park, & Gibbings, 2003), and typically have lower achievement scores than their peers attending traditional public schools (National Assessment of Educational Progress, 2004). Traditionally, students from such

backgrounds having been limited in their options for education (Center for Educational Reform, 2003), look to public charter schools as a viable alternative to the traditional public school.

Recent research efforts have attempted to measure the impact of public charter schools on the achievement of educationally disadvantaged students. A study at Harvard, for example, suggests that public charter schools are likely to raise the achievement of low-income and Hispanic students (Hoxby, 2004). Arkansas public charters schools enroll a greater percentage of minority students and economically disadvantaged students and are achieving at levels comparable to their districts counterparts (Allen, et. al, 2009). Both references indicate that the achievement scores of at-risk students have been positively impacted by public charter schools.

Academic achievement for public charter schools in Arkansas was further highlighted in the Stanford CREDO Report of June 2009. In the report, Arkansas is listed as one of the states with significantly higher learning gains for charter school students than would have occurred in traditional public schools. Such evidence continues to support that public charter schools in our state provide strong academic options for the students they serve. The report further substantiates the importance of public charter schools in Arkansas by confirming significantly better results for all students, in particular students of poverty in both reading and math. The CREDO Report: Charter Performance in Arkansas, also cites significantly better results in math for minority students of Arkansas public charter schools than their traditional counterparts (pp.12). This research provides substantial evidence to support the contributions that the charter schools grant program has made possible in providing educational choices to students in our state. It is with the continued assistance of the charter schools grant program that Arkansas public charter schools will maintain their status as a viable educational support for high quality achievement.

The Arkansas Department of Education strives to ensure that all children in the state have access to a quality education by providing educators, administrators, and staff with leadership, resources, and training. Arkansas curriculum for grades K-12 includes coursework in Arkansas history, English language arts and acquisition, fine arts, foreign language, math, music, physical education and health, science, and social studies. What students must know and be able to do in each of these academic content areas is described in the Arkansas Curriculum Frameworks and their respective Arkansas Learning Standards. The content standards and the student learning expectations impart the focus for instruction for all Arkansas schools.

In 2000, the State of Arkansas implemented the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP). ACTAAP establishes clear academic standards, professional development guidelines, student assessment requirements, public reporting requirements, and school accountability procedures, including rewards and sanctions. In order to prepare students at the elementary, middle and secondary school levels to meet the state's content and achievement standards, in 2009, *Smart Arkansas*, a comprehensive plan supporting students, teachers and school administrators through top-notch curriculum development and ongoing, research-based learning opportunities for educators, was launched. The three components of *Smart Arkansas* include, *Smart Accountability*, *Smart Leadership*, and *Smart Future*. The Arkansas *Smart Accountability* plan allows the state to better differentiate interventions and resources to schools most in need. *Smart Leadership* is Arkansas's initiative to ensure that all of the state's school and district administrators are truly instructional leaders with the ability to create an environment that promotes high-level learning in each school. *Smart Future* focuses on preparing students for jobs, for college, and for their future, by setting higher standards and raising expectations for high school students.

Through the public charter schools program, Arkansas hopes to increase opportunities for learning and access to quality education for all students; create choices for parents and students within the public school system; provide a system of high accountability for results in public education; encourage innovative teaching practices; create unique new professional opportunities for teachers; encourage community and parent involvement in public education; and create competition among public schools in order to stimulate improvement. Collectively, these 29 public charter schools serve a total of 8,643 students in grades K-12 and are located in diverse geographic regions across the state, from the most rural to the most urban areas. Table 1, below provides a snapshot of key characteristics of these public charter schools.

Table 1. Profile of Arkansas Charter Schools

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
Blytheville Charter School and ALC	2001	7-12	DC	Blytheville School District	95	100	17.6	25
Benton County School of the Arts	2001	K-12	OE	Benton County Charter School Organization	701	23.54	79.4	81.4
Academics Plus Charter School	2001	K-12	OE	Pulaski Charter Schools, Inc.	538	24.16	77.4	71.5
Academic Center for Excellence	2002	1-10	DC	Osceola School District	185	100	53.3	61.9
Imboden Area Charter School	2002	K-8	OE	Imboden Area Charter School, Inc.	69	75.36	60	40

Note: This is the latest school year for which most current data are available.

¹ Grades served during the 2009-2010 school year

¹ 2009-2010 school district data

² Percent Proficient Combined Population Literacy 2009 (NORMES data)

³ Percent Proficient Combined Population Math 2009 (NORMES data)

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
KIPP Delta College Preparatory School	2002	K-1, 5-12	OE	Knowledge Is Power Program Delta, Inc.	527	86.15	72.4	81.3
Mountain Home High School Career Academies	2003	9-12	DC	Mountain Home School District	1196	53.23	72.7	82.1
Ridgeroad Middle Charter School	2003	7-8	DC	North Little Rock School District	456	66.69	45	51.9
Cabot Academic Center of Excellence	2004	K-12	DC	Cabot School District	495	38.31	58.1	62.4
Haas Hall Academy	2004	8-12	OE	The Academy, Inc.	185	1.08	93.3	86.3
LISA Academy	2004	6-12	OE	Little Scholars of Arkansas	465	24.3	93	88.5

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
Vilonia Academy of Technology	2004	2-4	DC	Vilonia School District	78	40.59	94.1	100
Felder Alternative Learning Academy	2005	6-12	DC	Multiple School Districts ⁴	60	70.35	0	0
Arkansas Virtual Academy	2007	K-8	OE	Arkansas Virtual Academy, Inc	499	0	72.3	69.6
Badger Academy Conversion Charter School	2007	7-12	DC	Beebe School District	26	48.49	0	0
Dreamland Academy of Performing & Communication Arts	2007	K-5	OE	Wilson Community Development Corporation	265	93.21	25.2	22.8
Hope Academy	2007	5-8	OE	There is Hope for the Children	120	92.5	20.4	17.5

⁴ Little Rock and North Little Rock School Districts

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
Vilonia Academy of Service and Technology	2007	5-6	DC	Vilonia School District	108	40.59	91.8	96.4
Covenant Keepers College Preparatory Charter School	2008	6-9	OE	City of Fire Community Development	193	86.01	34.3	34.1
e-STEM Elementary Public Charter School	2008	K-4	OE	e-STEM Public Charter Schools	359	35.93	66.9	75.6
e-STEM Middle Public Charter School	2008	5-8	OE	e-STEM Public Charter Schools	390	28.97	77.2	71.1
e-STEM High Public Charter School	2008	9-10	OE	e-STEM Public Charter Schools	182	31.32	--	66.7
LISA Academy North Little Rock	2008	K-9	OE	Little Scholars of Arkansas	380	26.58	79.3	82.1

School Name	Year Opened	Grades Served ¹	Charter Type	Sponsoring Organization	2009-2010 Enrollment	% Free Reduced Lunch ¹	% Meeting Standards in Literacy ²	% Meeting Standards in Math ³
OCABS Charter School	2008	7-12	OE	Osceola Comm. Arts & Business School	115	46.96	40	66.7
School of Excellence	2008	6-10	OE	Friends of Humphrey School	45	93.33	38.9	46.2
Jacksonville Lighthouse Charter School	2009	K-6	OE	Lighthouse Academies of Arkansas	343	49.27	--	--
Lincoln Academic Center of Excellence	2009	K-12	DC	Lincoln School District	71	69.41	--	--
Little Rock Preparatory Academy	2009	5	OE	Collegiate Choice, Inc.	64	85.94	--	--
Oak Grove Elementary Health, Wellness, and Environ. Science	2009	K-4	DC	Paragould School District	421	63.13	--	--

OE = Open Enrollment DC = Conversion

The Arkansas Charter School Program has had many successes since its inception, which provide a solid foundation upon which the program will continue to be built. A wide array of public charter school program designs are in place to address the multi-faceted educational needs of students in grades K-12 and there is an expanding network of both local and national sponsoring organizations. There is also growing support from the private sector, parents, and community groups for expansion of the public charter schools program. A solid infrastructure is in place at the ADE to spearhead the development and sustainability of both types of public charter schools.

In taking stock of program accomplishments, the CSP planning team has worked collaboratively over the past several months to identify those aspects of the program that need to be enhanced and/or refined in order to promote even higher levels of student achievement. The team reviewed the findings of the Koret Task Force on K-12 Education, a comprehensive assessment of the state's education system. In its 2005 report, *Reforming Education in Arkansas*, the Task Force noted, "Arkansas can be proud that it has already taken steps toward making public charter schools an important reality. It should now try to join the pacesetters and give its pursuit of high achievement a uniquely powerful boost." (p. 126). Among the recommendations made by the Task Force for improving the program were expanding the number of public charter school options available for students, the autonomy granted to charters, and the level of financial support available to these schools.

In 2009, Arkansas was part of a comprehensive study examining the academic achievement of public charter school students as compared to their traditional public counterparts. The Stanford CREDO Report: Charter School Performance in 16 States, cites,

“Students in poverty that attend charter schools do better compared to their traditional public schools peers in both math and reading in many states, including Arkansas” (pp. 28).

Other needs assessment activities carried out by the ADE over the past several months include:

- Members of the ADE charter school team have consistently participated in national charter schools conferences, such as the National Charter Schools Conference and the NACSA’s Conference. These conferences afford our staff with first-hand exposure and information about “best practices” in public charter schools and opportunities to network with other public charter school administrators and evaluators. We believe that active participation in this national network has helped to inform the design of our 2010-2015 CSP program.
- Individual site visits have been made to gather an understanding of the needs of the public charter schools as each varies in scope, grade levels served and regions of the state.
- Research has been conducted to evaluate charter programs in other states to see what best practices currently being used could be applied to the charter program in Arkansas.
- Regular communication within the various ADE departments has begun in an attempt to strengthen support for individual public charter school technical assistance needs.
- The Charter Schools Program Coordinator has been included in monitoring visits to public charter schools by other ADE departments in a collaborative effort to support the schools.

Early evidence on the impact of Arkansas public charter schools on student achievement showed promising findings. The 2007-2008 evaluation conducted by Metis Associates (2009)

found that parents and students indicated a high degree of satisfaction with school implementation and the schools and the school's use of innovative instructional practices, which has led to increased student achievement (pp.25). Based on the 2009 test scores, the percent of students meeting standards in Literacy was 67.3% (Table 2 below). Of the 29 public charter schools in Arkansas, 24 had available data. Of these 24 public charter schools, approximately half scored higher than the state average in Literacy. Furthermore, Vilonia Academy of Technology reported 94.1% meeting standards in Literacy and 100% meeting standards in Math. There was a wide range of percentages of students meeting state proficiency standards in literacy and math, in 2009, across all public charter schools, as indicated in Table 1. When comparing the performance of students attending the charter and non-public charter schools on the 2009 ACTAAP, several findings were evident (see Table 2 below):

- **There seems to be a significant relationship between the type of charter school attended and the number of proficient students in literacy and mathematics.** Open enrollment public charter schools appear to have a higher percentage of students who are proficient on the literacy and mathematics tests of the ACTAAP Exam compared to conversion public charter schools.

Table 2. Charter and State Public School Benchmark Proficiencies 2009*

School Type	Number of Students Proficient in Literacy	# of Students Who Took Literacy Test	% of Students Proficient in Literacy	Number of Students Proficient in Math	# of Students Who Took Math Test	% of Students Proficient in Math	Total Enrolled
District Conversion	715	1,176	60.8%	1,106	1,602	69%	3,202
Open-Enrollment	1,759	2,488	70.7%	2,116	2,982	71%	5,440
All charters combined	2,474	3,664	67.5%	3,222	4,584	70.3%	8,643
Public	165,190	245,417	67.3%	207,951	283,375	73.4%	465,801

Source: National Office of Rural Measurement and Evaluation Systems (NORMES)

**No benchmark data was available for Jacksonville Lighthouse Charter School, Little Rock Preparatory Academy, Lincoln Academic Center of Excellence, and Oak Grove Elementary Health Wellness.*

Clearly, the most recent student achievement data indicates that the vast majority of the state's public charter schools need additional support in their efforts to promote high levels of student performance.

Objectives, Project Measures, and Outcomes of 2010-2015 Charter Schools Program

Based on the results of the preceding needs assessment activities, the following broad goals and operational objectives have been established for the 2010-2015 Public Charter Schools Program in Arkansas (Please refer to Table 5, page 47):

Objective 1: To promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number and types of high quality charter schools in the state.

Performance Measure:

- 1.1 To review and revise the public charter school application process and renewal process as needed, to ensure that they are fully aligned with state goals and the NCLB/ESEA statute and regulations, and to promote the sustainability of high quality public charter schools.
- 1.2 Thirty percent of open enrollment public charter school directors will report an increase in technical assistance through the Public Charter Schools Office each year of the project grant period.
- 1.3 To expand the number of high-quality charter schools in areas in which a large number of public schools have been identified for improvement, corrective action, or restructuring by adding an average of five quality public charter schools per school year over the life of the grant.
- 1.4 To award six planning grants to support high quality charter schools each year of the project grant period.

Outcome:

- There will be more diverse offerings of public charter school options for elementary, middle and high school students throughout our state, particularly in areas in which large numbers of students attend low-performing schools.

Objective 2: To contribute to the knowledge base about best practices in charter schools by supporting the dissemination of information at the state, regional and local levels.

Performance Measure:

- 2.1 To refine and expand the process for dissemination sub-grants so that they are effective in supporting the state's dissemination goals, by awarding up to an average of two dissemination grants per year of the project grant period, to support high quality charter school programs.
- 2.2 To sponsor and/or conduct at least two coordinated activities per school year that include collaborative partnerships with charter resources, for the purpose of dissemination and support of public charter school programs and best practices.
- 2.3 To hold six informational sessions each project grant period in various geographical areas of the state, to raise the awareness of the public charter schools program.

Outcome:

- There will be an increased awareness at the state, regional, and local levels of best practices adopted by public charter schools.

Objective 3: To support sound fiscal management and practices in public charter schools through quality leadership programs and technical assistance.

Performance Measure:

- 3.1 To sponsor and/or conduct at least two coordinated workshops per school year for the purpose of dissemination of sound fiscal management and leadership practices in public charter schools.
- 3.2 To create a collaborative partnership in providing fiscal management and technical assistance to open enrollment public charter schools.

3.3 To review open enrollment public charter financial board statements on a monthly basis for the purpose of early detection and intervention.

3.4 To sponsor and/or conduct at least one coordinated activity per school year that provides support and additional insight for public charter school boards.

Outcome:

- There will be a higher level of support for public charter schools at both the state and local levels, and an expanded network of resources to support sound fiscal management practices for public charter schools.

Objective 4: To increase student academic achievement.

Performance Measure:

- 4.1 Of those charter schools in existence for at least two years, sixty percent of their students will meet or exceed state academic standards on the literacy portion of the state mandated test each year of the project grant period.
- 4.2 Of those charter schools in existence for at least two years, sixty percent of their students will meet or exceed state academic standards on the math portion of the state mandated test each year of the project grant period.
- 4.3 The ADE will conduct annual monitoring site visits to all open enrollment public charter schools to assess the continuity of the public charter school performance goals as they relate to student academic achievement.

Outcome:

- The quality and rigor of the instructional programs of public charter schools will increase, resulting in higher levels of student performance and achievement of state standards.

(ii) **The degree of flexibility afforded by the SEA to charter schools under the state's charter school law.**

The 2007-2008 evaluation conducted by Metis Associates, showed a high degree of parental and student satisfaction, due to innovative instructional practices, which has led to increased student achievement. "These successes can be linked back to the schools' charter status, which has allowed them the flexibility to implement a wide array of practices that speak to each community's educational needs" (pp.25). Under the current Legislation and ADE's Rules Governing Public Charter Schools in Arkansas, public charter schools are granted a high level of autonomy while being held to a high level of accountability for student academic achievement.

The charter application that must be completed and submitted to the SBE asks for a description of the organizational, administrative, programmatic, and fiscal components of the proposed public charter school design. As stated in § 10.00 of the October 2009 Rules Governing Public Charter Schools, the public charter school application shall include, but is not limited to, the following:

- 10.01.01 educational mission;
- 10.01.02 educational need;
- 10.01.03 description of public hearing results;
- 10.01.04 description of the educational plan, which clearly addresses how the public charter school will improve student learning and academic achievement and meet or exceed state goals;
- 10.01.05 description of governance and organizational structure;

- 10.01.06 description of the facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority;
- 10.01.07 copies of annual budget and financial plan (including all sources of funding);
- 10.01.08 establishes the entity has applied for tax exempt status under § 501(c) (3) of the Internal Revenue Code of 1986.
- 10.01.09 agreement to provide annual report of progress toward meeting performance goals to parents, community, local board and State Board;
- 10.01.10 description of admission procedure;
- 10.01.11 description of support services;
- 10.01.12 identification of regulations, if any, to be waived, with rationale for waiver request;
- 10.01.13 school calendar and school day schedule; and
- 10.01.14 description of age or grade range of pupils to be enrolled.

In addition to meeting the preceding requirements, an application for an open-enrollment public charter school shall include:

- 10.02.01 specification of a period for which the charter or any charter renewal is valid, contingent upon acceptable student performance levels established within the state accountability system;
- 10.02.02 prohibition of discrimination in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt

- 10.02.03 specification of the qualifications to be met by professional employees of the program;
- 10.02.04 description of the budget process;
- 10.02.05 description of annual audit of financial and programmatic operations, including how the public charter school will provide information needed by the public school district in which the public charter school is located;
- 10.02.06 description of the facilities to be used and its location including the terms of the facility utilization agreement if the facility for the public charter school is owned or leased from a sectarian organization. All facilities lease agreements by applicants shall provide as much information as possible but should supply the general information required. The lease agreement form as attached to these Rules as Appendix B is provided as a standard form lease that may be used by the applicant;
- 10.02.07 description of the geographical area, school district or school attendance area to be served by the program;
- 10.02.08 description of admission and enrollment criteria and student recruitment and selection processes, including provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the public charter school is able to accept; and

10.02.09 a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees, except as permitted in § 4.00 and 10.02.02.

The following are just a few examples of the flexibility that Arkansas public charter schools have achieved in the areas of school organization, administration and staffing, curriculum and instruction, and budgeting and fiscal management.

Table 3. Examples of Charter School Flexibility

Category	Examples from Charter Schools
School Organization	The e-STEM Public Middle Charter School provides extra instructional time for students, including an extended school day, longer school year, and highly focus curriculum in economics as it relates to science, technology, engineering, and math. These adjustments to the school calendar are deemed essential to ensure that the students meet the rigorous academic expectations of the STEM program.
Administration/Staffing	The faculty of the Benton County School of the Arts includes professional artists and other staff with expertise in the arts in addition to its traditionally certified teaching staff.
Curriculum and Instruction	Mountain Home High School , a secondary school serving students in grades 9-12, is a wall-to-wall career academy that provides opportunities for students to spend time off campus engaged in internships with local professionals. Consistent planning time for teachers enables the school to design individual student improvement plans to address the academic needs of all students.
Budgeting and Fiscal Management	KIPP Delta College Preparatory School conducted a capital campaign to raise funds to build school facilities.

As stated in § 10.01.12, as part of the required information for public charter school applications, prospective public charter school applicants are given the opportunity to list specific provisions of ACA Title 6; any ADE rule, excluding requirements pertaining to non-discrimination, health and safety, and special education; and the Standards for Accreditation from which they wish to be exempt. A summary of waiver requests submitted to date by the 29 existing public charter schools attests to the fact that both types of charters are taking full advantage of the flexibility and autonomy available to them. Overall, 649 waiver requests were collectively submitted by the 29 public charter schools in the three waiver categories. The majority of the requests pertained to the selection and compensation of instructional staff and administrators. Please see table B, page 9.

Furthermore, under Act 1311 of 2001, the SBE has added rules concerning "limited" conversion public charter schools, which operate under the terms of a charter approved by the SBE. Limited conversion charters are approved to use alternative staffing plans and compensation programs in order to improve benefits for teachers and improve student and teacher performance in the classroom. In their applications, prospective limited conversion public charter schools must describe how they plan to enhance teacher performance and improve employee salaries and professional development/growth opportunities. The job descriptions for instructional personnel must be provided along with their expected qualifications and compensation. The state has not yet received any limited conversion public charter application.

The ADE has submitted a grant application to the NACSA, seeking their services in evaluating the ADE's current policies and procedures with regard to charter authorizing and to further refine the roles and responsibilities of the review council. As described in section (iii) below, during the 2010-2015 funding cycle, the ADE will review and modify the public charter

school application process, the planning and implementation grant process, and the review and evaluation process, to ensure that these processes and procedures facilitate innovation and flexibility.

(iii) The number of high-quality charter schools to be created in the state.

As presented earlier, there are currently 29 public charter schools in operation in the state of Arkansas. Over the course of the 2010-2015 CSP funding cycle, the ADE intends both to open new conversion and open-enrollment public charter schools and provide the kinds of technical assistance and support needed to ensure the sustainability of existing high-quality public charter schools. As part of the latter strategy, we intend to upgrade the existing processes for public charter school review, evaluation and renewal, so that there are fair, timely and appropriate sanctions for those public charter schools that fail to meet performance standards. This approach is designed to ensure that we continue to expand our state's network of high-quality public charter schools addressing the educational needs of our students.

In an effort to identify and replicate high performing public charter schools in high need communities, Arkansas Code Annotated §6-23-304 (d) (3), allows for a charter school applicant that receives an approved open enrollment public charter to petition the SBE for licenses to establish open enrollment public charter school in Arkansas. Applicants must demonstrate success in student achievement gains, and their intent to close the achievement gap for economically disadvantaged, racial and ethnic subgroups.

Expanding the Number of New Charter Schools

The ADE proposes to expand the number of public charter schools in the state from 29 to 54 by the end of the 2010-2015 CSP funding cycle. This goal will be accomplished through the following activities:

- **An aggressive outreach campaign to raise the level of awareness about the program and the educational opportunities it affords parents, students, and communities.**

As noted under the Invitational Priority, while we plan to target those areas with large concentrations of schools in need of improvement, we will implement a comprehensive public relations and marketing campaign, utilizing a variety of venues and media to “spread the word” about public charter schools in Arkansas. This outreach strategy will include regional information sessions and conferences, the development and dissemination of print (e.g., brochures) and video materials, and upgrading the program’s webpage.

- **Expansion of the number of planning grants to support the development of public charter school planning teams, models and programs.**

In each year of the CSP grant, the ADE will strive to provide six planning grants of \$10,000 each, which can be used for a period not to exceed 18 months, bringing the total of planning grants to 30 during the grant period. While we plan to use the same Request for Proposal (RFP) process that has been in place for the past three years, we will be updating the RFP Guidelines and Scoring Rubric to reflect the Department’s current priorities and revised rules for the charter school program. We propose to give priority to those planning grant applications in the areas of the state with the largest concentration of schools in need of improvement.

- **An enhanced technical assistance model to assist the planning teams in preparing high-quality charter applications.**

Recognizing that there has been a slight decrease in the number of public charter school applications that have been submitted to and approved by the State Board over the past couple of years, the ADE’s Charter School Office is committed to upgrading the level of technical

assistance provided to prospective public charter school applicants during their planning period through collaborative partnerships.

- **A more collaborative and rigorous approach to the public charter school application review process.**

Application approval procedures for both conversion and open-enrollment charters are detailed in § 6.00 and 8.00, respectively, of the October 2009 Rules Governing Public Charter Schools. In both cases, the ADE is responsible for reviewing the applications and providing a written evaluation of the applications to the SBE and to the applicant.

For this next application cycle, the ADE will pilot a new approach to the review process, which shows great promise for improving the rigor and depth of the feedback the ADE provides to public charter school applicants. As described in the Competitive Priorities section, the Department has established a multidivisional approach to support the annual review and evaluation of existing charter schools. In addition, a Charter Review Council will engage in a collaborative review of each public charter school application beginning in 2010-2011 and will prepare a recommendation to the State Board. We believe that bringing this diversity of perspectives and expertise to the review process will ensure that the applications that are approved have great potential for success.

Promoting the Sustainability of High-Quality Charters

Once public charter school applications have been approved, the hard work of implementation begins. The ADE is poised to do its part to facilitate the success of the public charter schools by carrying out the following activities:

- **Provision of start-up funds for new public charter schools.**

One of the recommendations of the Koret Task Force report was to ensure that public charter schools have sufficient resources, particularly in their start-up phase. As we have done with our current CSP grant from the USDOE, we plan to continue the process of making implementation grants available to new public charter schools whose applications have been approved by the State Board. We propose to make a total of five implementation grants in the amount of \$600,000 in each year of the project, bringing the total number of implementation grants to 25 over the grant period.

The ADE will work with key personnel to review the current Request for Proposal for Planning and Implementation Grants to ensure that the grants are fully aligned with the state's revised Rules, with the USDOE's Charter Schools Program statute and regulations, and with NCLB statute and regulations. The Charter School Office will take responsibility for making any recommended changes to the RFP in the fall of 2010.

- **An enhanced technical assistance (TA) model to ensure that the public charter schools receive the support and funding they need to succeed.**

As we plan to do with planning grantees, the ADE intends to intensify the nature and level of technical assistance it provides to existing public charter schools to ensure that they are in full compliance with all state and federal statutes and regulations and that they are promoting the use of "best practices" and scientifically based instructional strategies to promote high levels of student achievement. This TA model, to be coordinated by the ADE Public Charter School Office, will cover a wide range of areas, and will tap the network of personnel resources at the ADE as needed. Specialists from the ADE's Standards Assurance and School Improvement Offices will work with the public charter schools in the development of their Arkansas Consolidated School Improvement Plans (ACSIP) and will conduct an annual review to verify

that all administrators and teachers in the public charter schools are fulfilling the state requirement to participate in 60 hours of professional development each year.

In addition, the following steps will be taken to upgrade the technical assistance provided to the public charter schools. The Charter School Office will:

- Work collaboratively with other key department staff to ensure that public charter schools are getting technical assistance site visits when needed.
- Seek input from the public charter school directors as to the types/subjects that are most needed to be reviewed at public charter school conferences.
- Provide phone conferences with public charter schools that need immediate assistance from various departments.
- Support the collaborative efforts of public charter schools assisting each other to build a more unified public charter schools approach.

Rules Governing Public Charter Schools include a provision that the ADE "shall establish procedures to ensure that every public charter school receives the Federal funds for which the public charter school is eligible" (§ 13.02):

13.02.01 The Department of Education shall take such measures as necessary to ensure that a public charter school receives the federal funds for which the school is eligible no later than five (5) months after the public charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the public charter school are not fully and completely determined until that charter school actually opens.

13.02.02 The measures shall also ensure that every public charter school expanding its enrollment in any subsequent year of operation receives the federal

Arkansas Code Annotated §6-23-501, mandates both state and federal categorical funding to charters in their first year of operation. For example, in the first year of operation or each year a charter school adds a new grade, funding shall be estimated as of July 30 preceding the school year in which students are to attend. Public charter schools shall not be denied foundation or categorical funding in the first or in any year of operation. Arkansas Legislation, clearly provide for public charter schools to receive funds equal to the amount that any public school would receive by law. Dissemination on this information shall be done through required training of all new public charter schools directors.

One of the lessons the ADE has learned during its years of implementing the charter school program is the challenge that many public charter schools face in securing their fair share of federal as well as local resources. In many instances, public charter school directors come from the nonprofit sector and are not as well versed in public school operations and procedures. Additionally, many public charter schools have limited administrative support to take care of the same amount of paperwork as their traditional school counterparts. Recognizing these limitations, the ADE proposes to upgrade its TA model, with particular emphasis on providing the public charter schools with the direction, guidance and support they need to secure all of the funding to which they are entitled.

- **A more collaborative and rigorous approach to the public charter school review and renewal process.**

As described earlier in this proposal, one of the objectives of the 2010-2015 CSP initiative is to revise the process by which public charter schools are reviewed, both on an annual

basis and as part of the charter renewal process. We believe making these enhancements will make an important contribution to the viability and sustainability of our state's public charter schools. We are also committed to ensuring that those public charter schools that do not meet state and federal mandates are not permitted to continue to operate, as this does a disservice to the larger public charter school community. Arkansas Charter School Law allows the SBE the ability to grant charter contract renewals from one to five years based on student achievement, financial stability, and carrying out the goals outlined in their original charter contract. All public charter schools are reviewed for renewal at least every five years, if not more often, allowing more flexibility to the SBE.

In addition to the evaluation, and renewal procedures to which all public charter schools are subject, the ADE feels strongly that an external evaluation of our public charter school program is extremely valuable. As noted earlier, the last external evaluation of the program that was commissioned was completed in October 2009 and was a review of the 2007-2008 school year. In addition, the ADE is in the process of developing internal reviews of current charters with the assistance of the newly piloted Charter Review Council. This will be a valuable process as public charter schools come up for renewal before the SBE.

- (iv) **The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

The ADE has developed the following management plan to guarantee the objectives, performance measures, and outcomes as outlined:

Leadership and Staffing Structure of CSP

The responsibilities of the Charter School Office include promoting the development of public charter schools, providing technical assistance to charter developers, providing technical support to charter operators, serving as a liaison on public charter school issues for the SBE, administering the public charter school evaluation process, and administering the CSP grant program.

Oversight for the proposed CSP grant program will be the responsibility of a **full-time Program Coordinator**, Dr. Mary Ann Duncan. She has a B.A. in Elementary Education from Harding University, an M.A. in Elementary Education from Arizona State University, a professional certificate in Administration and Supervision from the University of North Carolina at Pembroke, and an Ed.D. in Educational Leadership from the University of Arkansas at Little Rock. Dr. Duncan has also received certifications in the areas of K-12 Curriculum, Reading, and District Level Administration from Harding University. She gained her educational leadership and project management experience in various positions within Arkansas school districts. A copy of Dr. Duncan's resume can be found in the Attachments to this application.

The CSP Program Coordinator, who will report directly to Dr. Dee Cox (the ADE Director of Special Programs, under the Deputy Commissioner's office), will have overall programmatic and administrative responsibility for the project. As such, she will be charged with carrying out the following tasks:

- Serving as the public charter schools' liaison between the USDOE, the Arkansas SBE, the ADE, public charter school petitioners, and established public charter schools;
- Coordinating and conducting public charter school program workshops;

- Researching and disseminating innovative public charter schools initiatives in other states;
- Attending public charter school meetings at the local, regional, and national levels;
- Establishing a collaborative network of support for the CSP;
- Monitoring grant-related financial expenditures so that Arkansas can contribute to the department's efforts to examine the efficiency of the CSP; and
- Collaborating with the contract evaluator to support data collection activities and develop required annual performance reports.

Currently, Dr. Duncan is supported by a full-time Public Charter School Program Advisor (to be paid for by the CSP grant), an Administrative Analyst and an Administrative Specialist. The Program Advisor position is shared between two half time experienced school administrators, Ms. Nancy Acre and Dr. Larry Russell. Their experience is outlined in the attached resumes. Their responsibilities are as follows:

- Providing technical assistance to the public charter schools;
- Conducting regularly scheduled site visits to ensure the quality of programs;
- Assisting in the application, appeals, and approval processes for the public charter schools;
- Attending state conferences advocating for public charter schools; and
- Coordinating and conducting public charter school workshops and trainings.

Technical Assistance

The ADE is committed to providing quality technical assistance as prospective sub-grantees walk through the process of application. Technical assistance activities will include: group workshops, individual applicant meetings, conference calls, and email support. The

technical assistance provided will emphasize the parameters of the available grant programs and will highlight the responsibilities of grant expenditure reporting. Information regarding the sub-grantee program will be available on the ADE website for review by the general public.

Sub-Grantee and Award Process

The purpose of the planning, implementation, and dissemination grants are to provide public charter schools the necessary resources to provide students of Arkansas with a high quality educational choice, to support public charter schools during its implementation phase, and to disseminate best practices. In awarding sub-grant funds to eligible applicants, the ADE's Charter School Office will, hold at least six technical assistance activities to provide information about the available funds per project year; publish information regarding sub-grant funds on the ADE website; and provide individual technical assistance to applicants during the grant writing process.

The sub-grant request for proposal (RFP) form will be available electronically at the ADE's Charter Schools webpage. The RFP includes a cover page, narrative, action plan, budget, budget summary, and assurances. Attached to the RFP, we include the scoring rubric to ensure that applicants are aware of point values and expectations of the committee review. Sub-grant funds will be awarded annually through a committee review process, utilizing a criteria based rubric for the consistency of the review. The committee reserves the right to propose changes deemed necessary to enhance the integrity of the grant. Upon approval, sub-grantees are required to submit expenditure reports. Dissemination sub-grantees are also required to present at the Annual Arkansas Charter School Conference.

Project Timeline

The following timeline outlines the estimated schedule of activities and the parties responsible for their implementation.

Table 5. CSP Management Plan and Timeline

Performance Measures	Activities	Target	Person Responsible	Target Date
<i>Objective 1: To promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number and types of high quality charter schools in the state.</i>				
1.1 Review and revise charter application and renewal process	NACSA Evaluation, Establish Review Council, Engage in a collaborative application review and prepare recommendation to SBE, Hold Public Comment Meeting, Conduct External Evaluation	--	CSP Office Staff, Review Council, SBE, Other ADE Units, External Evaluator	Fall – Ongoing
1.2 Increase technical assistance	Update ADE's CSP webpage to improve visibility of information, Conduct TA site visits and conference calls, Seek input from charter directors on training needed, Upgrade webpage	30%	CSP Office Staff, Other ADE units	Ongoing
1.3 Expand number of high quality charter schools	Continue to emphasize the removal of cap on open enrollment, Update and issue RFPs and rubrics for grants and applications to address areas of priority, Conduct informational sessions and workshops, Ensure all schools are appraised of funds they are eligible to, Hold work-sessions with SBE, Encourage community involvement, Close low performing charter schools	5	CSP Office Staff, SBE, Partners	Ongoing

Performance Measures	Activities	Target	Person Responsible	Target Date
1.4 Award planning grants	Hold technical assistance workshops, Review RFP and rubric to address invitational priority, Score planning grants, Award planning grants	6	CSP Office Staff	Spring
Objective 2: To contribute to knowledge base about best practices in charter schools by supporting the dissemination of information at the state, regional and local levels.				
2.1 Refine and expand process for dissemination sub-grants	Review and issue RFP and rubric for dissemination grant, Score dissemination grants, Award dissemination grants, Recognize and invite to present at state conference all dissemination grantees	2	CSP Office Staff, Grantees	Fall
2.2 Sponsor/conduct activities to disseminate best practices	Conduct activities to disseminate public charter schools best practices, Encourage innovative teaching practices	2	CSP Office Staff, Partners	Annually
2.3 Hold informational sessions	Hold informational sessions in various areas of the state, Engage in services of marketing to create promotional materials, Provide each applicant with charter school resource booklet, Maintain webpage up-to-date	6	CSP Office Staff	Ongoing
Objective 3: To support sound fiscal management practices in public charter schools through quality leadership programs and technical assistance.				

Performance Measures	Activities	Target	Person Responsible	Target Date
3.1 Sponsor/conduct workshops to support sound fiscal management and quality leadership	Conduct workshops to disseminate fiscal management and leadership best practices in public charter schools	2	CSP Office Staff, Partners	Annually
3.2 Create partnerships to provide fiscal management and TA to open enrollment public charter schools	Review performance reports, audits, grant expenditure reports, Conduct site visits , Provide recommendation for improvement, Partner with other units, agencies and institutions to provide TA to all open enrollment public charter schools	--	CSP Office Staff, Partners	Ongoing
3.3 Review open enrollment financial statements on a monthly basis	Review financial statements mailed to office, Contact schools that show need for intervention and assistance, Provide individual TA	--	Program Advisor, CSO Office Staff	Monthly
3.4 Sponsor/conduct a coordinated activity that provides support for public charter school boards.	Conduct one coordinated activity that provides support and additional insight for public charter school boards.	1	CSO Office Staff, Partners	Annually
Objective 4: To increase student academic achievement.				
4.1 Meet or exceed state academic standards in literacy in 60% of charter schools opened two years or more	Review report cards and other performance reports	60%	CSP Office Staff, Other ADE Units	Annually

Performance Measures	Activities		Target	Person Responsible	Target Date
4.2 Meet or exceed state academic standards in math in 60% of charter schools opened two years or more	Review report cards and other performance reports		60%	CSP Office Staff, Other ADE Units	Annually
4.3 Conduct monitoring site visits to all open enrollment public charter school annually	Provide TA to schools on closing the achievement gap, Conduct site visits, Report findings, Coordinate with other units on monitoring of charter schools		100%	CSP Office Staff, Other ADE Units	Ongoing

- (v) The SEAs plan to monitor and hold accountable authorized public chartering agencies through such activities as providing technical assistance or establishing a professional development program, which may include providing authorized public chartering agency staff with training and assistance on planning and systems development, so as to improve the capacity of those agencies to authorize, monitor and hold accountable charter schools.

In Arkansas, the State Board of Education (SBE) is the sole authorizer. The ADE will provide technical assistance to the SBE through the development of the Charter Review Council. This Council will assist in evaluating public charter school applications, and reviewing and evaluating progress of public charter schools. The information gathered by the Review Council will provide the SBE with more comprehensive data when making important authorizing decisions regarding program accountability.

Additional support to the SBE will be provided through SBE work-sessions held in conjunction with ADE staff. These work-sessions will allow the SBE the resources needed to plan, develop, and improve accountability as the sole authorizer. Also, in their attempt to further strengthen the authorizing process for our state, the SBE and ADE are requesting an evaluation of our current authorizing process by NACSA. It is hoped that this evaluation will help to align the authorizing process with NACSA's *Principles and Standards for Quality Public Charter School Authorizing*. The outcome of this evaluation process will be crucial for the future planning of the public charter schools program in our state.

- (vi) In the case of SEAs that proposed to use grant funds to support dissemination activities under section 5204 (f)(6) of the ESEA, the quality of the dissemination activities and the likelihood that those activities will improve student academic achievement.

Proposed Dissemination Activities

Since the inception of our state's public charter school program, the ADE has carried out a number of dissemination activities to inform parents, educators, and other key stakeholders about the program and the processes involved in applying for public charter school status. These activities have included conducting annual workshops to inform public charter school developers and operators of program opportunities; providing each charter applicant with a public charter school resource booklet that includes information on the program and contact information for key ADE staff; providing charter applicants with access to the ADE electronic Commissioner's memos, which contain informational and regulatory documents; and maintaining a program webpage that contains important and valuable information for prospective as well as current public charter schools (see <http://arkansased.org/about/schools/charters.html>). Furthermore, every public charter school is provided the opportunity to disseminate information about their school at the annual public charter schools conference hosted by the ADE. The ADE website includes links to each public charter school website to allow the public easy access to information on each public charter school.

The ADE has plans to award a total of two sub-grants for dissemination activities beginning in spring 2011. The Public Charter School Office has developed an RFP for sub-grants in the amount of \$25,000 for a period of up to 24 months, for dissemination of best practices. In

addition to having been in operation for at least three consecutive years, criteria for the awarding of these grants will include, but not be limited to, the following:

- Demonstrated evidence of student achievement, including the numbers and percentages of students meeting state proficiency standards by NCLB/ESEA sub-group;
- Demonstrated evidence of effective management and leadership, including fiscal management and administrative leadership; and
- Demonstrated evidence of parent and staff satisfaction with the public charter school's programs, policies and procedures.

In keeping with the CSP statute, public charter schools applying for dissemination sub-grants that meet the eligibility criteria must propose to carry out one or more of the following activities:

- developing curriculum materials, assessments and other materials that promote increased student achievement and are based on successful practices and scientifically based methods;
- developing partnerships with other public schools, including public charter schools, designed to improve student academic achievement in each of the schools participating in the partnership; and
- conducting evaluations and developing materials that document the successful practices of the assisting public charter school and that are designed to improve student performance in other schools.

Dissemination grants will be awarded annually through a committee review process, utilizing a criterion based rubric for the consistency of the review. Dissemination grant activities must support the Arkansas Curriculum Frameworks and should be aligned with the overall expectations for student learning. As shown in our itemized budget, we plan to award a total of

10 dissemination sub-grants in the amount of \$25,000 in the grant project period (two per year). The Public Charter Schools Office will oversee the sub-grant process to ensure that the dissemination activities being carried out by the public charter schools are of high quality and that they have the greatest potential for impacting student academic achievement. Applicants must show evidence of these successful practices and must provide a form of project evaluation.

Complimenting the dissemination sub-grants will be an expanded array of dissemination activities that will be carried out by the ADE. Several of these activities are continuations of existing initiatives, while others will be launched for the first time during the 2010-2015 funding cycle. Descriptions of these ADE-sponsored activities follow:

- **Sponsoring annual conferences and workshops for existing charters and prospective public charter school applicants.**

The ADE will host a statewide awareness workshop for prospective public charter school applicants and a conference for existing public charter schools each year. These workshops and conferences will be held in various locations across the state, will include a keynote speaker(s), a variety of relevant topical workshops, and informal networking opportunities. As long as it is financially feasible, no registration fees will be charged to help defray the conference cost to prospective participants. Additionally, at least six informational sessions will be held in various geographical areas of the state to raise awareness of the charter schools program.

- **Upgrading the ADE Public Charter School webpage.**

The ADE's Public Charter School webpage will be upgraded to include such items as examples of successful charter applications; additional links to other resources of interest to public charter schools; reminders of upcoming activities and deadlines; and information about other public and private funding opportunities for which public charter schools are eligible. In

addition, the ADE plans to create a listserv of public charter school directors to facilitate frequent; and ongoing communication among the network of public charter schools. The ADE Public Charter School Office will be assisted in the upgrade and maintenance of the webpage by the staff from the ADE's Communications Unit.

- **Participating in national conferences.**

Staff from the ADE Public Charter Schools Office will actively participate in regional and national conferences related to public charter school design, implementation and evaluation, including the USDOE Charter Schools Program Grantee Conferences, National Charter School Conference as well as other education conferences both at the state and national level.

- **Establishing a network of support.**

The ADE in an effort to provide a continuum of support will work collaboratively with other charter resource centers to assist in the sustainability of public charter schools. The goal of this network is to foster sound fiscal management practices and proven excellence in leadership to support high quality public charter schools. Included in our budget is an allocation of \$20,000 per year to support the creation of this network.

Likelihood that Dissemination Activities will Improve Academic Achievement

As stated above, the ADE plans to apply strict criteria to the selection of schools receiving dissemination sub-grants. These criteria are designed to ensure that only those schools with a demonstrated and consistent track record of promoting student achievement and meeting or exceeding AYP benchmarks are used as models for other existing and potential public charter schools to emulate. Although the ADE will be looking at three main criteria for selection, page 54, the first criterion of demonstrated student achievement will carry the most weight in the proposal review process.

Furthermore, the primary focus of the other dissemination activities to be sponsored by the ADE will be around those "best practices" in public charter schools that can be directly correlated to enhanced student achievement outcomes. Our expected partnership with this educational research and evaluation firm to conduct a formative and summative evaluations of the program that will include the development and testing of a theory of change that attempts to establish correlations between public charter school "inputs" and outcomes. The results of the evaluation will be shared with a wide audience; as such, it is a critical element in our dissemination strategy.

- (vii) **The secretary considers the quality of the evaluation conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended of the project and will produce quantitative and qualitative data.**

The ADE intends to obtain an external evaluator for the purpose of the project and program evaluation. This external evaluator will conduct a comprehensive evaluation of our entire public charter school program, its effectiveness in student achievement, and its efforts to meet project objectives. Designed to be participatory in nature, the evaluation will serve as an important mechanism for project management, continuously involving the Charter Review Council and the ADE public charter school staff in all aspects of the evaluation. This yet to be determined evaluator will engage members of the Review Council and the Public Charter School Office in defining evaluation objectives, questions, and data collection methods; reviewing formative evaluation findings; formulating lessons learned; and developing action plans for implementing evaluation findings.

The evaluation will be aligned with the following project objectives:

1. Promote greater parental choice and enhance educational opportunities for K-12 students in Arkansas by increasing the number in types of high quality charter schools in the state.
2. Contribute to the knowledge base about best practices in public charter schools by supporting the dissemination of information at the state regional and local levels.
3. Support sound fiscal management practices in public charter schools through quality leadership programs and technical assistances.
4. Increase student achievement.

Evaluation Plan

In carrying out the process evaluation component, this evaluator will undertake activities such as public charter school visits and observations, historical document reviews, and formal and informal interviews with stakeholders. The presence of a formative evaluation component ensures a high likelihood of successful attainment of the project's objectives. Such evaluation will be conducted annually and will thoroughly investigate the effectiveness of the CSP objectives, project measures, and outcomes through the use of qualitative and quantitative data. In determining the evaluation design, the ADE in conjunction with the external evaluator, will attempt to address questions such as: effectiveness of project activities; the effectiveness of workshops, conferences, grant and application processes; the effectiveness of the Charter Review Council; effectiveness of the efforts to hold the SEA accountable; and the quality of public charter schools in the state.

In addition, this evaluator will work together with the CSP Program Coordinator to prepare annual performance reports that will provide, performance data obtained from the evaluation, including the numbers of Arkansas public charter schools in operation each year of CSP funding, the percentage of public charter school students who are achieving at or above the proficient level on Arkansas' state assessments in mathematics and reading; and our progress in obtaining locally-specified performance measures.

Data for the outcome evaluation will be derived from students' standardized test scores, other student-related indicator data (e.g., attendance, graduation rates, final course grades, retention rates), and data obtained from surveys and interviews of stakeholder groups such as public charter school staff, parents of public charter school students, and public charter school students. The outcome evaluation component will produce data or verify results that can be used for public relations, promoting public charter schools within the community, examining and describing best practices for replication elsewhere. **Dependent on the outcomes of this evaluation, the ADE will adapt the implementation of the CSP project and activities, to ensure that all objectives are been met.** Additional information regarding data collection on objectives, project measures, and outcomes are listed on Table 5, page 48.

Conclusion

The Arkansas Department of Education, working through the Charter School Office, continually strives to further the development of high-quality public charter schools in Arkansas. In doing so, the ADE solicits the support of governmental, business, and community leaders, as well as educators and other professionals in the field of education. This proposal reflects thought and refinement resulting from nine years of implementing and supporting charter schools in Arkansas. The future of school choice through the implementation of new charter schools is the

benchmark of creative, fundamental and progressive action. This action and involvement will result in the design of high quality, progressive, innovative and markedly improved educational institutions that will offer unique and unprecedented programs, practices, procedures and design for the students of Arkansas.

Project Narrative

Other Attachment Form

Attachment 1:

Title: Arkansas CSP Grant Narrative Attachments Pages: 128 Uploaded File:

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U.S. Department of Education Charter Schools Program

CFDA # 84.282

Proposal Submitted by the Arkansas Department of Education

Attachments:

1. Bibliography
2. Signed Assurances Non-Construction Programs
3. Signed Certification Regarding Lobbying
4. Intergovernmental Review Letter
5. ADE's Organization Chart
6. Resume: Dr. Dee Cox, Director of Special Programs
7. Resume: Dr. Mary Ann Duncan, Program Coordinator
8. Resume: Dr. Larry Russell, Program Advisor
9. Resume: Nancy Acre, Program Advisor
10. Letters of Support
11. 2009-2010 Arkansas Public Charter Schools K-12 Brochure
12. Maps: Arkansas Charter Schools and School Improvement
13. Arkansas Code Annotated §6-23-101 through §6-23-601
14. ADE Rules Governing Public Charter Schools
15. ADE Rules Governing Limited Public Charter Schools
16. ADE Rules Governing Standards for Accreditation of Arkansas Public Schools
and School Districts
17. NACSA's Principles and Standards for Quality Charter School Authorizing

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. "276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to

amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute (s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

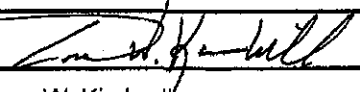
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:	
Name of Authorized Certifying Representative:	Dr. Tom W. Kimbrell
Title:	Commissioner of Education
Date Submitted:	04/29/2010

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Arkansas Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Tom

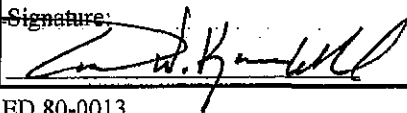
Middle Name: W

Last Name: Kimbrell

Suffix:

Title: Commissioner of Education

Signature:



Date:

04/29/2010

ED 80-0013

03/04

CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the ESEA and the Consolidated Appropriations Act, 2010, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
 - A) A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
 - B) A description of how the charter school will be managed;
 - C) A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
 - D) A description of the administrative relationship between the charter school and the authorized public chartering agency;
 - E) A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
 - F) A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
 - G) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to the school;
 - H) A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
 - I) A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
 - J) An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
 - K) An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
 - L) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
 - M) If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
 - N) Such other information and assurances as the Secretary and SEA may require.
- 2) The applicant will –

A) Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and

B) Use a peer review process to review applications for subgrants.

3) State law, regulations, or other policies in the State where the applicant is located require that –

A) Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and demonstrate improved student academic achievement; and

B) Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter.

Tom W. Kimbrell
NAME OF AUTHORIZED OFFICIAL

Commissioner
TITLE


SIGNATURE OF AUTHORIZED OFFICIAL

4/29/10
DATE

Arkansas Dept. of Education
APPLICANT ORGANIZATION

4/29/10
DATE SUBMITTED



STATE OF ARKANSAS

**Department of Finance
and Administration**

OFFICE OF INTERGOVERNMENTAL SERVICES

1515 West Seventh Street, Suite 330
Post Office Box 8031
Little Rock, Arkansas 72203-8031
Phone: (501) 682-1074
Fax: (501) 682-5206
<http://www.arkansas.gov/dfa/igs>

April 28, 2010

Dr. Mary Ann Duncan
Charter Schools Program Coordinator
Arkansas Department of Education
Four Capitol Mall, Rm 105-C
Little Rock, AR 72201

RE: AR 100428-234 Arkansas Public Charter School Program

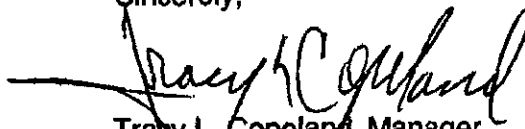
Dear Dr. Duncan:

The State Clearinghouse is in receipt of the above referenced application submitted in accordance with Executive Order 12372 "Intergovernmental Review of Federal Programs" and the Arkansas Project Notification and Review System.

The Proposal will be submitted to the proper state agencies and interested organizations for their review and comment.

The State Clearinghouse wishes to thank you for your cooperation. Should you have any questions, please contact our office at the above telephone number.

Sincerely,


Tracy L. Copeland, Manager
State Clearinghouse

TLC/nd
Enclosure

OMB No. 4040-0004 Exp. 01/31/2012

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: Completed upon submission	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:	
State Use Only:		
6. Date Received by State: April 29, 2010 7. State Application Identifier: AR 100429-234		
8. APPLICANT INFORMATION:		
* a. Legal Name: Arkansas Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 710847443		* c. Organizational DUNS: 781558564
d. Address:		
* Street1:	Four Capitol Mall	
Street2:	Room 105-C	
* City:	Little Rock	
County:	Pulaski	
State:	AR	
Province:		
* Country:	USA	
* Zip / Postal Code:	72201	
e. Organizational Unit:		
Department Name:		Division Name:
Charter Schools Office		Central Administration
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Dr.	* First Name: Mary Ann
Middle Name:		
* Last Name:	Duncan	
Suffix:		

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APR 29 2010
INTERGOVERNMENTAL
SERVICES
STATE CLEARINGHOUSE

Title: Charter Schools Program Coordinator	
Organizational Affiliation: Arkansas Department of Education	
* Telephone Number: (501)683-5313	Fax Number: (501)371-3514
* Email: MARYANN.DUNCAN@ARKANSAS.GOV	
Application for Federal Assistance SF-424	
Version 02	
9. Type of Applicant 1: Select Applicant Type: A: State Government Type of Applicant 2: Select Applicant Type: Type of Applicant 3: Select Applicant Type: * Other (specify): N/A	
10. Name of Federal Agency: U.S. Department of Education	
11. Catalog of Federal Domestic Assistance Number: 84.282A CFDA Title: Charter Schools Program State Educational Agency	
* 12. Funding Opportunity Number: 84.251K Title: FIE Earmark	
13. Competition Identification Number: N/A Title: N/A	
14. Areas Affected by Project (Cities, Counties, States, etc.): Charter schools in all regions in the state of Arkansas, both rural and non-rural.	
* 15. Descriptive Title of Applicant's Project: Arkansas Public Charter School Program	
Attach supporting documents as specified in agency instructions.	

RECEIVED
APR 29 2010
INTERGOVERNMENTAL
SERVICES
STATE CLEARINGHOUSE

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AR

* b. Program/Project: All

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 17346762
b. Applicant	\$ 0
c. State	\$ 770728
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$ 0
Income	
g. TOTAL	\$ 18117490

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APR 29 2010

INTERGOVERNMENTAL
SERVICES
STATE CLEARINGHOUSE*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

IXI ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Tom
Middle Name: W
* Last Name: Kimbrell
Suffix:

Title: Commissioner of Education

* Telephone Number: (501)682-4204 Fax Number:

* Email: TOM.KIMBRELL@ARKANSAS.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A

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APR 29 2010

INTERGOVERNMENTAL
SERVICES
STATE CLEARINGHOUSE

ARKANSAS DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Commissioner of
Education

State Board of
Education

Mr. Jeremy Lasiter
General Counsel
Legal Services

Dr. Diana Julian
Deputy
Commissioner

Mr. William (Bill) Goff
Assistant Commissioner
Division of Fiscal &
Administrative Services

Internal/External
Agency Finance

APSCN
Financial
Applications

APSCN Student
Applications

Child Nutrition
Services

Fiscal Distress
Services

LEA Federal
Funding
Services

LEA State
Funding, Loans
and Bonds

Financial
Accountability &
Reporting

Ms. Beverly Williams
Assistant Commissioner
Division of Human
Resources

Professional
Licensure /
Non-Traditional
Licensure

Teacher Quality

Recruitment and
Retention

Professional
Licensure
Standards
Board

ADE Employee
Induction

Central Support

Mr. Jim Boardman
Assistant Commissioner
Division of Research and
Technology

Data
Administration and
Reporting (CSPR)

Data Quality

Technology
Resources

Network and
Desktop Support

State Data
Warehouse
(APSCN)

Dr. Charmy Smith
Assistant Commissioner
Division of Academic
Accountability

Standards
Assurance
Monitoring

Desegregation
Monitoring /
Equity

School
Performance
Gains Model
AYP
Report Card

Monitoring
State/Federal

Dr. Alice Barnes-Rose
Assistant Commissioner
Division of Learning
Services

Ms. Annette Barnes
Director
School Improvement

Smart
Accountability
Statewide
System of
Support

School
Planning
ACSIP

Professional
Development

ERZ/
Scholastic
Audit

Federal
Programs
Title I
SES/Choice

Parental
Involvement
Private
Schools

Safe & Drug-
Free Schools
21st CCLC

Neglected &
Delinquent
Even Start

Learn and
Serve
Homeless

Complaint
Resolution
SI Grants

Ms. Marcia Harding
Director
Special Education

Dr. Gayle Potter
Director
Curriculum, Assessment
& Research/DLS

Ms. Julie Johnson
Thompson
Director
Communications

Ms. Heather Gage
Director
Policy
Special Projects

Ms. Michelle Griffin
Director
Legislative Services

Ms. Dee Cox
Director
Special Programs

Alternative Learning
Environment

Charter/Home Schools

Gifted & Talented
Programs

Guidance/School
Counseling

Migrant Education

Coordinated School
Health

ACSIP	Arkansas Comprehensive School Improvement Plan
ADE	Arkansas Department of Education
ALE	Alternative Learning Environment
APSCN	Arkansas Public School Computer Network
AYP	Adequate Yearly Progress
CCLC	Century Community Learning Centers
DLS	Distance Learning Services
ERZ	Education Renewal Zones
LEA	Local Education Agency
CSPR	Consolidated State Performance Report
SES	Supplemental Educational Services
SI	School Improvement

DEE COX

OBJECTIVE: *To obtain a career-oriented position that will enable me to instill the importance and dedication of educating all children and families.*

PROFESSIONAL EXPERIENCE

2005 – Present

Arkansas Department of Education

Special Assistant to the Commissioner

- Coordinates state Special Programs
- Supervise Program Managers
- ADE representative for various state agencies
- Implement state mandates and guidelines
- State Distance Learning Coordinator
- ADE liaison for early childhood
- State Contact for America's Choice Inc. Model
- Supervises public school health services
- Integrate special programs into School Improvement Plan
- State Parental Involvement Coordinator
- Member of the Early Childhood Commission
- Member of the Governor's Out of School Task Force

2001- 2005

Arkansas Department of Education

Program Manager

- Served as State Parental Involvement Coordinator
- Supervised State Supplemental Educational Services
- Managed 21st Century Community Learning Centers
- Implemented Statewide Family Literacy Initiative
- Coordinated Reading Excellence Family Literacy Program
- Implemented Professional Development

1998- 2001

Arkansas Department of Education

Standards Assurance Program Advisor

- Monitored state standards and graduation requirements
- Assisted with curriculum development
- Assisted with student/school remediation strategies
- Provided technical assistance to academic distress schools
- Interpret Arkansas school law and state standards
- Provided professional development and data interpretation

1993-1998

Elementary Principal

Fountain Lake School

Initiated/Coordinated Parent Center
Initiated first PK classroom on campus
Initiated first Afterschool program on campus
Implemented integrated curriculum
Coordinated Family Literacy Program
Initiated Family Night
Established Preschool Program (4 year olds)
Coordinated Parent Volunteer Program

1995-1998

Fountain Lake School

Federal Coordinator

Prepared all federal grants
Coordinated all federal program for K-12
Implemented federal programs

1991-1992

Fountain Lake School

Assistant Elementary Principal

Supervised curriculum
Aligned State Standards to school curriculum
Evaluated classroom teachers
Provided Professional Development
Coordinated Family Involvement

1990-1991

Educational Examiner/Special Education Supervisor Fountain Lake School

Supervised Special Education due process
Examined Special Education Referrals
Supervised Special Education placement conferences
Supervised Special Education teachers
Supervised implementation of PL 94-142

1985 - 1990

Classroom Teacher

Fountain Lake School

Taught Special Education Resource
Taught 1st grade

1977 - 1985

Program Director/Liaison Hope Public School Hope Schools

Served as Parent Coordinator
Taught Special Education Self Contained
Taught Special Education Adult Living
Initiated/Coordinated Special Education Preschool Early Intervention Program
Initiated Parenting Skills Program - Home Intervention
Supervised Independent Living Services
Taught a Multi-Age Classroom

EDUCATION

2009 Ed.D	University of Arkansas at Fayetteville
2005 – 2007 Ed.S.	Henderson State University
1983 – 1985 M.Ed.	University of Arkansas at Little Rock
1979-1982 M.S.E.	Henderson State
1975-1978 B.S.E	Henderson State University

AREAS OF LICENSE

K-12 Building Administrator
School Psychologist Specialist
Early Childhood Education
Elementary 1-6
Educational Examiner
Severely/Emotionally Disturbed
Moderate Profound Handicapped K-12
Mildly Handicapped K-12
Elementary Principal
Curriculum Specialist K-12
Educational Supervisor

PROFESSIONAL AWARDS/HONORS

Distinguished Leadership Award
Riverside Publishing Outstanding Early Childhood Educator
Arkansas Principal of the Year Nominee
Arkansas Principal of the Year
Distinguished Service Award
Published in PRO PRINCIPAL Newsletter (September 1997 Issue)
Arkansas Reading Association Administrator of the Year
Arkansas Gifted and Talented Challenger Award

PROFESSIONAL ACTIVITIES

Delta Kappa Gamma
Arkansas Psychological Examiners Association
Arkansas Association Federal Coordinators
Arkansas Early Childhood Association
Association for Supervision and Curriculum Development
Arkansas Leadership Academy
Arkansas Effective Principal's Institute
Harvard Leadership Institute - Cambridge, Massachusetts
Arkansas Leadership Academy Coaching Training

Mary Ann Duncan, Ed.D.

maryann.dunca@arkansas.gov

501-683-5313

EDUCATION:

Doctorial Degree in Educational Leadership, University of Arkansas at Little Rock, 2007

Master's Degree in Elementary Education with an emphasis in Computer Assisted Instruction in the K-12 curriculum, Arizona State University, Tempe, Arizona, 1988

Bachelor's Degree in Elementary Education, Harding University, Searcy, Arkansas, 1985

Associate's Degree in Social Sciences, Cerritos Junior College, Norwalk, California, 1981

Certifications

Administration/Supervision Internships, Moore County Public Schools, Carthage, North Carolina

Administration and Supervision Certification, University of North Carolina, Pembroke, 1991

K-12 Curriculum Specialist, Superintendence, Reading, and Early Childhood Education Certifications, Harding University

EDUCATIONAL WORK EXPERIENCE:

State Program Coordinator of Public Charter Schools, October 2005 – Present

Arkansas Department of Education (ADE), Little Rock, Arkansas

- Manages the Arkansas Public Charter Schools Program
- Processes public charter school applications for review by the State Board of Education
- Monitors public charter schools
- Works collaborative with units within the ADE for public charter school compliance
- Prepares reports on individual public charter issues for review before the State Board
- Assists public charter schools in closure process
- Oversees the Federal Public Charter Schools Grant Program
- Serves as the liaison to the US Department of Education, Arkansas State Board, and other organizations
- Serves as a grant reviewer for the Arkansas Department of Education,
- Participates in the Review Committee for American Reinvestment Recovery Act Funds to Arkansas Public Schools, Monitoring Team for State ACTAAP Program, and Monitoring Team for State Desegregation Program

Assistant Principal for the Primary/Elementary Buildings, July 1998 - September 2005

Lakeside Public Schools, Hot Springs, Arkansas

- Hired and Evaluated Primary and Elementary Staff
- Served as a Smart Start Coordinator, District Testing Coordinator K-12, District Homeless Coordinator and District ESL Coordinator
- Served on the district level as the Spanish Coordinator for the Elementary School,

Elementary Principal, August 1992 – June 1998

McRae Public Schools (now part of Beebe School District), McRae, Arkansas

- Hired and Evaluated all Elementary Staff
- Served as the Instructional Leader for the Elementary School, District Curriculum Coordinator K-12, District Title I & Title V Coordinator, District Equity Coordinator, Teacher Center Coordinator, Summer School Administrator, and Member of the Wilbur D. Mills Education Service Cooperative Curriculum Writing Team
- Taught 8th grade Basic Skills,
- Established and coordinated the first McRae Elementary After-School Care Program.

Regular Classroom Instructor, August 1988 - May 1992

Moore County Public Schools, Carthage, North Carolina

- Taught kindergarten, third grade and forth grade.

Title I Instructor, August 1986 - May 1988

Judsonia Public Schools (now part of the Riverview School District), Judsonia, Arkansas

- Taught remedial math and reading to first through sixth grades in a computer lab setting.

Title I Instructor, November 1985 - May 1986

Bradford Special School District, Bradford, Arkansas

- Taught remedial Math and Reading to grades first through sixth.

Instructional Media Assistant, January 1978 - June 1981

Bell Gardens Elementary, Montebello Unified School District, Montebello, California

- Worked with kindergarten through fourth grades in the library

PROFESSIONAL AFFILIATIONS

Kappa Delta Pi

Phi Delta Kappa

Elementary Principals Association

Arkansas Association of Educational Administrators

National Association of Public Charter School Authorizers

Larry E. Russell, Ed. D.

Business Contact Information:

- Arkansas Department of Education
Four Capitol Mall, 105-C
Little Rock, Arkansas 72116
501-683-5313
larry.russell@arkansas.gov

Educational Training:

- Degree Awarded: Doctor of Education, 1995
University of Arkansas at Little Rock
Little Rock, Arkansas
Major: Educational Administration and Supervision

Dissertation: The Relationship Between Instructional Expenditures
and Student Achievement Among Arkansas
School Districts
- Post Graduate Studies
University of Arkansas at Little Rock, Little Rock, Arkansas
University of South Florida, Tampa, Florida
Course of Study: Education of the Gifted
- Degree Awarded: Master of Science in Education, 1977
Henderson State University, Arkadelphia, Arkansas
Major: Counselor Education
- Degree Awarded: Bachelor of Science in Education, 1971
Ouachita Baptist University, Arkadelphia, Arkansas
Major: Secondary Education - Chemistry & Biology

Areas of Licensure:

- Administrator
- Gifted and Talented
- Guidance Secondary
- Physical Science
- Chemistry
- Biology
- General Science
- Secondary

Professional Experience:

- 2008 – Present Program Advisor, Charter Schools Office
Arkansas Department of Education, Little Rock, Arkansas

- 2006 – 2008 Arkansas Technical Assistant Liaison
Mid-Continent Comprehensive Center
University of Oklahoma, Norman, Oklahoma
- 2002 – 2006 Assistant Superintendent, Finance & Personnel
Lake Hamilton School District, Percy, Arkansas
- 1990 - 2002 Director of Financial & Personnel Services
Lake Hamilton School District, Percy, Arkansas
- 1987 - 1990 Administrative Assistant to the Superintendent
Lake Hamilton School District, Percy, Arkansas
- 1983 - 1987 Director of Programs for the Gifted
Facilitator of High School G/T Seminar
Guidance Counselor
Lake Hamilton High School, Percy, Arkansas
- 1980 - 1983 Facilitator of High School G/T Seminar
Guidance Counselor
Lake Hamilton High School, Percy, Arkansas
- 1977 - 1980 Guidance Counselor
Lake Hamilton High School, Percy, Arkansas
- 1971 - 1977 Classroom Teacher: Chemistry, Biology,
General Science, Physical Science,
Earth Science
Lake Hamilton High School, Percy, Arkansas

Responsibilities:

- School Business Management
 - Review and approve all expenditures
 - Compile annual school district budget
 - Investment of district funds
 - Payroll officer, authorize and approve payroll deductions
 - Prepare financial statements and reports
 - Administer district's Section 125 Cafeteria Plan
 - Coordinate district-wide capital outlay inventory
 - Prepare annual financial report
- Personnel Management
 - Prepare employment contracts
 - Prepare annual personnel report for ADE
 - Maintain personnel employment records
 - Develop certified and classified salary and wage schedules
 - Maintain employment application files
 - Maintain personnel leave records, approve and process leave
 - Administer employee benefits program

Manage the district's sick leave bank
Conduct district-wide orientation for new employee
Monitor state guidelines for certification compliance

- Director of Programs for the Gifted

Write annual program application
Prepare G/T budget
Approve all expenditures
Chair the district's Student Identification & Selection Committee
Prepare and submit annual financial reports
Conduct annual program evaluation
Advanced Placement Coordinator

- Federal Programs Coordinator

Write program applications for Title 1 and Title V
Prepare federal programs budgets
Approve all expenditures
Prepare and submit annual financial reports
Conduct annual program evaluations

- Other Responsibilities

Equity Coordinator
Section 504, Title VI, & Title IX Coordinator
Chair the district's Salary Committee
Administrative liaison with Personnel Policies Committee
Assist in organizational planning
Coordinate the district's Sick Leave Bank Committee
Serve as district evaluator when needed

Adjunct Faculty Positions

- Adjunct Professor, Chemistry, 1978
Garland County Community College, Hot Springs, Arkansas
- Adjunct Professor, Education of the Gifted, 1982
University of Arkansas at Little Rock, Little Rock, Arkansas
- Adjunct Professor, Education of the Gifted, 1983 - 1987
Ouachita Baptist University, Arkadelphia, Arkansas

Professional Affiliations:

- Arkansas Association of School Business Administrators
Arkansas School Business Administrator of the Year, Nominee, 1997, 2002, and 2006
- Southeast Association of School Business Officials
Conference Planning Committee - 1999

- Association of School Business Officials International
- Arkansas Association of Educational Administrators
- Arkansas Association of School Personnel Administrators
- Arkansas Association of Gifted Education Administrators
 - Chair, Administrative Assistance
 - Chair, Professional Development Committee
 - Chair, G/T Administrators' Fall 1999 Workshop
 - Chair, G/T Administrators' Fall 2000 Workshop
- National Association for Gifted Children
 - Local Arrangements Committee for 1990 Conference
 - Finance Chair, Local Arrangements Committee for 1997 Conference
- Arkansans for Gifted and Talented Education
 - Treasurer - 1994 to 2002
 - Board of Directors - 1994 to 2006
 - Conference Planning Committee - 1995 to present
 - Recipient of the Martha Ann Jones Service Award, 1996
 - Nominating Committee - 1999, 2000, 2001, 2002
 - Chair, Future Directions Committee - 2001, 2002
- AGATE Council of Educators
 - Past President
 - Served as Vice-Chair for Programs
- Arkansas Friends for Better Schools
 - Board of Directors
- College of Education Development Committee
 - University of Arkansas at Little Rock
- Association of Supervision and Curriculum Development
- National Association of Federal Education Program Administrators
- Arkansas Association of Federal Coordinators
 - Treasurer, 2004 to present
 - Board of Directors, 2004 to present
 - Conference Planning Committee - 1990 to present
- International Reading Association
- Arkansas State Reading Council
- Tri-Lakes Reading Council
- Phi Delta Kappa

- Who's Who in American Colleges and Universities

Additional Educational Training:

- Praxis III Assessor Training
- Pathwise Training
- Talents Unlimited - A Divergent Thinking Skills Model, National Trainer
- Cooperative Learning - Basic and Advanced - National Trainer
- Developing Capable People - National Trainer
- Positive Discipline in the Classroom - National Trainer
- Integrating Curricula with Multiple Intelligences - National Trainer
- Seven Habits of Highly Effective People - Facilitator Trainer - Covey Leadership Center
- Principle-Centered Leadership - Facilitator Trainer - Covey Leadership Center
- First Things First - Facilitator Trainer - Covey Leadership Center
Program for Effective Teaching
- Clinical Supervision
- Certified Arkansas School Business Official - Completed course work required by the Arkansas Association of School Business Officials

Presentations:

- Presenter at Arkansans for Gifted and Talented Education Conferences "Gifted Women: A Panel Discussion," Little Rock, AR; 1985
"Creativity. . . A Basic Skill," Little Rock, AR; 1987
"Talents Unlimited: A Divergent Thinking Skills Model," LR, AR, 1988
"You Can't Steal Second Base With One foot On First: Risk - Taking Behavior and its Application to the Creative Process," LR, AR, 1989
"Talents Unlimited: A Divergent Thinking Skills Model," LR, AR, 1989
"The Seven Habits of Highly Effective People: Overview," LR, AR, 1997
"Forging Our Future: Where Do We Go From Here?" Hot Springs, Arkansas; Spring 2001
"Been There, Done That! Ask Me! A Question and Answer Session for Gifted Program Administrators", Hot Springs, AR; Spring 2003
- Presenter at Oklahoma Education Association Conventions
"Creativity. . . A Basic Skill," Oklahoma City, Oklahoma; Spring 1987
"Creativity. . . A Basic Skill," Oklahoma City, Oklahoma; Fall 1987
"Talents Unlimited: A Divergent Thinking Skills Model," Oklahoma City, Oklahoma; Fall 1988
- Guest Speaker for Quapaw Community YWCA
"Surviving Your Child's Adolescence," Hot Springs, Arkansas; Spring 1989
"Surviving Your Child's Adolescence," Hot Springs, Arkansas; Spring 1990

- Presenter at Dawson Educational Cooperative Staff Development Conferences
 "Talents Unlimited for K - 6 Classrooms," Hot Springs, AR; Summer 1989
 "Talents Unlimited for 7 - 12 Classrooms," Hot Springs, AR; Summer 1989
 "How To Improve Your Students' Chances for Acceptance to the Arkansas Governor's School & AEGIS Programs: Tips for Counselors," Arkadelphia, Arkansas; Summer 1990
- Presenter at Arkansas Association for Supervision and Curriculum Development Annual Summer Conferences
 "Talents Unlimited: A Thinking Skills Model," Hot Springs, AR; 1990
 "Developing Capable People," Hot Springs, Arkansas; 1991
- Guest speaker at Helena/West Helena School District - "The Administrator's Role in Instructional Leadership," Helena, Arkansas; Summer 1991
- Guest speaker for Dawson Educational Cooperative Gifted & Talented Advisory Council - "Thinking Skills Instruction: For All Kids, For All Grades, For All Content Areas," Arkadelphia, Arkansas; Fall 1991
- Presenter at Arkansas International Reading Association Conference "Sold To the Highest Bidder: A Reading Incentive Program for Elementary Students," Little Rock, Arkansas; Fall 1991
 "Resuscitating Children's Literature," Little Rock, Arkansas; Fall 1992
 "Sold To the Highest Bidder: A Reading Incentive Program for Elementary Students," Little Rock, Arkansas; Fall 1994
 "Sold To the Highest Bidder: A Reading Incentive Program for Elementary Students," Little Rock, Arkansas; Fall 1995
- Presenter for Arkansas Association of Federal Coordinators Spring Conferences
 "Critical Thinking Skills for all Students," Pine Bluff, Arkansas; Spring 1992
 "Developing Capable People," Fort Smith, Arkansas; Spring 1993
- Guest speaker for graduate class at Henderson State University - "Instructional Strategies for Developing Critical Thinking," Arkadelphia, Arkansas; Summer 1992
- Presenter at Southeast Regional International Reading Association
 "Resuscitating Children's Literature," New Orleans, Louisiana; Fall 1992
 "Integrating Instructional Strategies, with Dr. Alvin Granowsky," New Orleans, Louisiana; Fall 1992
- Guest speaker for graduate class at University of Central Arkansas
 "Compensatory Reading Programs," Conway, Arkansas; Fall 1993
- Guest speaker for graduate class at University of Arkansas at Little Rock - "The Role of the School Business Administrator," Little Rock, Arkansas; Spring 1995

- Presenter at Arkansas Association of Federal Coordinators' Fall Conferences
 "Section 504: Responsibilities and Procedures," Fort Smith, AR; 1996
 "The Seven Habits of Highly Effective People, An Overview," West Memphis, Arkansas: Fall 1997
 "Nuts & Bolts of Special Categorical Funding," North Little Rock, AR, 2004
- Presenter, Pre-Conference Workshop at Sixteenth Annual Assessment and Instruction Conference, Co-Sponsored by Arkansas Association for Supervision and Curriculum Development and Arkansas Department of Education -
 "Integrating the Curriculum With Multiple Intelligences," Hot Springs, Arkansas; Summer 1997.
- Presenter, ADE School Improvement Conferences
 "The Seven Habits of Highly Effective People, An Overview," Hot Springs, Arkansas: Summer 1997
 "Talents Unlimited: A Divergent Thinking Skills Model," Hot Springs, Arkansas: Summer 1997.
 "Integrating the Curriculum with Multiple Intelligences," Hot Springs, Arkansas: Summer 1997.
 "The Seven Habits of Highly Effective People, An Overview," Hot Springs, Arkansas: Summer 1998.
 "School Climate: If You Can't Stand the Heat, Adjust Your Thermostat," Hot Springs, Arkansas: Summer 1998.
- Presenter, ASU College of Agriculture Student Leadership Conference: "The Seven Habits of Highly Effective People, An Overview," Jonesboro, Arkansas: Fall, 1997.
- Presenter, AEA Kindergarten-Prekindergarten Conference - "Positive Discipline in the Classroom," Little Rock, Arkansas: Fall 1997.
- Presenter, Mid America Education for Business Conference, Arkansas State University, College of Business Gamma Theta Chapter, Delta Pi Epsilon - "The Seven Habits of Highly Effective People, An Overview," Jonesboro, Arkansas: Spring 1998.
- Presenter, Arkansas Convention of National Honor Society - "Getting on the Service Track: All Aboard!" Van Buren, Arkansas: Spring 1998.
- Presenter, AAEE/AAGEA Fall Meeting - "The Seven Habits of Highly Effective People, An Overview," Little Rock, Arkansas: Fall 1998.
- Keynote Speaker, Annual Conference of the Southern Business Education Association - "Personal Effectiveness: Based on The Seven Habits of Highly Effective People," Charleston, West Virginia: Fall 1999.

- Leadership Development Seminar, Annual Conference of the Southern Business Education Association, Leadership Development Seminar - "Principle-Centered Leadership," Charleston, West Virginia: Fall 1999.
- Keynote Speaker, Arkansas Business Education Association Fall Meeting - "The Seven Habits of Highly Effective People, An Overview," Little Rock, Arkansas: Fall 1999.
- Presenter at Lake Hamilton School District Staff Development - "Novice Teachers and Mentors: Preparing for the Praxis III," Percy, AR; 2006

Training Sessions:

- **Talents Unlimited: A Divergent Thinking Skills Model**
Arkansas, Minnesota, Texas
- **Cooperative Learning**
Mississippi, Arkansas, Texas
- **Developing Capable People**
Arkansas
- **Integrating the Curricula with Multiple Intelligences**
Arkansas

Arkansas Leadership Academy:

- Arkansas Leadership Academy: Strategic Leadership Institute for Mathematic and Science, Coach. Fairfield Bay Conference Center, Fairfield Bay, Arkansas; November, 1996
- Coaches/Facilitator Training: Fairfield Bay Conference Center, Fairfield Bay, Arkansas; September, 1996
- Arkansas Leadership Academy: Lake Hamilton School District Team - Strategic Planning, November 1995
- Arkansas Leadership Academy: Arkansas Department of Education, Gifted & Talented Team; Inclusion as a Possible Service Delivery Model November 1994

Nancy Acre

EDUCATION

University of Arkansas, UALR, UCA, 1987

60 Hours Post-Graduate in Educational Administration

Webster University at St. Louis, 1974

Master of Arts in Teaching

Social and Behavioral Sciences

Reading Specialist

University of Central Arkansas, 1969

Bachelor of Science in Education

Elementary Education

Journalism

AREAS OF CERTIFICATION IN ARKANSAS

Superintendent

District Administrator

Secondary and Elementary Principal

Reading Specialist

Elementary Education

Journalism

PROFESSIONAL EXPERIENCE IN EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION, 2008 - Present

Charter School Office, Program Advisor

EDUCATIONAL CONSULTANT, 2006 - 2008

PULASKI CHARTER SCHOOLS, INC., 2005 - 2006

Academics Plus Charter School - Superintendent/CEO

LITTLE ROCK SCHOOL DISTRICT, 1987 - 2004

District Administrator, Director of Student Assignment, Desegregation Office - 3 years

Principal, Terry Elementary School - 9 years

Principal, Dunbar Magnet Jr. High School - 5 years

PULASKI COUNTY SPECIAL SCHOOL DISTRICT, 1982 - 1987

Assistant Principal, Sylvan Hills Jr. High School - 4 years

Reading Specialist, Sylvan Hills Jr. High School - 1 1/2 years

ST. CHARLES COUNTY, MO, 1979 - 1982

Teacher/Reading Specialist

ST. LOUIS COUNTY, MO, 1969 - 1979

Primary Task Force, Curriculum Consultant, Planner for New Schools - 1 year

Instructional Specialist - 2 years

Reading Specialist - 2 years

Classroom Teacher - 5 years

MORRILTON PUBLIC SCHOOLS, Jan 1969 - June 1969

Elementary Teacher



STATE OF ARKANSAS

MIKE BEEBE
GOVERNOR

April 16, 2010

Dean Kern, Director, Charter Schools Program
Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Mr. Kern:

The State of Arkansas remains committed to providing high-quality educational options for parents and students. The Charter School Program certainly adds to those available options. As Governor of Arkansas, I strongly support the Arkansas Department of Education as it applies for the Charter Schools Program Grant.

Education, without a doubt, is the key to the future of our state and nation. Our public charter schools promote high expectations with regard to student achievement and postsecondary education. As a result, we expect that many of these students will graduate from college and become valuable, contributing citizens in the years to come.

Arkansas currently has 29 existing charter schools, a number that will increase to 32 in the 2010-2011 school year. The funds from this grant will provide Implementation Grant funding to successful charter organizations as they plan and open their public charter schools. Funding from the grant will also be available in the form of Dissemination Grants to successful charter schools, allowing them to develop, replicate, and share best practices with other charter schools.

Education is the top priority of my administration, and the Charter Schools Grant will enable the Arkansas Department of Education to ensure that public charter schools have the resources to open their doors and to offer top-quality educational opportunities to the students of our State.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Beebe", is written over the word "Sincerely".

Mike Beebe

MB:jb



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

April 21, 2010

**State Board
of Education**

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Crossett

Vicki Saviers
Little Rock

Dean Kern
Director, Charter Schools Program
Office of Innovation and Improvement
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Mr. Kern,

As Commissioner of Education for the state of Arkansas, I submit this letter as evidence of support from the Department of Education for our application for the Charter Schools Program Grant. The charter school program in the state of Arkansas is a valuable addition to school choice, as it provides a variety of learning options for parents and students.

The mission at the Arkansas Department of Education is to ensure that all children in the state have access to a quality education by providing educators, administrators and staff with leadership, resources and training. We do this by offering our citizens the best options possible for students, by setting high standards for our public charter schools. The Department of Education looks forward to continuing the efforts necessary to provide quality programs for the children of Arkansas.

Arkansas currently has 29 existing charter schools and, for the 2010-2011, school year we will have 32 charter schools located in diverse communities throughout the state. As the charter school program continues to grow and expand, the on-going support provided by the Charter Schools Program Grant will greatly help to provide the assistance needed to attract and develop high quality public charter schools as educational options for students.

The funds will continue to be used to provide Implementation grant funding to successful organizations with approved charters, as they plan and open their charter schools. Funding from the grant will also be available in the form of Dissemination grants to successful charter schools allowing them to develop, replicate and share best practices with other charter schools.

Sincerely,

Tom W. Kimbrell, Ed. D.
Commissioner of Education

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

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Public Charter Schools Kindergarten - 12th Grade 2009-2010



ARKANSAS
DEPARTMENT
OF EDUCATION

Arkansas Public Charter Schools

Academics Plus Charter School	K-12	Maumelle
Arkansas Virtual Academy	K-8	Statewide
Benton County School of Arts	K-12	Rogers
Covenant Keepers College Preparatory Charter School	6-9	Little Rock
Dreamland Academy of Performing & Communication Arts	K-5	Little Rock
e-STEM Elementary Public Charter School	K-4	Little Rock
e-STEM Middle Public Charter School	5-8	Little Rock
e-STEM High Public Charter School	9-10	Little Rock
Haas Hall Academy	8-12	Fayetteville
Hope Academy Charter School	5-8	Pine Bluff
Imboden Area Charter School	K-8	Imboden
Jacksonville Lighthouse Charter School	K-6	Jacksonville
KIPP Delta College Preparatory School	K-1, 5-12	Helena-West Helena
LISA Academy	6-12	Little Rock
LISA Academy - North	K-9	North Little Rock
Little Rock Preparatory Academy	5	Little Rock
Osceola Communication, Arts, and Business School	7-12	Osceola
School of Excellence	6-10	Humphrey
Academic Center for Excellence	1-10	Osceola
Arthur Bo Felder Learning Academy	6-12	Little Rock
Badger Academy Conversion Charter School	7-12	Beebe
Blytheville Charter School and ALC	7-12	Blytheville
Cabot Academic Center of Excellence	5-12	Cabot
Lincoln Academic Center of Excellence	K-12	Lincoln
Mountain Home High School Career Academies	10-12	Mountain Home
Oak Grove Elementary Health, Wellness, and Environmental Science	K-4	Paragould
Ridgeroad Middle Charter School	7-8	North Little Rock
Vilonia Academy of Service and Technology	5-6	Vilonia
Vilonia Academy of Technology	2-4	Vilonia

Charter Schools Quick Facts

Charter schools are public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The Charter establishing each such school is a performance contract detailing the school's mission, program, goals, students served, and methods of assessment. Charters are granted for a period of up to 5 years. At the end of the term, the State Board of Education may renew the school's Charter. Charter schools are accountable to the State Board of Education to produce positive academic results and adhere to the charter authorization. The basic concept of Charter Schools is to exercise increased autonomy in return for accountability. This autonomy is gained by requesting exemptions from Title 6 of the Arkansas Education Code and State Board of Education rules. The Charter Schools are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

In Arkansas there are two basic types of charter schools: Open Enrollment and Conversion Charter Schools. As of the 2009 school year, there are currently 18 open-enrollment charters and 11 conversion charter schools operating in Arkansas.

A conversion school is a public school converted to a charter school. Conversion schools can only draw students from within the school district's boundaries.

An open-enrollment school is a charter school run by a governmental entity, an institution of higher learning or a tax-exempt non-sectarian organization. Open enrollment schools can draw students from across district boundaries.

Each charter states the goals for the school. Each school will be monitored and held accountable for meeting all aspects of the charter. In addition, each charter school must participate in all aspects of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP).

The State Board of Education may revoke or modify a school's charter at any time if the public charter school is not meeting the requirements of their charter.

To enroll your child in a Public Charter School, one should contact the school directly. Please see contact information for Arkansas Public Charter Schools in the following pages.

Charter Schools Quick Facts

Charter schools receive funds equal to the minimum state revenue per average daily membership. Charter schools are also eligible for one-time implementation grant monies from the State of Arkansas through a Federal Grant as well as grant monies from private foundations or donations. Charters are also eligible to qualify and receive other Federal monies that regular public schools receive such as Title I, Special Education, English as a Second Language (ESL), McKinney-Vento Education for Homeless Children and Youth, and for those that participate, National School Lunch monies for staff development.

A recent study of public charter schools found the following similarities in terms of innovation among public charter schools:

- Interdisciplinary Instruction
- Thematic Instruction
- Focus on Mastery of Skills
- Project Based Learning
- Multi-Aged Classrooms
- Shared Vision
- Longer School Days
- Alternative Class Schedules
- Student Portfolios with Individualized Education Plans
- Foreign Language at Early Age
- Student Self Assessment and Peer Assessment
- Strict Discipline Policies
- Increased Parental Involvement
- Low Student/Teacher Ratio
- Increased Emphasis on Citizenship, Ethics and Character Education

The following reasons are cited as benefits of charter schools:

- Increases opportunities for learning and access to quality education for all students,
- Provides a system of accountability for results in public education,
- Encourages innovative teaching practices,
- Encourages community and parent involvement in public education, and
- Creates competition among public schools and thus stimulates improvement.

Arkansas Open Enrollment Public Charter Schools

Academics Plus Charter School

900 Edgewood Drive, Maumelle, AR 72113 Ph. (501) 851-3333

Grades K-12

www.academicsplus.org

APCS, an open enrollment school established in 2001, has been from its beginning, anchored in academic excellence and achievement. APCS provides a rigorous academic program intended to equip students with skills and knowledge necessary for successful transition to college. Each student, regardless of race, ethnicity, or socio-economic status, experiences a world class education equivalent to that found in private schools. We believe that students excel when provided a rich learning environment and challenged by high expectations. Academics plus attitude, behavior, effort, and attendance determine the academic success of the students. ACT scores of APCS students are higher than state and national averages; high performance is also reflected on the Augmented Benchmark Exams. Secondary students are encouraged to enroll in concurrent college courses at no cost to them.

Arkansas Virtual Academy

10802 Executive Center Drive, Suite 205, Little Rock, AR 72211 Ph. (501) 664-4225

Grades K-8

www.arva.org

The Arkansas Virtual Academy is an open-enrollment virtual charter school that blends innovative new instructional technology with a traditional curriculum. ARVA offers a unique learning model, a rigorous and comprehensive curriculum based on the Core Knowledge sequence, the flexibility of learning anytime and anywhere, the partnership with qualified professional educators, and an individualized and self-paced learning program. ARVA utilizes curriculum from K12 Inc. developed by leading educational experts. ARVA provides students with an excellent education, grounded in high academic standards, helping them achieve their full academic and social potential. The core philosophy of ARVA is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention.

Benton County School of Arts

K-8 2005 South 12th Street, Rogers, AR 72758 Ph. (479) 636-2272
9-12 506 West Poplar, Rogers, AR 72756 Ph. (479) 631-2787

Grades K-12

www.bcsa.k12.ar.us

www.bcsahs.k12.ar.us

Benton County School of the Arts (BCSA) is a K-12 open enrollment public charter school located on two campuses in Rogers. Students at BCSA are offered rich learning experiences in both academics and the fine arts. As a project-based fine arts school, students are introduced to the visual arts, orchestra, dance, theatre and digital media. Within that framework, the school offers a curriculum that is filled with hands-on learning experiences. Project Based Learning also gives students the opportunity to find solutions to social issues while mastering state standards. Students attending BCSA will have ample opportunities to receive intensive fine arts instruction and match their passion for the arts with a passion for becoming life-long learners. Small student to teacher ratios, outstanding test scores, and a rigorous college preparatory program are highlights of our school.



Covenant Keepers College Preparatory Charter School
8300 Geyer Springs Road, Little Rock, AR 72209 Ph. (501) 682-7550

Grades 6-9
www.ckcollegeprep.org

The mission of Covenant Keepers College Preparatory Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins or socio-economic level. All children can learn when challenged by high expectations. The community we build together at "The Covenant" will help students develop academic skills, intellectual habits, and character traits that will enable them to succeed in high school, college and beyond. We believe that attitude, behavior, effort, and attendance, as well as ability determine academic success.

Covenant Keepers relentlessly focuses on high student performance, standardized tests and other objective measures to ensure that standards for achievement are met. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed. Each parent makes the choice for their child to participate in the program, therefore, parents and students must make the commitment to support, provide time and effort required to achieve success.

Dreamland Academy of Performing & Communication Arts
5615 Geyer Springs Road, Little Rock, AR 72209 Ph. (501) 562-9278

Grades K-5
www.dreamlandacademy.net

Dreamland Academy of Performing and Communication Arts provides elementary students in grades K-5 with a quality educational experience designed to strengthen their reading and language skills. Dreamland staff uses art to open students' learning channels and develop among them high literacy, high reading competence, and self-directed learning skills. Students study the Benchmark standards in English, mathematics, science, social studies, physical education, art, music, and dance. Teachers serve as talent agents who develop students' academic and artistic talents and work to expand students' natural artistic and musical talents. We offer hope to parents who need to enroll their children in a responsive, caring, and supportive school environment that also offers academic programming centered on developing students into great speakers, readers, writers, thinkers, and solvers of mathematical problems. Our staff is top notch!

e-STEM Elementary Public Charter School
112 West Third Street, First Floor, Little Rock, AR 72201 Ph. (501) 552-9000

Grades K-4
www.estemlr.net

The eStem Elementary Public Charter School provides an intensive curriculum that is driven by students' needs based on current and accurate testing data. This approach ensures that teachers can differentiate instruction to meet the needs of all students. Literacy is based on the Comprehensive Model utilizing reading and writing workshops with an incorporation of word study. This allows an increase in students' receptive and productive vocabulary, reading comprehension, creative writing skills and general knowledge base, thus increasing academic performance in literacy. The math instruction is centered around the Singapore Math curriculum that places a strong focus on number sense, number fluency and mental problem-solving strategies. To further strengthen students' math aptitude, the curriculum also incorporates Calendar Math, Core Math Concepts and other research-driven math instructional strategies. Every student's learning is further developed through the use of specialty classes. These include an inquiry-based science lab, economics through children's literature, Physical Education/Health and the Arts. Students also receive further enrichment and critical thinking skills through learning Greek and Latin roots, with an incorporation of research skills within Social Studies, and an integration of technology, economics and engineering in all core subjects.

e-STEM Middle Public Charter School**Grades 5-8**

112 West Third Street, Second Floor, Little Rock, AR 72201 Ph. (501) 552-9040

www.estemlr.net

The eStem Middle Public Charter School curriculum is a rigorous, college-preparatory course of study focusing on the economics related to the fields of science, technology, engineering, and mathematics. Additional components of the curriculum include Spanish, physical education, and the arts along with a classical curriculum in language arts and history. The Singapore Math curriculum is used in grades 5 and 6 to emphasize acquisition of mathematical facts and prepare students for higher-level mathematics courses including Algebra I and Geometry in grades 7 and 8. Through the use of an extended day and extended year, students are given sufficient time to explore topics and achieve mastery. Students may also choose to participate in a number of special interest clubs and organizations as well as competitive academic teams including MathCounts, Robotics, and our State Champion Quiz Bowl Team.

e-STEM High Public Charter School**Grade 9-10**

112 West Third Street, Third Floor, Little Rock, AR 72201 Ph. (501) 552-9080

www.estemlr.net

The eStem High Public Charter School curriculum includes a rigorous, college-preparatory course of study focusing on the economics related to the fields of science, technology, engineering, and mathematics. Additional components of the curriculum include technology, engineering theory, rhetoric, foreign languages (Spanish and Mandarin Chinese), and science research. These subjects are interwoven with a classical curriculum in language arts, history, and the arts. Through the use of an extended school day and extended school year, students are given sufficient time to explore topics and achieve mastery. Students have the opportunity to participate in a variety of Advanced Placement and concurrent credit courses culminating with the completion of a senior project. Students also may choose to join one of our special interest clubs and organizations as well as our competitive academic teams.

Haas Hall Academy**Grades 8-12**

3155 North College Avenue, Suite 108, Fayetteville, AR 72703 Ph. (479) 966-4930

www.haashall.org

Haas Hall Academy serves the educational needs of scholars with a high intensity of purpose in Northwest Arkansas in grades 8-12. Haas Hall Academy offers an accelerated college preparatory program focusing on science, technology, engineering and mathematics. As a microcosm of a university, scholars at Haas Hall Academy complete an entire calendar year of coursework in one semester. Our smaller class sizes and proven pedagogical techniques create an environment where learning is first and foremost. Our scholars are held to a higher level of expectation, fostered by our breadth and depth of curriculum and a collaborative learning environment. Haas Hall Academy has been recognized by *U.S. News and World Report* as one of the finest public high schools in the nation. Haas Hall Academy has a 100% college acceptance rate and our graduates are recruited by many of the finest higher educational institutions in the country.

Hope Academy Charter School**Grades 5-8**

1021 East Second Street, Pine Bluff, AR 71611 Ph. (870) 540-0900

www.hopeacademy07.com

Hope Academy is a Public Open-Enrollment Charter School located in Pine Bluff at 1021 East 2nd Street. It serves grades 5-8 with a student teacher ratio of 20:1. Hope Academy students engage in "Prime Time" Activities such as Dance, Art, Gymnastics, Soccer, on 1st and 3rd Saturdays of each month. Hope Academy implements "Core Knowledge" curriculum which provides students with a solid foundation in the core courses, promotes student self-confidence, increases interaction among teachers allowing them to use cross curriculum methods in teaching, and promotes an environment where every student learns. Strategies employed to aid in learning include, Project-based learning, hands on experience, dramatizations and presentations. The implementation of Core knowledge, Prime Time Activities and Hope Academy's qualified/diverse staff and administration provide the parents of Jefferson County a viable option in quality education for their children.

Imboden Area Charter School**Grades K-8**

605 West Third Street, Imboden, AR 72434 Ph. (870) 869-3015

www.imbodencharter.com

Imboden is a rural community of about 700 people located in Northeast Arkansas, and the Imboden Area Charter School (IACS) was organized as a nonprofit corporation by community volunteers in an effort to offer a high quality educational program. IACS has been open since 2002, and serves approximately 65 students in grades K-8. The school is focused on meeting the social, emotional, and academic needs of its students. Small classroom size allows the teachers to develop a relationship with their students and create a family atmosphere where students thrive. Its individualized learning program allows students to progress at their own pace, unrestricted by age. Gifted students can move forward uninhibited by their peers, while students who may have difficulties are allowed the extra time needed for full understanding of the learning objectives. IACS has experienced a high rate of success, with the average student growth in math and reading scores for one school year being 1½ years.

Jacksonville Lighthouse Charter School**Grades K-6**251 North First Street, Jacksonville, AR 72076 Ph. (501) 985-1200 www.lighthouse-academies.org/jlcs.htm

Jacksonville Lighthouse Charter School (JLCS) is a part of Lighthouse Academies, Inc., a national, nonprofit organization that develops and operates public charter schools in underserved communities throughout the United States. JLCS serves grades K-6. One grade will be added each year until the school includes through grade 12. The mission is to prepare students for college through a rigorous arts-infused program. The 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. The impact of our collective efforts will fundamentally change public education.

KIPP Delta College Preparatory**Grades K-1,5-12**

K-1 210 Cherry Street, Helena-West Helena, AR 72342 Ph. (870) 753-9800

5-8 215 Cherry Street, Helena-West Helena, AR 72342 Ph. (870) 753-9444

9-12 320 Missouri Street, Helena-West Helena, AR 72342 Ph. (870) 338-8138

www.kippdelta.org

KIPP Delta College Preparatory School is a member of the national KIPP network of schools that seek to provide students the opportunity to develop the knowledge, skills, & character necessary for success in college. KIPP Delta began in Helena with its first fifth grade class in 2002. In the 2008-2009 school year, we served approximately 340 students in grades 5-11. Nearly 96% of our students are African-American. KIPP students go to school from 7:30 to 5:00, take classes two Saturdays per month, and for 3 weeks in the summer. They have homework every night and adhere to a strict discipline code. Yet they also have the support of dedicated teachers who will do whatever it takes to ensure their students are on the path to college. AT KIPP, we believe that hard work & high expectations can narrow the achievement gap. Our most recent class of 8th graders outscored state averages on the Arkansas Benchmark Exam with 86% scoring Proficient or Advanced in Math and 82% in Literacy.

LISA Academy**Grades 6-12**

21 Corporate Hill Drive, Little Rock, AR 72205 Ph. (501) 227-4942

www.lisaacademy.org

LISA Academy is a tuition free, public charter school that offers a comprehensive college preparatory program for children in grades six through twelve. Our curriculum focuses on science, mathematics, and technology. LISA Academy is financed by the Arkansas State Department of Education. Our charter status allows our teaching staff more autonomy to pursue innovative approaches to improve student performance as evident in our benchmark scores. The Center for Education Reform honored LISA Academy with the National Charter School of the Year in 2008. This is a prestigious award and is given to charter schools that are "success stories." LISA Academy strives for all our children to succeed. Our school offers after school Math and English tutoring and provides many after school clubs such as Robotics Club, Math Counts Club and a variety of Quiz Bowl Clubs that competes on a state levels. Our science program has resulted in top awards from CARSF, State Science Fair and Jr. Academy of Science. LISA Academy is a success story. We are a small, safe, structured school dedicated to providing an exceptional education in a culturally diverse environment. We value our students and their families. Our PTSA, Parent, Teacher and student Association, is growing strong and building community relationships. We invite you to visit our school website at www.lisaacademy.org or come for a tour and meet our kind staff.

LISA Academy - North**Grades K-9**

5410 Landers Road, Sherwood, AR 72117, Ph. (501) 945-2727

www.lisanorth.org

LISA Academy - North is a community school offering a comprehensive college preparatory program focusing on science, mathematics, and technology. LISA Academy is strengthening its school model by further developing and codifying its college-preparatory curriculum, fine-tuning its method of grouping students according to their skills, bolstering the professional development available to teachers/administrators, and outlining a consistent parental engagement strategy. LISA assures an array of learning opportunities that are commensurate with abilities of students such as the school-wide enrichment model, special summer and Saturday programs, mentoring, ability grouping, independent study and research projects, and enhancement programs for creativity and thinking skills. It also offers clubs in after school program for free of charge such as Arts and Crafts, Basketball, Soccer, Computer Programming, Chess, MATHCOUNTS, Quiz Bowl, Photography, PTA Reflections, French, Journalism and Music.

Little Rock Preparatory Academy**Grades 5**

1205 South Schiller Street, Little Rock, AR 72202 Ph. (501) 683-1855

www.lrprep.org

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. Little Rock Preparatory Academy was designed from an intensive study of some of the nation's top-performing urban charter schools through the Building Excellent Schools Fellowship in Boston, MA. All of the school's that LR Prep is modeled after uphold a "no excuses" approach to learning and high expectations for all students. We believe that all students have the ability to achieve academic excellence. We believe that all students deserve a disciplined school environment in which students can learn and teachers can teach. We believe that all students should become masters in reading, writing, and mathematics to be prepared to excel in competitive public and private high schools on their way to selective colleges and universities. To adhere to our mission and beliefs of high expectations for all students, LR Prep students attend school Monday-Thursday 7:25am-5:00pm and Friday, 7:25am-2:30pm. Homework is required every night and all students must adhere to our school wide, highly structured environment and discipline code. Additionally, LR Prep employs masterful teachers who focus on upholding our school's mission that all students will achieve academic and personal success and have an unrelenting focus on closing the achievement gap.

Osceola Communication, Arts, and Business School (OCABS)

1425 Ohlendorf Road, Osceola, AR 72370 Ph. (870) 622-0550

Grades 7-12www.osceolacommunityschool.com

The Osceola Communication, Arts and Business School is an innovative, year-round school. Using Malcolm Baldrige Education criteria, we partner with area agencies, businesses and the local community college. We strive to locate and support jobs, internships and youth apprenticeships for our students. We feature a nighttime school called our Twilight School and a daytime Early College high school. Utilizing concurrent and replacement credit classes through Arkansas Northeastern College, our students can take technical courses and STEM classes. Our Twilight School is being developed as a model statewide to reconnect out of school youth. Our students work or attend technical training during the day and attend classes in the evening while receiving extra guidance and encouragement. With the support of our community partners and our families, our school will be a model for preparing students for college, careers and lifelong learning.

School of Excellence

703 North Division, Humphrey, AR 72073 Ph. (870) 873-2008

Grades 6-10www.school-excellence.com

The School of Excellence is a Smart Core, highly academic educational system with emphasis on foreign language and global economics. Spanish and Mandarin Chinese are the two main languages that are taught, but other languages will be taught as well. The Smart Core curriculum will be followed which will produce academically qualified college bound students. The School of Excellence utilizes the most up-to-date technology of every type in all classes. The small class size helps ensure that no child will be left behind. Through the collaboration and dedication of teachers, parents and students much progress is made toward proficiency in all subjects. Our students will receive a well-rounded education that will shoot them into the twenty-first century as progressive and productive citizens.



Arkansas District Conversion Public Charter Schools

Academic Center of Excellence

Grades 1-10

112 N. School St., Osceola, AR 72370 Ph. (870) 563-2150

www.osceola.k12.ar.us/Oacecs.cfm

Our mission is to develop learners who are competent, confident, productive, and responsible students who will possess the life skills, work habits, knowledge base and attitude to succeed in high school, in college and in the global work force. The emphasis is on math and science, writing and research as well as pre-advanced placement courses. The goal of the Academic Center of Excellence is to provide various learning methods with opportunities for all students to experience different and innovative teaching methods. This can be accomplished particularly when those methods can clarify and expand challenging subject material. The ACE will also provide parents and students with expanded choices in educational opportunities available within the public school system of Osceola, hold the school established under this charter responsible for meeting measurable learner outcomes, and provide the school with a method to change from rule-based to performance-based accountability systems.

Arthur Bo Felder Learning Academy

Grades 6-12

6900 Pecan Avenue, Little Rock, AR 72206 Ph. (501) 447-4200

www.lrsd.org

Arthur 'Bo' Felder Learning Academy is a conversion charter alternative school in the Little Rock School District. Serving grades 6-12, the Academy uses a militarily structured program designed to modify a student's behavior and provide opportunities for academic success. The framework and methodology provides constructive, disciplined standards that lead to self-discipline, respect for authority, and good citizenship. A dress code is required. Refusal to accept the guidelines for enrollment may result in a student being denied admittance into the Academy. Students are accepted directly from the Little Rock and North Little Rock School Districts. Students from other school districts must enroll in the Little Rock School District to be admitted. Within the military framework is a unique, creative curriculum that includes English, Mathematics, Science, Social Studies, Physical Education, Health, and Business Education, which includes electives that provide a career focus. Class sizes are limited in order to meet individual needs of students.

Badger Academy Conversion Charter School

Grades 7-12

1201 W. Center St., Beebe, AR 72012 Ph. (501) 882-8413

badger.k12.ar.us

Badger Academy seeks to eliminate traditional barriers to student learning. Enrollment is available to Beebe Public School students in grades seven through twelve. Certified personnel assist students in meeting specified requirements in the core subject areas. The primary goal of Badger Academy is to help students acquire the emotional, social, and academic skills necessary to be successful students and productive members of the community. Counseling services, as well as other support services, are also available to students enrolled in Badger Academy. Badger Academy also offers adults a Second Chance to gain a quality education. The Second Chance Program is designed to give former high school students between the ages of eighteen to twenty-one an opportunity to earn a diploma. Staff members facilitate and assist learners in their quest in becoming High School Graduates. Students must meet graduation requirements based upon their program of study prior to their drop date. Upon program completion, students will be given a High School Diploma! Graduation Ceremonies are conducted after both spring and fall semesters.

Blytheville Charter School and ALC**Grades 7-12**

415 Tennessee St., Blytheville, AR 72315 Ph. (870) 763-7191

www.bps.k12.ar.us

Blytheville Charter School & ALC is a charter school with a focus on alternative students. Alternative students are those students who have social, academic, and/or behavior issues in a traditional school environment. Along with academics we provide job training in areas such as Food Production and Medical Professions and the opportunity to get a state license as a certified nurses' assistant. We work with the community to try to locate jobs for as many of our students as possible.

Cabot Academic Center of Excellence**Grades 7-12**

1 City Plaza Suite C, Cabot, AR 72023 Ph. (501) 743-3520

cabot.k12.ar.us/schools/ACE/ACE.html

Academic Center of Excellence (ACE) is a learning community committed to quality learning where students of all abilities and interests can find a nurturing environment. ACE mixes the intimacy of a one-room schoolhouse with 21st century technology. This conversion charter school is starting its 5th year serving students in the Cabot Public School District. In 2007, ACE received a "National Charter School of the Year" distinction from the Center of Education Reform. ACE is a virtual school that provides new opportunities and alternatives to the traditional academic approach. Students may enroll in the essential core classes along with electives needed to graduate. ACE students participate in graduation with Cabot High School. All students enrolled in ACE are assigned an advisor to ensure their success. The advisor's role includes monitoring advisees' overall academic performance, counseling the student, and serving as the primary liaison between parents and the school.

Lincoln Academic Center of Excellence**Grades K-12**

611 E.P. Rothrock Drive, Lincoln, AR 72744 Ph. (479) 824-3010

wolfpride.k12.ar.us

Lincoln Academic Center of Excellence (ACE) is a non-traditional school where students earn credit through mastery learning and project-based learning. Innovative instructional strategies and flexible schedules combine to create a different, engaging, and rigorous learning environment. The environment is technology rich and creativity is integrated into the curriculum. Access to concurrent credit and AP courses is available to students. ACE has a small school feeling and the staff focuses on student learning and providing the extra help students need. ACE is a non-traditional school where students earn credit through mastery learning and project-based learning. Innovative instructional strategies and flexible schedules combine to create a different, engaging, and rigorous learning environment. The environment is technology rich encouraging creativity in students. Concurrent credit, AP courses, and other electives are available. ACE has a small school feeling and the staff focus on student learning and providing the extra help needed for successful students. As an alternative to the traditional school, Lincoln ACE provides all students with opportunities for anytime, anywhere learning. The school is an innovative, creative, and state of the art school focused on customizing the learning for students and families.



Mountain Home High School Career Academies**Grades 10-12**

500 Bomber Blvd., Mountain Home, AR 72653 Ph. (870) 425-1215

bombers.k12.ar.us

Established in 2003, MHHS Career Academies house three career academies with the 9th grade housed on a separate campus. This Wall-to-Wall Career Academy model with the 9th grade transition serves all students, approximately 300 per grade level.

The three academies are ACME – Architecture, Construction, Manufacturing, Engineering; CAB Communications, Arts, Business; HHS Health Science Human Services. MHHS Career Academies have been recognized by the National Career Academy Coalition as Model and nationally certified academies and by the Ford Foundation at the Leadership Level in a Rural Setting. Each academy has its own business advisory and a volunteer support of over 110 business partners.

The Academies

- Provide small learning communities for student advisement and curriculum integration,
- Provide impetus for raising student achievement,
- Provide for academic teaming, interdisciplinary applications, and community involvement,
- Provide students with a 6 year secondary and post secondary plan,
- Enhance State Frameworks,
- Enhance extracurricular activities, and
- Enhance Cross Academy Opportunities, AP and Dual Credit, etc.

Oak Grove Elementary Health Wellness and Environmental Sciences**Grades K-4**

5027 Highway 135 North, Paragould, AR 72450 Ph. (870) 586-0439

oge.k12.ar.us

Oak Grove Elementary offers students enrichment in the areas of science, health and physical fitness. The scientific atmosphere embraced by faculty and staff encourages the use of creative and critical thinking skills. Our science lab allows students to develop their own ideas and conclusions through experimentation. Our health lab allows children to prepare healthy meals while learning about nutrition and the benefits of a healthy lifestyle. Our cardio room is equipped with game bike technology allowing students to participate in video games while exercising. Our focus on fitness and health includes classroom instruction on body systems, diseases, nutrition, and much more. Students are also given the opportunity to participate in sport programs such as speed and agility, softball, golf, baseball, soccer, croquet, football, bocce, curling, archery and basketball during the school day. After school activities include swimming, gymnastics, cheerleading, and a variety of science clubs.

Ridgeroad Middle Charter School**Grades 7-8**

4601 Ridge Rd., North Little Rock, AR 72116 Ph. (501) 771-8155

www.nlrsd.k12.ar.us

Ridgeroad Middle Charter School is a conversion charter school that is designed to maximize academic achievement for EVERY student.

Ridgeroad offers educational opportunities in an atmosphere of mutual respect between students and teachers. The daily school schedule begins at 7:45 AM with the four core academic areas. The day ends at 4:30 PM with students rotating through 3 elective classes. Exploratory periods are included in the morning and educate students in the areas of Art & Music Appreciation, Keyboarding & Technology, Career Orientation, and Physical Education & Health.

Ridgeroad ensures student/teacher relationships through teaming and looping. Each team includes a Language Arts teacher, a Math teacher, a Social Studies teacher, a Science teacher, and 2 Special Education teachers. Advanced Placement courses are offered in each core academic area.

Ridgeroad classes are full inclusion and maintain the philosophy that EVERY student can learn.

Vilonia Academy of Service and Technology

49 Eagle St., Vilonia, AR 72173 Ph. (501) 796-2940

Grades 5-6

vilonia.k12.ar.us

The Vilonia Academy of Service-Learning and Technology is located in the Vilonia School District. The curriculum is rich in service-learning and technology. The focus of the curriculum is to prepare students academically, while instilling a rebirth of citizenship. Students develop life skills as they apply what they learn to solve problems within their school and community. Classroom instruction incorporates various technologies and serves as a major component to guide the curriculum. It is the goal of the Academy to provide an engaging learning environment through technology and service while promoting excellence in education.

Vilonia Academy of Technology

4 Bane Lane, Conway, AR 72032 Ph. (501) 796-2018

Grades 2-4

vilonia.k12.ar.us

The Vilonia Academy of Technology is a very unique charter school. Located on the western end of the Vilonia School District, the Vilonia Academy of Technology is housed within Vilonia Primary School. We are a school within a school! Our charter school provides a technology-enriched environment for student learning. Classroom instruction includes interaction with a wide variety of advanced technologies: SMART Boards, ELMO visual presenters, Gateway Notebooks, iPods, digital cameras and video cameras, just to name a few. Then there's software: Microsoft Word, PowerPoint, PhotoStory3, Windows Movie Maker and most recently, Gagle. This visionary program of study is constantly researching new technologies that could assist in our effort to increase student performance. Students eagerly engage in challenging projects that require them to research, formulate, create and present across all areas of curriculum. The Vilonia Academy of Technology is truly a great place to learn!



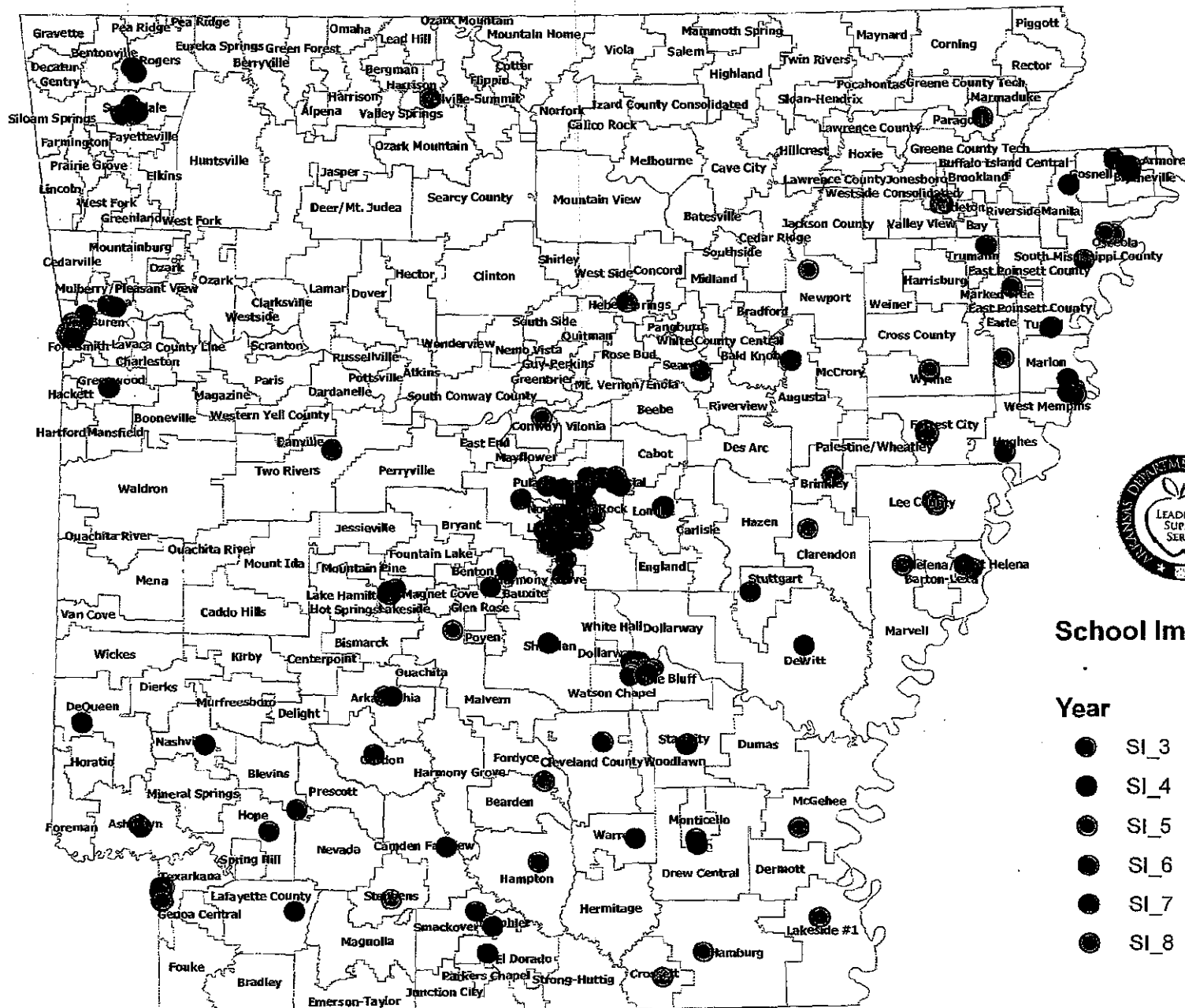


ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, Arkansas 72201
Phone: (501) 683-5313
Fax: (501) 371-3514

http://arkansased.org/schools/schools_charter.html

4



School Improvement

Year

- SI_3
- SI_4
- SI_5
- SI_6
- SI_7
- SI_8

Arkansas Code Annotated
§ 6-23-101 through § 6-23-601
86th General Assembly
Public Charter School

§ 6-23-101. Title

This chapter shall be known and cited as the "Arkansas Charter Schools Act of 1999".

§ 6-23-102. Legislative intent

It is the intent of the General Assembly, by this chapter, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving;
- (3) Encourage the use of different and innovative teaching methods;
- (4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

§ 6-23-103. Definitions

As used in this chapter:

- (1) "Application" means the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status;
- (2) "Charter" means a performance-based contract for an initial five-year period between the State Board of Education and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of this title specified in the contract;
- (3) "Conversion public charter school" means a public school that has converted to operating under the terms of a charter approved by the local school board and the state board;

(4) "Eligible entity" means:

(A) A public institution of higher education;

(B) A private nonsectarian institution of higher education;

(C) A governmental entity; or

(D) An organization that:

(i) Is nonsectarian in its program, admissions policies, employment practices, and operations; and

(ii) Has applied for tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986; [FN1]

(5) "Founding member" means any individual who is either:

(A) A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or

(B) A member of the initial governing nonadvisory board of the open-enrollment public charter school;

(6) "Limited public charter school" means a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the state board;

(7) "Local school board" means a board of directors exercising the control and management of a public school district;

(8) "Open-enrollment public charter school" means a public school:

(A) That is operating under the terms of a charter granted by the state board on the application of an eligible entity; and

(B) That may draw its students from any public school district in this state;

(9) "Parent" means any parent, legal guardian, or other person having custody or charge of a school-age child;

(10) "Public school" means a school that is part of a public school district under the control and management of a local school board; and

(11) "Public charter school" means a conversion public charter school, an open-enrollment public charter school, or a limited public charter school.

[FN1] 26 U.S.C.A. § 501(c)(3).

§ 6-23-104. Charter form for public charter schools--Requirements--Revision

(a) A charter for a public charter school shall:

- (1) Be in the form of a written contract signed by the Commissioner of Education and the chief operating officer of the public charter school;
- (2) Satisfy the requirements of this chapter; and
- (3) Ensure that the information required under § 6-23-404 is consistent with the information provided in the application and any modification that the State Board of Education may require.

(b) Any revision or amendment of the charter for a public charter school may be made only with the approval of the state board.

§ 6-23-105. Basis and procedure for public charter school probation or charter modification, revocation, or denial of renewal

(a) The State Board of Education may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the state board determines that the persons operating the public charter school:

- (1) Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- (2) Failed to satisfy generally accepted accounting standards of fiscal management;
- (3) Failed to comply with this chapter or other applicable law or regulation; or
- (4) Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the state board.

(b) Any action the state board may take under this section shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.

(c) The state board shall adopt a procedure to be used for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter.

(d)(1) The procedure adopted under this section shall provide an opportunity for a hearing to the persons operating the public charter school and to the parents of students enrolled in the public charter school.

(2)(A) The hearing shall be held at the location of the regular or special meeting of the state board.

(B) The state board shall provide sufficient written notice of the time and location of the

hearing.

(3) There is no further right of appeal beyond the determination of the state board.

(4) The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

§ 6-23-106. Impact on school desegregation efforts

(a) The applicants for a public charter school, local school board in which a proposed public charter school would be located, and the State Board of Education shall carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

(b) The state board shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.

(c) The state board shall not approve any public charter school under this chapter or any other 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.

Subchapter 2. Authorization for Charter Schools

§ 6-23-201. Application for conversion public charter school status

(a)(1) Any public school district may apply to the State Board of Education for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the state board.

(2) A public school district's application for conversion public charter school status for the public school may include, but shall not be limited to, the following purposes:

(A) Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

(B) Addressing school improvement status resulting from sanctions listed in §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

(C) Partnering with other public school districts or public schools to address students' needs in a geographical location or multiple locations.

(b) Such application shall:

(1)(A) Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.

(B) Notice of the public hearing shall be:

(i) Distributed to the community, certified personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and

(ii) Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting;

(2) Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;

(3) Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;

(4) Describe how the certified employees and parents of students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria;

(5) Describe how the concerns of certified employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and

(6) List the specific provisions of this title and the specific rules and regulations promulgated by the state board from which the conversion public charter school will be exempt.

(c)(1) A certified teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the certified teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

(2) If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification level, then the local school board shall call for a vote of the certified teachers in the proposed conversion public charter school site and proceed, at the local school board's option, with the conversion public charter school application if a majority of the certified teachers approve the proposal.

§ 6-23-202. Authorization for conversion public charter school status

As requested by the conversion public charter school applicant, the State Board of Education shall review the application for conversion public charter school status and may approve any application that:

(1) Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;

(2) Includes a set of performance-based objectives and student achievement objectives for the

term of the charter and the means for measuring those objectives on at least a yearly basis;

(3) Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public charter school, as well as the certified employees and the broader community, in the process of carrying out the terms of the charter; and

(4) Includes an agreement to provide a yearly report to parents, the community, the local school board, and the state board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.

§ 6-23-203. Resubmission of applications

(a) The State Board of Education may allow applicants to resubmit applications for conversion public charter school status if the original application was, in the opinion of the state board, deficient in one (1) or more respects.

(b) The Department of Education may provide technical assistance to the conversion public charter school applicants in the creation or modification of these applications.

§ 6-23-204. Charter renewal

The State Board of Education is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

§ 6-23-205. Teacher hires when charter revoked

If a certified teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the certified teacher will receive a priority in hiring for the first available position for which the certified teacher is qualified in the public school district where the certified teacher was formerly employed.

§ 6-23-206. Rules and regulations

The State Board of Education is authorized and directed to establish rules and regulations for conversion public charter schools.

§ 6-23-207. Repealed by Acts of 2007, Act 1573, § 62, eff. July 31, 2007

Subchapter 3. Authorization for an Open-Enrollment Charter School

§ 6-23-301. Application forms and procedures for open-enrollment public charter schools

(a) The State Board of Education shall adopt:

(1) An application form, a schedule, and a procedure that must be used to apply for a charter for an open-enrollment public charter school; and

(2) Criteria to use in selecting a program for which a charter may be granted.

(b) The application form must provide space for including all information required under this chapter to be contained in the charter.

(c) As part of the application procedure, the state board may require a petition supporting a charter for an open-enrollment public charter school signed by a specified number of parents or guardians of school-age children residing in the area in which an open-enrollment public charter school is proposed, or it may hold a public hearing to determine parental support for the school.

§ 6-23-302. Application for an open-enrollment public charter school

(a) Pursuant to the provisions of this chapter, an eligible entity may apply to the State Board of Education to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district.

(b) The application to the state board for an open-enrollment public charter school shall be made in accordance with a schedule approved by the state board.

(c) The application shall:

(1)(A) Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.

(B)(i) Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment.

(ii) The last publication of notice shall be no less than seven (7) days prior to the public meeting.

(iii) The notice shall not be published in the classified or legal notice section of the newspaper.

(iv) The notice shall be published in no less than ten-point type and shall be no less than two by four inches (2" x 4") or four by two inches (4" x 2").

(C)(i) Within seven (7) calendar days following the first publication of notice required under subdivision (c)(1)(B) of this section, letters announcing the public hearing shall be sent to the superintendent and school board members of each of the public school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent and school board members of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

(ii) The letters to the school board members required in subdivision (c)(1)(C)(i) of this

section shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district or by the Department of Education upon the request of the applicant.

(iii) An affected school district may submit written comments concerning the application to the state board to be considered at the time of the state board's review of the application;

(2) Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;

(3) Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;

(4) List the specific provisions of this title and the specific rules and regulations promulgated by the state board from which the open-enrollment public charter school seeks to be exempted;

(5)(A) Describe the facility to be used for the open-enrollment public charter school and state the facility's current use and the facility's use for the immediately preceding three (3) years.

(B) If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district.

(C) If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the state board; and

(6) Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

(d)(1) The application shall be first reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

(2)(A) However, if the local school board disapproves the application, the applicant shall have an immediate right to proceed with a written notice of appeal to the state board.

(B) The state board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal.

(C) All interested parties may appear at the hearing and present relevant information regarding the application.

(e) A certified teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public

charter school over the certified teacher's objections.

§ 6-23-303. Authorization for an open-enrollment public charter school

As requested by the applicant for an open-enrollment public charter school, the State Board of Education shall review the application for an open-enrollment public charter school and may approve any application that:

- (1) Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;
- (2) Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment public charter school's operation to measure its progress in meeting its academic performance goals;
- (3) Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the certified employees, and the broader community in carrying out the terms of the open-enrollment charter;
- (4) Includes an agreement to provide an annual report to parents, the community, and the state board that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;
- (5) Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and
- (6) Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

§ 6-23-304. Requirements--Preference for certain districts

- (a) The State Board of Education may approve or deny an application based on:
 - (1) Criteria provided by law or by rule adopted by the state board;
 - (2) Findings of the state board relating to improving student performance and encouraging innovative programs; and
 - (3) Written findings or statements received by the state board from any public school district likely to be affected by the open-enrollment public charter school.
- (b) The state board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:
 - (1) When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
 - (2) When the district has been classified by the state board as in academic distress under § 6-

15-428; or

(3) When the district has been classified by the Department of Education as in some phase of school improvement status under § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the state board.

(c)(1) The state board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools.

(2) An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in subdivision (c)(6) of this section.

(3) An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized pursuant to the provisions of § 6-13-1601 et seq. until after the third year of the administrative reorganization.

(4) The General Assembly hereby recognizes by established relevant demonstrated educational accountability measures that the Knowledge Is Power Program (KIPP) Delta College Preparatory Open-Enrollment Charter School has:

(A) Improved student learning through innovative ideas and techniques;

(B) Increased learning opportunities for all students; and

(C) Created special emphasis on expanded learning experiences for students who were previously identified as low-achieving.

(5) As a result, the Knowledge Is Power Program is recognized as an effective method for:

(A) Meeting the statutory intent of this chapter;

(B) Closing the achievement gap in public schools for economically disadvantaged, racial, and ethnic subgroups, the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq. and § 6-15-1601 et seq.; and

(C) Otherwise providing an alternative education that has been proven adequate and equitable to Arkansas students.

(6) Therefore, any charter applicant that receives an approved open-enrollment public charter may petition the state board for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas provided that the applicant meets the following conditions, subject to the normal application, review, and approval process of the state board:

(A) The approved open-enrollment public charter applicant has demonstrated success in

student achievement gains, as defined by the state board; and

(B) The approved open-enrollment public charter applicant has not:

- (i) Been subject to any disciplinary action by the state board;
- (ii) Been classified as in school improvement or academic or fiscal distress; and
- (iii) Had its open-enrollment public charter placed on probation, suspended, or revoked; and

(C) The state board determines in writing by majority of a quorum of the state board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in this subdivision (c)(6).

(d) No private or parochial elementary or secondary school shall be eligible for open-enrollment public charter school status.

§ 6-23-305. Notice of disapproval--Assistance with resubmission of application

(a) If the State Board of Education disapproves an application for an open-enrollment public charter school, the state board shall notify the applicant in writing of the reasons for such disapproval.

(b) The state board may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the state board.

(c) The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the creation or modification of its application.

§ 6-23-306. Contents of open-enrollment public charters

An open-enrollment public charter granted under this subchapter shall:

- (1) Describe the educational program to be offered;
- (2) Specify the period for which the open-enrollment public charter or any renewal is valid;
- (3) Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board of Education and on compliance with any accountability provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;
- (4) Establish the level of student performance that is considered acceptable for purposes of subdivision (3) of this section;
- (5) Specify any basis, in addition to a basis specified by this chapter, on which the open-

enrollment public charter school may be placed on probation or its charter is revoked or on which renewal of the open-enrollment public charter may be denied;

(6) Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:

(A) The open-enrollment public charter may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, [FN1] Title IX of the federal Education Amendments of 1972, [FN2] the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and

(B) The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title;

(7) Specify the grade levels to be offered;

(8) Describe the governing structure of the program;

(9) Specify the qualifications to be met by professional employees of the program;

(10) Describe the process by which the persons providing the program will adopt an annual budget;

(11) Describe the manner in which the annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;

(12) Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;

(13) Describe the geographical area, public school district, or school attendance area to be served by the program;

(14)(A) Specify methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

(B)(i) Except as provided in subdivision (14)(C) of this section, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept, the open-enrollment public charter must require the open-enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

(ii) However, an open-enrollment public charter school may allow a preference for:

(a)(1) Children of the founding members of the eligible entity.

(2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school; and

(b) Siblings of students currently enrolled in the open-enrollment public charter school.

(C) The open-enrollment public charter may allow use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States Department of Education, July, 2004; and

(15) Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

[FN1] 42 U.S.C.A. § 2000d et seq.

[FN2] 20 U.S.C.A. § 1681 et seq.

§ 6-23-307. Renewal of charter

After the initial five-year period of an open-enrollment public charter, the State Board of Education is authorized to renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed five (5) years.

§ 6-23-308. Priority hiring for teachers

If a certified teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the certified teacher will receive a priority in hiring for the first available position for which the certified teacher is qualified in the public school district where the certified teacher was formerly employed.

§ 6-23-309. Rules and regulations

The State Board of Education is authorized to promulgate rules and regulations for the creation of open-enrollment public charter schools.

§ 6-23-310. Status report

The State Board of Education shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Interim Committee on Education and the Senate Interim Committee on Education during the interim between regular

sessions of the General Assembly.

Subchapter 4. Operation of Open-Enrollment Charter Schools

§ 6-23-401. Authority under a charter for open-enrollment public charter schools

(a) An open-enrollment public charter school:

- (1) Shall be governed by an eligible entity that is fiscally accountable and under the governing structure as described by the charter;
- (2) Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;
- (3) Shall retain authority to operate under the charter contingent on satisfactory student performance as provided by the charter and in accordance with this chapter;
- (4) Shall have no authority to impose taxes;
- (5) Shall not incur any debts without the prior review and approval of the Commissioner of Education;
- (6) Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and
- (7) Shall not be religious in its operations or programmatic offerings.

(b) An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by this title and any rule and regulation promulgated by the State Board of Education under this title relating to:

- (1) Monitoring compliance with this chapter, as determined by the commissioner;
- (2) Public school accountability under this title;
- (3) High school graduation requirements as established by the state board;
- (4) Special education programs as provided by this title;
- (5) Conducting criminal background checks for employees as provided in this title; and
- (6) Health and safety codes as established by the state board and local governmental entities.

§ 6-23-402. Enrollment numbers and deadline

(a) An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.

(b)(1) Any student enrolling in an open-enrollment public charter school shall enroll in that school by July 30 for the upcoming school year during which the student will be attending the open-enrollment public charter school.

(2) However, if a student enrolled by July 30 should no longer choose to attend the open-enrollment public charter school, the open-enrollment public charter school may enroll a replacement student.

(c) Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

§ 6-23-403. Annual audit of open-enrollment public charter school required

Any other provisions of the Arkansas Code notwithstanding, an open-enrollment public charter school shall be subject to the same auditing and accounting requirements as any other public school district in the state.

§ 6-23-404. Evaluation of open-enrollment charter schools

(a) The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

(b) An annual evaluation shall include, but not be limited to, consideration of:

(1) Student scores under the statewide assessment program described in § 6-15-433;

(2) Student attendance;

(3) Student grades;

(4) Incidents involving student discipline;

(5) Socioeconomic data on students' families;

(6) Parental satisfaction with the schools; and

(7) Student satisfaction with the schools.

(c) The State Board of Education may require the charter holder to appear before the state board to discuss the results of the evaluation and to present further information to the state board as the department or the state board deems necessary.

Subchapter 5. Funding for Open-Enrollment Public Charter Schools

§ 6-23-501. Funding for open-enrollment public charter schools

(a)(1) An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under § 6-20-2305(a) and (b) as well as any other funding that a

public charter school is entitled to receive under law or pursuant to rules promulgated by the State Board of Education.

(2) Funding for an open-enrollment public charter school shall be based upon the current year three-quarter average daily membership of the open-enrollment public charter school as follows:

(A) The initial funding estimate for each school year shall be based on enrollment as of July 30 preceding the school year in which the students are to attend;

(B) In December, funding will be adjusted based on the first-quarter average daily membership; and

(C) A final adjustment will be made after the current year three-quarter average daily membership is established.

(3) Funding for an open-enrollment public charter school shall be paid in twelve (12) equal installments each fiscal year.

(b) An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

(c) Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

(d)(1) An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws its students if the public school district decides to sell or lease the public school facility.

(2) The public school district may not require lease payments that exceed the fair market value of the property.

(3) The application of this subsection (d) is subject to the rights of a repurchaser under § 6-13-103 regarding property taken by eminent domain.

(4) A public school district is exempt from the provisions of this subsection (d) if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.

(5) The purposes of this subsection (d) are to:

(A) Acknowledge that taxpayers intended a public school facility to be used as a public school; and

(B) Preserve the option to continue that use.

(6) Nothing in this subsection (d) is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

§ 6-23-502. Source of funding

(a) Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

(b) The amount set aside shall be determined by the State Board of Education.

§ 6-23-503. Use of funding

(a) An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

(b)(1) 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.

(2) Every contract or lease into which an open-enrollment public charter school enters shall include the wording of subdivision (b)(1) of this section.

§ 6-23-504. Employee benefits

Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

§ 6-23-505. Annual audit

An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 of each year in accordance with generally accepted auditing procedures and containing any other data as determined by the State Board of Education.

§ 6-23-506. Assets of school as property of state

(a) 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.

(b)(1) If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board of Education may require that the property be sold.

(2) 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.

§ 6-23-507. Rules and regulations

The State Board of Education shall have the authority to promulgate rules and regulations in accordance with other state and federal statutes to implement this subchapter and § 6-23-402.

Subchapter 6. Limited Charter Schools

§ 6-23-601. Application for limited public charter school status--Approval-- Teacher transfers--Annual evaluation

(a)(1) Any public school may apply to the State Board of Education for limited public charter school status for alternative comprehensive staffing and compensation programs designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives, to be known as a limited public charter school.

(2) A limited public charter shall be for the purpose of instituting alternative staffing practices in accordance with a schedule approved by the state board.

(3) A limited public charter shall be initially established for a period of no more than five (5) years and may be renewed on a one-year or multiyear basis, not to exceed five (5) years per charter renewal.

(b) The application shall:

(1)(A) Contain the provisions of this title and the specific rules and regulations promulgated by the state board from which the limited public charter school will be exempt.

(B) The provisions from which the public school district may be exempt for the limited public charter school only shall be limited to the following:

(i) The duty-free lunch period requirements set forth in § 6-17-111;

(ii) The daily planning period requirements set forth in § 6-17-114;

(iii) The committee on personnel policies requirements set forth in § 6-17-201 et seq.; and

(iv) Standards for accreditation set forth in the Arkansas Code, set forth by the Department of Education, or set forth by the state board.

(C) No limited-public charter school may be allowed an exemption that would allow a full-time certified employee to be paid less than the salary provided in the public school district's salary schedule for that employee;

(2) Describe a plan for school improvement that addresses how the limited public charter school will improve student learning and meet the state education goals;

(3) Describe how the certified employees at the limited public charter school will be involved in developing and implementing the school improvement plan set forth in subdivision (b)(2) of this section and in identifying performance criteria;

(4) Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited public charter school in improving student learning and meeting or exceeding the state education goals; and

(5) Be reviewed as a regular agenda item and approved after sufficient public comment by the local school board and the state board.

(c)(1) Any application to obtain limited public charter school status approved by a local school board shall be forwarded by the local school board to the state board.

(2) If a local school board does not approve a public school's application, the local school board shall inform the applicants and faculty of the public school of the local school board's reasons for not approving the application.

(d)(1) A certified teacher employed by a public school in the school year immediately preceding the effective date of a limited public charter for a limited public charter school within that public school district may not be transferred to or be employed by the limited public charter school over the certified teacher's objections, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

(2) If the transfer of a teacher within a public school district is not possible because only one (1) public school exists for the teacher's certification level, then the local school board shall call for a vote of the certified teachers in the proposed limited public charter school site and proceed, at the local school board's option, with the limited public charter school application if a majority of the certified teachers approve the proposal.

(3)(A) A certified teacher choosing to join the staff of a limited public charter school shall be employed by the district by a written contract as set forth in § 6-13-620(4), with the contract being subject to the provisions of The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(B)(i) The certified teacher shall also enter into a separate supplemental contract specifically for the teacher's employment in the limited public charter school, with the supplemental contract being exempt from The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., and from § 6-17-807.

(ii) Termination of the supplemental contract shall not be used as a basis to deny continued employment of the teacher within the public school district in another public school at a similar grade level.

(e)(1) Limited public charter schools shall be evaluated annually by the department based on criteria approved by the state board, including, but not limited to, student performance data in order to determine progress in student achievement that has been achieved by the limited public charter school.

- (2) The department shall annually report its evaluation to the state board.
- (3) Based upon that evaluation, the state board may revoke a limited public charter.
- (f) The state board shall promulgate rules and regulations necessary for the implementation of this subchapter.

Current through end of the 2008 First Ex.Sess., including changes made by the Arkansas Code Revision Commission received through March 26, 2008.

END OF DOCUMENT

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS**

October 12, 2009

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Public Charter Schools.
- 1.02 The State Board of Education enacted these rules pursuant to its authority under Arkansas Code Annotated §6-11-105, 6-23-101 et seq., 25-15-201 et seq., and Act 1469 of 2009.

2.00 Purpose of Regulations

- 2.01 The purposes of these rules are to implement Arkansas Code Annotated §6-23-101, et seq. and to establish the requirements and procedures for the application of a public charter school, for monitoring a school once it has been granted a charter by the State Board of Education (State Board), for renewal, modification, and revocation of a charter granted by the State Board of Education, and for disbursing funds to a public charter school.

3.00 Definitions

For the purpose of these rules:

- 3.01 "Debt" is defined as a financial obligation incurred by a public charter school, which is due in more than 365 days.
- 3.02 "Average daily membership (ADM)" is defined as the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year, divided by the number of school days actually taught in the school during that period of time rounded up to the nearest hundredth.
- 3.03 "Local School Board" means a board of directors exercising the control and management of a public school district. In addition for the purposes of these rules a local school board refers to the board of directors of the school district where the public charter school will be physically located.
- 3.04 "Public school district in which enrollment is likely to be affected" is defined as the school districts in the geographical area surrounding the proposed open-enrollment public charter school from which students are likely to be drawn across district lines for enrollment in the public charter school.

- 3.05 "Application" is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.

- 3.06 "Letter of Intent" is defined as a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education by the established deadline.

- 3.07 "Eligible entity" is defined as a public or private, nonsectarian institution of higher education; governmental entity, or organization, which has applied for tax exempt status under §501(c)(3) of the Internal Revenue Code at the time of application for the open-enrollment charter. The eligible entity must have status as a tax-exempt organization under § 501(c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

- 3.08 "Charter" is defined as a performance-based contract between the State Board of Education and an approved applicant for public charter school status which exempts the public charter school from specified state and local rules, regulations, policies, and procedures for an initial five-year (5) period and which operates under the specific terms of a charter granted by the State Board of Education.

- 3.09 "Public charter school" is defined as a conversion public charter school, an open-enrollment public charter school, or a limited public charter school.

- 3.10 "Open-enrollment public charter school" is defined as a public school that is operating under the terms of a charter granted by the s State Board of Education on the application of an eligible entity, may draw its students from any public school district in this state, and is recognized as a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. §7801, as it existed on April 10, 2009.

- 3.11 "Conversion public charter school" is defined as an existing public school which has is converted to a school under the terms of a charter approved by the local school board and the State Board of Education.

- 3.12 "Limited public charter school" is defined as a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the State Board of Education.

- 3.13 "Founding member" is defined as any individual who is either a member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school or a member of the initial governing non-advisory board of the open-enrollment public charter school.
- 3.14 "Parent" is defined as any parent, legal guardian, or other person having custody or charge of a school-age child.
- 3.15 "Public school" is defined as a school that is part of a public school district under the control and management of a local school board.
- 3.16 "License" is that authority granted by the State Board of Education to an already existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school with a limit of only one charter license to be approved for each additional open-enrollment public charter school to be established under an already existing open-enrollment charter provided the applicant for a charter license meets the following minimum conditions: (1) open-enrollment public school charter from the State Board of Education, and (2) meets the requirements of Section 10.05.1 of these Rules.

4.00 Observance of Anti-Discrimination Laws

- 4.01 All public charter schools shall observe and comply with all anti-discrimination law, both federal and state, except where otherwise exempted under federal charter school law as provided in § 10.02.02.
- 4.02 For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules, all public charter schools are responsible for ensuring that the requirements of IDEA are met.
- 4.03 For the purposes of Section 504 of the Rehabilitation Act and these rules, all public charter schools are responsible for ensuring that the requirements of Section 504 are met.

5.00 Application Process, Schedule, Forms and Technical Assistance

- 5.01 A procedure for establishing a public charter school shall be published by the Department of Education at least thirty (30) days prior to the hearing of a charter school application or license request or issue, as approved by the State Board of Education. If all dates and requirements in the procedures for establishing a public charter school are not strictly followed, the State Board may refuse to consider the application for a charter.
- 5.02 Application forms and other documents needed for the public charter school application process shall be provided by the Department of Education Charter

School Office and are attached as "Appendix A" to these Rules and incorporated into these Rules as if fully set forth herein.

- 5.03 Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.
- 5.04 A public school district is not eligible to apply for an open-enrollment public charter.

6.00 Conversion Public Charter School – Application Approval Procedures

- 6.01 Each conversion public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a conversion public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.
- 6.03 A public school application for a conversion public charter school may include, but shall not be limited to, the following purposes:
 - 6.03.01 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;
 - 6.03.02 Addressing school improvement status resulting from sanctions listed in Arkansas Code Annotated § 6-15-207(c)(8) and 6-15-429(a) and (b); or
 - 6.04.03 Partnering with other districts or schools to address students' needs in a geographical location or multiple locations.

7.00 Responsibilities of the State Board of Education – Conversion Public Charter Schools

- 7.01 The State Board shall not approve a conversion public charter school application from a district that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.

- 7.03 The State Board shall review the applications for proposed public charter schools. The State Board shall vote whether or not to award charters. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

8.00 Open-Enrollment Public Charter School – Application Approval Procedures

- 8.01 Each open-enrollment public charter applicant must submit to the Department of Education Charter School Office a letter of intent sent by certified mail and received by the Department on or before the established deadline. A copy of the letter of intent shall also be sent by certified mail to the superintendent of each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.
- 8.02 Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.
- 8.03 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application,
- 8.04 The application shall be received by the Department on or before the established deadline. Each open-enrollment public charter applicant shall send a copy of the application to all public school districts in which enrollment is likely to be affected by the public charter school by the established deadline. The application shall be sent by certified mail to the Superintendent(s) as required in § 8.01 by the established deadline. Documentation shall be provided to the Department of Education, in the form of copies of certified mail receipts that the applications were sent.

- 8.05 The board of the public school districts in which enrollment is likely to be affected by the proposed public charter school may review the open-enrollment public charter school application and submit any written findings or statements of the board, signed by the board president, to the Department of Education Charter School Office by an established deadline. The school board shall send a copy of the written findings or statements to the applicant by certified mail. Failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district.
- 8.06 The local board of the district where the proposed public charter school is to be located shall review the open-enrollment public charter school application. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent by certified mail to the Department of Education Charter School Office and to the public charter school applicant by an established deadline. An affected school district may submit written comments concerning the application to the State Board to be considered at the time of the State Board's review of the application by a deadline to be established by the State Board.
- 8.07 The applicant for an open-enrollment public charter school whose application is disapproved by the local board shall have the immediate right to proceed with a written notice of appeal to the State Board of Education. To exercise the right to appeal, the applicant must send written notice of appeal to the State Board within ten (10) calendar days after receiving notice of the local board's disapproval of the application for an open-enrollment public charter school. The notice of appeal shall be sent by certified mail to the State Board of Education and to the local board of the district where the proposed public charter school is to be located.

9.00 Responsibilities of the State Board of Education – Open-Enrollment Public Charter Schools

- 9.01 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. It is recommended that the evaluation form attached to these Rules as "Appendix C" and incorporated into these Rules as if fully set forth herein to be used by the Department in evaluating applications. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review. The State Board of Education may request the Department of Education to contract with outside agencies to provide services concerning the review and evaluation of charter applications.
- 9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal

at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment public charter school.

9.02.01 The charter applicant shall have a period of time to be set at the discretion of the State Board as required by Section 5.01 of these Rules to present its arguments to the State Board for approval of the proposed public charter school. The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined period of time, to be set at the discretion of the State Board, to present the arguments for disapproval of the proposed public charter school to the State Board. The charter applicant shall then have a period of time, to be set at the discretion of the State Board, to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed public charter schools and utilize the same procedures set forth in Section 9.02.01 of these Rules. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The public charter school application shall include, but is not limited to the following:

- 10.01.01 educational mission;
- 10.01.02 educational need;
- 10.01.03 description of public hearing results;
- 10.01.04 description of educational plan, which clearly addresses how the public charter school will improve student learning and academic achievement and meet or exceed state goals;
- 10.01.05 description of governance and organizational structure;

- 10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority
 - 10.01.07 copies of annual budget and financial plan (including all sources of funding);
 - 10.01.08 establishes the entity has applied for tax exempt status under § 501(c) (3) of the Internal Revenue Code of 1986;
 - 10.01.09 agreement to provide annual report of progress toward meeting performance goals to parents, community, local board and State Board;
 - 10.01.10 description of admission procedure;
 - 10.01.11 description of support services;
 - 10.01.12 identification of regulations, if any, to be waived, with rationale for waiver request;
 - 10.01.13 school calendar and school day schedule; and
 - 10.01.14 description of age or grade range of pupils to be enrolled.
- 10.02 In addition to the requirements identified in Section 10.01 of these Rules, an application for an open-enrollment public charter school shall include, but is not limited to, the following:
- 10.02.01 specification of period for which the charter or any charter renewal is valid, contingent upon acceptable student performance levels established within the state accountability system;
 - 10.02.02 prohibition of discrimination in admission on the basis of gender, national origin, race, ethnicity, religion, disability, 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, except as allowed in § 4.00; although the charter may provide for the exclusion of a student who has been expelled from another public school district;
 - 10.02.03 specification of the qualifications to be met by professional employees of the program;
 - 10.02.04 description of budget process;

- 10.02.05 description of annual audit of financial and programmatic operations, including how the charter school will provide information needed by the public school district in which the charter school is located;
- 10.02.06 description of facility to be used and its location including the terms of the facility utilization agreement if the facility for the public charter school is owned or leased from a sectarian organization. All facilities lease agreements by applicants shall provide as much information as possible but should supply the general information required. The lease agreement form as attached to these Rules as Appendix B is provided as a standard form lease that may be used by the applicant, ;
- 10.02.07 description of geographical area, school district or school attendance area to be served by the program;
- 10.02.08 description of admission and enrollment criteria and student recruitment and selection processes, including provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the public charter school is able to accept; and
- 10.02.09 a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees, except as permitted in § 4.00 and 10.02.02.

10.03 Preference for Approval of Open-Enrollment Public Charter Schools

The State Board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

- 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
- 10.03.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or
- 10.03.3 Where the district has been classified by the Department of Education as in some phase of school improvement under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under § 6-20-1902 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

10.04 The State Board may grant no more than a total twenty-four (24) charters for open-enrollment public charter schools, a charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 10.05 of these Rules.

10.04.1 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized pursuant to the provisions of § 6-13-1601 et seq. until after the third year of the administrative reorganization.

11.00 License Applicants

11.01 In accordance with Ark. Code Ann. § 6-23-304, the Knowledge Is Power Program instructional program is recognized as an effective method for meeting the statutory purpose and intent of Ark. Code Ann. § 6-23-101 et seq., closing the achievement gap in public schools for economically disadvantaged, racial and ethnic subgroups, Ark. Code Ann. § 6-15-401 et seq. and Ark. Code Ann. § 6-15-1601 et seq., and otherwise providing an alternative, proven, adequate and equitable education to Arkansas students.

11.01.1 Any charter applicant that receives an approved open-enrollment public charter under Section 10.04 of these rules may petition the State Board at any time for a charter school to be opened no earlier than July 1 of the following school year for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas provided that the applicant meets the following conditions, subject to the normal application, review, and approval process of the State Board, with the exception that the license request does not have to be initially sent to the local board for its consideration:

11.01.1.1 The approved open-enrollment public charter applicant has demonstrated success in student achievement gains, as defined by the State Board; and

11.01.1.2 The approved open-enrollment public charter applicant has not been subject to any disciplinary action by the State Board; has not been classified as in school improvement, academic or fiscal distress; and has not had its open-enrollment public charter placed on probation, suspended or revoked; pursuant to Arkansas Code Annotated § 6-23-105; and

- 11.01.1.3 The State Board of Education determines in writing by majority of a quorum of the State Board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 10.05.1 of these rules.

- 11.02 Applicants for a license under this section of the rules are relieved from compliance with sections 8.01 and 8.02.
- 11.03 The State Board shall consider any such license petition within ninety (90) business days after it receives the petition, utilizing the same procedures set forth in Section 9.02.01 of these Rules.

12.00 Enrollment

- 12.01 Enrollment for an existing public school converted to a public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the public charter school is located or similar to the enrollment procedures for district magnet schools.
- 12.02 If more eligible students apply for admission than the public charter school is able to accept, then the public charter school shall create an enrollment process based upon a random anonymous student selection method.
- 12.03 While a public charter school may operate on a traditional calendar or a year-long calendar, all public charter schools shall begin the school year in the fall.
- 12.04 Documented student enrollment as of July 30 of each school year shall be reported by open-enrollment public charter schools.
- 12.05 An open-enrollment public charter school may allow a preference for children of the founding members of the eligible entity. The number of enrollment preferences granted to the children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school and siblings of students currently enrolled in the school.
- 12.06 A public charter school may allow the use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States of the Department of Education, July, 2004.

13.00 Funding

13.01 Funding for Public Charter Schools

- 13.01.01 An existing public school converted to a public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.
- 13.01.02 An open-enrollment public charter school shall receive funds equal to the amount that any a public school would receive under 6-20-2305 (a) and (b) as well as any other funding that the public charter school is entitled to receive under law.
- 13.01.03 For the first year of operation and for the first year the open-enrollment public charter school adds a new grade, the foundation funding and enhanced educational funding for an open-enrollment public charter school is determined as follows: an initial funding estimate shall be based upon the enrollment as of July 30 of the current school year. In December, funding will be adjusted based upon the current year first quarter average daily membership; and a final adjustment will be made after the current three-quarter average daily membership is established. For the second year and each school year thereafter (if new grade(s) have not been added), the previous year's average daily membership will be used to calculate foundation funding and any enhanced educational funding amounts. Charter schools receiving foundation funding based on prior year three quarter ADM are eligible to receive student growth funding pursuant to §6-20-2305.
- 13.01.04 For the first year of operation, free or reduced price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding, and for the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.
- 13.01.05 In the first year of operation the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of July 30 of the current school year multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year. For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily

membership multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year.

- 13.01.06 The Department of Education shall distribute other categorical funding under §6-20-2305 (a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the state board. Funding for Alternative Learning Education (ALE) students will be funded pursuant to §6-20-2305.
- 13.01.07 An open-enrollment public charter school shall not be denied foundation funding, enhanced educational funding or categorical funding in any year of operation provided that the open-enrollment public charter school submits to the department the number of students eligible for funding through the Arkansas Public School Computer Network (APSCN) reporting process as specified in applicable rules.
- 13.02 The Department of Education shall establish procedures to ensure that every public charter school receives the Federal funds for which the public charter school is eligible.
 - 13.02.01 The Department of Education shall take such measures as necessary to ensure that a public charter school receives the federal funds for which the school is eligible not later than five (5) months after the public charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the public charter school are not fully and completely determined until that public charter school actually opens.
 - 13.02.02 The measures shall also ensure that every public charter school expanding its enrollment in any subsequent year of operation receives the federal funding for which the public charter school is eligible not later than five (5) months after such expansion.
- 13.03 The submission to an annual certified audit as required by Arkansas Code Annotated §6-23-101 et seq., shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner shall result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.
- 13.04 All open-enrollment public charter schools operated by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code are subject to the same auditing and accounting requirements as any other public school district in the state.

- 13.05 An open-enrollment public charter school shall 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 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

14.00 Evaluation, Monitoring and Reporting Requirements of the Public Charter Schools

- 14.01 The Arkansas Department of Education shall conduct an annual evaluation of all public charter schools. The Department may choose to contract with an outside party to conduct such an annual evaluation. The evaluation shall include, but not be limited to, consideration of the following:
- 14.01.01 student scores under the statewide assessment program described in § 6-15-433;
 - 14.01.02 student attendance;
 - 14.01.03 student grades;
 - 14.01.04 student discipline incidents
 - 14.01.05 socioeconomic data on students' families;
 - 14.01.06 parent satisfaction with the school;
 - 14.01.07 student satisfaction with the schools;
 - 14.01.08 on-site monitoring of the facility; and
 - 14.01.09 other terms of the school's charter.
- 14.02 The State Board of Education may require the charter holder to appear before the State Board to discuss the results of the evaluation and to present further information to the State Board as the Department or State Board deems necessary.
- 14.03 As a condition of its charter, each public charter school is required to provide an annual report to parents, the community and the State Board that details its progress in meeting its academic performance objectives.
- 14.04 Each public charter school shall participate in the Arkansas Public School Computer Network reporting requirements.

- 14.05 Each public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.

15.00 Basis and Procedure for Public Charter Modification, or Charter School Probation, Revocation, or Denial of Renewal.

- 15.01 The State Board may modify the charter of a public charter school or it may place a public charter school on probation or revoke its charter or deny renewal of its charter at any time the State Board deems it necessary to do so.
- 15.02 The State Board shall notify the chief operating officer of the public charter school of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the chief operating officer of the public charter school.
- 15.03 The chief operating officer of the public charter school, on behalf of the charter school, may request, in writing, a hearing before the State Board.
- 15.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.
- 15.05 The hearing shall be held at the location of the regular or special meeting of the State Board of Education.
- 15.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the conversion public charter school is located or to the chief operating officer of the open-enrollment public charter school.
- 15.05.02 The hearing shall be open to the public.
- 15.06 The decision of the State Board shall be final.

16.00 Impact on Desegregation Efforts

- 16.01 The applicant petitioners for each application for a proposed public charter school must include a written evaluation describing the potential impact 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.
- 16.02 The local board shall also prepare a written evaluation of the potential impact the proposed public charter school will have on the efforts of the public school district or districts to comply with court orders and statutory obligations to create

and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.

- 16.03 Technical assistance in this review may be provided by the Department of Education's section on Accountability and its unit on Desegregation Monitoring.
- 16.04 The State Board of Education shall not approve any public charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or districts in this state.

17.00 Renewal of Charters

- 17.01 Each open-enrollment public charter school and conversion public charter school must apply for renewal of its charter prior to expiration on a form prescribed by the Charter School Office, by a deadline set by the Charter School Office.
- 17.02 A charter may be renewed by the State Board of Education for up to a five (5) year period. The State Board may decide not to renew a charter or to renew a charter for a period less than five years.

18.00 Assets of School as Property of State

- 18.01 Any holder of a charter for an open-enrollment public charter school must give the Department at least thirty (30) business days' notice of its intent to cease operation as an open-enrollment public charter school to allow the charter holder and the Department sufficient time to accomplish those items necessary and required to close the charter school.
- 18.02 Upon dissolution of an open-enrollment public charter school or upon non-renewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest or real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of an open-enrollment charter school.
- 18.03 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board of Education may require that the property be sold.
- 18.04 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. The open-enrollment public charter school will assume sole responsibility of all expenditures at the close of the school.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING LIMITED PUBLIC CHARTER SCHOOLS**

October 12, 2009

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Limited Public Charter Schools.
- 1.02 The State Board of Education enacted these rules pursuant to its authority under Arkansas Code Annotated §§6-11-105, 6-23-206, and 6-23-201 et seq.

2.00 Purpose of Regulations

- 2.01 The purposes of these rules are to implement §6-23-601, and to establish the requirements and procedures for the application of a limited public charter school and for monitoring a school once it has been granted a limited charter by the State Board of Education.

3.00 Definitions

For the purpose of these rules:

- 3.01 "Limited Public Charter School" is defined as a public school operating under the terms of a charter approved by the State Board of Education for the purposes of implementing an alternative comprehensive staffing and compensation program designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives.
- 3.02 "Application" is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.
- 3.03 "Letter of Intent" is defined as a written notice submitted to the Department of Education Charter School Office that a public school district intends to file a limited public charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education.

4.00 Observance of Anti-Discrimination Laws

- 4.01 All limited charter schools shall observe and comply with all anti-discrimination laws, both federal and state.
- 4.02 For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules, all limited public charter schools are responsible for ensuring that the requirements of IDEA are met.
- 4.03 For the purposes of Section 504 of the Rehabilitation Act and these rules, all limited public charter schools are responsible for ensuring that the requirements of Section 504 are met.

5.00 Application Process, Schedule, Forms and Technical Assistance

- 5.01 A procedure for establishing a limited public charter school shall be published by the Department of Education, as approved by the State Board of Education. All dates and requirements in the procedures for establishing a limited public charter school shall be strictly followed by the charter applicant.
- 5.02 Application forms and other documents needed for the limited public charter school application process shall be provided by the Department of Education.
- 5.03 Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.

6.00 Limited Public Charter School – Application Approval Procedures

- 6.01 Each limited public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each limited charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a limited public charter school. The application shall be on a form provided by the Department of Education. Technical assistance in preparing the application may be requested from the Department of Education Charter School Office.
- 6.03 The application shall be reviewed by the local board of the public school district as a regular agenda item at their local board meeting. The local board shall vote to approve or disapprove the application. If approved, the local board shall forward the application with sufficient written proof of the local boards' approval of the application to the State Board of Education.

7.00 Responsibilities of the State Board of Education – Limited Public Charter Schools

- 7.01 The State Board shall not approve a limited public charter school application that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the application and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.
- 7.03 The State Board shall review the applications for proposed limited public charter schools. The State Board shall vote whether or not to award charters to approved applications. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a limited charter application in order to allow a limited charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

8.00 Content of Application and Charter

- 8.01 The limited public charter school application shall include, but is not limited to the following:
 - 8.01.01 identification of the rules and the provisions of Title 6 of the Arkansas Code, if any, to be waived, with rationale for waiver request as allowed by Arkansas Code Annotated §6-23-601 (b) (1);
 - 8.01.02 description of a plan for school improvement that addresses how the school will improve student learning and meet the state education goals;
 - 8.01.03 description of how the certified employees at the limited public charter school will be involved developing and implementing the school improvement plan and in identifying performance criteria; and
 - 8.01.04 description of the performance criteria that will be used during the initial period of the charter to measure the progress of the limited

public charter school in improving student learning and meeting or exceeding the state education goals.

8.02 In addition to the requirements identified in section 8.01, an application for a limited public charter school shall include, but is not limited to, the following:

- 8.02.01 description of admission, enrollment criteria and student selection processes, including a provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the limited public charter school is able to accept, except as allowed for in Arkansas Code Annotated §6-23-306;
- 8.02.02 a statement that the school district will not discriminate in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district;
- 8.02.03 A limited public charter school located in a school district under court ordered desegregation may use a weighted lottery in the student selection process in accordance with Arkansas Code Annotated §6-23-306; and
- 8.02.04 a statement that the school district will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.

9.00 Enrollment

- 9.01 Enrollment for a limited public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the limited public charter school is located.
- 9.02 If more eligible students apply for admission than the limited public charter school is able to accept, then the limited public charter school shall create an enrollment process based upon a random anonymous student selection method, except as allowed for in Arkansas Code Annotated §6-23-306.

10.00 Funding

- 10.01 A limited public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.

- 10.02 The Department of Education shall establish procedures to ensure that every limited public charter school receives the Federal funds for which the limited public charter school is eligible.
- 10.03 The submission of an annual certified audit as required by Arkansas Code Annotated §6-23-101 et seq. shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner would result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.

11.00 Evaluation, Monitoring and Reporting Requirements of Limited Public Charter Schools

- 11.01 The Arkansas Department of Education shall conduct an annual evaluation of all limited public charter schools, which shall include, but not be limited to, consideration of the following:
 - 11.01.01 student scores on assessment instruments; and
 - 11.01.02 other terms of the school's charter.
- 11.02 As a condition of its charter, each limited public charter school is required to provide an annual report to parents, the community, and the State Board that details its progress in meeting its academic performance objectives.
- 11.03 Each limited public charter school will participate in the Arkansas Public School Computer Network reporting requirements.
- 11.04 Each limited public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.

12.00 Basis and Procedure for Charter Modification, or Limited Public Charter School Probation, Revocation, or Denial of Renewal.

- 12.01 The State Board may modify the charter of a limited public charter school or it may place a limited public charter school on probation or revoke its charter or deny renewal of its charter at any time the Board deems it necessary to do so.
- 12.02 The State Board shall notify the superintendent of the sponsoring school district of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the superintendent of the school district where the limited public charter school is located.

- 12.03 The superintendent of the school district where the limited public charter school is located, on behalf of the limited public charter school, may request, in writing, a hearing before the State Board.
- 12.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.
- 12.05 The hearing shall be held at the facility at which the limited public charter school is located.
 - 12.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the limited public charter school is located.
 - 12.05.02 The hearing shall be open to the public.
- 12.06 The decision of the State Board shall be final.

13.00 Impact on Desegregation Efforts

- 13.01 The petitioners of each application for a proposed limited public charter school must include a written evaluation describing the potential impact 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.
- 13.02 The local board shall also prepare a written evaluation of the potential impact the proposed limited public charter school will have on the efforts of the school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.
- 13.03 Each application for a proposed limited public charter school shall be examined for its effect on the minority and majority percentages of student enrollment in the public school districts within the limited public charter school's proposed population outreach.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS
PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

July 2009

1.0 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-207, 25-15-201 et seq., and Acts 219, 829 and 1015 of 2007.
- 1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised June 2008.

2.0 PURPOSE

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.
- 2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.
- 2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:

- 3.01 "Cited" - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.
- 3.02 "Core academic course" means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.
- 3.03 "Department" - Arkansas Department of Education.
- 3.04 "Enforcement action" - Intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

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- 3.06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.
- 3.07 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law.
- 3.08 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.
- 3.09 "State Board of Education" - Arkansas State Board of Education.

4.0 CITED STATUS

- 4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.
- 4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.
- 4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.
- 4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.
- 4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

5.0 PROBATIONARY STATUS

- 5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.
- 5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.
- 5.03 No school or school district shall maintain a probationary status for violation of any standard for more than two (2) consecutive school years including the year the probationary status is declared.

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- 5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

D/P	6.0	STANDARD I	EQUAL EDUCATIONAL OPPORTUNITIES
	6.01	All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.	
	6.02	Pursuant to Ark. Code Ann. § 6-15-202(a) and Act 829 of 2007, all school districts which have not obtained full and complete unitary status and have been released from court supervision over desegregation obligations are strongly encouraged to seek unitary status and obtain an appropriate court order proclaiming such unitary status from the respective federal courts in which their cases have been filed.	
	6.03	By September 15 of each school year, any school district that has not been declared by court order to have reached complete and full unitary status shall file a report with the Arkansas Department of Education stating whether in the district's opinion the school district is unitary in status or not. Any school district that has not reached complete and full unitary status and has not been released from court supervision over desegregation obligations but which believes the district is in complete and full unitary status shall provide a written quarterly report to the Arkansas Department of Education by September 15 and the report shall provide a detailed plan with proposed time lines of how the district has complied with any desegregation plan or obligations and shall state how the district will seek to obtain a determination of full unitary status and release from court supervision and a release of any and all court ordered desegregation obligations.	
	6.04	If by July 1, 2009 and each school year thereafter, the Arkansas Department of Education is unable to verify the district's attempts to comply with their submitted detailed plan for obtaining a determination of full unitary status and release from court supervision as required in §6.03 of these Rules, then the Department of Education shall report to the State Board of Education:	
		1)	Whether the failure of the school district to obtain full and complete unitary status is having a negative impact on the state's overall obligation to provide a general, suitable and efficient school system; and
		2)	Whether the school district should be placed on probationary status and subject to the provisions of Ark. Code Ann. § 6-15-201 et seq.
	6.05	The SBE shall consider the report issued by the ADE under § 6.04 of this Rule and may designate or classify a school district in probationary status and take any necessary intervention allowed under § 6-15-201 et seq. If the SBE determines the district's inability to obtain unitary status is having a negative impact on the obligation to provide a general, suitable and efficient education.	

7.0 STANDARD II GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

Policy	7.01	STATE AND NATIONAL GOALS	It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.
D/C			As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).
	7.02	SCHOOL DISTRICT GOALS	
D/P	7.02.1		Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.
D/C	7.02.2		Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.
S/C	7.02.3		Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.
	7.03	SCHOOL DISTRICT ADMINISTRATION	
D/P	7.03.1	OPERATING POLICIES AND PROCEDURES	Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.
	7.03.2	RECORDS AND REPORTS	
S/P	7.03.2.1		Each school shall maintain all reports and records necessary for effective planning, operation, and education.
Policy	7.03.2.2		Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.
	7.03.3	SCHOOL BOARDS	
D/C	7.03.3.1		Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report

detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

- D/C 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

- S/P 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

- S/P 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

- D/P 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.

- S/C 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

9.0 STANDARD IV CURRICULUM

9.01 COURSE CONTENT FRAMEWORKS

- Policy 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

- S/P 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

- Policy 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

Policy 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be

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aligned to Arkansas Better Chance standards.

S/P

9.03

CURRICULUM

S/P

9.03.1 SMART CORE AND CORE

- 9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.
- 9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year (See 14.03.1 for a listing of Smart Core requirements).
- 9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.
- 9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core.
- 9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.
- 9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.
- 9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.
- 9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.
- 9.03.1.9 The core curriculum for grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also

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be used for all English Language Learners (ELL) students at all grade levels.

S/P

9.03.2 GRADES K-4

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.2.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.2.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social sciences processes and skills

9.03.2.4 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

S/P

9.03.2.8 Health and Safety Education and Physical Education

9.03.3 GRADES 5-8

Reading, writing, and mathematics shall be incorporated into all curriculum areas.
All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.3.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.

9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.

9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P

9.03.4 GRADES 9-12

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama

1 unit journalism

(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology

1 unit chemistry

1 unit physics.

(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I

1 unit geometry

1 unit Algebra II

1 unit pre-calculus mathematics to include trigonometry

(Other options as approved by the Department)

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9.03.4.4 Foreign Languages - 2 units of the same language

9.03.4.5 Fine Arts - 3 ½ units

1 unit art

1 unit instrumental music

1 unit vocal music

½ unit survey of fine arts or an advanced art or an advanced music course

9.03.4.6 Computer Applications with emphasis on current applications-1 unit

9.03.4.7 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America

1 unit world history

½ unit civics

½ unit of Arkansas history if not taught in grade 7 or 8

(Other options as approved by the Department)

9.03.4.8 Economics - ½ unit

The Economics course must be taught by a teacher appropriately licensed in either Social Studies or Business Education.

The appropriate licensure code must be used to differentiate between the area of social studies and the area of career focus elective credit to meet the requirements of the 38 units.

9.03.4.9 Health and Safety Education and Physical Education - 1½ units

1 unit physical education

½ unit health and safety education

9.03.4.10 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.

In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.

9.03.4.11 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.

9.03.4.11.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

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- 9.03.4.11.2 The public school district has a qualified teacher for the required 38 unit course;
- 9.03.4.11.3 No students enrolled in the required 38 unit course;
- 9.03.4.11.4 An AP course in the same subject area as the required course has students enrolled in the course;
- 9.03.4.11.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and
- 9.03.4.11.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.
- 9.03.4.11.7 The public school district may teach the required course to a new student:
 - i. In a traditional classroom setting;
 - ii. Through distance learning with a qualified teacher, or
 - iii. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.
- 9.03.4.11.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.
- 9.03.4.11.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.
- 9.03.4.11.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.
- 9.03.4.12 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.
- 9.03.4.13 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the

course is required to be taught, the course shall be considered as taught by the school district in compliance with the Standards for Accreditation under the following conditions:

- 9.03.4.13.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;
- 9.03.4.13.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;
- 9.03.4.13.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;
- 9.03.4.13.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and
- 9.03.4.13.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.
- 9.03.4.13.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.
- 9.03.4.13.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.
- 9.03.4.13.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.
- 9.03.4.13.9 Upon satisfaction of the requirements of Sections

9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be taught on a semester basis.

10.0 STANDARD V INSTRUCTION

10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

- D/P** 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.
- D/P** 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.
- D/P** 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.
- D/S/P** 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

10.02 CLASS SIZE AND TEACHING LOAD

- Policy** 10.02.1 Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.
- S/P** 10.02.2 Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.
- S/P** 10.02.3 The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.
- S/P** 10.02.4 The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.
- S/P** 10.02.5 In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.

D/C 10.03 INSTRUCTIONAL MATERIALS

School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.

10.04 DISCIPLINE

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D/P	10.04.1	Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.
D/P	10.04.2	Each district's written policies shall be filed with the Department.
D/S/P	10.04.3	Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.
S/P	10.04.4	Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.
S/P	10.04.5	Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall document procedures and methods used to inform parents and students of the policy.
D/S/P	10.04.6	Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by Ark. Code Ann. § 6-18-502.
D/C	10.05	EXTRACURRICULAR ACTIVITIES Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.
D/C	10.06	REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.
D/C	10.07	HOMEWORK AND INDEPENDENT STUDY SKILLS Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.
D/C	11.0	STANDARD VI ATTENDANCE AND ENROLLMENT
	11.01	MANDATORY ATTENDANCE All children who are ages five (5) through seventeen (17) on or before September 15 are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are

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enrolled in a postsecondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

S/C 11.02 **INITIAL ENROLLMENT**

A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.

Policy 11.03 **EARLY CHILDHOOD EDUCATION PROGRAMS**

It is recommended that school districts provide the opportunity for each child age three (3) on or before September 15 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).

D/P 11.04 **KINDERGARTEN**

Each school district must provide a full-day kindergarten for each child age five (5) on or before September 15. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5). Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.

D/S/P 11.05 **IMMUNIZATION REQUIREMENTS**

All schools and school districts shall meet immunization requirements established by state and federal laws.

All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

12.0 STANDARD VII STUDENT PERFORMANCE

D/S/P 12.01 **PERFORMANCE OF ALL STUDENTS**

Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

S/P 12.02 **GRADING**

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.

S/P 12.03 **SPECIAL EDUCATION STUDENTS**

Students with special needs shall have equal access to programs that meet the criteria for

their identified Individualized Education Program and shall receive services in the least restrictive environment that meets their needs.

12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

- D/C** **12.04.1** Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.
- S/C** **12.04.2** Each school shall schedule no fewer than two (2) parent-teacher conferences per school year to encourage communication with parents.
- S/C** **12.04.3** All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

12.05 TRANSFER BETWEEN SCHOOLS

- D/C** **12.05.1** Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.
- D/C** **12.05.2** Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

14.0 STANDARD IX GRADUATION REQUIREMENTS

- D/S/P** **14.01** Specifically, for the graduating classes of 2009-2010, 2010-2011, 2011-2012, 2012-2013, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]

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Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units

Civics or Civics/American Government

World History

American History

Oral Communications - one half ($\frac{1}{2}$) unit

Physical Education - one half ($\frac{1}{2}$) unit

Health and Safety - one half ($\frac{1}{2}$) unit

Fine Arts - one half ($\frac{1}{2}$) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half ($\frac{1}{2}$) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half ($\frac{1}{2}$) unit of civics or government]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]
Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half ($\frac{1}{2}$) unit

Health and Safety - one half ($\frac{1}{2}$) unit

Fine Arts - one half ($\frac{1}{2}$) unit

* A two-year algebra equivalent or a two-year geometry equivalent may each be

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counted as two units of the four (4) unit requirement.

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

14.02 Specifically, for the graduating class of 2013-2014, and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]
Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics]

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Economics - one half (½) unit

A one-half (½) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is

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taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half ($\frac{1}{2}$) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

D/S/P

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half ($\frac{1}{2}$) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half ($\frac{1}{2}$) unit of civics]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half ($\frac{1}{2}$) unit

Health and Safety - one half ($\frac{1}{2}$) unit

Economics - one half ($\frac{1}{2}$) unit

A one-half ($\frac{1}{2}$) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half ($\frac{1}{2}$) unit

* A two-year algebra equivalent or a two-year geometry equivalent may each be

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counted as two units of the four (4) unit requirement.

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

S/P

14.03 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

S/P

14.04 **SPECIAL EDUCATION**

14.04.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

14.04.2 Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

15.0

STANDARD X

PERSONNEL

D/P

15.01 **SCHOOL DISTRICT SUPERINTENDENT**

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

S/P

15.02 **PRINCIPALS**

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

15.03 **LICENSURE AND RENEWAL**

D/S/P

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid

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Arkansas license as required by law.

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| D/S/C | 15.03.2 | All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned. |
| D/S/C | 15.03.3 | A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual. |
| Policy | 15.03.4 | Licensure renewal in a subject area shall require intervening educational experience related to that subject area. |
| Policy | 15.03.5 | Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities. |
| Policy | 15.03.6 | Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action. |
| Policy | 15.03.7 | The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program. |

15.04 PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

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| D/P | 15.04.1 | Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually. |
| D/P | 15.04.1.1 | Each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours required for professional development. |
| D/P | 15.04.1.2 | Each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the required sixty (60) hours of professional development. |
| | 15.04.2 | For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management. |

15.05 HIGHLY QUALIFIED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES

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| 15.05.1 | Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than |
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10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.

- 15.05.2 Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works.

16.01 GUIDANCE AND COUNSELING

S/P

- 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

- 16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

D/P

- 16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

16.02 MEDIA SERVICES

D/C

- 16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.

S/C

- 16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.

S/P

- 16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.

S/C

- 16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.

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16.03 HEALTH AND SAFETY SERVICES

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| D/P | 16.03.1 | Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students. |
| S/C | 16.03.2 | Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program. |
| S/C | 16.03.3 | The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department. |
| S/C | 16.03.4 | Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site. |
| S/C | 16.03.5 | In accordance with Ark. Code Ann. § 6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers. |

17.0 STANDARD XII SPECIAL EDUCATION

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION

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| S/C | 18.01 | Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department. |
| D/P | 18.02 | Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability. |
| S/C | 18.03 | Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities. |

19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

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|------------|-------|--|
| D/C | 19.01 | Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom. |
| D/C | 19.02 | Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education. |
| D/P | 19.03 | Each school district shall provide appropriate alternative program(s) for students who are |

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identified as requiring such programs to continue their education.

Policy 19.04 Each school district should provide opportunities for summer school and adult education programs.

20.0 STANDARD XV FACILITIES AND EQUIPMENT

D/P 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.

D/C 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

21.0 STANDARD XVI AUXILIARY SERVICES

Policy Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS

Policy 23.01 COMPLIANCE WITH STANDARDS

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

Policy 23.02 DEPARTMENT GUIDELINES

The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.

Policy 23.03 ACCREDITATION PROCESS

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.

23.04 ACCREDITATION

S/P

23.04.1 Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.

Policy

23.04.2 School districts shall be notified of a school's or school district's probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to Ark. Code Ann. § 6-15-207.

23.04.3 The Department shall review by May 15 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.

23.04.4 A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])

23.04.5 The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.

Policy

23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

CITATIONS:

24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.

24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.

24.03 A school district will be placed in cited status for failing to hold the Annual Report to the

D (District) S (School) C (Cited) P (Probation) Policy (Policy required)
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Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

- 24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

PROBATIONS: For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

- 24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).
- 24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).
- 24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.
- 24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.
- 24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).
- 24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.
- 24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.
- 24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.
- 24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.
- 24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.
- 24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).
- 24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.
- 24.17 A school or school district shall be placed in probationary status for failing to teach the

D (District) S (School) C (Cited) P (Probation) Policy (Policy required)
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required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.

- 24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., Ark. Code Ann. §§ 6-16-132, 6-16-130, 6-15-1101, 6-17-309, 6-18-223, or 6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

- 25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.
- 25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.
- 25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:
- 25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
 - 25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
 - 25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
 - 25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;
 - 25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
 - 25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;

25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

25.03.9 LOSS OF ACCREDITATION

25.04 PUBLICATION AND DISSEMINATION

25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:

25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;

25.04.1.2 The public notice shall be in an understandable and uniform format;

25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

26.0 RIGHT OF APPEAL

26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Director of the Department.

26.02 Any such appeal shall be held in an open hearing, and the decision of the Board shall be in open session. The appeal must be filed not later than May 30 following the May 15 written notification, and the State Board of Education hearing must be held prior to August 15 of the same calendar year.

26.03 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.

26.04 Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

27.0 WAIVER AUTHORITY AND PROCESS

- 27.01 The State Board on its own motion, or on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.
- 27.02 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Director of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination, circumstances prevent the petition from being filed within the thirty (30) day time frame.
- 27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

Principles & Standards 2009 | revised edition

Principles & Standards



for quality charter school authorizing



nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

The National Association of Charter School Authorizers received invaluable insight and expertise from authorizers and leaders in the charter school community during the development of the *Principles & Standards for Quality Charter School Authorizing*.

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Dear Colleague:

The agencies that authorize charter schools play an essential role ensuring quality within the public charter school sector. That role includes establishing and maintaining high standards for schools, ensuring that schools have the autonomy to which they are entitled, and safeguarding the interests of students and the public. No other player in the charter school sector performs these functions in the same way.

From these core functions, NACSA has identified a set of *Principles and Standards for Quality Charter School Authorizing* that should guide the work of authorizers. First developed and approved by NACSA in 2004, these *Principles and Standards* were updated in 2007 and now again in 2009. Over the years they have been used by many audiences, including state legislators, auditors, researchers, foundations, consultants and, of course, authorizers.

Experience has shown that authorizers who implement practices that meet these standards are more likely to have quality charter schools, where more students stay in school and graduate with the knowledge and skills needed to succeed later in life. Indeed, the success of students is the ultimate measure of the success of authorizers. As the opening principle of this document declares, "The purpose of charter school authorizing is to improve student achievement."

Therefore, NACSA puts forward these 2009 *Principles and Standards* for that purpose: to set forth the professional practices for authorizers to work with charter schools that improve student achievement. Please continue to use this resource as a guide as you work to improve your practices and your impact on our nation's students.

Sincerely,



Greg Richmond
President & CEO

Principles for Quality Charter School Authorizing

The purpose of charter school authorizing is to improve student achievement. A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible.

In furtherance of this end, quality authorizers should:

- approach authorizing deliberately and thoughtfully with the intent to improve the quality of public school options;
- support and advance the purposes of charter school law;
- be a catalyst for charter school development to satisfy unmet educational needs;
- strive for clarity, consistency, and transparency in developing and implementing authorizing policies and procedures;
- be a source of accurate, intelligible, performance-based information about the schools that they oversee;
- be responsible not for the success or failure of individual schools, but for holding schools accountable for their performance;
- use objective and verifiable measures of student achievement as the primary measure of school quality;
- support parents and students in making decisions and staying informed about the quality of education provided in charter schools; and,
- make the well-being of students the fundamental value informing all decision-making and actions.

The Principles for Quality Charter School Authorizing provide the foundation for the following Standards for Quality Charter School Authorizing that link belief to practice.

Standards for Quality Charter School Authorizing

Agency Capacity

A quality authorizer creates organizational structures and commits human and financial resources necessary for conducting its authorizing duties effectively and efficiently.

A quality authorizer:	
Organizational Structures	<p>Defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.</p> <p>Implements plans, policies, and processes that streamline and systematize its work.</p> <p>Is lead by an engaged and knowledgeable governing board with clear lines of authority over key authorizing decisions.</p> <p>Evaluates its work against national standards of quality authorizing.</p>
Human Resources	<p>Enlists competent leadership and content knowledge including education leadership, curriculum and instruction, data analysis, finance, law and non-profit governance and management, through staff, contractual relationships, and/or intra-inter-agency collaborations..</p>
Financial Resources	<p>Determines the financial needs of the office and secures sufficient financial resources to fulfill its authorizing responsibilities adequately.</p> <p>Deploys funds effectively and efficiently.</p>

Application Process

A quality authorizer implements a comprehensive application process that follows fair procedures and rigorous criteria and grants charters only to those developers who demonstrate strong capacity for establishing and operating a quality charter school.

A quality authorizer:	
Rigorous Criteria	<p>Requires the applicant to provide a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures, and evidence of the applicant's capacity to carry out its plan.</p> <p>Is open to considering innovative educational philosophies and approaches.</p> <p>Implements practices that promote growth, expansion and replication of charter schools with demonstrated success.</p>
Charter Decisions	<p>Grants charters only to applicants that have demonstrated the capacity to succeed in all aspects of the school.</p> <p>Documents the factors that determined its decisions about each application.</p> <p>Conducts a thorough evaluation of charter school applications using reviewers with educational, organizational, legal and financial expertise.</p> <p>Makes a separate decision, after the granting of a charter, about a school's readiness to open.</p>
Fair Procedures	<p>Implements a charter application process characterized by realistic and clear timelines, requirements and criteria for content and format ensuring sufficient time for new schools to open.</p> <p>Explains how each stage of the application process is evaluated</p> <p>Communicates chartering opportunities, processes and decisions openly to the public</p> <p>Provides prompt notification of decisions and informs applicants of their rights and responsibilities.</p>

Performance Contracting

A quality authorizer negotiates contracts with charter schools that clearly articulate the rights and responsibilities of each party regarding school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences and other material terms.

A quality authorizer:	
Rights and Responsibilities	<p>Executes contracts that:</p> <ul style="list-style-type: none">Document and respect the autonomies to which the schools are entitled – based on statute, waiver, or authorizer policy – including those related to the school's authority over educational program, staffing, finance, and scheduling.Ensure any educational or operational services the authorizer provides for a fee over and above statutorily established rates exist in a separate contractual agreement.Define clear, measurable, and attainable student achievement goals that the school must meet as a condition for renewal including, but not limited to, state accountability standards and set organizational performance goals.Articulate rigorous performance indicators and standards relative to each of the stated goals.Stipulate the process for evaluation, including but not limited to: the types of academic, organizational, financial, and compliance data monitored and used for high stakes decisions, and the process and frequency for gathering and reporting such data.Establish performance thresholds for renewal, intervention, revocation, and non-renewal explaining the consequences for meeting, or failing to meet them. Establishes and explains procedures for renewal, intervention, revocation and non-renewal.Include the statutory, regulatory, and procedural terms and conditions of operation.Document clear expectations for financial and organizational operations, including a requirement for annual audits.
Negotiation	<p>Ensures mutual understanding of the terms of the contract.</p>

Ongoing Oversight and Evaluation

A quality authorizer conducts contract oversight that evaluates performance, monitors compliance, informs intervention and renewal decisions, and ensures autonomy provided under applicable law.

A quality authorizer	
Autonomy	Respects the school's authority over its day to day operations.
Performance Evaluation	Implements a comprehensive performance accountability system that generates multiple pieces of evidence over the term of a charter sufficient to inform a fair and rigorous renewal decisionmaking process.
Monitors Compliance	<p>Implements a charter school monitoring system that effectively streamlines federal, state and local program performance expectations while protecting the autonomy afforded to schools in statute.</p> <p>Monitors compliance requirements, including those legally mandated and those that are essential to fulfilling the authorizer's public oversight responsibility.</p> <p>Articulates the consequences for failing to meet compliance requirements.</p>
Protects Student Rights	<p>Ensures that schools admit students through a random selection process that is open to all students and does not establish undue barriers to application.</p> <p>Ensures that schools provide students with disabilities with a free, appropriate education in a least restrictive environment.</p> <p>Ensures that schools' student discipline policies and actions are fair and legal and that no student is expelled or counseled out of a school outside of that process.</p>
Intervention	<p>Engages in school intervention strategies that avoid potential conflicts of interest that might overshadow the authorizer's ability to make future high stakes decisions.</p> <p>Provides schools clear, adequate and evidence-based notice of problems.</p> <p>Allows reasonable time for remediation.</p> <p>Makes decisions about whether and how to renew on a clear and consistent basis.</p>

Renewal Decisionmaking

A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive data to make merit-based renewal decisions.

A quality authorizer:	
Merit-Based Decisions	<p>Grants renewal only to schools that achieve the goals and standards identified in the contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.</p> <p>Avoids renewal decisions based on promises of future improvement.</p>
Comprehensive Data	<p>Analyzes and weighs academic, financial and operational data regarding schools' performance over time in relation to the criteria established in the charter contract.</p> <p>Considers multiple sources of data, including state mandated, standardized and internal test data, student academic growth over time, evidence of mission related outcomes, and qualitative reviews to judge school quality.</p> <p>Solicits parent and public input into the charter renewal process as identified in the charter statute.</p>
Transparent Process	<p>Uses defined criteria for renewal included in the charter contract.</p> <p>Regularly updates and annually publishes the process for renewal decision making.</p> <p>Clearly communicates the criteria and consequences available under state law including charter revocation, non-renewal, and renewal.</p> <p>Explains any available rights of appeal, whether to administrative or legal bodies, through which decisions of the authorizer can be challenged.</p>

Adherence to these *Principles & Standards* will guide authorizer practices to ensure that authorizers honor the autonomy of charter schools and hold charter schools accountable for high student achievement.

Who Can Authorize Charter Schools?

State	Year Law Passed	Authorizers	State	Year Law Passed	Authorizers
Alaska	1995	LEA	Missouri	1998	LEA, SEA, HEI
Arizona	1994	LEA, ICB, SEA	Nevada	1997	LEA, SEA
Arkansas	1995	SEA	New Hampshire	1995	LEA, SEA
California	1992	LEA, RIA, SEA	New Jersey	1996	SEA
Colorado	1993	LEA, ICB	New Mexico	1993	LEA, SEA
Connecticut	1996	LEA, SEA	New York	1998	LEA, SEA, HEI
Delaware	1995	LEA, SEA	North Carolina	1996	SEA, LEA, HEI
DC	1996	LEA, ICB	Ohio	1997	LEA, RIA, HEI, NFP
Florida	1996	LEA	Oklahoma	1999	LEA, HEI
Georgia	1996	LEA, ICB	Oregon	1997	LEA, SEA
Hawaii	1994	SEA	Pennsylvania	1995	LEA, SEA
Idaho	1998	LEA, ICB	Rhode Island	1995	SEA
Illinois	1996	LEA	South Carolina	1996	LEA, ICB
Indiana	2001	LEA, HEI, MUN	Tennessee	2002	LEA
Iowa	2002	LEA	Texas	1995	LEA, SEA, HEI
Kansas	1994	LEA	Utah	1998	LEA, ICB
Louisiana	1995	LEA, SEA	Virginia	1998	LEA
Maryland	2003	LEA, SEA	Wisconsin	1993	LEA, HEI, MUN
Massachusetts	1993	SEA	Wyoming	1995	LEA
Michigan	1993	LEA, RIA, HEI			
Minnesota	1991	LEA, RIA, SEA, HEI, NFP			

KEY

LEA Local Education Agency
RIA Regional/Intermediate Agency
SEA State Education Agency

ICB Independent Chartering Board
HEI Higher Education Institution
MUN Municipal Office
NFP Not-For-Profit Organization

The above table is intended to give a snapshot, using broad categories, of the types of entities with the authority to approve and oversee charter schools in a given state. Individual state laws may contain provisions that restrict the authority of certain chartering entities. Furthermore, state laws are subject to amendments that may affect the validity of this information in the future. Please consult a given state's charter school law for more detailed information.

NACSA's members first ratified the
Principles & Standards for Quality Charter
School Authorizing on May 14, 2004.

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www.qualitycharters.org



nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS

National Association of
Charter School Authorizers
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Chicago, IL 60603-6253
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Budget Narrative

Budget Narrative Attachment Form

Attachment 1:

Title: **Arkansas CSP Budget Narrative and Attachment Pages: 18** Uploaded File:

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Arkansas Department of Education – Charter Schools Program (CSP) Application

Budget Narrative

The following narrative presents a justification for estimating the costs of personnel and related fringe benefits, travel, equipment, supplies, contractual services, other direct costs, and indirect costs for the proposed CSP program, as they relate to our CSP objectives, for project years 1 through 5.

1. Personnel: In order to ensure the proper administration of the CSP program, the ADE will assume the salary costs associated with Program Coordinator, Administrative Analyst, and Administrative Specialist, which represents 3 FTE, for the project period. The ADE is requesting funds to support a full-time Program Advisor who will assist in providing technical assistance to the state's charter schools, including making site visits to ensure quality of services and delivering charter school workshops and trainings. The average amount budgeted for personnel is \$67,281 per grant year.

2. Fringe Benefits: Fringe benefits rates for the salaried position (Program Advisor) described above are determined by federal and state regulations. For this position, the fringe benefits include social security, health insurance, unemployment insurance, worker's compensation, and retirement. The average amount budgeted for costs associated with fringe benefits is \$19,603 per grant year.

3. Travel: The ADE has requested an average of \$39,000 to cover travel costs during each year of the project period. These monies will be used to support the costs associated with out-of-state and in-state travel. Out-of-state travel includes costs to attend national charter school conferences, such as CSP Project Director Conference, and visit nationally-recognized charter schools. In-state travel includes costs for ADE staff to attend state conferences, to promote

awareness of charter schools in Arkansas, to assist charter school developers, to travel to charter schools for site monitoring visits, and to provide support through technical assistance visits. The funds budgeted also include costs related to sending non-ADE employees, such as charter school leaders, to national conferences and out-of-state charter school visits.

4. Equipment: The ADE has budgeted \$2,000 annually for equipment, to cover periodic replacement of computer, fax machine, telephones, printers, etc over the grant award period. Such equipment is utilized to support the charter school office and to defray the cost related to workshops and trainings, technical assistance, and promotional activities

5. Supplies: The ADE is requesting \$20,000 for supplies to support program administration and coordination during each year of implementation of the CSP. Such costs include, purchase of general office supplies, presentation materials, printing costs, telephone and internet access related costs.

6. Contractual: The ADE has requested funds to support an independent formative and summative evaluation of the Arkansas Charter Schools Program to be conducted by an external evaluator (\$80,000 in Year 1, adding \$10,000 for each consecutive year until the end period of project). ADE also plans to contract with a public relations and marketing firm to assist with the development and dissemination of promotional brochures and other materials on behalf of the public charter schools (\$10,000 for each project year). In addition, the proposed budget includes funds for collaborative partnerships that will provide workshops and trainings to support leaders and board members of Arkansas Public Charter Schools (\$20,000 for each project year).

7. Construction: Not applicable.

8. Other Direct Costs: Other direct costs total \$3,165,000 in Year 1, \$3,168,000 in Year 2, \$3,171,000 in Year 3, \$3,174,000 in Year 4, and \$3,176,000 in Year 5. As shown in the

following table, other direct funds will support costs associated with planning and hosting conferences, awarding various sub-grants, supporting professional organization dues, and facilitating Charter Review Council and State Board of Education Work-Sessions.

Table 1. Explanation of Other Direct Costs, by Project Year

	Year 1	Year 2	Year 3	Year 4	Year 5
Statewide Public Charter Schools Conference	\$30,000	\$32,000	\$34,000	\$36,000	\$38,000
Workshops, Informational Session, etc	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000
Planning Grants					
6 grants @ \$10,000 per grant	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Dissemination Grants					
2 grants@ \$25,000 per grant	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Implementation Grants					
5 grants @ \$600,000 each	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000
Dues to professional organizations	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Review Council and SBE					
Work-Session related expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

9. Indirect Costs: The ADE budgets ten percent to cover indirect costs. Direct costs for which indirect costs will be charged are personnel, fringe benefits, travel, supplies, conferences, workshops, and training. The total indirect costs are \$103,342 for the total project period.

**Arkansas Department of Education
Charter Schools Program
Year 1 Budget: 2010-2011**

1 Personnel

	FTE	Rate	Value	Totals
Position				
Charter School Specialist	1.00	\$ 64,000 per year	\$ 64,000	
Personnel total				\$ 64,000

2 Fringe benefits

Social Security	\$ 64,000	7.65%	\$ 4,896	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 64,000	0.38%	243	
Worker's Compensation	\$ 64,000	0.15%	96	
Retirement	\$ 64,000	14.00%	8,960	
Fringe benefits total				\$ 18,875

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools	\$ 18,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance	\$ 12,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas	\$ 5,000	
Travel total		\$ 35,000

4 Equipment

Office and/or presentation equipment, as needed	\$ 2,000	
Equipment total		\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.	\$ 20,000	
Supplies total		\$20,000

6 Contractual

Collaborative Partnerships	\$20,000	
External Evaluator	\$80,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc	\$10,000	
Contractual total		\$ 110,000

**Arkansas Department of Education
Charter Schools Program
Year 1 Budget: 2010-2011**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$30,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$15,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,165,000
9 Total direct costs	\$3,414,875
10 Indirect costs (total * 10% - minus equipment)	\$ 19,288
12 Grand total	\$3,434,163

**Arkansas Department of Education
Charter Schools Program
Year 2 Budget: 2011-2012**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 65,600 per year	\$ 65,600	
Personnel total				\$ 65,600

2 Fringe benefits

Social Security	\$ 65,600	7.65%	\$ 5,018	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 65,600	0.38%	249	
Worker's Compensation	\$ 65,600	0.15%	98	
Retirement	\$ 65,600	14.00%	9,184	
Fringe benefits total				\$ 19,230

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools	\$ 19,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance	\$ 13,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas	\$ 5,000	
Travel total		\$ 37,000

4 Equipment

Office and/or presentation equipment, as needed	\$ 2,000	
Equipment total		\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.	\$ 20,000	
Supplies total		\$20,000

6 Contractual

Collaborative Partnerships	\$20,000	
External Evaluator	\$90,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc	\$10,000	
Contractual total		\$ 120,000

**Arkansas Department of Education
Charter Schools Program
Year 2 Budget: 2011-2012**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$32,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$16,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,168,000
9 Total direct costs	\$3,431,830
10 Indirect costs (total * 10% - minus equipment)	\$ 19,983
12 Grand total	\$3,451,813

**Arkansas Department of Education
Charter Schools Program
Year 3 Budget: 2012-2013**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 67,240 per year	\$ 67,240	
Personnel total				\$ 67,240

2 Fringe benefits

Social Security	\$ 67,240	7.65%	\$ 5,144	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 67,240	0.38%	256	
Worker's Compensation	\$ 67,240	0.15%	101	
Retirement	\$ 67,240	14.00%	9,414	
Fringe benefits total				\$ 19,594

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools	\$ 20,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance	\$ 14,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas	\$ 5,000	
Travel total		\$ 39,000

4 Equipment

Office and/or presentation equipment, as needed	\$ 2,000	
Equipment total		\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.	\$ 20,000	
Supplies total		\$20,000

6 Contractual

Collaborative Partnerships	\$20,000	
External Evaluator	\$100,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc	\$10,000	
Contractual total		\$ 130,000

**Arkansas Department of Education
Charter Schools Program
Year 3 Budget: 2012-2013**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$34,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$17,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,171,000
9 Total direct costs	\$3,448,834
10 Indirect costs (total * 10% - minus equipment)	\$ 20,683
12 Grand total	\$3,469,517

**Arkansas Department of Education
Charter Schools Program
Year 4 Budget: 2013-2014**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 68,921 per year	\$ 68,921	
Personnel total				\$ 68,921

2 Fringe benefits

Social Security	\$ 68,921	7.65%	\$ 5,272	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 68,921	0.38%	262	
Worker's Compensation	\$ 68,921	0.15%	103	
Retirement	\$ 68,921	14.00%	9,649	
Fringe benefits total				\$ 19,967

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools	\$ 21,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance	\$ 15,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas	\$ 5,000	
Travel total		\$ 41,000

4 Equipment

Office and/or presentation equipment, as needed	\$ 2,000	
Equipment total		\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.	\$ 20,000	
Supplies total		\$20,000

6 Contractual

Collaborative Partnerships	\$20,000	
External Evaluator	\$110,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc	\$10,000	
Contractual total		\$ 140,000

**Arkansas Department of Education
Charter Schools Program
Year 4 Budget: 2013-2014**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$36,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$18,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,174,000
9 Total direct costs	\$3,465,888
10 Indirect costs (total * 10% - minus equipment)	\$ 21,389
12 Grand total	\$3,487,276

**Arkansas Department of Education
Charter Schools Program
Year 5 Budget: 2014-2015**

1 Personnel

Position	FTE	Rate	Value	Totals
Charter School Specialist	1.00	\$ 70,644 per year	\$ 70,644	
Personnel total				\$ 70,644

2 Fringe benefits

Social Security	\$ 70,644	7.65%	\$ 5,404	
Health Insurance	1.00	\$4,680	4,680	
Unemployment Insurance	\$ 70,644	0.38%	268	
Worker's Compensation	\$ 70,644	0.15%	106	
Retirement	\$ 70,644	14.00%	9,890	
Fringe benefits total				\$ 20,349

3 Travel

Travel for ADE staff to attend national conferences and out-of-state charter schools	\$ 22,000	
In-state travel for ADE staff to promote charter schools, attend conferences, visit charter schools, and provide technical assistance	\$ 16,000	
Travel for non-state employees to visit out-of-state charter schools and reimbursement for travel to Arkansas	\$ 5,000	
Travel total		\$ 43,000

4 Equipment

Office and/or presentation equipment, as needed	\$ 2,000	
Equipment total		\$2,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.	\$ 20,000	
Supplies total		\$20,000

6 Contractual

Collaborative Partnerships	\$20,000	
External Evaluator	\$120,000	
Contracted services with a public relations and marketing firm to assist with promotional materials such as brochures, videos, etc	\$10,000	
Contractual total		\$ 150,000

**Arkansas Department of Education
Charter Schools Program
Year 5 Budget: 2014-2015**

7 Construction	\$0
8 Other	
Costs associated with hosting a statewide charter schools conference	\$38,000
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$18,000
Planning Grants 6 grants @ \$10,000 per grant	\$60,000
Dissemination Grants 2 grants @ \$25,000 per grant	\$50,000
Implementation Grants 5 grants @ \$600,000 per grant (\$200,000/year x 3 years)	3,000,000
Dues to professional organizations	\$5,000
Review Council and SBE Charter Work-Sessions (retreat and planning)	\$5,000
Other total	\$3,176,000
9 Total direct costs	\$3,481,993
10 Indirect costs (total * 10% - minus equipment)	\$ 21,999
12 Grand total	\$3,503,992



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

August 30, 2007

Mr. John Kunkel
Associate Director of Finance
Arkansas Department of Education
4 State Capitol Mall
Little Rock, Arkansas 72201-1071

FINANCE

SEP - 5 2007

Reference: Agreement No. 2007-068

Dear Mr. Kunkel:

The original and one copy of an amended Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used to compute indirect costs for grants, contracts, and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
Attention: Mr. John Masaitis
Room 21C4, UCP
830 First Street, NE
Washington, DC 20202-4450

A predetermined indirect cost rate is being issued with this agreement and covers a three-year period. However, we request that you provide annual rate calculation documentation. This documentation will preserve continuity of experience in the process and ensure that actual indirect cost rates are not lower than the predetermined rates.

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact John Masaitis on (202) 377-3837 or you may e-mail Mr. Masaitis at john.masaitis@ed.gov.

Page -2-

The next indirect cost rate proposal based on fiscal year ending June 30, 2009 is due in our office by December 31, 2009. This proposal should be sent to the above address.

Sincerely,


**Richard T. Mueller, Director
Indirect Cost Group**

Enclosures

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

ORGANIZATION:

Arkansas Department of Education
4 State Capitol Mall
Little Rock, Arkansas 72201-1071

DATE: August 30, 2007

AGREEMENT NO. 2007-068

FILING REFERENCE: This replaces
previous Agreement No. 2004-216
dated October 28, 2004

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Predetermined	07-01-04	06-30-07	10.0%	1/	All	All Programs
Predetermined	07-01-07	06-30-10	10.0%	1/	All	All Programs

1/ Total direct costs less items of equipment, alternations, and renovations, flow-through funds and each sub-contract costs in excess of \$25,000 regardless of the period of the award.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 - Attachment B, Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of \$2,500 or more, and an estimated useful life of in excess of two years, are capitalized and depreciated. Items under \$2,500 are charged as supplies.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

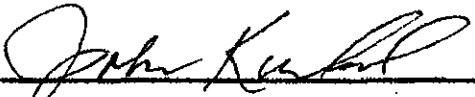
AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - ApprovalsFor the State Education Agency:

Arkansas Department of Education
4 State Capitol Mall
Little Rock, AR 72201-1071


Signature


JOHN KUNKEL
Name

ASSOCIATE DIRECTOR / FINANCE
Title

9/5/07
Date

For the Federal Government:

US Department of Education
830 First Street, NE
Room 21C4, UCP
Washington, DC 20202-4450


Signature

Richard T. Mueller
Name

Director, Indirect Cost Group
Title

August 30, 2007
Date

John J. Masaitis
Negotiator

(202) 377-3837
Telephone

OMB No.1894-0010 Exp.05/31/2012

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey: If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's(Organization)Name: Arkansas Department of Education

Applicant's DUNS Number: 781558564

Federal Program: Charter School

CFDA Number: 84.282A

1. Has the applicant ever received a grant or contract from the Federal government?

☒ Yes ☐ No

2. Is the applicant a faith-based organization?

☐ Yes ☒ No

3. Is the applicant a secular organization?

☐ Yes ☒ No

4. Does the applicant have 501(c)(3) status?

☐ Yes ☒ No

5. Is the applicant a local affiliate of a national organization?

☐ Yes ☒ No

6. How many full-time equivalent employees does the applicant have? (*Check only one box*).

☐ 3 or Fewer ☐ 15-50

☐ 4-5 ☐ 51-100

☐ 6-14 ☒ over 100

7. What is the size of the applicant's annual budget? (*Check only one box.*)

☐ Less Than \$150,000

☐ \$150,000 - \$299,999

☐ \$300,000 - \$499,999

☐ \$500,000 - \$999,999

☐ \$1,000,000 - \$4,999,999

☒ \$5,000,000 or more



Grant Application Package

Opportunity Title:	Office of Innovation and Improvement (OII): Charter Sch
Offering Agency:	U.S. Department of Education
CFDA Number:	84.282
CFDA Description:	Charter Schools
Opportunity Number:	ED-GRANTS-042116-001
Competition ID:	84-282A2016-1
Opportunity Open Date:	04/21/2016
Opportunity Close Date:	06/01/2016
Agency Contact:	Kathryn Meeley Management and Program Analyst E-mail: kathryn.meeley@ed.gov Phone: 202-453-6818

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name: Arkansas

Select Forms to Complete

Mandatory

Application for Federal Assistance (SF-424)	Complete
U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	Complete
Assurances for Non-Construction Programs (SF-424B)	Complete
Grants.gov Lobbying Form	Complete
Disclosure of Lobbying Activities (SF-LLL)	Complete
ED GEPA427 Form	Complete
ED SF424 Supplement	Complete
ED Abstract Form	Complete
Project Narrative Attachment Form	Complete
Budget Narrative Attachment Form	Complete
Other Attachments Form	Complete

Optional

Instructions

[Show Instructions >>](#)

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/01/2016

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Arkansas Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

710847443

* c. Organizational DUNS:

7815585640000

d. Address:

* Street1:

Four Capitol Mall

Street2:

* City:

Little Rock

County/Parish:

Pulaski

* State:

AR: Arkansas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

72201-1013

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Alexandra

Middle Name:

* Last Name:

Boyd

Suffix:

Title: Director of Public Charter Schools

Organizational Affiliation:

* Telephone Number:

501-682-5665

Fax Number:

* Email: alexandra.boyd@arkansas.gov

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

* 12. Funding Opportunity Number:

ED-GRANTS-042116-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP) Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

13. Competition Identification Number:

84-282A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Arkansas Charter School Program (CSP) Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="22,680,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="22,680,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Arkansas Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	64,000.00	65,600.00	67,240.00			196,840.00
2. Fringe Benefits	18,875.00	19,230.00	19,595.00			57,700.00
3. Travel	28,000.00	30,500.00	33,000.00			91,500.00
4. Equipment	10,000.00	5,005.00	5,000.00			20,005.00
5. Supplies	15,000.00	10,000.00	5,000.00			30,000.00
6. Contractual	225,000.00	180,125.00	135,260.00			540,385.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	7,210,000.00	7,210,000.00	7,210,000.00			21,630,000.00
9. Total Direct Costs (lines 1-8)	7,570,875.00	7,520,460.00	7,475,095.00			22,566,430.00
10. Indirect Costs*	43,305.00	37,854.00	32,411.00			113,570.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	7,614,180.00	7,558,314.00	7,507,506.00			22,680,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 12.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: ☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
Arkansas Department of Education						
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Alexandra Boyd	Commissioner of Education
APPLICANT ORGANIZATION	DATE SUBMITTED
Arkansas Department of Education	06/01/2016

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Arkansas Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Johnny Middle Name:
* Last Name: Key Suffix:
* Title: Commissioner of Education

* SIGNATURE: Alexandra Boyd

* DATE: 06/01/2016

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Arkansas Department of Education"/> * Street 1 <input type="text" value="Four Capitol Mall"/> Street 2 <input type="text"/> * City <input type="text" value="Little Rock"/> State <input type="text" value="AR: Arkansas"/> Zip <input type="text" value="72201-1013"/> Congressional District, if known: <input type="text" value="AR-002"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
8. Federal Action Number, if known: <input type="text" value="CFDA 84.282"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="None"/> Middle Name <input type="text"/> * Last Name <input type="text" value="None"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="None"/> Middle Name <input type="text"/> * Last Name <input type="text" value="None"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Alexandra Boyd"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Johnny"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Key"/> Suffix <input type="text"/> Title: <input type="text" value="Commissioner of Education"/> Telephone No.: <input type="text" value="501-682-4203"/> Date: <input type="text" value="06/01/2016"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms .	Alexandra		Boyd	

Address:

Street1:	Four Capitol Mall
Street2:	
City:	Little Rock
County:	Pulaski
State:	AR: Arkansas
Zip Code:	72201-1013
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
501-682-5665	

Email Address:

alexandra.boyd@arkansas.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

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Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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Arkansas Department of Education—Charter School Program Application

Abstract Narrative

The goals of the Arkansas Charter School Program Grant are to: 1) increase the number of seats in high-quality charter schools, 2) increase access to high-quality seats in high-quality charter schools for educationally disadvantaged students, and 3) decrease the number of seats in academically poor-performing charter schools.

To further these goals, newly-approved charter schools will be eligible to compete for subgrant funds to assist in the startup of charter schools. Subgrant recipients must have viable plans for academic success, organizational and financial stability, and to attract and serve diverse student populations. Charter schools that have been successful with educationally disadvantaged students, increased graduation rates, and/or the development and implementation of school climates and student discipline policies that create safe, creative, and dynamic learning environments for diverse student populations will be eligible for subgrant funds to disseminate best and promising practices to all public school leaders and other educators across the state. Additionally, tools will be developed and training provided to ensure the charter authorizing body has appropriate frameworks to fairly and transparently evaluate charter performance.

In order to implement a comprehensive plan focused on high quality charter options for educationally disadvantaged students, Arkansas is requesting \$22,680,000 over the three years of the grant.

**Arkansas Charter School Program Grant
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ABSOLUTE PRIORITY 1 – Periodic Review and Evaluation

The Arkansas Department of Education (ADE), in its capacity as charter school authorizer, conducts ongoing and systematic review and evaluation of its charter schools. Through this process, the State aims to ensure strong academic performance and sound fiscal management practices in its existing charter schools, while simultaneously cultivating the growth of successful charter operators statewide. Arkansas meets and exceeds **ABSOLUTE PRIORITY 1** through several mechanisms in place for periodic review and evaluation as set forth below.

Arkansas statute specifically states that all initial charter contracts for newly approved charter schools are granted for a five-year term. Renewals of those charter contracts for conversion charter schools may only be granted by the Charter Authorizing Panel for up to five years pursuant to Arkansas Code Annotated (A.C.A.) Sect. 6-23-204. While renewal contracts for open-enrollment charter schools may be granted for up to twenty years, such extended contract terms are only available to those charter schools that have proven themselves academically and financially and there are numerous other review and evaluation mechanisms in place to allow the authorizer to properly ensure academic, organizational, and financial quality on an annual basis. These mechanisms are discussed below and in further detail in **ABSOLUTE PRIORITY 2.**

In terms of the renewal process, the primary considerations in the review of renewal applications are whether the charter school is meeting its contractual goals with the State, and whether the charter is meeting or exceeding its required academic achievement goals. During the renewal process, charter schools are evaluated based

largely on student academic performance on state assessments. Charter schools must discuss student academic performance on state assessments, and each charter renewal application is customized to require the charter school to address achievement of or progress toward meeting the specific charter goals that were approved by the authorizer in the original application for charter or the current charter renewal application.

While the primary focus of the renewal process is academic performance as required by this absolute priority, the renewal application also requests information to allow a review of student and teacher retention, conflict of interest, financial management and desegregation. Public hearings are conducted for renewal applications, and, as noted below, the authorizer is required by State Board of Education rule to consider student performance as the most important factor in renewal decisions. Final decisions on renewal and contract terms for the charter of each renewed charter school are established based on the merits of each charter renewal application.

A.C.A. § 6-23-701 and Section 9 of the ADE Rules Governing Public Charter Schools grant the Charter Authorizing Panel primary authority to take the following actions on proposed or established public charter schools: approve, reject, renew, non-renew, place on probation, modify, revoke, or deny. As an additional layer of analysis and accountability, A.C.A. § 6-23-701 and Section 10 of the ADE rules grant the State Board of Education the right to review the decisions made by the Panel. Should the Board elect to review a decision made by the Panel, the Board's ultimate decision on the matter is final. If there is no review, the Panel's decision is final.

ABSOLUTE PRIORITY 2 – Charter School Oversight

All Arkansas charter schools operate under a legally binding contract with the primary authorizer, the Charter Authorizing Panel. As another indicator of the authorizer's commitment to accountability and comprehensive oversight, the charter contract has been revised to establish clear expectations and responsibilities for the charter operator in the following six areas:

- 1) Establishment of the school;
- 2) School governance;
- 3) School operation;
- 4) School personnel;
- 5) School finance; and
- 6) Contract implementation.

Moreover, the contract binds the Panel to provide monitoring, ensure accountability with state and federal law, review all debt obligations of the charter, and make renewal decisions.

In addition to detailing the obligations to which the charter school and the Panel are bound, the contract also enumerates several rights afforded to both parties. The approved charter operator is granted the right to any waivers of specified state laws that were approved in the charter contract. Such waivers may include the Arkansas Teacher Fair Dismissal Act, teacher licensure requirements, and class size.

In addition to state law requiring that charter schools operate under a legally binding contract, state law also requires that charter schools conduct annual, timely, and independent audits of their financial statements. In their first year of operation,

Arkansas charter schools must provide monthly reports of enrollment status and compliance with the approved budget for the current school year. Additionally, state law requires that the Department of Education:

- 1) Conduct an end-of-semester review of each open-enrollment public charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and
- 2) Report to the SBE and the Commissioner of Education on each charter school's:
 - a. Overall financial condition; and
 - b. Overall condition of student enrollment.

In Arkansas, either the Arkansas Division of Legislative Audit (DLA) or a private audit firm can conduct annual charter school audits. Charter audits conducted by private firms are reviewed by the DLA, and all charter audits are posted on the DLA website. When concerns are identified in audit reports, charter leaders are required to appear before and respond to questions from the Legislative Audit Committee in public meetings. These meetings are attended by the ADE Division of Fiscal and Administrative Services staff and staff in the ADE Charter Unit. Charters can be required to appear before the Charter Authorizing Panel to address financial issues, and audit findings are addressed in renewal applications.

Additionally, ADE finance field agents review open-enrollment charter school financial documents on a monthly basis. This practice is a safeguard so that financial difficulties can be identified and technical assistance provided before a situation escalates and interferes with the proper education of students.

The ADE, the Charter Authorizing Panel, and the State Board of Education recognize and champion the federal emphasis on increasing student academic achievement for all students. This is not just a common practice in Arkansas; it is a requirement as the State Board of Education included the following language in section 4.03.1.5 of the ADE Rules Governing Public Charter Schools, “Pursuant to the federal mandate contained in P.L. 111-117, 123 Stat. 3264, the authorizer will consider increases in student academic achievement for all groups of students described in Section 1111 (b)(2)(C)(v) of the Elementary and Secondary Education Act as a primary factor in determining whether to non-renew or revoke a public charter school’s charter.” As described in response to **ABSOLUTE PRIORITY 1**, the authorizer considers student performance with each renewal decision.

The state has also implemented a comprehensive school grading system that clearly and transparently evaluates all public schools, including charter schools, based upon student academic performance. This data driven, student performance accountability system allows the authorizer to thoroughly evaluate the academic performance of its charter schools and to take necessary actions in the form of site visits, requiring corrective action and school improvement plans and, if necessary, take action to potentially close poor-performing schools.

COMPETITIVE PREFERENCE PRIORITY 1 – High quality Authorizing and Monitoring Processes (*up to 15 additional points*):

The State of Arkansas is dedicated to maintaining high quality authorizing and monitoring processes and has established a two-fold authorizing and monitoring system to provide multi-level scrutiny, support, and oversight to its charter schools. The primary authorizer is the Charter Authorizing Panel, but the State Board of Education retains the

power to review decisions made by the Charter Authorizing Panel, including the review of any application approval, and to hear appeals when charter applications are denied. This multi-tiered system for clearance and review of charter school applications ensures judicious and fair approval and monitoring processes and includes frameworks and processes that hold charter schools to rigorous academic and operational performance standards.

To ensure that the review by the State Board of Education is well informed, procedures were implemented at the Charter Authorizing Panel level that require Panel members to document in writing and then state aloud the reasons for their votes after application and charter amendment hearings. The document setting forth those reasons is provided to the charter applicant or existing charter and is included in the agenda for the State Board of Education's next meeting. Implementation of this procedure ensures full participation by every Panel member in every hearing and allows the State Board to make more informed determinations when it reviews Panel decisions.

The authorizer has developed a rigorous charter school application based upon state statute, rule and best practices for quality authorizing which set forth clear criteria for how applicants will be evaluated to ensure that each application provides all the information necessary to determine whether the applicant has a sound plan for success academically and financially. As part of the application review process, charter school office staff conduct an extensive internal review to determine capacity and engage ADE experts to review the applicant's curriculum and instruction proposal. After the internal review, the applicant is provided with the opportunity to respond to any concerns or

other issues raised during the review. ADE staff and experts review the proposal again internally and provide the Panel with information regarding any lingering problems.

The ADE charter school office is already working with the National Association of Charter School Authorizers (NACSA) on ways to continually improve its authorizing processes. In the spring of 2016, by way of a contract with NACSA, Nelson Smith provided a pair of workshops with ADE staff, the Charter Authorizing Panel and the State Board of Education. As part of these workshops, Dr. Smith reviewed Arkansas's authorizer practices and recommended several ideas for how to make improvements that align with national best practices. Among other things, NACSA recommended the following:

- Create academic, financial, and organizational performance frameworks using multiple measures weighted appropriately; use them as the basis for monitoring; and develop clear criteria for their use in renewal decisions.
- Develop a tiered intervention policy that relies on schools' own autonomous decisions to produce improvement; distinguishes between minor and major infractions, with graduated consequences; and gives staff a degree of discretion in managing problems that do not rise to the level of State Board review.
- Conduct a strategic planning process for the charter function aimed at making decision processes sounder and more efficient by allocating duties and resources more clearly.

As part of the grant, Arkansas intends to follow up on these recommendations by contracting with NACSA to develop a comprehensive performance framework that

includes academic, financial and organizational metrics that will allow the authorizer to model national best practices and to differentiate monitoring, intervention and renewal processes in accordance with the results of a charter school's performance pursuant to that framework. The goal of these changes will be to develop greater authorizer efficiency, increased autonomy for high-performing charter schools and stronger oversight, and support and consequences for poor-performing charter schools.

The authorizer currently also requires the charter school to have a number of things completed prior to its opening. For example, newly opening charter schools have to have received training on the state's documentation systems for student information and financial information. They also have to have a certificate of occupancy and have sent in a July 1 enrollment count for funding. The authorizer is also planning to develop a more robust charter contract and contract process as part of its efforts to provide even greater clarity and transparency to its processes for monitoring and renewal.

Arkansas is keenly aware of the high percentages of charter schools that fail in their first year or two. In recognition of that trend, the authorizer is working on pre-opening benchmarks that set forth the things that all charter schools will be required to have done prior to their opening in year one and will consult with NACSA and/or other national experts to develop a standard charter school contract that aligns with national best practices and includes required pre-opening benchmarks.

In pursuit of continuous improvement, the authorizer annually revises the initial charter application and the renewal application. A recent addition to the initial charter application, attached as Appendix D, is a section labeled "Prior Charter Involvement." Information provided by applicants in this section allows the authorizer to determine if

the charter school developer has been successful in previously establishing successful charter schools. The track record of a charter school developer, whether good or bad, plays an important role in the authorizer's evaluation of the application. While an applicant with a track record of success must still meet all application requirements, the authorizer does take into account that the applicant has had success elsewhere and gives particular weight to such success where the applicant is replicating the same model.

Additionally, pursuant to A.C.A section 6-23-304, Arkansas statute specifically provides for differentiated treatment of high quality charter school operators that have shown the ability to successfully educate Arkansas students by making them eligible to apply for and receive a license to expand and/or replicate their successful charter schools in other campuses and locations. The statute provides:

(d) A charter applicant that receives an approved open-enrollment public charter may petition the authorizer for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions:

(1) The approved open-enrollment public charter applicant has demonstrated academic success as defined by the state board for all public schools;

(2) The approved open-enrollment public charter applicant has not:

(A) Been subject to any disciplinary action by the authorizer;

(B) Been classified as in academic or fiscal distress; and

(C) Had its open-enrollment public charter placed on charter school probation or suspended or revoked under § 6-23-105; and

(3) The authorizer determines in writing by majority of a quorum present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in this subsection.

As noted above, the Charter Authorizing Panel is held accountable by virtue of the formalized process for review of its decisions by the State Board of Education. In addition to the NACSA workshops referenced above, both the Charter Authorizing Panel and the State Board of Education take their oversight responsibilities seriously, and Panel and Board members seek opportunities for professional growth. Multiple members of both entities have attended the National Charter Schools Conference and the NACSA Leadership Conference in an effort to continue to educate themselves and improve the state's processes and standards for high quality charter school authorizing.

By virtue of the state's transparent school grading system, information regarding the performance of all charter schools in the state is readily available to the public and to the authorizer and State Board of Education. The authorizer also has developed an annual charter school performance and accountability report that sets forth the performance of its portfolio of charter schools. The report is required by statute to be issued at the end of each school year once student performance and school grade data is available and is made available to the public by link to the ADE website. The ADE continues to improve upon the data and information provided in this annual report to allow state leadership and the public to hold the authorizer and its charter schools accountable.

COMPETITIVE PREFERENCE PRIORITY 2--One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process (0 or 5 points).

The state of Arkansas meets the requirements of this priority under both prongs. The first prong is met by the fact that the Charter Authorizing Panel is the primary authorizer for the State, and it does not qualify as an LEA. The second prong is also met by the fact that state law provides that if the primary authorizer should deny an application, the State has an appeals process through the State Board of Education.

As described in **ABSOLUTE PRIORITY 1**, the State Board of Education can exercise a right of review on its own volition or by formal appeal from a denied applicant. Every charter application decision made by the primary authorizer is included as an action item on the Board's next meeting agenda. When the Board elects to review a decision or hear an appeal, an applicant hearing is conducted at a subsequent meeting during which the Board makes a final decision to approve or reject the application. There is a fully-functioning appeals process and it is not uncommon for the State Board of Education to review decisions made by the Charter Authorizing Panel.

SELECTION CRITERIA A – Educationally Disadvantaged Students.

Arkansas law (A.C.A. § 6-23-304(b)) requires the authorizer to give preference in approving an application for an open-enrollment public charter school to be located in any public school district where the percentage of students who qualify for free or reduced-price lunches is above the average for the state; when the district has been classified by the State Board as in academic distress; or when the district has been classified by the Department of Education as in some phase of school improvement

status. As a largely rural state, Arkansas is host to numerous geographic pockets containing high concentrations of students who qualify for free or reduced-price lunches. As such, the State is committed to additional efforts to serve students with the greatest needs and in keeping with that commitment, specifically requires initial charter applications and charter renewal applicants to address the following:

- 1) The projected enrollment percentages of students by subgroup;
- 2) Plans to recruit and retain diverse student populations; and
- 3) Methods to be used to improve **and accelerate** academic performance of educationally disadvantaged students.

The rubric for evaluating subgrantee applications and the funding structure in the new Arkansas CSP grant design will also favor proposals that address these needs as set forth more fully below.

The Arkansas Charter Authorizing Panel and State Board of Education have held, and will continue to hold, charter school leaders accountable for student academic performance — particularly for educationally disadvantaged students — and ask charter leaders difficult questions in public hearings. The Charter Authorizing Panel and the State Board require charters to appear and conduct public hearings for possible remedial action when there are ongoing concerns about student academic performance.

Academic performance and student diversity are also discussed during amendment request and renewal application hearings. The Charter Authorizing Panel regularly pushes charter school leaders to actively provide access to educationally disadvantaged students including, for example, holding a detailed discussion about the diversity of the student population at a particular charter school during an amendment

request hearing, specifically requiring the charter leader to provide that a bus route would be established to reach more students, and following up on the issue the following year during the public hearing conducted about the charter's renewal.

To ensure these critical topics are considered by charter leaders and discussed publicly, applications for charter and charter renewal have recently begun to require the following to be addressed: the projected enrollment percentages of students by subgroup; plans to recruit and retain diverse student populations; and methods to be used to improve **and accelerate** academic performance of educationally disadvantaged students. Discussions in past public charter hearings demonstrate the understanding of the Arkansas authorizing groups that the performance of struggling students must be accelerated if they are to be prepared for college and careers. The Charter Authorizing Panel and State Board review and question each applicant about specific plans on these critical topics in the public hearing held for each application. This information informs both initial applicant and renewal decisions, and charter applicants and operators know that they will be held accountable for their record in this regard. The issue of diversity was specifically referenced in a Charter Authorizing Panel hearing as recently as May of 2016 as the reason for denial of an expansion request as the operator was told to come back with a better plan to increase diversity in its current schools before requesting further expansion.

The competitive subgrant application will require similar information and incentives on these critical topics. Not only will the subgrant application process include incentives and preference points for charters that locate in economically disadvantaged regions, take on the challenge to expand in economically disadvantaged regions, or

otherwise target larger numbers of educationally disadvantaged students, it will also provide additional funds for successful subgrantees to use 18 months, rather than six months, before opening the charter. The subgrant application will also provide additional funding for successful applicants that target educationally disadvantaged students and have proven models for the successful education of such students. These additional planning and implementation funds will aid in assuring that school staff are trained, quality curriculum is created or chosen, high quality teachers are hired, and recruitment and discipline strategies are developed to meet the needs of all students, especially those who are disadvantaged and/or arriving from schools designated as in need of improvement.

Many of the training opportunities that these schools will be able to take advantage of with this extra planning time and resources are spelled out below in the dissemination subgrant and partnership with state charter school resource entity, but they also will include the state's development of an annual webinar training program to assist charter operators in understanding and effectively implementing the statewide Response to Intervention (RTI) program.

ADE is also requesting a waiver to allow it to provide CSP subgrant funds for the expansion of high quality Arkansas charter schools that serve educationally disadvantaged students. ADE is confident that the funding set aside for such expansions would be the most effective and reliable way to increase the number of seats available to educationally disadvantaged students in high quality charter schools.

As discussed more fully in **SELECTION CRITERIA E**, ADE will also develop dissemination grants that provide funding to Arkansas charter schools with a track

record of success in educating economically disadvantaged students as well as students with disabilities. These grants will offer other charter schools insight into strategies on how to more effectively recruit and instruct such students as well as how to create a school climate and culture that effectively manages student disciplinary issues. The State believes that by encouraging the sharing strategies for both urban and rural communities, the number of high quality seats will increase dramatically statewide.

Pursuant to A.C.A § 6-23-306, state law requires that each charter school provide a statement that it “will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.” To ensure compliance with this law, staff in the ADE Charter Unit attend all charter school admissions lotteries. And while a description of the lottery process is a requirement for initial charter applicants, a description of the process is also now an added requirement for all renewal applicants. ADE staff also monitor enrollment by subgroup at appropriate intervals throughout the school year, as well as the school’s progress toward the achievement of charter and/or grant goals, the appropriate use of grant funds, and overall academic progress.

While charter schools complete an annual equity plan and — like traditional Arkansas schools — are routinely monitored for compliance with state and federal laws by staff in other units at the ADE, the expanded monitoring activities by the Charter Unit have two additional purposes. First, staff can identify best practices to share and

promising practices to watch, and secondly, when help is needed, staff can provide technical assistance or connect charter leaders with appropriate resources.

As part of its efforts in this regard, ADE will partner with the Arkansas Public School Resource Center (APSRC) through the grant to provide technical assistance and training to charter schools on best practices regarding the effective recruitment, admission and education of educationally disadvantaged students and to provide parent resource centers in public service areas of low-income neighborhoods across the state to provide information regarding the educational options in that geographical area.

In summary, Arkansas's plan to engage its charter schools in the effort to serve the educationally disadvantaged will lead to increased opportunities for such students in high quality charter schools and reductions in achievement gaps by doing the following:

- 1) Clearly prioritizing the educationally disadvantaged in the charter school application process;
- 2) Rigorously monitoring charter school performance for all students with a special emphasis on the educationally disadvantaged;
- 3) Creating subgrant incentives for targeting educationally disadvantaged students;
- 4) Funding the expansion of schools already successfully educating educationally disadvantaged students;
- 5) Providing subgrantees with additional time and financial resources to develop and implement complete and meaningful instructional and operational plans to meet the needs of diverse populations;
- 6) Monitoring to ensure compliance with state and federal laws protecting educationally disadvantaged students; and

- 7) Sharing best practices on how to increase student achievement for educationally disadvantaged students through dissemination grants and increased technical assistance.

SELECTION CRITERIA B – Vision for Growth and Accountability.

Arkansas's vision for growth involves three goals:

- 1) Increase the number of seats in high quality charter schools;
- 2) Increasing access to high quality seats in high quality charter schools for educationally disadvantaged students; and
- 3) Decrease the number of seats in academically poor-performing charter schools.

As of the 2015-16 school year, there are 3,872 seats available in 13 high quality charter schools. Of those seats, 2,198 are occupied by educationally disadvantaged students¹, which equals roughly 56%. Meanwhile, there are 1,805 seats in 6 academically poor-performing schools. Arkansas's specific goals will be measured as follows:

Goal 1 – Increase the number of seats in high quality charter schools.

- Performance Target 1 - The number of seats in high quality charter schools will be doubled, increasing by at least 4,000 seats in the three year period of the grant.

¹ Educationally disadvantaged (ED) is defined as the sum of the numbers of free and reduced lunch students, special education students, and English language learners (ELLs). With the understanding that the three ED subgroups are not mutually exclusive, all ED data presented are and will continue to be calculated using this definition.

Goal 2 – Increase access for educationally disadvantaged students in high quality charter schools.

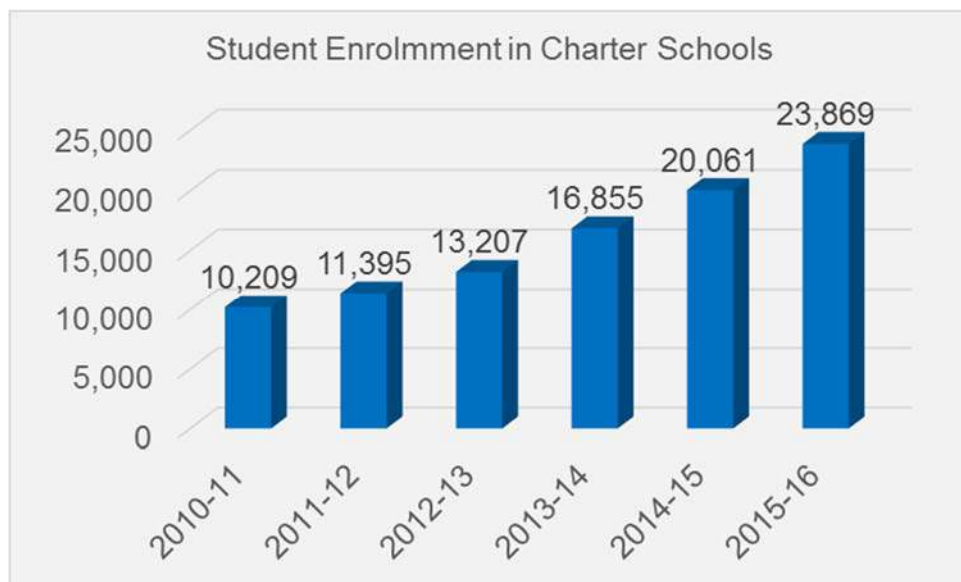
- Performance Target 2 – The number of educationally disadvantaged students being served by high quality charter schools will be doubled, increasing by at least 2,200 students in the three year period of the grant.

Goal 3 - Decrease the number of seats in academically poor-performing charter schools.

- Performance Target 3 – The number and percentage of seats in academically poor-performing schools will decrease by at least 903 seats and by at least 50 percent in the three year period of the grant.

The momentum for charter school growth continues to increase in Arkansas. For the past five years to the present, the number of charter school students has risen as set forth in Table 1 below:

Table 1: Student Enrollment in Charter Schools 2010-11 to 2015-16



However, while 23,869 students attended Arkansas charters in the 2015-2016 school year, approximately 12,165 were placed on waitlists after enrollment lotteries were held for the upcoming 2016-2017 school year, and this number continues to increase. There is great need for more charters in Arkansas, and many Arkansas charter schools are serving students who would otherwise attend schools identified as needing improvement, a status defined and approved in the Arkansas Elementary and Secondary Education Act (ESEA) flexibility waiver.

In an effort to address the needs cited above and meet the first goal, Arkansas is proposing to use the CSP grant to increase the number of available seats in high quality charter schools from 3,872 to 7,872 and to increase the number of high quality charter schools to at least 19 by the end of the grant period. In order to accomplish this, and as referenced in Tables 6 and 7, the ADE, with the assistance of APSRC, plans to recruit and fund an average of 10 new charters and 2 new expansion campuses from high quality operators serving educationally disadvantaged students per year during the grant period.

The effort to successfully develop and maintain a strong charter school sector in Arkansas is already well underway as Arkansas charter schools are driving many new developments that will reshape opportunities for all. Foremost among the innovations leading the Arkansas charter school market today are blended college preparatory models, technology-driven models, project-based learning models, and internship-based models designed in partnership with business and industry to meet the needs of today's workforce. The purpose of each of these models is to improve high school graduation rates and post-secondary matriculation.

The 2015 Arkansas legislative session also produced a landmark piece of legislation to create the Open-Enrollment Public Charter School Facilities Funding Aid Program. This law will provide charter schools meeting certain criteria with facilities funding based on prior year enrollment or current year enrollment, in the case of new or expanding charter schools. \$5 million was distributed to charter schools in the 2015-2016 school year and another \$5 million has been appropriated for next school year. Charter schools will have great latitude as the law states that funds shall be used for “the lease, purchase, renovation, repair, construction, installation, restoration, alteration, modification, or operation and maintenance of an approved facility.”

A critically important effort in meeting all three of the goals set forth above is the comprehensive dissemination of information about charter schools and charter school quality. In the past, information about the charter school grant has been primarily shared with educators and those who inquire about it. With the award of this grant, staff in the ADE Communications Unit will collaborate with charter staff to develop a comprehensive plan for sharing information on charter schools and the availability of charter school grant funds. Going forward, this information will be shared with a wide variety of audiences, including parents, educators, and the general public.

The plan will include conducting information sessions that allow both in-person and electronic participation to address the following questions: What is a charter school? How can I start a charter school? How can charter school grant funds be used to create a successful charter? Another important component of the plan will be engaging the media, using social media and using an online portal that is being

developed to be posted on the ADE website to share information. Further information on Arkansas's plan to disseminate information is available in **SELECTION CRITERIA E**.

Much of the rest of the plan for how Arkansas will accomplish these ambitious goals is set forth in more detail in **SELECTION CRITERIA A** and will build upon the momentum of the growth and policy developments referenced above. Arkansas will offer preference points and additional funds to charter developers that are willing to locate in underserved neighborhoods; set aside funds for school turnaround operators; provide training, technical assistance, and issue dissemination grants for best practices in educating educationally disadvantaged students; and seek a waiver to provide CSP subgrants to high quality charter operators in Arkansas to expand and replicate existing high quality charter schools that serve a disproportionate number and percentage of educationally disadvantaged students.

In order to more directly increase the number of high quality charter schools in the state, Arkansas will also set aside funding in the grant to partner with the APSRC and its Charter School Incubator. APSRC's Charter School Incubator is founded on two strategic initiatives: (1) recruiting high quality external charter management organizations (CMOs) to expand into high-needs areas, and (2) supporting the charters already operating in-state. To recruit external CMOs, the APSRC has a research-based recruitment strategy, as well as a recruitment package complete with information on the local charter landscape and a suite of support services aimed at incentivizing growth. To support those in-state, the APSRC established the Charter Leadership Institute, which offers a two-year paid fellowship for aspiring school leaders wherein they receive monthly training in research-based leadership skills and state accountability

requirements, and they undergo an apprenticeship with a veteran leader within their current charter network. Upon culmination of the program, fellows establish one new campus each within their existing charter networks.

This ADE-APSRC partnership will allow the state to exhibit its support for and actively participate in the development of new charter leaders with an entrepreneurial spirit already existing within the state of Arkansas. Furthermore, this partnership allows the state to leverage and even bolster the external recruitment efforts already underway in the incubator.

In addition to supporting and improving upon the current work of the charter school incubator, this partnership will include a charter school leader mentorship component that will provide new charter leaders with experienced mentors to help them navigate the challenges of starting a new charter school. To support veteran leaders, the APSRC — through its Role-specific Instructional Management program — offers a robust two-year training cadre to receive onsite, job-embedded training to enhance performance within participants' current leadership roles. Arkansas fully expects that these mentorship programs will benefit the authorizer as well as new and existing charter school leaders, as the mentors will also help in fostering a strong relationship between the authorizer and the school leader, which is always critical to the success of a charter school.

Collectively, the aforementioned initiatives will provide significantly lift not only in the cultivation of new high quality charter school options, but also in the improvement of those currently serving students within state lines. Through the successful

implementation of the many strategies besetting the state's vision set forth above, Arkansas is confident that it will be successful in reaching its ambitious goals for growth.

However, the state also recognizes the importance of accountability in making certain that the growth of the charter school movement in the state does not come at the expense of quality. To that end, as clearly set forth in **ABSOLUTE PRIORITY 1 and ABSOLUTE PRIORITY 2**, Arkansas has developed strong mechanisms and processes for ensuring that only high quality charter applicants are approved; that those charter schools are monitored closely for academic performance, financial stability and compliance with law; and that charter schools that are not measuring up to expectations take specific and immediate steps to improve or be closed down. The CSP subgrant process will also hold subgrantee schools accountable by developing measurable metrics that schools must meet in order to continue to receive CSP grant funds as noted in **SELECTION CRITERIA D**.

Not only does Arkansas hold its charter schools accountable at the state level, but it also provides comprehensive and transparent access to the public, and specifically to parents, of a significant amount of current information, student performance data, and disaggregated historical data, including annual reports of performance on State assessments, school report cards, graduation rates, and enrollment. This information is available to the public from the Data Center section on the ADE website and financial information is also located on a separate page of the website. ADE plans to further simplify access to such information on charter schools by making all of the above information accessible through the charter schools page as well.

As discussed in **ABSOLUTE PRIORITY 1**, the authorizer holds charter leaders accountable with routine, and specially called, reviews for potential action. Public hearings are not only held for initial charter and renewal applications, but are also held each time an existing charter requests an amendment to its charter contract. As described previously, the authorizer denies amendment requests that are not clearly in the best interest of charter students, and, as evidenced by the information and data provided in Appendix E, poor-performing charters are closed in Arkansas. Recognizing the importance of effective closure procedures when needed, the State Board of Education adopted Section 8 of the Arkansas Department of Education Rules Governing Public Charter Schools that clearly and transparently outlines procedures and responsibilities pertaining to charter closure.

Arkansas has a history that shows its willingness to push for voluntary closure of academically poor-performing charter schools and to take the difficult, but necessary action to involuntarily close such schools as well. Arkansas' goal is for all charter schools to be successful and believes that its work with NACSA as well as its ongoing efforts to improve the quality of its application and monitoring processes as well as its technical assistance, training, best practices dissemination and partnership with APSRC will dramatically decrease the number of academically poor-performing charter schools by weeding out sub-par applicants, ensuring new schools are ready to open and by assisting struggling schools that show potential. Those that do make it through the process and cannot be sufficiently improved by the extensive plans set forth above will be closed just as they always have been in Arkansas.

The legislative and policy developments cited above and in the previous selection criteria, as well as the specific grant activities proposed will all contribute to making Arkansas's vision for growth and accountability ambitious but feasible. Table 2 below sets forth how each of those activities align with Arkansas's overarching goals for the grant:

Table 2: Grant Activities Aligned to Grant Goals

Grant/non-grant activities designed to accomplish the grant goals	Increase the number of seats in high quality charter schools.	Increase access for ED students in high quality charter schools.	Decrease the number of seats in academically poor-performing charter schools.
NACSA performance framework development and implementation	✓		✓
NACSA standard contract development	✓	✓	✓
APSRC incubator partnership	✓	✓	
APSRC mentorship program	✓	✓	✓
Recruitment/ admission of educationally disadvantaged students training		✓	
Instructional best practices for schools serving educationally	✓	✓	✓

disadvantaged dissemination grant			
Increased graduation rate dissemination grant	✓		✓
School culture and student discipline dissemination grant	✓		✓
Waiver for expansion of HQ schools serving ED students	✓	✓	
Parent Resource Centers		✓	
Prioritizing the educationally disadvantaged in the charter school application process		✓	
Rigorously monitoring charter school performance with a special emphasis on ED students		✓	✓
Subgrant incentives for targeting ED students	✓	✓	
Online best practices portal	✓	✓	✓

Table 2 Acronym Key

ED- Educationally Disadvantaged HQ- High quality

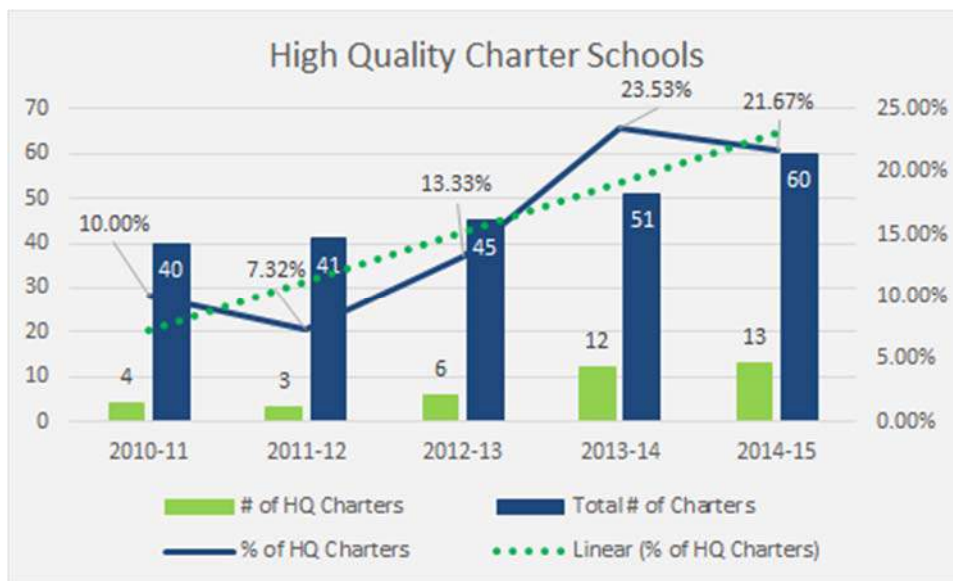
NACSA- National Association of Charter School Authorizers

APSRC – Arkansas Public School Resource Center

SELECTION CRITERIA C – Past Performance.

Over the past five years, Arkansas has seen continued growth in the number and percentage of high quality charter schools in the state as demonstrated in **Table 3**.

Table 3: High Quality Charter Schools 2010-11 to 2014-15

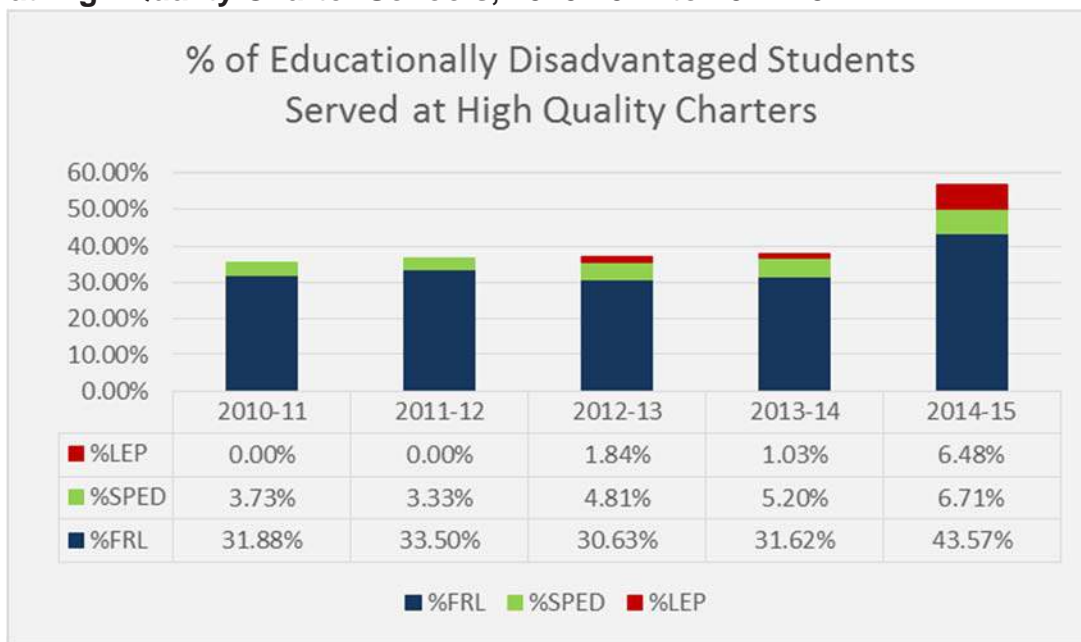


As indicated in the above table, the number of high quality charters schools has approximately tripled in the past five years. For the purposes of identifying high quality schools in a systematic way, the reward schools—called exemplary schools in 2010-11 and 2011-12—are a direct indication of high quality and are the schools that are accounted for in the above table. Schools were designated as exemplary schools for being in the top 5% for academic achievement of all schools and in the top 5% for academic achievement for schools with a high minority enrollment from 2010-11 to 2011-12. From 2012-13 and 2013-14, Arkansas classified schools as reward schools for being in the top 20% of schools in academic achievement, academic growth, and graduation rate. In the 2014-15, the reward schools classification became a higher bar

and only the 10% of schools in academic achievement, academic growth, and graduation rate were classified as reward schools. Despite the increase in rigor and taking a slight dip in 2011-12, the number of high quality charter schools continues to rise.

Not only has the number of high quality charters schools been on the rise, but the percentage of educationally disadvantaged students being served in these high quality charters is also trending up, as indicated in Table 4.

Table 4: Percent of Educationally Disadvantaged Students being Served at High Quality Charter Schools, 2010-2011 to 2014-15

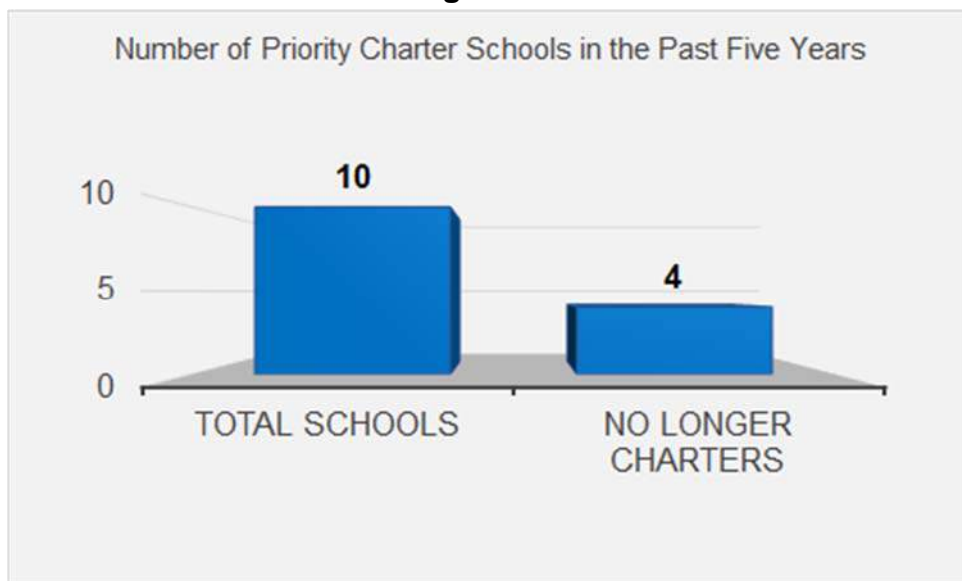


As evidenced in Table 4, there was a slow, but steady annual increase in the percentage of educationally disadvantaged students served in high quality Arkansas charters between the 2010-2011 school year and the 2013-2014 school year. While the change during this four-year time period was a 2.24% increase, a more significant change was seen between 2013-2014 and 2014-2015 when in this one-year period, the

number of educationally disadvantaged students in high quality charters increased by 18.91%.

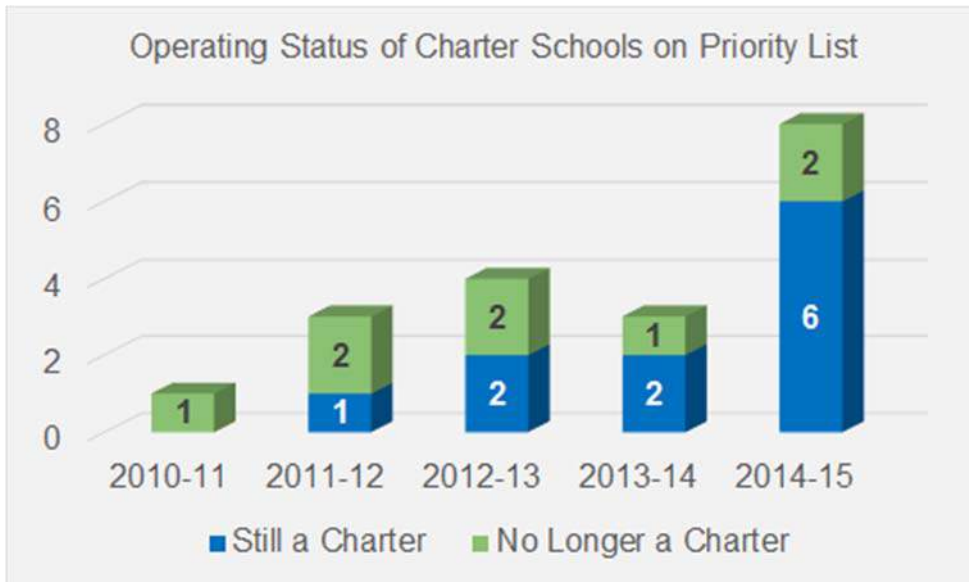
In the last five years, there have been ten charters designated as priority schools, meaning that the schools were identified as being among the lowest five percent of schools in the state in terms of student achievement on statewide assessments. As Table 5 below illustrates, of the ten total schools that appeared on the priority list, four are no longer charter schools.

Table 5: Charters Performing in the Bottom 5% of Schools



Moreover, looking at the annual rate of charter schools given the priority designation, in Table 6 below, there was an uptick in the number of schools in the past examination period. However, it is important to note that of those eight schools, two are no longer charters, one is making significant progress towards exiting priority status, and another is a school with a mission to serve high school dropouts.

Table 6: Operating status of Charter Schools on the Priority List, 2010-11 to 2014-15



Additionally, each of the six schools that still operate as charter schools and are on the priority list were called before the Charter Authorizing Panel in the spring of 2016 to address their priority status and their plans to remove their schools from the list. Specifically, the Panel asked the schools to address the following points in writing and presentation:

- An explanation of the ways in which the charter maintains and promotes the legislative intent for charter schools as outlined in Ark. Code Ann. § 6-23-102 and provided in the accompanying document;
- An explanation of the ways in which the charter remains innovative while struggling academically;
- A brief analysis of the 2015 PARCC data;
- An explanation of plans to improve academic achievement -

- Specific plans implemented in the past with data that demonstrate the results and include a discussion of student performance and growth;
- Specific plans for the future that include methods of assessing success;
- A discussion of current year-to-date student demographics, discipline, and attendance data;
- A discussion of the achievement of or progress toward the current charter goals with supporting data;
- An explanation, with supporting data, of the utilization of approved waivers and how those waivers assist in meeting current charter goals; and
- A summary of the overall effectiveness of the charter school.

Another important practice evidenced is the growth and development of charter schools created primarily to serve students who have been the most disenfranchised in traditional settings. While it is often difficult for charter schools in the early years of serving struggling students to demonstrate academic growth comparable to traditional schools serving a heterogeneous population, academic performance remains important to both the Charter Authorizing Panel and the State Board of Education.

SELECTION CRITERIA D – Project Design

CSP funding is an integral part of the plan to increase the number of successful charter schools in Arkansas, and a new design for selecting subgrantees and determining funding levels has been created. Previously, CSP grant funds were awarded to all new charters, but with a new federal grant award, Arkansas will encourage programs that will positively move the achievement needle for students,

especially those who would otherwise attend schools in need of improvement.

Arkansas will still award funds to both open-enrollment and district conversion charters; however, unlike in previous years, not all charters will receive grant funds as the new process will be competitive.

As the demand for more school choice in Arkansas increases, and the charter sector continues to grow, it is anticipated an average of five open-enrollment and eight district conversion charters will be authorized annually during the life of the new CSP grant, with a maximum of four and six applicants from each category, respectively, to receive CSP funds through the new competitive grant application process. The new process is part of the overall state strategy to provide options to students who attend schools identified as needing improvement, to improve academic performance for educationally disadvantaged students, and to create diverse charter schools. As noted in **SELECTION CRITERIA A**, Arkansas has a strong and detailed plan to provide support and incentives to charter schools that will target and serve educationally disadvantaged students.

A peer review process will be used with charter leaders reviewing and scoring applications based on a rubric, as noted above, that includes preference points for grant applicants with strong plans to address critical needs. The peer review process will involve recruitment of charter school experts to provide a review of all applications. These peer reviewers will undergo training and be required to sign a statement indicating that they have no conflict of interest in the subgrant process. Each application will be reviewed by at least three peer reviewers and scored based on the rubric and any preference points available as noted above.

Because the typical new district conversion charter has infrastructure and access to more resources than the typical new open-enrollment charter, open-enrollment charters will be eligible for more CSP grant funds. A district conversion charter will be eligible for a maximum of \$100,000 in planning funds and \$350,000 for implementation, totaling \$450,000, while open-enrollment charters will be eligible for a maximum of \$200,000 for planning and \$400,000 in implementation, totaling \$600,000. Grants available under the waiver for the expansion of existing charter schools successfully serving educationally disadvantaged students will provide up to \$150,000 in planning and \$400,000 in implementation funds. To encourage staff development and the development of sound curriculum and effective classroom strategies before the charter opens, maximum planning amounts may be allocated to subgrantees for 18 months before serving students.

As noted in **SELECTION CRITERIA A**, Arkansas will be giving preference points to charter schools that target and serve educationally disadvantaged students. Arkansas will also provide additional funding to such schools. Conversion charter schools that disproportionately serve educationally disadvantaged students will receive an additional \$100,000 in implementation funds and open-enrollment charters that target and serve educationally disadvantaged students will receive an additional \$150,000.

Another feature of the new grant program design will be a meaningful review of the achievement, or progress toward the achievement, of planning grant objectives before implementation funds are awarded. Implementation funding will be guaranteed only for subgrantees that demonstrate adequate progress toward meeting their

objectives, and the Grant Specialist will routinely monitor and track progress during quarterly check-ins.

As noted in Table 6 below, Arkansas anticipates that four new open-enrollment charter school subgrants and six new conversion charter school subgrants will be awarded each year during the three years of the grant. These numbers are supported by the information presented in Tables 1 and 3 above, which sets forth the growth of charter schools over the past five years, which includes the number of schools that have expanded by virtue of the state's licensing process referenced in **COMPETITIVE PREFERENCE PRIORITY 1**.

The numbers are further supported by the fact that the state does have a rolling flexible cap that increases each year that the number of charter schools comes within two of the cap. While that cap does limit the total number of charter schools that can be added over the course of the three year period of the grant, the state's licensure for replication and expansion of existing high-performing schools ensures that growth in the number of charter school seats is not limited by the cap and makes it far more likely that such growth will be high quality charter growth.

Table 6: Funding Structure by Type for One Year

OE – open-enrollment DC – district conversion ED-educationally disadvantaged

	Max Funding for Planning	Max Funding for Implementation	Total Funding Available
OE	\$200,000	\$400,000	\$600,000
OE add on for ED students		\$150,000	\$150,000
DC	\$150,000	\$300,000	\$450,000
DC add on for ED students		\$100,000	\$100,000
Expansion of existing schools serving ED students	\$150,000	\$400,000	\$550,000
Dissemination			\$300,000

Table 7: Total Funding Awards Available by Type per Year

OE – open-enrollment DC – district conversion ED – Educationally Disadvantaged

	Subgrantee Awards Expected per Year	Total Funding Available per Grant	Total Awarded per Year	Grand Total for the Grant Period
OE	4	\$600,000	\$2,400,000	\$7,200,000
OE serving ED supplement	2	\$150,000	\$300,000	\$900,000
DC	6	\$450,000	\$2,700,000	\$8,100,000
DC serving ED supplement	3	\$100,000	\$300,000	\$900,000
Expansion	2	\$550,000	\$1,100,000	\$3,300,000
Dissemination grants	1.33 (a total of 4)	\$300,000	\$300,000 OR \$600,000*	\$1,200,000

*if 2 awarded in 1 year

In Arkansas's prior CSP grant, which is currently finishing up pursuant to a no cost extension, Arkansas awarded subgrants to all subgrant applicants. While the lack of a more competitive subgrant process might generally be assumed to lead to a lower expectation of quality, Arkansas's rigorous charter school application process has

largely been relied upon to ensure that successful applicants demonstrate the capacity to operate high quality charter schools. Given that the ADE Charter Division that staffs the Charter Authorizing Panel is also the office charged with the responsibility for the CSP grant, the staff has first-hand knowledge of the quality of the applicant pools before they have applied for a CSP subgrant.

The charter schools receiving CSP subgrants over the current CSP grant period have continued to increase the high quality educational options available to Arkansas students across the state as referenced above in Table 3.

New CSP subgrantees will be routinely monitored by the Grant Specialist. Charged with conducting annual onsite visits to all charter schools receiving CSP funding, the Grant Specialist will also work with subgrantees to establish schedules for monthly contacts and quarterly check-ins. The purpose of the monitoring will be to provide support and assistance, link charter leaders with resources, ensure the appropriate use of grant funds, and review progress toward the achievement of grant objectives. The Grant Specialist will document information obtained through the monitoring process.

The current Charter Unit staff consists of four positions that will provide daily support to the Grant Specialist and subgrantees. As the state is currently in a no-cost extension of a previously awarded CSP grant, the current staff is adept at providing subgrantees with necessary support as described below.

- 1) The Administrative Specialist works with all charters to ensure that they are in compliance with required reporting and assists them with documenting and sharing their best practices on the ADE's website.

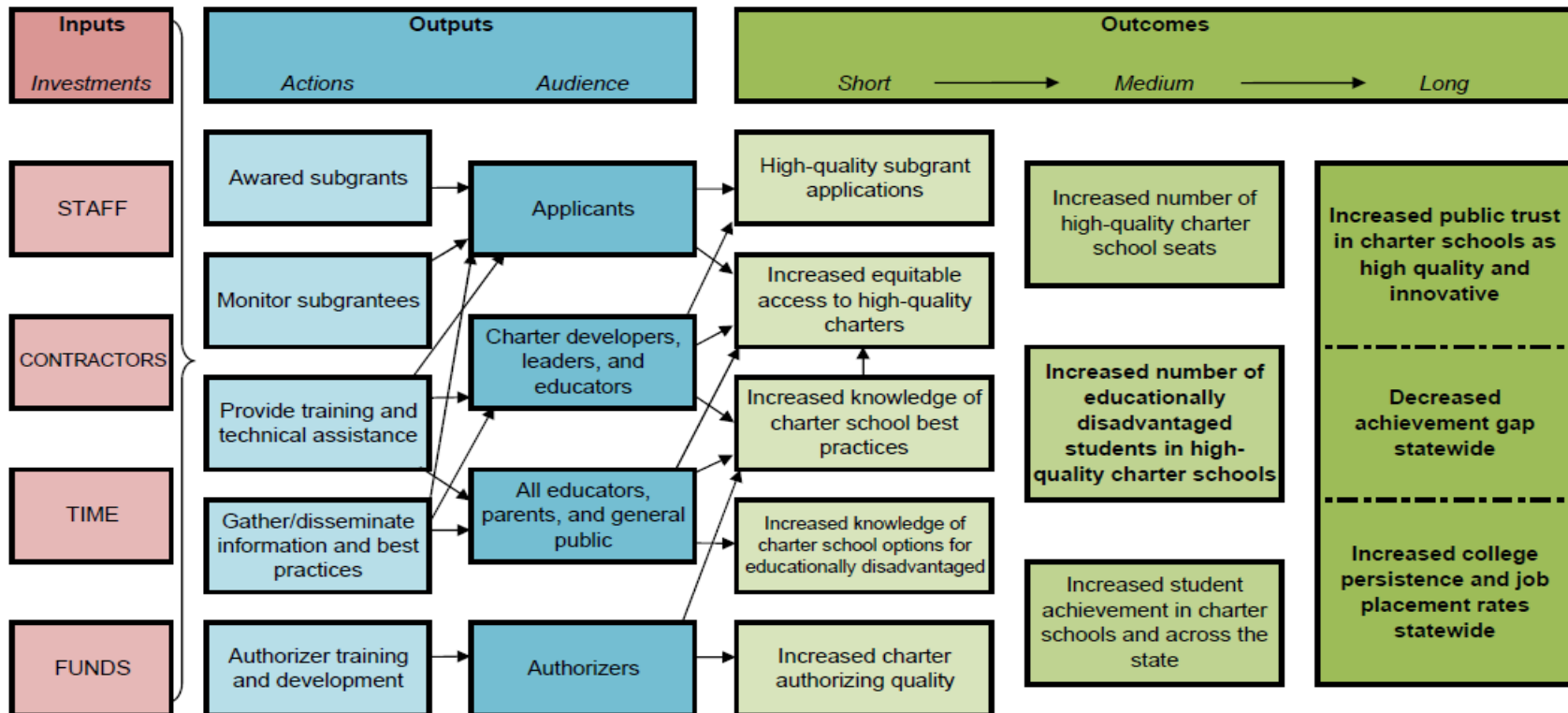
- 2) The Administrative Analyst currently reconciles all grant reimbursement requests with the approved grant budgets and works in conjunction with the finance division to process all grant reimbursements in a timely manner.
- 3) The Program Advisor currently visits all campuses and confirms that all grant expenditures and programming are being implemented with fidelity in accordance with the school's charter goals and grant objectives.
- 4) The Project Director, who is also the director of the ADE Charter Schools Unit, oversees the entire CSP grant and subgrantees. Furthermore, the Project Director facilitates all charter school and grant application processes and acts as a liaison between the charters and the Arkansas Department of Education.

The Charter Unit staff will continue to provide this support to new subgrantees and assist the Grant Specialist as (s)he provides an additional layer of intensive support. As charters are growing in the state, the Charter Unit staff will work in concert with one another to provide support to each school.

Arkansas's logic model sets forth the role of the grant in meeting the state's strategy and goals as follows:

ARKANSAS CHARTER SCHOOL PROGRAM LOGIC MODEL

GOAL: To facilitate the growth of high-quality charter schools in the state



Assumptions

1. By increasing planning time and funding, high quality charter developers will increase the number of seats in high quality charter schools.
2. By funding high quality charter schools to develop and disseminate best practices, the use of such practices will expand and increase quality.
3. Disseminating information about high quality charter schools to the public will increase the number of educationally disadvantaged students being served.
4. More informed, consistent, and transparent authorizer practices will increase the number of high quality charter schools and decrease the number of poor-performing charter schools.

External Factors

- * Changes in charter, state, and federal leadership
- * Changes in state and/or federal charter law

SELECTION CRITERIA E – Dissemination of Information and Best Practices

Arkansas has developed a comprehensive plan to fully disseminate information about charter school options to parents and students throughout the state and to provide best practices to charter schools as well as traditional public school teachers and leaders that can benefit from these best practices. Sharing these best practices is one of the five major action areas identified in the Arkansas Charter School Program Logic Model, and strategies to identify and compile best practices have been developed.

The first step of the plan is to develop and gather best practices through CSP dissemination grants and a strategic partnership with APSRC that will allow the state to pull together the best ideas the state's charter schools have developed to increase student achievement, particularly for educationally disadvantaged students.

Arkansas will issue a total of four dissemination grants in the three-year period of the grant for up to \$300,000 per grant. The first two dissemination grants would fund charter schools with a successful model and track record to disseminate innovative, unique and highly effective instructional practices across the state with a specific focus on instructional practices for educationally disadvantaged students, whether they be economically disadvantaged, special education or English Language Learners.

The third dissemination grant will fund dissemination of best practices of a charter school that has successfully developed and implemented a school climate and student discipline policy that creates a safe, creative and dynamic learning environment for a diverse student population.

The fourth dissemination grant will be directed toward funding dissemination of the best practices of high quality charter school operators that have successfully developed innovative models to increase graduation rates and college and career placement, with a special emphasis on increasing such rates with educationally disadvantaged populations.

As part of the overall grant, the ADE will redesign the dissemination grant process to require that applicants provide data and other measurable evidence that their models and practices have been successful in increasing student achievement. Applicants will be expected to fully explain their plans to share successful practices with schools that serve educationally disadvantaged students in both charter and traditional public schools and provide training on how to successfully implement those practices.

Further, as part of each of the dissemination grants, the subgrantee will be required to work with the teachers, leaders and schools that benefit from the dissemination grant to provide data and other measures of efficacy as evidence of the positive impact of these dissemination activities on student achievement.

Additionally, charter leaders will be required to document best practices in renewal applications. Since a unique renewal application is developed for each applicant to include each charter school's specific objectives and the charter school's most recent student performance data, ADE charter staff will require renewal applicants to include best practices supported by the data. As staff in the Charter Unit prepare renewal applications that are customized for each applicant, data is reviewed, and requests for best practices will also be customized and primarily focused on areas of strength for the charter schools.

For example, in addition to the dissemination grant referenced above, a charter school with a strong graduation rate when compared with graduation rates of schools in the same area or serving similar populations will be asked to provide best practices for increasing graduation rates for their student population. This will ensure both that the performance data supports the efficacy of the best practices to be shared, and that practices that promote diversity and improve academic performance of struggling students, student discipline, and school climate can be documented and disseminated.

Additionally, staff in the Charter Unit will look for best or promising practices during each charter site visit that it makes as part of its regular authorizer monitoring responsibilities as well as its site visits connected to the CSP grant and work with charter school leaders, teachers and the APSRC to document such practices for dissemination.

The second step is to effectively disseminate the information and best practices to other educators and to the public at large. Section 4.07 of the Arkansas Department of Education Rules Governing Public Charter Schools require charters that receive dissemination grants to provide the ADE Charter Unit with their best or promising practices for publication. Currently, the state features a section designated for best and promising charter school practices on its website. The site already includes videos about best practices at successful charter schools. However, as part of the grant, Arkansas intends to create a more interactive online portal to post best practice materials, videos and other information in a user friendly fashion.

In addition to the best practices videos referenced above, this online portal would potentially include:

- 1) Materials and information provided by dissemination subgrantees as described above;
- 2) Discussion Forums – school climate, student discipline, students with disabilities, classroom management, assessment, fundraising/partnerships, charter school governance;
- 3) Digital Lesson Plans – materials accompanied by short videos of teachers teaching core course materials in innovative and effective ways;
- 4) Virtual Tours of charter schools led by students and parents;
- 5) Resources - thematic/integrated units, curriculum maps, plus a comprehensive compendium of categorized links to charter school best practices; and
- 6) Announcements section - trainings/professional development opportunities, grant opportunities, conference, important rule and statutory developments

Experience has shown that collaborative efforts between the APSRC, the resource center for charters in the state, and the ADE benefit Arkansas educators and students. As part of the grant, APSRC has agreed to work with ADE to create and execute a plan for disseminating best practices. This strategic partnership will provide mentoring opportunities and technical assistance on recruitment and admission of educationally disadvantaged students. APSRC is best situated to work collaboratively with the state's best charter school leaders to provide mentoring to CSP subgrantees, particularly those that are serving educationally disadvantaged students. This mentoring component will focus on assisting new charter school leaders on navigating the first

year of opening a charter school and developing a positive school climate and student discipline policy.

Finally, as part of the grant, ADE will be developing parent resource centers across the state to provide parents with the information they need to choose the best educational option for their individual child as set forth in **SELECTION CRITERIA A**.

SELECTION CRITERIA F – Oversight of Authorized Public Chartering Agencies

Unlike many states with multiple authorizers, some of which are good and some of which are poor, Arkansas has one state authorizer. That authorizer is staffed by the same office applying for and assuming responsibility for this grant if it is awarded. As such, this application as a whole sets forth its plan to monitor, evaluate, assist and hold itself accountable for its portfolio of charter schools. While the rubric of this selection criteria seems to assume the existence of multiple authorizers, there is nothing else in the guidance to suggest that multiple authorizers is required or even preferred to a lone statewide authorizer, and the experience in many states with multiple authorizers would suggest that it may not be the best way to ensure the quality of the charter school movement in a particular state.

Since there are no other authorizers to hold accountable for these things, the authorizer must and will hold itself accountable for ensuring that it properly meets the rubric set forth in this Selection Criteria. To that end, Arkansas has developed, is in the process of strengthening, and will continue to strengthen its application, contract, monitoring, renewal and revocation processes to ensure that new and existing charter schools have the capacity to meet, and actually do meet, the high standards for

accountability that Arkansas has set. These efforts are set forth below as well as referenced within the various other priorities and selection criteria.

The authorizer's rigorous application and application process are guided by state statute, rule and best practices for quality authorizing and set forth clear criteria for how applicants will be evaluated to ensure that each application provides all the information necessary to determine whether the applicant has a sound plan for success academically and financially. As part of the application review process, charter school office staff is joined by staff from across the ADE in an internal review team that consist of ADE experts on curriculum and instruction, standards, Special Education, finance, and professional development. Arkansas's rigorous processes are also discussed in **COMPETITIVE PREFERENCE PRIORITY 1** and that information is hereby incorporated by reference.

The authorizer also relies on its relationship with APSRC to assist with the pre-application capacity determination. Arkansas believes this important partnership, which will expand as part of this grant, will allow the charter school movement in Arkansas to help in policing itself and weeding out those who lack the capacity to successfully operate a charter school. Additionally, ADE charter school staff has and will continue to work with applicants to counsel out those that are clearly lacking the capacity to be successful or are simply not yet ready.

Arkansas law (A.C.A Section 6-23-304) specifically ensures that models and practices that focus on racial and ethnic diversity in student bodies with respect to educationally disadvantaged students by requiring the authorizer to give preference in approving an application for open-enrollment charter schools to be located in any public

school district where the percentage of students who qualify for free or reduced-price lunches is above the average for the state; when the district has been classified by the State Board as in academic distress; or when the district has been classified by the Department of Education as in some phase of school improvement status.

Through its currently rigorous application process and its strategic partnership with the APSRC and its charter school incubator, Arkansas will be able to ensure that those students will be served by charter schools that incorporate evidence-based models and practices that will increase student performance and decrease achievement gaps.

Furthermore, as stated in **SELECTION CRITERIA A**, Arkansas is committed to additional efforts to serve students with the greatest needs and will require initial charter applications and charter renewal applicants to address the following:

- 1) The projected enrollment percentages of students by subgroup;
- 2) Plans to recruit and retain diverse student populations; and
- 3) Methods to be used to improve **and accelerate** academic performance of educationally disadvantaged students.

The authorizer uses the charter application, which includes agreed-upon goals as one framework against which all charter schools are measured. If it is determined that a charter school operator committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter; failure to satisfy generally accepted accounting standards of fiscal management; or failure to meet specified academic or fiscal performance criteria, the authorizer may place the charter on probation or may modify, revoke, or deny renewal of its charter. Such decisions made

by the authorizer are based on clear expectations that are routinely discussed in initial application hearings, renewal hearings, and amendment request hearings.

In addition to the goals stipulated in the charter application, the authorizers have several methods by which to gauge academic and fiscal charter school performance. As required by law, charter schools in Arkansas must take the same state tests as all other Arkansas public schools and are subject to the same A-F report cards system of accountability that simply and transparently provides the public with information about the student performance of every public school. This accountability system is based upon rigorous metrics and a scientifically based formula evaluating student scores in math and literacy on state standardized tests to accurately and fairly evaluate the performance of all students at a particular school.

Arkansas uses this performance based accountability system to set up measurable academic expectations contractually for all charter schools and those expectations have consequences. For example, the Arkansas legislature approved per pupil facilities financing for charter schools for the first time with Act 739 of 2015. Charter schools receiving a letter of grade of F are not eligible for the funding.

Finally, Arkansas's work with NACSA and its proposed contract with NACSA as part of this grant, both of which were referenced in **COMPETITIVE PREFERENCE PRIORITY 1**, will allow it to continue to improve its practices in a way that ensures that evidence-based models and practices are being used effectively in Arkansas schools and that measurable and clear performance frameworks are set up for all charter schools including alternative and virtual charter schools.

The authorizer holds charters accountable by publicly reporting on charter performance. Specifically, A.C.A. Section 6-23-404 provides as follows:

Evaluation of open-enrollment public charter schools.

(a) The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

(b) An annual evaluation shall include without limitation consideration of:

(1) Student scores under the statewide assessment program described in § 6-15-433;

(2) Student attendance;

(3) Student grades;

(4) Incidents involving student discipline;

(5) Socioeconomic data on students' families;

(6) Parental satisfaction with the schools;

(7) Student satisfaction with the schools; and

(8) The open-enrollment public charter school's compliance with § 6-23-107.

(c) The authorizer may require the charter holder to appear before the authorizer to discuss the results of the evaluation and to present further information to the authorizer as the authorizer deems necessary.

Additionally, the ADE has contracted with data and student performance experts at the University of Arkansas to provide a more detailed and comprehensive review of charter school performance at a school by school level and in direct relation to their traditional public school counterparts. The three year study attached as Appendix F is

an example of the lengths that Arkansas has taken to ensure that information on academic performance is available to charter schools and the public at large.

Although accountable for academic and operational performance results as fully set forth above, the Arkansas standard application and contract allow charter schools to retain significant autonomy concerning budgetary decisions, personnel decisions, and curricular decisions among others. Unlike many states where the school districts who directly compete with their charter schools for students are also the authorizers, Arkansas open-enrollment charter schools are completely autonomous of local school district influence or control. Consequently, the charter application, contract and monitoring process is largely free from the local political pressures that so often directly infringe upon the autonomy and flexibility of charter schools in school district authorizing states. Furthermore, every charter school in Arkansas is recognized as its own LEA which provides greater assurance that federal funds can flow directly through to the charter schools without interference, and that charter schools have the autonomy to meet the requirements and expectations of federal law as they see fit.

As noted above, Arkansas open-enrollment charter schools are free from local school district rules by virtue of state authorization and their autonomous status as LEAs. But as further discussed in **SELECTION CRITERIA G**, Arkansas charter schools are also granted waivers from state laws and rules that often inhibit the flexible operation and management of public schools. State law provides autonomy over the school budget and curriculum while the waiver process routinely provides such autonomy over staffing issues, class sizes, and school calendar while maintaining

important requirements relating to results, such as state testing, school grades and graduation rates, as well as school safety requirements.

While conversion charter schools are not designated as their own LEAs and are more closely linked with their local school district in certain ways, they do enjoy the same rights to statutory waivers as well as to autonomy over staffing, budget, procurement, curriculum, etc.

As discussed in **ABSOLUTE PRIORITY 1 and 2**, once charters are established, they are routinely monitored like other Arkansas public schools. Charter schools must submit annual independent financial audits, are accountable for meeting the terms of their charter contracts, and are accountable for student performance on state assessments, in the same manner as other public schools in Arkansas. Among the primary considerations in the review and evaluation processes are whether the charter school is meeting its contractual goals with the state, whether the charter school is meeting or exceeding its required academic achievement goals, and whether the charter school is in compliance with applicable State and Federal laws. The authorizer has imposed meaningful consequences, including closure, on underperforming charter schools as noted in **SELECTION CRITERIA B**.

In addition to the annual reports on charter school performance referenced above, charter schools are also required by law to report publicly and to the authorizer regarding multiple metrics of performance and other student information. A.C.A Section 6-23-107 provides numerous reporting requirements within 10 days of the close of the first and fourth quarter of each school year, including, but not limited to:

“the number of applicants with a disability identified under the Individuals with Disabilities Education Act, the number of applications for enrollment the public charter school denied and an explanation of the reason for each denial, and the scores for all charter schools students on the assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, including without limitation benchmark assessments and end-of-course assessments.

Arkansas also requires all districts and charter schools to publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. A couple of examples of these reports are attached as Appendix G.

In spite of the progress that has been made on developing high quality charter schools in Arkansas, the authorizer is continually looking for ways to seek and approve high quality charter school operators that will take on the challenge of addressing the needs of its most disadvantaged student populations. The state’s efforts to accomplish this are laid out in detail in **Selection Criterion A, B, D and E**. The grant application preferences, additional grant funding, and expansion funding for charter developers that successfully take on the challenge of educating the state’s most underprivileged students, should make the opportunity to open such a school in Arkansas more appealing. Meanwhile, the state’s partnership with APSRC, the state’s primary representative and advocate for charter schools, provides charter operators within and outside of the state with an opportunity to work within a structure that will be welcoming and supportive.

As noted in **ABSOLUTE PRIORITY 1 and COMPETITIVE PREFERENCE PRIORITY 1**, initial charter contracts are issued for a five-year period and require a full renewal application and public hearing before approval beyond that initial period. Renewal contracts may be longer for charter schools that have shown the capacity to consistently perform well academically, organizationally and financially, but annual reporting requirements and the ability to require charter leaders to appear before the authorizer at any time ensure that the Panel is closely monitoring all charter schools annually at the very least.

Arkansas's renewal process includes an in-depth review which occurs prior to the expiration of initial five-year contracts. This review includes the renewal application attached as Appendix H, an ADE staff site visit and evaluation with extensive interviews of school leadership, classroom observation and detailed improvement plans for schools that have struggled academically and/or financially, and a comprehensive review of whether the school is meeting all of its requirements under the charter contract and state and federal law. Sections 4.03.1.1-4.03.1.4 of the charter rules mirror A.C.A. § 6-23-105 and outline the basis and procedure for public charter school probation or charter modification, revocation or denial of renewal.

First and foremost in the renewal process is Arkansas's emphasis on academic results for the students served by charter schools. Section 4.03.1.5 of the ADE Rules Governing Public Charter Schools specifically states that, "Pursuant to the federal mandate contained in P.L. 111-117, 123 Stat. 3264, the authorizer will consider increases in student academic achievement for all groups of students described in

Section 1111 (b)(2)(C)(v) of the Elementary and Secondary Education Act as a primary factor in determining whether to non-renew or revoke a public charter school's charter.”

Given Arkansas's focus on student achievement metrics and recognizing the fact that there are often changes in standardized testing, cut scores and other aspects of the state's accountability system, the authorizer ensures the ability to properly monitor and evaluate the academic performance of its charter schools by monitoring interim assessments like NWEA and TLI. Additionally, in the new state testing system, ACT Aspire, there are several formative assessments included that will be used to further monitor performance if and when standardized testing changes are made.

SELECTION CRITERIA G – Policy Context for Charter Schools

Arkansas charter schools are afforded flexibility and autonomy from both state and local rules and law. As referenced in SELECTION CRITERIA F, Arkansas open-enrollment charter schools have complete flexibility and autonomy from local rules and laws by virtue of the fact that they are approved and contract with the state as authorizer and by virtue of the fact that they are their own LEAs for purposes of federal law and funding.

Flexibility within state law is provided by way of waivers in initial charter applications, renewal applications and through the charter amendment request process. Charter schools control their budgets, procurement, personnel, and their curriculum. Rather than listing the laws from which charters are exempt, Arkansas law allows charter schools to request waivers from most laws and rules, prohibiting waivers from only a few areas that include state accountability, graduation requirements, special education, and health and safety requirements.

Additional waivers are the most common amendment requests received from charters and are most often approved. Attached as Appendix I is a list of the most common waivers provided to charter schools routinely. This approach to providing charter schools with flexibility and autonomy allows the state and its charter schools to make necessary adjustments to their charter contracts as state education laws are revised and to focus their importance on state requirements that relate to outputs rather than inputs.

Arkansas is diligent and transparent in providing appropriate information about and a commensurate share of federal funds to charter schools. Again, this is an area where charter schools' status as LEAs allows for direct and effective communication of information as well as a fast and efficient flow of funding.

In general, federal funds are allocated based on prior year enrollment and free/reduced lunch data. Adjustments are made to traditional school districts' allocations for any charter schools that receive their students. Preliminary allocations are published in the fall and then adjusted in January or February with the publication of a final allocation list. Each preliminary and final allocation list is shared through a Commissioner's Memo, an official means of communication between the ADE and public schools that is published on the ADE website and viewable by the public. In the case of newly opened or significantly expanding charter schools, federal funds are allocated based on current year data. Estimated enrollment and free/reduced lunch counts are submitted by the charter to the ADE in July prior to the beginning of the school year. Preliminary allocations are calculated based on this estimated data, and

once actual data are available for the current year, federal funds are recalculated to adjust for changes. Payments are made monthly on a reimbursement basis.

Likewise, new charter schools receive special education funding based on estimated child count data that is requested by ADE staff in the Special Education Unit directly from charters in July or August. These funds are paid to schools on a reimbursement basis each month. In February, the ADE recalculates the allocation of funds based on actual December 1 special education child counts for new/significantly expanding charter schools.

Effective communication among ADE staff ensures that Arkansas charter schools receive federal funds, even in the first year of operation. The units at the ADE charged with allocating funds routinely contact staff in the Charter Unit for information on new charters so that funding estimates can be requested. In addition, ADE assistant commissioners who serve on the Charter Authorizing Panel and attend State Board of Education meetings inform their leaders about charter changes, and on July 1, 2015, the Commissioner of Education appointed the ADE Director of Federal Programs to serve as a member of the Charter Authorizing Panel. Additionally, the Charter Unit routinely shares information with other staff who consistently work with charters at charter contact meetings. In this way, those who work daily with charter schools learn about charter school developments, including new charter approvals, renewal approvals, and amendment request approvals. These many methods of communication ensure that the ADE staff are informed so that new and expanding charters receive appropriate levels of federal funding.

The ADE Equity Assistance Unit reviews Equity Compliance Reports that are submitted annually by districts and open-enrollment charter schools as required in A.C.A. § 6-10-111. This unit assists in the resolution of complaints that could potentially impact the civil rights of students or personnel. Also, charter schools are included in the monitoring schedule of the Special Education Unit with some charters being visited by special education staff each year. Monitoring documents and checklists, as well as the visit schedule, are posted on the website. A special education staff member reviews all charter applications, participates at charter contact meetings, and serves as a resource to charters and ADE charter staff. These efforts help ensure that IDEA/special education and Section 504 issues never materialize or are quickly and appropriately addressed.

APPLICATION REQUIREMENT – Section 427 General Education Provisions Act (GEPA)

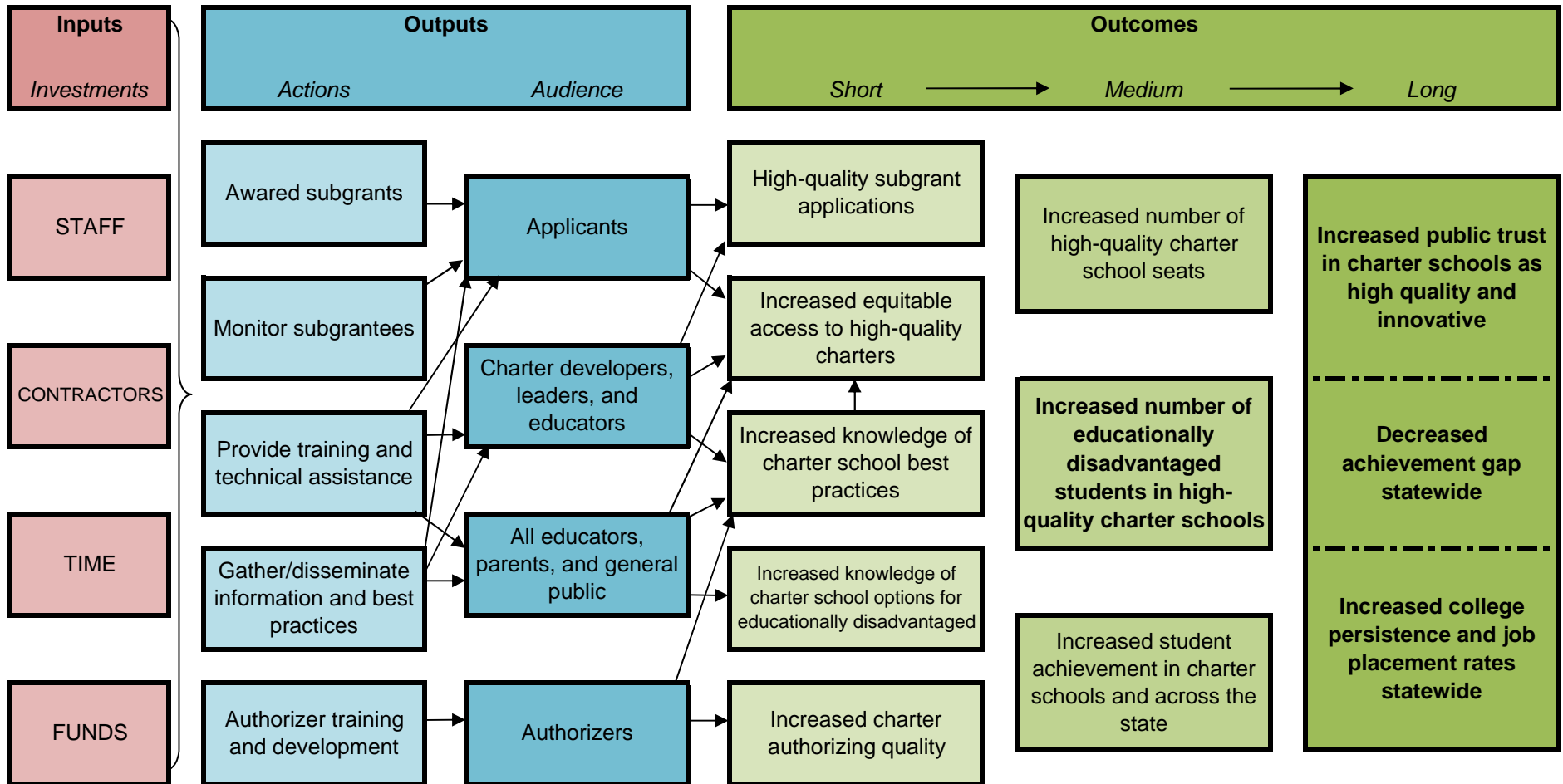
Recognizing the barriers to education for economically disadvantaged students, English language learners, and students with disabilities, and that the academic performance of these students can be masked due to low numbers in each group, Arkansas Department of Education leaders established the Targeted Achievement Gap Group (TAGG) as approved through ESEA flexibility. Arkansas reports the performance of these students collectively as the TAGG in addition to reporting for any of the subgroups separately when numbers are large enough. Improving academic performance for the TAGG, of which educationally disadvantaged students are a part, is a major component throughout the CSP program proposed. Specifically, the rubric for subgrantee applications will include priority points for programs designed to meet the

needs of the TAGG.

Additionally, language is a barrier to parents receiving information about charter schools and the CSP grant. This proposal includes the development and implementation of a communications plan to reach parents, educators, and the general public. To combat the barrier, information about charters will be shared in Spanish.

ARKANSAS CHARTER SCHOOL PROGRAM LOGIC MODEL

GOAL: To facilitate the growth of high-quality charter schools in the state



Assumptions

1. By increasing planning time and funding, high quality charter developers will increase the number of seats in high quality charter schools.
2. By funding high quality charter schools to develop and disseminate best practices, the use of such practices will expand and increase quality.
3. Disseminating information about high quality charter schools to the public will increase the number of educationally disadvantaged students being served.
4. More informed, consistent, and transparent authorizer practices will increase the number of high quality charter schools and decrease the number of poor-performing charter schools.

External Factors

- * Changes in charter, state, and federal leadership
- * Changes in state and/or federal charter law

Arkansas Department of Education—Charter School Program Application

Budget Narrative

The following narrative presents a justification for estimating the costs of personnel and related fringe benefits, travel, equipment, supplies, contractual services, other direct costs, and indirect costs for the proposed Charter School Program Application (CSP) grant program.

1. Personnel. In order to ensure the proper administration of the Charter School Program, the Arkansas Department of Education (ADE) will assume the salary costs associated with Project Director (1.0 FTE), Program Advisor (1.0 FTE), Administrative Analyst (1.0 FTE), and Administrative Specialist (1.0 FTE), which represents 4.0 FTE, for the project period. Grant funds will be used to hire a Grant Specialist (1.0 FTE). Adding the Grant Specialist position will drastically increase the efficiency of the CSP in Arkansas by providing subgrantees with increased technical assistance in an effort to identify and document best/promising practices as described in the project narrative. The average amount budgeted for personnel is \$65,613 per project year.

2. Fringe Benefits. Fringe benefit rates for the salaried position (Grant Specialist) described above are determined by federal and state regulations. For this position, the fringe benefits include social security, health insurance, unemployment insurance, workers' compensation, and retirement. The average amount budgeted for costs associated with fringe benefits is \$19,233 per grant year.

3. Travel. The ADE has requested an average of \$30,500 to cover travel costs during each year of the project period. These monies will be used to support the costs

associated with out-of-state and in-state travel. Out-of-state travel includes costs to attend the U.S. Department of Education (USDOE)-CSP project director meetings and other national charter school conferences when appropriate. In-state travel costs reflect the expanded monitoring and technical assistance activities described in the project narrative.

4. Equipment. The ADE has budgeted \$20,005 for equipment for the grant period, to cover periodic replacement of servers, computers, telephones, printers, copiers, and/or other unanticipated equipment needs. Such equipment is utilized to support the productivity of the charter school office.

5. Supplies. The ADE is requesting \$30,000 for supplies to support program administration and coordination during each year of implementation of the CSP. Such costs include the purchase of general office supplies, presentation materials, printing costs, including the signage that will be used to promote educational options around the state, and telephone and internet access related costs.

6. Contractual. The ADE has requested funds to support an independent quantitative evaluation of the Arkansas Charter Schools Program to be conducted by an external evaluator (\$70,000 for each project year). The proposed budget also includes funds for collaborative partnerships, with the Arkansas Public Charter Schools Resource Center and the National Association of Charter School Authorizers that will provide workshops and trainings to support charter leaders, charter board members, Charter Authorizing Panel members, and State Board of Education members (an average of \$45,000 per year). Additionally, the ADE has requested funds to contract with a vendor to build and manage an effective Portal System to house and disseminate

best practices (an average of \$38,800 per year). Transcription services, employed to document all Charter Authorizing Panel hearings, is included in the budget and averages at about \$10,128 per project year. Also, the budget provides \$16,200 per year to compensate peer reviewers, who will review the subgrant applications. The total amount requested to fulfill contractual obligations is \$540,385, which averages to about \$180,128 per project year.

7. Construction: Not Applicable.

8. Other Direct Costs. Other direct costs total \$21,630,000 over the course of the grant, averaging at \$7,210,000 per year. As shown in Table 1 on page 5, other direct funds will support costs associated with providing workshops, awarding various subgrants, and supporting professional organization dues.

9. Total Direct Costs. Total direct costs come in at \$22,566,430 for the entire project period. As shown in Table 2 on page 6, in addition to the other direct fund usage described above, total direct funds will support costs associated with personnel, fringe benefits, travel, equipment, supplies, and contracts.

10. Indirect Costs. The ADE has a current indirect cost rate agreement with the U.S. Department of Education that allows 12% to be used for indirect costs. Direct costs for which indirect costs will be charged are personnel, fringe benefits, travel, supplies, contractual agreements, workshops, and dues to professional organizations. The total indirect costs are \$113,571 for the total project period.

11. Training Stipends. No training stipends are expected to be used for the purpose of this grant.

12. Total Costs. Total costs come in at \$22,680,000, accounting for personnel, fringe benefits, travel, equipment, supplies, contracts, other direct costs, and indirect costs. As shown in Table 3 on page 7, just over 95% of the grant funds have been budgeted to distribute in subgrants and the remaining funds have been budgeted to be used by the ADE to properly administer the grant.

Table 1. Other Direct Costs by Project Year

	Year 1	Year 2	Year 3
Workshops/Informational Sessions	\$5,000	\$5,000	\$5,000
OE Planning Grants*			
4 grants @ \$200,000 each	\$800,000	\$800,000	\$800,000
OE Implementation Grants*			
4 grants @ \$400,000 each	\$1,600,000	\$1,600,000	\$1,600,000
DC Planning Grants*			
6 grants @ \$150,000 each	\$900,000	\$900,000	\$900,000
DC Implementation Grants*			
6 grants @ \$300,000 each	\$1,800,000	\$1,800,000	\$1,800,000
Expansion Grants*			
2 grants @ \$550,000	\$1,100,000	\$1,100,000	\$1,100,000
Dissemination Grants*			
1.33 grants @ \$300,000	\$400,000	\$400,000	\$400,000
Dues to Professional Organizations	\$5,000	5,000	\$5,000
Total	\$7,210,000	\$7,210,000	\$7,210,000

*These amounts reflect the maximum amounts that schools are eligible receive; however, all schools may or may not request or receive the maximum funding amount available.

Table 2. Total Direct Costs by Project Year

	Year 1	Year 2	Year 3	Total
Personnel	\$64,000	\$65,600	\$67,240	\$196,840
Fringe Benefits	\$18,875	\$19,230	\$19,595	\$57,700
Travel	\$28,000	\$30,500	\$33,000	\$91,500
Equipment	\$10,000	\$5,005	\$5,000	\$20,005
Supplies	\$15,000	\$10,000	\$5,000	\$30,000
Contractual	\$225,000	\$180,125	\$135,260	\$540,385
Construction	\$0	\$0	\$0	\$0
Other Direct Costs	\$7,210,000	\$7,210,000	\$7,210,000	\$21,630,000
Total	\$7,570,875	\$7,520,460	\$7,475,095	\$22,566,430

Table 3. Total Costs

	Total	Percentage of Total Funds
Total Direct Costs Associated with SubGrant Awards	\$21,600,000	95.238%
Total Direct Costs Associated with Administrative Costs (minus Indirect Costs)	\$966,429	4.261%
Total Indirect Costs Associated with Administrative Costs	\$113,571	0.501%
Total	\$22,680,000	100%

**Arkansas Department of Education
Charter Schools Program
Year 1 Budget: 2016-2017**

1 Personnel

	FTE	Rate	Value	Totals
Position				
CSP Grant Specialist	1.00	\$64,000 per year	\$64,000	
Personnel Total				\$64,000

2 Fringe Benefits

Social Security	\$64,000	7.65%	\$4,896	
Health Insurance	1.00	\$4,680	\$4,680	
Unemployment Insurance	\$64,000	0.38%	\$243	
Worker's Compensation	\$64,000	0.15%	\$96	
Retirement	\$64,000	14.00%	\$8,960	
Fringe Benefits Total				\$18,875

3 Travel

In-state travel for ADE staff to provide technical assistance, visit charter schools, promote charter schools, and attend conferences			\$23,000	
Travel for ADE staff to attend CSP project directors' meeting			\$5,000	
Travel Total				\$28,000

4 Equipment

Office and/or presentation equipment, as needed			\$10,000	
Equipment Total				\$10,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$15,000	
Supplies Total				\$15,000

6 Contractual

Collaborative Partnerships			\$65,000	
External Evaluator			\$70,000	
Portal System			\$63,800	
Transcription Services			\$10,000	
Peer Review Compensation			\$16,200	
Contractual Total				\$225,000

**Arkansas Department of Education
Charter Schools Program
Year 1 Budget: 2015-2016**

7 Construction		\$0
8 Other		
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$5,000	
Open-Enrollment Planning Grants 4 grants @ \$200,000 per grant	\$800,000	
Open-Enrollment Implementation Grants 4 grants @ \$400,000 per grant	\$1,600,000	
Open-Enrollment Add-on for ED Students 2 grants @ \$150,000 per grant	\$300,000	
District Conversion Planning Grants 6 grants @ \$150,000 per grant	\$900,000	
District Conversion Implementation Grants 6 grants @ \$300,000 per grant	\$1,800,000	
District Conversion Add-on for ED Students 3 grants @ \$100,000	\$300,000	
Expansion Grants 2 grants @ \$550,000	\$1,100,000	
Dissemination Grants 1.33 grants @ \$300,000	\$400,000	
Dues to professional organizations	\$5,000	
Other Total		\$7,210,000
9 Total Direct Costs		\$7,570,875
10 Total Indirect Costs (total * 12% - minus equipment)		\$43,305
11 Training Stipends		\$0
12 Grand Total		\$7,614,180

**Arkansas Department of Education
Charter Schools Program
Year 2 Budget: 2017-2018**

1 Personnel

	FTE	Rate	Value	Totals
Position				
CSP Grant Specialist	1.00	\$65,600 per year	\$65,600	
Personnel Total				\$65,600

2 Fringe Benefits

Social Security	\$65,600	7.65%	\$5,018	
Health Insurance	1.00	\$4,680	\$4,680	
Unemployment Insurance	\$65,600	0.38%	\$249	
Worker's Compensation	\$65,600	0.15%	\$98	
Retirement	\$65,600	14.00%	\$9,184	
Fringe Benefits Total				\$19,230

3 Travel

In-state travel for ADE staff to provide technical assistance, visit charter schools, promote charter schools, and attend conferences			\$25,500	
Travel for ADE staff to attend CSP project directors' meeting			\$5,000	
Travel Total				\$30,500

4 Equipment

Office and/or presentation equipment, as needed			\$5,005	
Equipment Total				\$5,005

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$10,000	
Supplies Total				\$10,000

6 Contractual

Collaborative Partnerships			\$45,000	
External Evaluator			\$70,000	
Portal System			\$38,800	
Transcription Services			\$10,125	
Peer Review Compensation			\$16,200	
Contractual Total				\$180,125

**Arkansas Department of Education
Charter Schools Program
Year 2 Budget: 2017-2018**

7 Construction		\$0
8 Other		
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$5,000	
Open-Enrollment Planning Grants 4 grants @ \$200,000 per grant	\$800,000	
Open-Enrollment Implementation Grants 4 grants @ \$400,000 per grant	\$1,600,000	
Open-Enrollment Add-on for ED Students 2 grants @ \$150,000 per grant	\$300,000	
District Conversion Planning Grants 6 grants @ \$150,000 per grant	\$900,000	
District Conversion Implementation Grants 6 grants @ \$300,000 per grant	\$1,800,000	
District Conversion Add-on for ED Students 3 grants @ \$100,000	\$300,000	
Expansion Grants 2 grants @ \$550,000	\$1,100,000	
Dissemination Grants 1.33 grants @ \$300,000	\$400,000	
Dues to professional organizations	\$5,000	
Other Total		\$7,210,000
9 Total Direct Costs		\$7,520,460
10 Total Indirect Costs (total * 12% - minus equipment)		\$37,855
11 Training Stipends		\$0
12 Grand Total		\$7,558,315

**Arkansas Department of Education
Charter Schools Program
Year 3 Budget: 2018-2019**

1 Personnel

	FTE	Rate	Value	Totals
Position				
CSP Grant Specialist	1.00	\$67,240 per year	\$67,240	
Personnel Total				\$67,240

2 Fringe Benefits

Social Security	\$67,240	7.65%	\$5,144	
Health Insurance	1.00	\$4,680	\$4,680	
Unemployment Insurance	\$67,240	0.38%	\$256	
Worker's Compensation	\$67,240	0.15%	\$101	
Retirement	\$67,240	14.00%	\$9,414	
Fringe Benefits Total				\$19,594

3 Travel

In-state travel for ADE staff to provide technical assistance, visit charter schools, promote charter schools, and attend conferences			\$28,000	
Travel for ADE staff to attend CSP project directors' meeting			\$5,000	
Travel Total				\$33,000

4 Equipment

Office and/or presentation equipment, as needed			\$5,000	
Equipment Total				\$5,000

5 Supplies

Administrative office supplies, printing costs, presentation materials, postage, office space, etc.			\$5,000	
Supplies Total				\$5,000

6 Contractual

Collaborative Partnerships			\$25,000	
External Evaluator			\$70,000	
Portal System			\$13,800	
Transcription Services			\$10,260	
Peer Review Compensation			\$16,200	
Contractual Total				\$135,260

**Arkansas Department of Education
Charter Schools Program
Year 3 Budget: 2018-2019**

7 Construction	\$0
8 Other	
Workshops, activities, and informational sessions to increase awareness regarding CSP and support public charter schools	\$5,000
Open-Enrollment Planning Grants 4 grants @ \$200,000 per grant	\$800,000
Open-Enrollment Implementation Grants 4 grants @ \$400,000 per grant	\$1,600,000
Open-Enrollment Add-on for ED Students 2 grants @ \$150,000 per grant	\$300,000
District Conversion Planning Grants 6 grants @ \$150,000 per grant	\$900,000
District Conversion Implementation Grants 6 grants @ \$300,000 per grant	\$1,800,000
District Conversion Add-on for ED Students 3 grants @ \$100,000	\$300,000
Expansion Grants 2 grants @ \$550,000	\$1,100,000
Dissemination Grants 1.33 grants @ \$300,000	\$400,000
Dues to professional organizations	\$5,000
Other Total	\$7,210,000
9 Total Direct Costs	\$7,475,094
10 Total Indirect Costs (total * 12% - minus equipment)	\$32,411
11 Training Stipends	\$0
12 Grand Total	\$7,507,505

CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Department of Education Appropriations Act, 2016; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
 - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
 - B. A description of how the charter school will be managed;
 - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
 - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
 - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
 - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
 - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
 - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
 - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
 - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
 - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
 - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

- M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
- N. Such other information and assurances as the Secretary and SEA may require.
- 2) The applicant will –
- A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
 - B. Use a peer review process to review applications for subgrants.
- 3) State law, regulations, or other policies in the State where the applicant is located require that –
- A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and demonstrate improved student academic achievement; and
 - B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school's charter.
- 4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.
- 5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Johnny Key
NAME OF AUTHORIZED OFFICIAL

Commissioner of Education
TITLE


SIGNATURE OF AUTHORIZED OFFICIAL

05/31/2016
DATE

Arkansas Department of Education
APPLICANT ORGANIZATION

06/01/2016
DATE SUBMITTED

ALEXANDRA M. BOYD
PUBLIC SCHOOL PROGRAM COORDINATOR
CHARTER UNIT, DIVISION OF LEARNING SERVICES
ARKANSAS DEPARTMENT OF EDUCATION

Charter Schools
4 Capitol Mall, Mail Slot #3
Little Rock, AR 72201
501-682-5665
Alexandra.Boyd@arkansas.gov

EDUCATION

Doctorate in Philosophy of Education Policy, University of Arkansas

August 2011—May 2014, ABD (PhD Expected December 2016), Fayetteville, AR

- Cumulative GPA: 3.35 on a 4.0 scale
- Doctoral Academy Fellowship
- Phi Alpha Omega Memorial Scholarship
- Bethany D. McClendon Scholarship

Masters of Arts in Teaching, Christian Brothers University

August 2008—May 2010, Memphis, TN

- Cumulative GPA: 4.0 on a 4.0 scale
- Member of Kappa Delta Pi Honor Society

Bachelor of Arts in Political Science and International Studies, Rhodes College

August 2003—May 2007, Memphis, TN

- Cumulative GPA: 3.0 on a 4.0 scale
- Dean's Scholarship
- Rhodes Service Scholar Scholarship
- Buckman Study Abroad Scholarship

PROFESSIONAL EXPERIENCE

Public School Program Coordinator for Charter Schools, Arkansas Department of Education

October 2015—Present, Little Rock, AR

- Convened senior-level administrators from charter schools, the Arkansas State Board of Education, and Charter Authorizing Panel to ensure the academic success of all students attending charter schools
- Represented the state at USDOE workshops and compliance calls
- Examined and updated application materials and other required forms, annually
- Facilitated annual applicant workshops to potential charter school operators focused on explaining the laws, regulations, and resources available for opening a charter school

Public School Program Advisor for Charter Schools, Arkansas Department of Education

January 2015—October 2015, Little Rock, AR

- Created and executed a data-driven process to monitor lottery procedures for over-subscribed charter schools
- Convened senior-level administrators from charter schools, the Arkansas State Board of Education, and Charter Authorizing Panel to ensure the academic success of all students attending charter schools

- Represented the state at USDOE workshops and compliance calls
- Facilitated annual applicant workshops to potential charter school operators focused on explaining the laws, regulations, and resources available for opening a charter school
- Assisted in developing marketing materials to increase public familiarity with the operation of public charter schools across the state

Research Assistant, Department of Education Reform, University of Arkansas

June 2011—January 2015, Fayetteville, AR

- Assisted in drafting and executing a three year merit pay program for the entire faculty and staff at an Arkansas Delta high school with over 100 employees and a \$330,000 annual budget
- Surveyed and interviewed over 300 public school employees and other stakeholders while conducting research and evaluations on school satisfaction, school choice, teacher development, teacher incentive structures, support programs for at-risk students, and School Improvement Grants
- Translated legislative and district level education policies into laymen's terms both in policy briefs and presentations for public school employees and other stakeholders
- Compiled and analyzed various data sets to assist in the evaluation of Arkansas student achievement as measured by the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

Intern, Arkansas Teacher Corps

October 2012—January 2015, Fayetteville, AR

- Participated in the selection of 42 ATC Fellows through reading over 300 applications and conducting both phone and in-person interviews
- Facilitated several teacher training workshops focusing on cultural sensitivity and diversity awareness
- Constructed and executed a research agenda designed to understand who ATC recruits and retains in comparison to other teacher training programs in Arkansas

6th Grade Language Teacher, Hamilton Middle School, Memphis City Schools

October 2010—May 2011, Memphis, TN

- Instructed students with language difficulties in an effort to increase their literacy
- Commended by the chair of the literacy department for improving the daily verbal skills and usage of one student who had previously been all but silent due to that student's embarrassment of having a speech impediment
- Increased parental school involvement by making weekly calls home for all of my students concerning academics and behavior, and by inviting parents to the classroom to watch weekly classroom productions executed by students

6th grade Science and Social Studies Teacher, The Soulsville Charter School, Memphis City Schools

July 2007—June 2010, Memphis, TN

- Facilitated an increase in the academic achievement levels of over 180 students (Science +8.4 school years in 2008 and +4.1 school years in 2009; Social Studies +10.0 school years in 2008 and +5.5 school years in 2009)
- Chaired both the 6th grade teachers and science department professional learning communities for two years
- Created and implemented a social development curriculum for the entire middle school body for three years
- Produced the annual Black History Month Celebration purposefully designed to integrate academic research and artistic expression by encouraging students to demonstrate their newfound knowledge of a historic figure through various artistic mediums

PUBLICATIONS

Boyd, A., Rose, C. & Maranto, R. (2014). The Softer Side of 'No Excuses': A view of KIPP schools in action. *Education Next*, 14(1).

(Under Review)

Maranto, R., Anderson, K., & Boyd, A. *Does Administrative Accountability Capture Student Learning? A Test in an American State*. Research and Politics.

(In Preparation)

Belin, C. M., Boyd, A. M., & Day, M. L. *School Leaders, Race, and the Advanced Placement Program*.

Brown, B. M., Crouch, M., Boyd, A., Deck, C., & Bowen, D. *An experimental analysis of teacher risk preferences, ambiguity preferences, over-confidence, and competitiveness*.

Brown, B., Boyd, A., Burks, S., & Vasile, A. *The effectiveness of alternatively certified teachers from rigorous programs on math & literacy achievement: A systematic review*.

(Referee for)

Journal of Negro Education

PRESENTATIONS

(sorted by most recent date)

Brown, B. M., Crouch, M., Boyd, A., Deck, C., & Bowen, D. (2014, March). K Killeen (Chair). S. Glazerman (Discussant). *An experimental analysis of teacher risk preferences, ambiguity preferences, over-confidence, and competitiveness*. Annual conference of the Association for Education Finance and Policy, San Antonio, TX.

Boyd, A., Ritter, G., Crouch, M., & Brown, B. M. (2014, March). K Killeen (Chair). S. Glazerman (Discussant). *Finding quality: Does one's path to certification matter?*. Annual conference of the Association for Education Finance and Policy, San Antonio, TX.

Burks, S. M., Crouch, M., & Boyd, A. (2014, March). J. Leos-Urbel (Chair). C. Conaway (Discussant). *There's a New Coach in Town: First Year Results from a Random-Assignment College Access and Career Coaching Program*. Annual conference of the Association for Education Finance and Policy, San Antonio, TX.

Brown, B., Boyd, A., Burks, S., & Vasile, A. (2014, February). C. Yeeke (Chair/Discussant). *The effectiveness of alternatively certified teachers from rigorous programs on math & literacy achievement: A systematic review*. The Arkansas Political Science Association Annual Conference, Searcy, AR.

Belin, C. M., Boyd, A. M., & Day, M. L. (2013, March). S.L. Campbell (Chair). H. Hough & M. Lemke (Discussants). *School Leaders, Race, and the Advanced Placement Program*. Annual conference of the Association for Education Finance and Policy, New Orleans, LA.

Boyd, A. M., (2013, March). *A Review of the Systemic Effects of Vouchers on Public School Achievement*. Annual conference of the Association for Education Finance and Policy, New Orleans, LA.

LEADERSHIP EXPERIENCE

President, Black Graduate Students Association

August 2012—May 2013

- Represented the chapter as a panel speaker at over 20 University of Arkansas orientation and academic programming events
- Updated the constitution and bylaws governing the chapter in an effort to maintain compliance with the University of Arkansas' office for Registered Student Organizations(RSO) while ensuring the needs of the chapter members were met
- Applied for and received over five thousand dollars in support from the RSO office and other campus entities to support campus programming, which occurred bi-monthly and addressed the academic, career, and social needs of the organization and greater student body
- Served as a representative for black graduate students on the Graduate Dean's Advisory Board and for graduate students on the Parking and Transit Committee
- Met with top level university administrators to secure the founding of a Graduate Student Congress to ensure that graduate students have a representative voice within the student government

President, Alpha Kappa Alpha Sorority, Incorporated ®

May 2006—May 2007

- Developed and executed a community service program agenda for the school-year that met the interests of the membership, the regulations of the campus, and corresponded with the program agenda of the national community service program committee
- Assisted in hosting the Southeastern Regional Director and her committee members during the planning of the 2007 Southeastern Regional Conference on the campus of Rhodes College
- Prepared extensive chapter reports to demonstrate that the chapter was in compliance with college and national organization standards

Chartering President, National Pan Hellenic Council

August 2005—May 2006

- Lobbied the Dean of Multicultural Affairs and Greek Life to express the need for a governing organization for the Black Greek Letter Organizations on campus
- Assembled the leadership of the three National Pan Hellenic Council (NPHC) member organization on campus to draft the constitution and bylaws that met the needs of this emerging campus organization while simultaneously abiding by both campus and national regulations
- Solicited over three thousand dollars in funds and in-kind donations to organize the chartering ceremony and host all NPHC member organizations city-wide
- Represented the organization and its membership in campus-wide and city-wide meetings

CERTIFICATION

- Middle Grades 4-8, Tennessee
- Middle Grades 4-8, Arkansas

GRADUATE COURSEWORK

- 36 hours in education pedagogy
- 30 hours in education policy
- 24 hours in data analysis, research methods, econometrics, and evaluation

STATISTICAL SOFTWARE

- Medium to High Level Proficiency in SPSS and Microsoft Excel
- Basic Level Proficiency in SAS, SHAZAM, and STATA

Kelly McLaughlin

Public School Program Advisor
Public Charter Unit, Division of Learning Services
Arkansas Department of Education

Charter Schools
4 Capitol Mall, Mail Slot #3
Littler Rock, AR 72201
501-682-2130
Kelly.McLaughlin@arkansas.gov

Education

Greenbrier High School 1984

University of Central Arkansas, B.S.E. in English, 1992

University of Colorado at Boulder, journalism endorsement , 2002

Arkansas State University, Curriculum Instruction Leadership MS, (expected December 2016)

Qualifications

- Literacy instructional facilitator experience
- ACSIP literacy chair and lead teacher
- Co-teaching experience
- Literacy Design Collaborative
- PARCC level setting committee
- English/language arts literacy review committee
- Member of Arkansas Reading Association

Work History

Certified Tutor, 1991

Humnoke Public Schools, English teacher, 1993-1995

- Taught 7-12 English

Quitman High School, English teacher, 1996-2008

- Primarily focused on Step Up to Writing and Literacy Lab.
- Facilitated as ACSIP literacy chair and led PLC after school sessions and Frameworks for Poverty training.

Nemo Vista High School, Literacy coach/English teacher, 2010-2014

- Worked as the literacy instructional facilitator, consisting of coaching/mentoring and PARCC/Common Core training
- Worked in the capacity of team teaching, mentoring new teachers, and providing in service through team meetings as well as working as an interventionist with 7-12th grade students.
- Trained in Literacy Design Collaborative provided by SREB, conducted collaboration team meetings with fellow teachers and literacy specialists.
- Worked with younger teachers to assist in helping them to develop their program of study, focusing on a writing improvement program.

Guy Perkins, Substitute 2008-2009/English teacher 2014-2016

- Implementing google classroom, edcite lessons, learning centers for the high school classroom, and a multitude of technology in the classroom, including Google Classroom and Ouiwrite.

Arkansas Department of Education Charter Office, Program Advisor, March, 2016-Present

- Monitored lottery procedures for over-subscribed charter schools, organizing charter school leadership documentation and attending Arkansas State Board of Education and Charter Authorizing Panel.
- Assisted in facilitating annual applicant workshops to potential charter school operators focused on explaining the laws, regulations, and resources available for opening a charter school.
- Visited all charter schools to monitor compliance, confirm grant expenditures, and provide technical support.

ALYSE MATTOX

4 Capitol Mall, Little Rock, AR 72201
Ph. # 501-683-5312 | alyse.mattox@arkansas.gov

Skills and Abilities

- Experienced in bookkeeping and record keeping
- Excellent computer, Microsoft Office, and Adobe software proficiency
- Attentive to detail
- Easily learns new programs and technology

Professional Experience

Administrative Analyst

Arkansas Department of Education - Little Rock, AR | January 2013-Present

- Provided managerial, organizational, technical, and administrative support to staff
- Provided remote technical assistance for online database and applications
- Maintained organizational budget and submitted purchase orders
- Worked with multiple grantee accounts by verifying invoices for allowable expenses, reconciling expenses to the budget, creating budget adjustments, and submitting reimbursement payments
- Compiled data for reports
- Developed digital application documents
- Disseminated information about Arkansas charter school and home school laws, rules, and procedures to educators and other members of the public
- Provided customer service and general reception
- Created and maintained electronic charter and home school files and databases
- Arranged meetings, webinars, and conference calls
- Managed inventory
- Set up travel arrangements

Administrative Specialist III

University of Central Arkansas - Conway, AR | July 2008-January 2013

- Maintained organizational budget and deposited payments
- Submitted purchase orders, personal action forms, and budget adjustments
- Oversaw professional service contract creation and spend-down
- Managed databases and spreadsheets
- Provided technical assistance to staff
- Arranged events, meetings, and conferences
- Set up travel arrangements
- Organized and maintained filing systems
- Managed inventory
- Developed brochures and newsletters, graphic design, and video projects

Office Assistant

University of Central Arkansas - Conway, AR | June 2003-June 2008

- Data entry via entering budget adjustments in Banner
- Organized and maintained filing systems
- Created spreadsheets in Excel
- Answered telephones, directed visitors, and provided customer service
- Assisted in updating financial books

Education

Bachelor of Arts, Studio Art | May 2008
University of Central Arkansas - Conway, AR

Sharon A. Rodgers
Administrative Specialist II
Public Charter Unit, Division of Learning Services
Arkansas Department of Education

Charter Schools
4 Capitol Mall, Mail Slot #3
Little Rock, AR 72201
501-683-5313
Sharon.Rodger@arkansas.gov

Objective: To obtain a position in which my experience, skills, abilities, and exceptional customer service techniques are utilized to promote and benefit the workplace environment.

Education: Arkansas State University-Beebe
Early Childhood Education
Undergraduate Courses

Summary of Qualifications:

Computer Skills:

- Windows 2010, Spreadsheet/Datadbse, Microsoft Office, Word Processor, Microsoft PowerPoint, Microsoft Word, Excel, PTS System, Microsoft Publishers, Microsoft Outlook, Adobe Pro, Access, Arkansas Crime Information System, and National Crime Information Center, Hp Scanner, Photoshop,

Office Skills:

- Transcription, Typing, Data Entry, Filing, Telephone Etiquette, Customer Service, Bookkeeping

Experience

Oct. 14 to Present Arkansas Department of Education Administrative Specialist II

Researches various data storage and/or computer records to obtain information and complies data for reports. Composes and types routine correspondence and form letters, maintains activity logs and/or financial ledgers, and submits reports to supervisor. Reviews documents including applications, forms, records, and reports for accuracy, completeness, and compliance with laws and regulations, makes necessary corrections, and assigns file numbers. Provides information, assistance, and clarification to interested parties concerning agency/institution policies and procedures, assist with Charter/Home School applications, and assist parents with information in regards to Charter/Home Schools. Verify homeschool students form past and present, process homeschool student's applications for denial or approval, monitor Charter School Bank Statements, answer questions pertaining to Act 120. Perform other duties as assigned. Process, sorts, distribute mail, answering and directing calls taking messages, and providing general information and assistance performs related responsibilities as required or assigned, answering requests for information and relaying messages to staff, managing mail flow.

July 13 to Oct. 14 Arkansas Historic Preservation Program Administrative Assistant II

Process, opens, sorts, and distribute mail, types and proofreads various documents, including letters, memoranda, reports, forms, narratives and training, copies and collates, materials for distribution, inputs and manages agency database, processes correspondence, establishes document files, and maintain files by updating, and purging, acts as office receptionist as necessary by greeting and directing visitors, answering telephones, taking messages, and providing general information and assistance performs related responsibilities as required or assigned, answering requests for information and relaying messages to staff, managing mail flow.

June 03 to July 12 Pulaski County Sheriff's Office Enforcement/Investigations Clerk

Answering and directing phone calls, received and recorded funds and balanced funds against receipts issued, monitored receipts received and issued, performed daily, weekly, and end of month financial reports and deposits for accuracy calculations, maintained security of ACIC/NCIC data base information, maintained security of cash receipts, petty cash, and cash drawers, interviewed, data entry, entering and updating arrest warrants, entering information and removing individuals from Arkansas Crime Information Center/National Crime Information Center, process warrants/reports, clearing warrants, clearing arrest reports, generate arrest disposition reports, monitor daily phone conversations with circuit and district courts, assisting other agencies with warrants and public information, understand and interpret policy and procedures, and trained six enforcement clerks, volunteered with the Pulaski County mass flu clinic, served as acting supervisor

Sept. 02 to June 03 Pulaski County Sheriff's Office Investigation Clerk

Answering and directing phone calls, maintain confidentiality with arrestees being interviewed for crimes, entering general crime reports, clearing cases, transcribing interviews for nine investigators, tally daily crime report, weekly NLR Burglary report, UCR Excel Spreadsheet (Uniform Crime Information System daily/monthly), ordering office supplies, general office duties, writing general crime report supplements, assisting investigators with public, and customer service.

Apr. 99 to Sept. 00 Little Rock Police Department-Internal Affairs Secretary II

Answer and directing phone calls, maintain confidentiality with citizens filing complaints against law enforcement personnel, and maintain confidentiality with officers being called in for interview against citizens complaints, customer service, ordering supplies, filing, typing memos, pulling case files, pulling personal files for supervisors to review for officers, machine dictation, and transcription, balanced cash registers, maintained security of cash receipts, petty cash, and individual cash drawers, processed payments for individuals applying for business license along with the appropriate paperwork

Apr. 97 to March 99 Ramada Inn Front Desk Clerk

Night auditor, count deposits, check-in and check-out guests, make reservations, answer phone, switchboard operator, balanced cash registers, balanced credit card machine, and generated financial reports, maintained security of cash receipts, petty cash, and individual cash drawers,

Community Activities

Youth Bible Study Teacher, Youth Mentor, Activity Planner, Choir Member, Public Health Volunteer Worker, Coordinated Community Health Fairs, and Hospitality Representative



STATE OF ARKANSAS

ASA HUTCHINSON
GOVERNOR

May 31, 2016

Johnny Key
Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Mr. Key,

On behalf of the State of Arkansas, I am pleased to write this letter in support of the Arkansas Department of Education as it applies for the federal Charter Schools Program Grant for State Educational Agencies (CSP SEA Grant).

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. To date, the CSP SEA Grant has had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical passage. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools—including charters—to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

The CSP SEA Grant has been essential to the progress the state has already made and will be crucial to the endeavor moving forward. As such, the Arkansas Department of Education has my enthusiastic support in its work on behalf of Arkansas charter schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Asa Hutchinson", written over a horizontal line.

Asa Hutchinson



TIM GRIFFIN
LIEUTENANT GOVERNOR

May 31, 2016

Johnny Key
Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Mr. Key:

On behalf of the Office of the Lieutenant Governor, I am pleased to write this letter in support of the Arkansas Department of Education as it applies for the federal Charter Schools Program Grant for State Educational Agencies (CSP SEA Grant).

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. To date, the CSP SEA Grant has had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical passage. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools—including charters—to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

The CSP SEA Grant has been essential to the progress the state has already made and will be crucial to the endeavor moving forward. As such, the Arkansas Department of Education has the enthusiastic support of the Office of the Lieutenant Governor in its work on behalf of Arkansas charter schools.

Sincerely,

A stylized blue ink signature of Tim Griffin, consisting of a large, sweeping 'T' and a smaller 'G'.

Tim Griffin
Lieutenant Governor
Office of the Lieutenant Governor

JOHN BOOZMAN
ARKANSAS

320 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510
202-224-4843

United States Senate
WASHINGTON, DC 20510

COMMITTEES:

AGRICULTURE, NUTRITION, AND FORESTRY

APPROPRIATIONS

ENVIRONMENT AND PUBLIC WORKS

VETERANS' AFFAIRS

May 31, 2016

Mr. Johnny Key
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

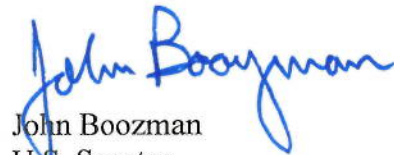
Dear Mr. Key,

I am very happy to express my support for the Arkansas Department of Education proposal to receive funding from the State Educational Agencies (CSP SEA) Grant through the U.S. Department of Education Charter Schools Program. I understand Arkansas will use funds received to continue enhancing educational opportunities throughout the state.

I was pleased to see how the CSP SEA Grant has already had a considerable impact on the growth of charter schools in Arkansas. However, it is clear that many students, especially those living in historically underserved communities, still do not have access to educational choices that fit the needs of all children. I appreciate your efforts to create a portfolio of schools throughout the state, including charters, that will deliver quality, variety, and innovation. With much of the infrastructure needed to carry out this vision already in existence, I support your efforts to provide more diverse educational choices throughout the state and to strive for greater accountability for existing charter schools.

I believe this project clearly fits the application guidelines and will be beneficial to residents in Arkansas. Please keep me more informed of the status of this funding request. I am grateful for the work you do every day to advance our state and create a bright future for our children.

Sincerely,



John Boozman
U.S. Senator

JB: tr

106 W. MAIN ST.
SUITE 104
EL DORADO, AR 71730
870-863-4641

1120 GARRISON AVE.
SUITE B
FORT SMITH, AR 72901
479-573-0189

300 S. CHURCH ST.
SUITE 400
JONESBORO, AR 72401
870-268-6925

1401 W. CAPITOL AVE.
PLAZA F
LITTLE ROCK, AR 72201
501-372-7153

213 W. MONROE
SUITE N
LOWELL, AR 72745
479-725-0400

1001 HWY. 62 E.
SUITE 11
MOUNTAIN HOME, AR 72653
870-424-0129

620 E. 22ND ST.
SUITE 204
STUTTGART, AR 72160
870-672-6941

FRENCH HILL
2ND DISTRICT, ARKANSAS

COMMITTEE ON FINANCIAL SERVICES
SUBCOMMITTEE ON CAPITAL MARKETS AND
GOVERNMENT SPONSORED ENTERPRISES
SUBCOMMITTEE ON OVERSIGHT AND
INVESTIGATIONS



Congress of the United States
House of Representatives
Washington, DC 20515
May 31, 2016

WASHINGTON, DC OFFICE
1229 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2506
FAX: (202) 225-5903

CONWAY DISTRICT OFFICE
1105 DEER STREET, SUITE 12
CONWAY, AR 72032
PHONE: (501) 358-3481
FAX: (501) 358-3494

LITTLE ROCK DISTRICT OFFICE
1501 NORTH UNIVERSITY AVENUE, SUITE 150
LITTLE ROCK, AR 72207
PHONE: (501) 324-5941
FAX: (501) 324-6029

The Honorable Johnny Key
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

Dear Commissioner Key:

I am pleased to write this letter in support of the Arkansas Department of Education as it applies for the federal Charter Schools Program Grant for State Educational Agencies (CSP SEA Grant).

As the state of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. To date, the CSP SEA Grant has had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical passage. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools—including charters—to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Please keep me apprised of the department application's progress and do not hesitate to contact Jill Cox in my Little Rock office at (501) 324-5941 or at Jill.Cox@mail.house.gov.

Sincerely,

French Hill
Member of Congress

Congress of the United States
House of Representatives
Washington, DC 20515-0404

May 31, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary King:

I write to express my support for Arkansas Department of Education's (the State) federal Charter Schools Program for State Educational Agencies (CSP SEA Grant) grant application. If awarded, the State will be able to continue its progression on implementation of charter schools throughout Arkansas.

According to Arkansas Public School Resource Center Executive Director Scott Smith, this grant will allow for enhanced educational opportunities for all students. To date, the CSP SEA Grant has had a considerable impact on the growth and improvement of the charter school program in Arkansas; however, the state is now at a critical passage. Many students in Arkansas, especially those living in historically underserved communities; remain in dire need of access to enriched educational opportunities.

Thank you for your full and fair consideration of this application. Please keep me apprised of its progress by contacting Cara Cox in my Hot Springs office at 501-609-9796 or cara.cox@mail.house.gov.

Sincerely,



Bruce Westerman
United States Congressman
Arkansas' Fourth District

Congress of the United States
House of Representatives
Washington, DC 20515-0403

May 27, 2016

Mr. Johnny Key
Commissioner
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

Dear Mr. Key,

It is my pleasure to once again submit a letter in support of the Arkansas Department of Education as it applies for the federal Charter Schools Program Grant for State Educational Agencies (CSP SEA Grant). I understand this is a highly competitive selection process, and I request that Arkansas's grant proposal receive a thorough review from those considering submitted applications. While a number of students in the state have the opportunity to seek educational opportunities at high-achieving public charter schools, the funding requested will enhance the statewide effort to grow this successful endeavor.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. To date, the CSP SEA Grant has had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical moment. The vast majority of students in Arkansas remain without access to charter school options. For those who do have access to open-enrollment and district conversion public charter schools, enrollment wait lists abound. Students in Arkansas need access to more high-quality charter school options statewide like the respected alternatives I support in my congressional district including Haas Hall Academy and the Rogers New Technology High School among others. Finally, Arkansas has a robust accountability structure in place to responsibly maximize any funding award.

As the state moves forward, charter schools will only become more integral to the transformation of the educational landscape in Arkansas. I sincerely appreciate all due consideration of the Arkansas application. It carries my full support.

Sincerely,



Steve Womack
Member of Congress

SW/kw

A Petition:*Arkansas Charter Schools: Support for the ADE Application for CSP SEA Grant Funding*

Name	Title	Organization
Ms. Trish Flanagan	Founder	Future School
Dr. Martin Schoppmeyer	Founder, Superintendent	Haas Hall Academy
Mr. Scott Shirey	Executive Director	KIPP Delta
Mr. Rob McGill	Executive Director	Academics Plus Charter Schools,
Mr. John Bacon	CEO	eSTEM Public Charter Schools
Ms. Mary Ley	Executive Director	Arkansas Arts Academy
Dr. Mary Ann Duncan	Superintendent	Responsive Education Solutions - Arkansas
Mr. Bryce Adams	Vice President—State Relations	Connections Education
Ms. Katie Tatum	Principal	SIA Tech High School
Ms. Judy Warren	Director	Imboden Area Charter School
Ms. Lenisha Broadway	Regional Vice President	Lighthouse Academies – Arkansas & Oklahoma
Dr. Valerie Tatum	Executive Director	Covenant Keepers College Preparatory Academy
Mr. Atnan Ekin	Superintendent	LISA Academy
Mr. Christian Yarberry	Executive Director	Exalt Education, Inc.
Ms. Shannon Nuckols	Director	Rockbridge Montessori Academy



May 27, 2016

Mr. Johnny Key
Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Commissioner Key:

On behalf of the boards of directors of Arkansas Learns and Arkansans for Education Reform Foundation, I am pleased to write in support of the Arkansas Department of Education as it applies for the federal Charter Schools Program Grant for State Educational Agencies (CSP SEA Grant).

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. To date, the CSP SEA Grant has had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical passage. Many students in Arkansas, particularly those living in historically underserved communities, remain in dire need of access to excellent educational opportunities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend upon a portfolio of great schools – including charters – to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

The CSP SEA Grant has been essential to the progress the state has already made and will be crucial to the endeavor moving forward. As such, the Arkansas Department of Education has the enthusiastic support of both Arkansas Learns and Arkansans for Education Reform Foundation in its work on behalf of Arkansas charter schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Newton", is written over a printed name and title.

Gary Newton
President & CEO

May 26, 2016

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary King:

The National Association of Charter School Authorizers (NACSA) is pleased to offer its support for Arkansas's Charter School Programs (CSP) grant proposal. NACSA believes deeply in the importance of high quality authorizing and in the positive impact it has on the quality of charter schools. To that end, NACSA has agreed to partner with the Arkansas Department of Education to implement key projects in the state that are in line with the grant's stated priority for 'High Quality Authorizing and Monitoring' processes and practices.

The National Association of Charter School Authorizers is a not-for-profit, membership association committed to advancing excellence and accountability in the charter school sector and to increasing the number of high-quality charter schools across the nation. NACSA's work includes evaluation, training, and development of authorizing tools and processes, all informed by the best practices of the nation's leading authorizers. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It is devoted exclusively to improving public education by improving the policies and practices of the organizations responsible for authorizing charter schools.

If awarded the CSP grant, NACSA and the Arkansas Department of Education (the Department) would partner to develop high quality authorizing practices. Specifically, NACSA would develop a comprehensive performance framework that includes academic, financial, and organizational metrics that will allow the Department to model national best practices and to differentiate monitoring, intervention, and renewal processes in accordance with the results of charter school's performance pursuant to that framework.

We look forward to partnering with the Arkansas Department of Education to further develop its authorizing practices and support the state's efforts to expand high quality charter schools.

Sincerely,



Greg Richmond, CEO

May 27, 2016

Charter School Program Review Panel

Dear Review Panel:

I am writing on behalf of the Charter Schools Program grant application submitted for Arkansas by the Arkansas Public School Resource Center. The Walton Family Foundation has been a long supporter of charter schools across the country, and while we typically assist charter schools in targeted urban areas, as our home state, Arkansas is unique in that we've been able to attract some successful Charter Management Organizations (CMO's) into a rural state.

In addition, we have then partnered regionally (with Oklahoma, Tennessee, Missouri, Louisiana, and Mississippi) to enable CMO presence and placement regionally for economies of scale, rather than relying on concentration in one city or urban jurisdiction. This strategy has provided access to high quality CMO's in rural areas that would previously be overlooked.

The foundation wholeheartedly supports the Charter School Program application submitted for Arkansas, and are hopeful that this award will further leverage access to high quality charter schools among rural communities. Please don't hesitate to contact me if panel members have questions. My direct line is: 479-464-1567; email address: ksmith@wffmail.com

Sincerely,



Kathy Smith
Senior Program Officer – Education Reform

Name of Individual with Prior Charter Experience _____

Position with Proposed Charter _____

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter

Charter School Closure List

<u>Date Closed</u>	<u>Name of Charter</u>	<u>School Year Opened</u>	<u>Reason(s) for Closure</u>
6/30/15	Cloverdale Aerospace Technology Conversion Charter Middle School	2010	District did not request renewal of the charter
6/30/15	Lincoln Middle Academy of Excellence	2010	District did not request renewal of the charter
6/30/15	Vilonia Academy of Service and Technology	2007	District did not request renewal of the charter
6/30/15	Vilonia Academy of Technology	2004	District did not request renewal of the charter
6/30/13	Blytheville Charter School & ALE	2001	District did not request renewal of the charter
6/30/13	Oak Grove Elementary Health, Wellness and Environmental Science	2009	Charter was surrendered due to district reconfiguration
8/13/12	Lincoln Academic Center of Excellence	2009	Charter was surrendered by the district due to significant decrease in enrollment
6/30/12	Dreamland Academy of Performing & Communication Arts	2007	Charter was non-renewed due to lack of academic progress
6/30/12	Ridgeroad Charter Middle School	2003	Charter was surrendered due to district reconfiguration
6/30/11	Arthur Bo Felder Learning Academy	2005	Charter was surrendered by the district
6/30/11	Osceola Communication Arts Business School	2008	Charter was revoked due to not meeting standards and charter compliance
3/14/11	Urban Collegiate Public Charter School for Young Men	2010	Charter was revoked due to not meeting standards in school compliance
7/12/10	Hope Academy	2007	Charter was revoked due to financial deficits and charter compliance
6/30/10	School of Excellence	2008	Charter was revoked due to financial deficits coupled with state standards compliance and loss of students
6/8/09	Northwest Arkansas Academy of Fine Arts	2007	Charter was surrendered and school merged with another public open-enrollment charter school due to low student enrollment coupled with financial difficulties
6/30/08	Raider Open Door Academy Charter	2003	Charter was surrendered by the district due to low student enrollment

Charter School Closure List

<u>Date Closed</u>	<u>Name of Charter</u>	<u>School Year Opened</u>	<u>Reason(s) for Closure</u>
4/9/07	Focus Learning Academy	2003	Charter was surrendered due to decrease in enrollment coupled with financial deficits
1/31/07	Arise Charter School	2004	Charter was surrendered due to a significant decrease in enrollment coupled with financial difficulties
6/12/06	West Woods Charter Elementary	2001	District did not request renewal of the charter
6/30/06	Arkansas School for Information Systems & Technology	2004	District did not request renewal of the charter
6/30/03	Grace Hill Charter Elementary School	2001	District did not request renewal of the charter
6/30/02	Little Rock Residential Elementary Charter	2001	Charter was surrendered due to financial considerations and lack of enrollment

Office for Education Policy
University of Arkansas



ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

SCHOOL YEARS 2011-12 THROUGH 2013-14

By:

**Dr. Gary W. Ritter
Dr. Patrick J. Wolf
Kaitlin Anderson
Leesa Foreman
Evan Rhinesmith
Elise Swanson**

May 16, 2016

**Office for Education Policy
University of Arkansas
211 Graduate Education Building
Fayetteville, AR 72701
Phone: (479) 575-3773
Fax: (479) 575-3196
E-mail: oeu@uark.edu**

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Evaluation Executive Summary

Part 1: Background & Organization of Overall Report

In compliance with state law, the Arkansas Department of Education commissions a yearly evaluation of conversion and open-enrollment charter schools around the state. Arkansas passed its first charter school law in 1995, and annual evaluations have been conducted since the 2005-06 school year, through this current report, which incorporates three years of academic evaluations from 2011-12 to 2013-14. The purpose of the annual evaluation is to provide a snapshot of the status of Arkansas charter schools – their academic outcomes and the interest in them. Except for the first academic year, and through 2010-11, all studies have been conducted by Metis Associates. The most recent Metis report is covered in the literature review.

A research team from the University of Arkansas – Fayetteville, led by Professors Gary Ritter and Patrick Wolf, won the competitive bidding process to perform the evaluation of Arkansas charter schools for the two school years: 2011-12 and 2012-13. The project was later extended to include the 2013-14 school year. The primary part of the proposed evaluation is a rigorous annual academic evaluation. This report will be the first evaluation of Arkansas public charter schools to give year-by-year academic outcomes for the state and for individual charter schools.

The **first section** of this report addresses the question: “What is the evidence of the effects of charter schools on student achievement?” We tackle this question using two analytic strategies. The first is an individual student “matched-twin” study in which we assess the effectiveness of charter schools by asking if students attending these schools perform as well as similar students who attended traditional public schools. Using this strategy, we can study charter effectiveness for three years (2011-12, 2012-13, and 2013-14) for both open-enrollment and district conversion charter schools.

Our second strategy capitalizes on the fact that we have data on all of the students who applied to oversubscribed charter schools for the 2012-13 school year. In this analysis, we find “matched-twins” from the lists of students who applied but were not selected at random via lottery to gain admission into the charters. Because this strategy can only be employed for a subset of the open-enrollment charter schools and for two years, we use this analysis as a robustness check for our more comprehensive 3-year student matching study.

The **second section** of this report describes the parent satisfaction survey administered to parents at all charter schools across the state during the 2015-16 school year. This survey does not allow for comparison to nearby traditional schools, but does provide straightforward descriptive information on the satisfaction level of parents with various aspects of their experiences in both open-enrollment and district conversion charter schools.

The **third and final section** includes our conclusions and policy recommendations based on nearly three years of analyzing Arkansas charter schools.

Part 2: What are the Effects of Charter Schools on Student Achievement?

Comprehensive 3-Year Statewide Matched Twin Study

Overview of Charter School Sample

This state charter evaluation focuses on charter schools in operation in the state in the following three years: 2011-12, 2012-13, 2013-14. In the final year of our analysis, there were 16,621 students in 48 charter schools across the state. Students in charter schools, particularly in open-enrollment charter schools, were more likely to be Black than were students in traditional public schools across the state (52% of students in open-enrollment charter were Black as compared to 21% of students overall). Students in charters were just as likely as the average student in the state to be eligible for free or reduced lunch, but were less likely to be identified for special education services. In the four columns to the far right of the table, these same figures are presented for the 2015-16 school year, so that readers of the report can observe the increase in the number of charter students over the past two years.

Executive Summary Table 1: State Demographics by Charter Sector, 2013-14 to 2015-16

	2013-14				2015-16			
	State Overall	All Charters	Open-Enrollment Charters	Conversion Charters	State Overall	All Charters	Open-Enrollment Charters	Conversion Charters
Number of Students	474,995	16,621	9,327	7,294	476,049	22,769	11,874	10,895
Number of Districts	258	32	17	15	259	40	22	18
Number of Schools	1,083	48	31	17	1,089	60	40	20
Percent White	63	48.5	36	61	62	49.5	37	62
Percent Black	21	40.5	52	29	21	36.5	48	25
Percent Hispanic	11	7.5	7	8	12	10	10	10
Percent Other Races	5	3.5	5	2	5	4.5	6	3
Percent Minority	37	51.5	64	39	38	51	64	38
Percent FRL	61	61	57	65	63	62	59	65
Percent LEP	8	3	2	4	8	3.5	3	4
Percent SPED	11	8.5	6	11	12	9.5	8	11

Guiding Questions and Methods

This evaluation provides a study of the academic effect of charter schools using a “matched twin” method. The matching process was conducted using data from the previous year for the Benchmark analyses, and from the previous year relevant to the subject for the End of Course (EOC) analyses. For example, matches for the 11th grade Literacy EOC exam were based on 8th grade Literacy Benchmark scores and demographics of those students three years prior. Similarly, matches for Geometry were based on Algebra scores and demographics of those students when they took the Algebra EOC. Academic effects are reported for both Math and Literacy at several levels: all schools combined, only conversion charters, only open-enrollment charters, individual schools, and by subgroups. Subgroups include maturity of school, defined as 5 years or older as of the 2011-12 school year, waitlist status, location (Little Rock metro v. other), and family income level of students served (at least or less than the state

average of about 61% FRL). Annual effects are reported for each of the three evaluation years (2011-12, 2012-13, and 2013-14) and average effects for the entire 3 year period are also reported.

It is important to note that results reported for the Benchmark exams refer to students in grades 3-8 (i.e. elementary school and middle school) while the results reported for EOC exams primarily refer to high school students. Finally, because the various assessments analyzed here are reported on different scales, we transform all scores into standardized z-score units with a mean of 0 and a standard deviation of 1, often known as effect sizes. This is standard practice in the education research literature. The interpretation is straightforward: a score of 0 indicates average performance, while positive scores represent above-average performance and negative scores represent below average performance.

These standardized scores will appear in two forms in our report. First of all, we will describe the average achievement, at a given point in time for a given school, using these standardized units. For example, we describe the full sample of students in our three-year matching analysis in Table 8 on page 37 (entitled: Baseline Equivalency for Benchmark Analysis in Math, All Charter Schools, 2011-14). In the far left column, one can see that the “prior year math z-score” in 2011-12 for the 3,662 charter school students in our sample was -0.24 standardized units. The 3,662 matched comparison students, displayed in the adjacent column, had the same prior year math score. This tells us two things: the comparison students were well matched to their charter school peers and students generally enter charter schools with below average math scores (roughly one-quarter of a standard deviation below the state average).

More importantly for this report, these standardized scores will also appear as charter school effects based on multiple regression analysis. The effects will also be described as standardized units, where positive numbers indicate the charter school students have higher scores than do their matched twins in traditional schools and negative numbers indicate that charter school students have lower scores than do their matched twins. For example, in Executive Summary Table 2 below, we see in the second row that open enrollment charter schools have a positive effect in math of +0.025 standardized units. In other words, at the end of each year within the study’s time frame, charter school students experienced greater gains in math to the level of 2.5% of a standard deviation. This represents a small effect.

Throughout the text of the rest of this report, we will describe student test scores and charter school test score effects in standardized units. (*In other studies, similar outcomes might be described in z-score units, effect sizes, or even standard deviations.*)

Results

The three-year average effect of all charter schools (including open-enrollment and conversion schools) across the state was positive and statistically significant in Math Benchmark test scores, while there was no significant effect on Literacy Benchmark test scores. The positive effect on Math Benchmark scores was largely driven by a significant effect in 2012-13, while the 2011-12 and 2013-14 effects, in isolation, were insignificant. This positive effect in 2012-13 was driven by the open-enrollment schools, and in particular six individual schools with statistically significant positive effects.¹ There was a

¹ School-level results are available in the Appendix to this report.

positive charter effect in Literacy Benchmarks in 2012-13 but, when combined with the other two years, the three-year average impact was null.

In terms of high school EOC results, three-year average effect of all charter schools on Geometry EOC test scores was statistically significant and negative. The average annual impact of all charter schools on Literacy EOC scores was null. There was a positive Literacy EOC effect in 2012-13, primarily driven by two open-enrollment charter schools with large positive effects. Geometry EOC results appeared negative in all three years, however it should be noted that the fraction of students in the included grades and schools that had adequate matches was relatively low (only about 52% in total), so it may not be representative of the total effect those schools have on secondary students.

This report also separates effects for different subgroups of charter schools. We first present the table summarizing the results, followed by the explanatory narrative.

Executive Summary Table 2: Summary of Subgroup Effects, 2011-14

School	Academic Impacts of Public Charter Schools (Average 1-Yr Impacts)				
	Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
All Charter Schools	0.008 *	0.021 ***	0.005	-0.094 ***	0.000
Open Enrollment	0.023 ***	0.025 ***	0.024 ***	-0.078 ***	0.120 ***
District Conversion	-0.021 ***	0.017	-0.027 **	-0.117 ***	-0.088 ***
Open-Enrollment Charter Schools by Subgroup					
Less Mature (Less than 5 years as of 2011-12)	0.046 ***	0.058 ***	0.045 ***	-0.096 ***	0.058
More Mature (5 years or more as of 2011-12)	0.001	-0.015	0.003	-0.006	0.158 ***
Waitlist	0.034 ***	0.038 ***	0.032 ***	-0.044	0.115 ***
No Waitlist Reported	-0.004	-0.006	0.009	-0.154 ***	0.138 **
Little Rock Metro	0.038 ***	0.047 ***	0.043 ***	-0.098 ***	0.052
Non- Little Rock Metro	0.000	0.000	-0.014	-0.042	0.215 ***
Schools Serving ≥ 61% FRL Students (State Average)	0.054 ***	0.036 ***	0.070 ***	0.032	0.228 ***
Schools Serving < 61% FRL Students (State Average)	0.007	0.018 *	0.002	-0.109 ***	0.106 ***

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Open-enrollment v. District Conversion:

- Math Benchmarks: The three-year average effect of open-enrollment charters was slightly positive (0.03 standardized units), while the three-year average effect of district conversion charters was null. By year, there were significant and positive effects (at the 95% confidence level) exhibited by open-enrollment charter schools in 2012-13 and district conversion charter schools in 2013-14. All other effects were either null or marginally significant.
- Literacy Benchmarks: The three-year average effect of open-enrollment charters was slightly positive (0.02 standardized units), while the three-year average effect of district conversion

charters was slightly negative (-0.03 standardized units). The positive open-enrollment effect was driven primarily by the 2011-12 and 2012-13 results. There was a negative open-enrollment effect in 2013-14, but the three-year average effect remained positive and statistically significant. The negative district conversion effect was largely driven by a negative impact in 2011-12.

- Geometry: The three-year average effect of both types of charter schools was negative: open-enrollment (-0.08 standardized units) and district conversion (-0.12 standardized units). The negative effects in 2011-12 primarily drove negative effects in open-enrollment charter schools. Negative effects in 2011-12 and 2013-14 primarily drove negative effects in district conversion charter schools.
- 11th Grade Literacy: The three-year average effect of open-enrollment charter schools was positive (0.12 standardized units), while the three-year average effect of district conversion charter schools was negative (-0.09). The positive effect in open-enrollment charter schools was primarily driven by positive effects in 2011-12 and 2012-13. The negative effect in district conversion charter schools was primarily driven by a large (-0.24 standardized units) negative effect in 2011-12 and a smaller negative effect in 2013-14.

By Year of Opening (5 years or older as of 2011-12):

- Math Benchmarks: The three-year average effect for less mature schools was positive (0.06 standardized units), but the three-year average effect for more mature schools was null. The positive effects for less mature schools were largely driven by the 2012-13 effects. The more mature schools had a significantly negative effect in 2013-14, but combined with the other years this averages out to a null effect.
- Literacy Benchmarks: The three-year average effect for less mature schools was positive (0.05 standardized units), but the three-year average impact for more mature schools was null. The positive impact for less mature schools was driven primarily by significant positive effects in 2011-12 and 2012-13. The year-by-year results for more mature schools indicate that there were positive effects in Literacy in 2011-12 and 2012-13, but negative effects in 2013-14. These result in a null three-year average effect for more mature schools in Literacy.
- Geometry: The three-year average effect for less mature schools was negative (-0.10 standardized units), but the average annual effect for more mature schools was null. The negative effects for less mature schools were largely driven by the 2011-12 effects as well as a marginally significant and negative effect in 2012-13. These were somewhat offset by a marginally significant but positive Geometry effect in 2013-14. Turning to the more mature schools, which had an overall null impact, there was a statistically significant negative effect in 2011-12 (-0.17 standardized units) but null effects in 2012-13 and 2013-14.
- 11th Grade Literacy: The three-year average effect for less mature schools was null, while the more mature schools had a positive effect on 11th grade Literacy (0.16 standardized units). The null three-year average effect for less mature schools was driven by null effects in all three years. For the more mature schools, the positive average annual effect was driven primarily by positive effects in both 2011-12 and 2012-13.

*By Waitlist Status:*²

- **Math Benchmarks:** The three-year average effect for schools with a waitlist was positive (0.04 standardized units), but the three-year average effect for schools without a reported waitlist was null. The positive effect for waitlist schools was driven primarily by a positive 2012-13 effect. The null three-year average effect of the schools without waitlists was the result of a positive effect in 2012-13 being offset by a negative effect in 2013-14.
- **Literacy Benchmarks:** The three-year average effect for schools with a waitlist was positive (0.03 standardized units), but the three-year average effect for schools without a reported waitlist was null. The positive effect for waitlist schools were driven by positive effects in 2011-12 and 2012-13. The null three-year average effect of the schools without waitlists was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.
- **Geometry:** There was a null three-year average effect for schools with waitlists, but the three-year average effect for schools with no reported waitlist was negative (-0.15 standardized units). For the schools with waitlists, there was a statistically significant negative effect in 2011-12 (-0.14 standardized units), but there were null effects in 2012-13 and 2013-14. For the schools with no reported waitlists, the negative three-year average effect was driven primarily by a negative effect (-0.23 standardized units) in 2011-12.
- **11th Grade Literacy:** Schools with waitlists had a positive three-year average effect (0.12 standardized units), as did schools without reported waitlists (0.14 standardized units). For the schools with waitlists, the overall positive effect was driven primarily by positive effects in 2011-12 and 2012-13. For the schools with no reported waitlists, the positive three-year average impact was driven primarily by a large (but only marginally significant effect) in 2012-13 as well as a sizable (0.12 standardized units) but statistically insignificant positive effect in 2011-12.

*By Location (Little Rock Metro v. Other):*³

- **Math Benchmarks:** The three-year average effect of open-enrollment charter schools in the Little Rock Metro area was positive (0.05 standardized units). There was a null effect of open-enrollment schools outside this area. The positive three-year average effect for schools in the Little Rock area was driven by positive effects in 2012-13 and 2013-14. The null three-year average impact of the non-Little Rock Metro schools was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.
- **Literacy Benchmarks:** The average annual effect of open-enrollment charter schools in the Little Rock Metro area was positive (0.04 standardized units). There was a null effect of open-enrollment schools outside this area. The positive three-year average effect for schools in the Little Rock area was driven by positive effects in 2011-12 and 2012-13. The null three-year average impact of the non-Little Rock Metro schools was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.

² Schools notified the Arkansas Department of Education if they had a waitlist, but there was no verification of whether the others actually had no lottery, so they are listed as “unreported.”

³ Little Rock Metro charter schools include those serving the Little Rock, N. Little Rock, Jacksonville, and Maumelle areas.

- Geometry: The three-year average effect of the Little Rock Metro schools was negative (-0.10 standardized units), and there was a null effect of schools outside the Little Rock Metro area. The negative three-year average effect for Little Rock Metro schools was driven primarily by a negative effect (-0.18 standardized units) in 2011-12 and a smaller negative effect in 2012-13. For the schools outside this area, there was a null effect overall despite a statistically significant and negative effect in 2011-12. This is largely due to an offsetting large (but not statistically significant) positive effect in 2013-14.
- 11th Grade Literacy: The three-year average effect of the Little Rock Metro schools was null, but there was a positive three-year average effect of schools outside the Little Rock Metro area (0.22 standardized units). For the open-enrollment charter schools within the Little Rock Metro area, there was a null effect overall despite a statistically significant and positive effect in 2012-13. The positive three-year average effect for schools outside of this area was driven by positive effects (0.19 – 0.23 standardized units) in each of the three years.

By Level of Poverty of Student Population Served (Relative to the State Average of 61% FRL):

- Math Benchmarks: The three-year average effect of the schools serving more low-income students than the state average was positive (0.04 standardized units) and somewhat larger than the effect for schools serving fewer low-income students than the state average was positive (0.02 standardized units).
- Literacy Benchmarks: The three-year average impact of the schools serving more low-income students than the state average was positive (0.07 standardized units). The positive three-year average effect for schools serving more low-income students was driven primarily by a 0.13 standardized unit positive effect in 2012-13 and a smaller positive effect in 2013-14. The schools serving fewer low-income students had a null three-year average effect.
- Geometry: The three-year average effect of the schools serving more low-income students than the state average was null. The schools serving fewer low-income students than the state average had a negative three-year average impact (-0.11 standardized units). The effect of the lower income schools was consistently null across all three years. For the schools serving fewer low-income students, the overall negative three-year average effect was driven primarily by a large (-0.20 standardized units) negative effect in 2011-12.
- 11th Grade Literacy: The three-year average effect of the schools serving more low income students than the state average was positive and large (0.23 standardized units), as was the three-year average effect of the schools serving fewer low income students (0.11 standardized units). The positive three-year average effect of the lower income schools was driven primarily by a large (0.63 standardized units) positive effect in 2011-12. For the schools serving fewer low-income students, the positive three-year average effect was driven primarily by positive effects in both 2011-12 and 2012-13. These very large effects are based on a relatively small sample of students; thus, the findings should be taken with caution.

Lottery Waitlist Matching Study

Guiding Questions and Methods

This report focuses on analyses using lottery and waitlist data available for 2012-13 for oversubscribed open-enrollment charters, with results specific to Benchmark exams (4th – 8th grade Literacy and Math); EOC exam results are not included in this study. This report uses a subset of charter schools within the geographic area where oversubscribed charter schools are located. As a result, a smaller number of students are included in this analysis than in the more comprehensive 3-Year Statewide Matching study.

We initially proposed to conduct a random assignment study in which the academic results of all of the student applicants who were admitted via lottery to the charter schools would be compared to the academic results of those students who applied but were not admitted. However, limitations of data collection and reporting, along with the fact that a relatively small number of charter school seats in the 2012-13 year were allocated via lottery, restricted our ability to conduct an “experimental” study. As a result, we employed a “matched twin” student matching method, but used the charter school waitlists as the population from which we drew the “matched twins”.

The “matched twin” student matching method was identical to the method used in the 3-Year Statewide Matching analysis to allow for the best possible comparison using all students attending oversubscribed charter schools and all waitlisted students. Charter students in each school were matched with similar traditional public school students who applied for charter schools but were not admitted (waitlisted) in the 2012-13 school year. Separate matches and analyses were conducted for Math and Literacy Benchmark assessments (outcomes in grades 4-8). This current analysis is referred to as the Waitlist-Matching analysis.

Given the data available, this quasi-experimental model is the best form of analysis on the charter students in the sample, since the waitlisted students with whom they are compared similarly were motivated to seek charter school admission. Thus, the primary self-selection threat to the validity of the study – that there are pre-existing but unobservable differences between charter attendees and the comparison group – is not present in this design. Overall, this analysis is somewhat stronger in rigor but smaller in scope than the 3-Year Statewide Matching study, which is somewhat weaker in rigor but larger in scope. If the results from both approaches are similar, we will have reasonable confidence that the findings are unbiased and apply to charter school students generally in Arkansas.

Results

This Waitlist-Matching analysis found statistically significant and positive effects of public charter schools on Math Benchmark test scores and null effects on Literacy Benchmark test scores for 2012-13. Null effects were found for both subject Benchmark exams in 2013-14. These findings appear consistent with the results found in the 3-Year Statewide Matching evaluation (for schools that are in both samples and for the same two years included in both studies). Subgroup analyses of charter networks and charter schools by location indicate that, in general, the KIPP charter schools, outside the Little Rock Metro area, tend to perform better in math than other schools within the Little Rock area. However,

performance of charter networks (eStem, LISA, KIPP) appears to differ among schools within networks. Small differences in results between the matched groups in the two studies, charter-waitlist matches and charter-TPS (TPS refers to Traditional Public School, as compared to Charter public school) matches, could be attributed to the different matches and the number of students in the samples.

Reasonable conclusions that can be drawn from this current study are that the oversubscribed public charter schools in Arkansas have their clearest positive effect on student test scores in math; however, this finding is not consistent over both years of analysis. The school year 2012-13 appeared to be the stronger individual year for charter school performance, compared with 2013-14, which is consistent with the 3-Year Statewide Matching evaluation.

Future studies could improve on the limitations of this quasi-experimental study design as higher-quality and more consistent data are collected on admissions lotteries. A further limitation of this study was the small sample of oversubscribed schools and relatively low student match rates. Most oversubscribed charters are found within the Little Rock metro area. Several charter schools, by design or for other reasons, maintain low student populations and therefore have low numbers of students tested. As most oversubscribed schools are found in the Little Rock metro area, this would indicate greater demand for more charter school seats in this area.

Part 3: How Satisfied are Parents with Charter Schools?

This portion of the Arkansas charter school evaluation examines parent satisfaction for those parents and guardians who have chosen to enroll their child in an open-enrollment or district conversion charter school.

The survey was administered in the fall of 2015 using both paper-and-pencil and electronic formats. While similar to previous versions of satisfaction surveys used in Arkansas, the most recent version looked to more accurately gauge parent satisfaction on a variety of school characteristics and asked parents to compare their charter school to their child's previous school. The satisfaction survey was provided to all open-enrollment and district conversion charter school leaders with a request to share the survey with all parents at the school and ensure anonymity for respondents. There was a much greater response rate, although still low, among the families from open-enrollment charter schools. Roughly one-fifth of parents with children in charter schools responded to the survey while fewer than 5% of the district conversion families responded. Thus, the results presented here will focus on satisfaction at the open-enrollment charter schools.

One important set of survey items examined the motivations driving parental choices of charter schools. Regarding parental motivation, we found the following:

- Parents who chose open-enrollment charter schools for their student believed that their local schools were adequate but not great; the majority of respondents from open-enrollment charters gave a letter grade of "C" to their local public schools.

- Approximately two-thirds of respondents from open-enrollment charters indicated that a better and more challenging curriculum at the charter was a motivating factor in the choice.
- Roughly half of the respondents also indicated that improved teacher quality and a safer school environment was a motivating factor.

Another set of survey items asked about differences between the charter school and the prior school attended:

- More than half of the respondents indicated that the following school attributes were stronger in the charter than in their prior school: 1. What is taught in school; 2. Amount child has learned; 3. Teacher performance; 4. Student Engagement; 5. School communication about academics and discipline; 6. Discipline in school; 7. Principal performance; 8. Parental involvement.
- More than half of the respondents indicated that the following school attributes were the same as or weaker in the charter than in their prior school: 1. Transportation; 2. School facilities; 3. Extracurricular activities.

A final set of survey items asked about overall satisfaction with the charter school attended:

- More than half of the parents surveyed rated their school an “A” (56%) while another 30% gave their charter school a “B” grade.
- Converting these ratings into a grade point average, or GPA, we found that the parents surveyed gave their charter schools an average GPA of 3.41, compared to the 2.17 grade point average they gave to local schools.
- The areas of greatest satisfaction, in which more than 50% of the respondents reported that they were “very satisfied”, were the following: 1. What is taught in school; 2. Amount child has learned; 3. Teacher performance; 4. Parental involvement; 5. School safety; 6. Principal performance; 7. School communication about academics.

While the results of this survey are by no means conclusive in explaining how much or why parents who are given the opportunity to choose a school outside of their assigned school are satisfied, it does show that parents who can choose a school are reasonably satisfied with their choice relative to their prior schooling options. Future research into parent satisfaction in schools of choice like open-enrollment charter schools in Arkansas should compare levels of satisfaction for charter school parents to that of similar traditional public school parents.

Part 4: Conclusions and Policy Recommendations

Our general charge was to evaluate the effectiveness of Arkansas charter schools over the past three years. Unable to conduct a “gold-standard” random assignment study due to limitations in random assignment and data collection, we employed multiple analytic strategies as robustness checks for our primary matched-twin study. Thus, the primary focus of our study was to ask the two following questions:

1. Are charters effective in this state?
2. Should we believe these results? Does our strategy of using waitlist students as the comparison population yield similar results as a “matching study” comparing charter students to similar students in TPS schools?

The three-year average effect of all charter schools (including open-enrollment and conversion schools) across the state was positive and statistically significant in Math Benchmark test scores, while there was no significant effect on Literacy Benchmark test scores. The results were negative in high school Geometry and null in high school literacy.

If we consider only open-enrollment charter schools, the story is slightly more positive. There are significant positive effects, although they are small annual effects, for math and literacy in grades 3-8. The magnitude of the effects is approximately 0.025 standardized units per year. The high school results are larger, but based on smaller sample sizes because they are based on only one exam for math (EOC Geometry) and one exam for literacy (Grade 11 Literacy). Here, we find larger negative results in Geometry (-.08) and larger positive results in literacy (+.12).

Our robustness checks – using the waitlist matching method – indicate that we should trust our results. Of course, these modest positive effects mask a great deal of internal variation. Some Arkansas charter schools post consistent positive effects while others do not. Policymakers should certainly view year-to-year results with caution, but use this information along with a variety of other data to inform decisions on how to proceed with charter school reauthorization decisions.

Finally, based on our work in studying the charter lotteries conducted each year in several oversubscribed charter schools, we conclude the report with several recommendations for the administration of and recordkeeping that accompanies student admission lotteries to public charter schools in the state. Our recommendations, focused on transparency, also lend themselves to a greater ability to study charter school effects in the future using admission lotteries.

SECTION 1: WHAT IS THE EVIDENCE OF THE EFFECTS OF CHARTER SCHOOLS ON STUDENT ACHIEVEMENT?

Office for Education Policy
University of Arkansas



**ARKANSAS CHARTER SCHOOL ACADEMIC EVALUATION:
3-YEAR STATEWIDE MATCHING STUDY
SCHOOL YEARS 2011-12 THROUGH 2013-14**

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Matching Study Executive Summary

In compliance with state law, the Arkansas Department of Education commissions a yearly evaluation of conversion and open-enrollment charter schools around the state. While Arkansas passed its first charter school law in 1995, there have been annual evaluations since the 2005-06 school year, through this current report, which incorporates three years of academic evaluations from 2011-12 to 2013-14.

This report reviews past evaluations performed by state sponsored groups, academics, and the national study done by the CREDO research center. In response to these findings, this evaluation brings new value by not only using more rigorous statistical methods than previous studies, but also by performing an analysis for all charter schools individually using the most recent data available.

This latest iteration of the state charter evaluation provides a study of the academic effect of all charter schools using a “matched twin” method. These effects are reported for both Math and Literacy at several levels: all schools combined, only conversion charters, only open-enrollment charters, individual schools, and by subgroups. These subgroups include maturity of school, defined as 5 years or older as of the 2011-12 school year, waitlist status, location (Little Rock metro v. other), and income level of students served (at least or less than the state average of about 61% FRL). Gains are reported for three evaluation years: 2011-12, 2012-13, and 2013-14. Average annual effects are also reported. The matching process was conducted using data from the previous year for the Benchmark analyses, and from the previous year relevant to the subject for the End of Course (EOC) analyses. For example, matches for the 11th Grade Literacy EOC exam were based on 8th grade Literacy Benchmark scores and demographics of those students three years prior. Similarly, matches for Geometry were based on Algebra scores and demographics of those students when they took the Algebra EOC.

The average annual effect of all charter schools (including open-enrollment and conversion schools) across the state was positive and statistically significant in Math Benchmark test scores, while there was no significant effect on Literacy Benchmark test scores. The positive effect on Math Benchmark scores was largely driven by a significant effect in 2012-13, while the 2011-12 and 2013-14 effects, in isolation, were insignificant. This positive effect in 2012-13 was driven by the open-enrollment schools, and in particular six individual charter schools with statistically significant positive effects. School-level results are available in Appendix G of this report. There was a positive charter effect in Literacy Benchmarks in 2012-13 but, when combined with the other two years, the effect averaged across all three periods was null overall.

In terms of EOC results, combined across all the schools, the average annual effect of being in a charter school on Geometry EOC test scores was statistically significant and negative. The average annual effect of all charter schools on Literacy EOC scores was null. There was a positive Literacy EOC effect in 2012-13, primarily driven by two open-enrollment charter schools with large positive effects. Geometry EOC results appeared negative in all three years, however it should be noted that the percent of students in the included grades and schools that had adequate matches was relatively low (only about 52% in total), so it may not be representative of the total effect those schools have on secondary students.

This report also separates *effects* for different types of schools. The results indicate the following (see Table 1 for an overview and the Results section of this report for more details):

Open-enrollment v. District Conversion:

- **Math Benchmarks:** The average annual effect of open-enrollment charters was slightly positive (about 0.03 standardized units), but the average annual effect of district conversion charters was null. By year, there were significant and positive effects (at the 95% confidence level) exhibited by open-enrollment charter schools in 2012-13 and district conversion charter schools in 2013-14. All other effects were either null or marginally significant.
- **Literacy Benchmarks:** The average annual effect of open-enrollment charters was slightly positive (about 0.02 standardized units). The average annual effect of district conversion charters was slightly negative (about -0.03 standardized units). The positive open-enrollment effect was driven primarily by the 2011-12 and 2012-13 results. There was a negative open-enrollment effect in 2013-14, but the annual effect over the three years remained positive and statistically significant. The negative district conversion effect was largely driven by the negative effects in 2011-12.
- **Geometry:** The average annual effect of both types of charter schools was negative: open-enrollment (-0.08 standardized units) and district conversion (-0.12 standardized units). The negative effect in open-enrollment charter schools was primarily driven by negative effects in 2011-12. The negative effect in district conversion charter schools was primarily driven by negative effects in 2011-12 and 2013-14.
- **11th Grade Literacy:** The average annual effect of open-enrollment charter schools was positive (0.12 standardized units) and the average annual effect of district conversion charter schools was negative (-0.09). The positive effect in open-enrollment charter schools was primarily driven by positive effects in 2011-12 and 2012-13. The negative effect in district conversion charter schools was primarily driven by a large (-0.24 standardized units) negative effect in 2011-12 and a smaller negative effect in 2013-14.

By Year of Opening (5 years or older as of 2011-12):

- **Math Benchmarks:** The average annual effect for less mature schools was positive (0.06 standardized units), but the average annual effect for more mature schools was null. The positive effects for less mature schools were largely driven by the 2012-13 effects. The more mature schools had a significantly negative effect in 2013-14, but combined with the other years this averages out to a null effect.
- **Literacy Benchmarks:** The average annual effect for less mature schools was positive (0.05 standardized units), but the average annual effect for more mature schools was null. The positive average annual effect for less mature schools was driven primarily by significant positive effects in 2011-12 and 2012-13. The year-by-year results for more mature schools indicate that there were positive effects in Literacy in 2011-12 and 2012-13, but negative effects in 2013-14. These average out to a null average annual effect for more mature schools in Literacy.
- **Geometry:** The average annual effect for less mature schools was negative (-0.10 standardized units), but the average annual effect for more mature schools was null. The negative effects for

less mature schools were largely driven by the 2011-12 effects as well as a marginally significant and negative effect in 2012-13. These were somewhat offset by a marginally significant but positive Geometry effect in 2013-14. Turning to the more mature schools, which had an overall null effect, there was a statistically significant negative effect in 2011-12 (-0.17 standardized units) but null effects in 2012-13 and 2013-14.

- 11th Grade Literacy: The average annual effect for less mature schools was null, but the more mature schools had a positive effect on 11th Grade Literacy (0.16 standardized units). The null average annual effect for less mature schools was driven by null effects in all three years. For the more mature schools, the positive average annual effect was driven primarily by positive effects in both 2011-12 and 2012-13.

*By Waitlist Status:*⁴

- Math Benchmarks: The average annual effect for schools with a waitlist was positive (0.04 standardized units), but the average annual effect for schools without a reported waitlist was null. The positive effects for waitlist schools were driven primarily by a positive 2012-13 effect. The null average annual effect of the schools without waitlists was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.
- Literacy Benchmarks: The average annual effect for schools with a waitlist was positive (0.03 standardized units), but the average annual effect for schools without a reported waitlist was null. The positive effects for waitlist schools were driven by positive effects in 2011-12 and 2012-13. The null average annual effect of the schools without waitlists was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.
- Geometry: There was a null average annual effect for schools with waitlists, but schools with no reported waitlist had an average annual effect of -0.15 standardized units. For the schools with waitlists, there was a statistically significant negative effect in 2011-12 (-0.14 standardized units), but there were null effects in 2012-13 and 2013-14. For the schools with no reported waitlists, the negative average annual effect was driven primarily by a negative effect (-0.23 standardized units) in 2011-12.
- 11th Grade Literacy: Schools with waitlists had a positive average annual effect (0.12 standardized units), as did schools without reported waitlists (0.14 standardized units). For the schools with waitlists, the overall positive effect was driven primarily by positive effects in 2011-12 and 2012-13. For the schools with no reported waitlists, the positive average annual effect was driven primarily by a large (but only marginally significant effect) in 2012-13 as well as a sizable (0.12 standardized units) but statistically insignificant positive effect in 2011-12.

*By Location (Little Rock Metro v. Other):*⁵

- Math Benchmarks: The average annual effect of open-enrollment charter schools in the Little Rock Metro area was positive (0.05 standardized units). There was a null effect of open-

⁴ Schools notified the Arkansas Department of Education if they had a waitlist, but there was no verification of whether the others actually had no lottery, so they are listed as “unreported.”

⁵ Little Rock Metro charter schools include those serving the Little Rock, N. Little Rock, Jacksonville, and Maumelle areas.

enrollment schools outside this area. The positive overall effect for schools in the Little Rock area was driven by positive effects in 2012-13 and 2013-14. The null average annual effect of the non-Little Rock Metro schools was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.

- Literacy Benchmarks: The average annual effect of open-enrollment charter schools in the Little Rock Metro area was positive (0.04 standardized units). There was a null effect of open-enrollment schools outside this area. The positive overall effect for schools in the Little Rock area was driven by positive effects in 2011-12 and 2012-13. The null average annual effect of the non-Little Rock Metro schools was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.
- Geometry: The average annual effect of the Little Rock Metro schools was negative (-0.10 standardized units), and there was a null effect of schools outside the Little Rock Metro area. The negative overall effect for Little Rock Metro schools was driven primarily by a 0.18 standardized unit negative effect in 2011-12 and a smaller negative effect in 2012-13. For the schools outside this area, there was a null effect overall despite a statistically significant and negative effect in 2011-12. This is largely due to an offsetting large (but not statistically significant) positive effect in 2013-14.
- 11th Grade Literacy: The average annual effect of the Little Rock Metro schools was null, but there was a positive average annual effect of schools outside the Little Rock Metro area (0.22 standardized units). For the open-enrollment charter schools within the Little Rock Metro area, there was a null effect overall despite a statistically significant and positive effect in 2012-13. The positive overall effect for schools outside of this area was driven by positive effects (0.19 – 0.23 standardized units) in each of the three years.

By Level of Poverty of Student Population Served (Relative to the State Average):

- Math Benchmarks: The three-year average effect of the schools serving more low-income students than the state average was positive (0.04 standardized units) and somewhat larger than the effect for schools serving fewer low-income students than the state average was positive (0.02 standardized units).
- Literacy Benchmarks: The three-year average impact of the schools serving more low-income students than the state average was positive (0.07 standardized units). The positive three-year average effect for schools serving more low-income students was driven primarily by a 0.13 standardized unit positive effect in 2012-13 and a smaller positive effect in 2013-14. The schools serving fewer low-income students had a null three-year average effect.
- Geometry: The three-year average effect of the schools serving more low-income students than the state average was null. The schools serving fewer low-income students than the state average had a negative three-year average impact (-0.11 standardized units). The effect of the lower income schools was consistently null across all three years. For the schools serving fewer low-income students, the overall negative three-year average effect was driven primarily by a large (-0.20 standardized units) negative effect in 2011-12.
- 11th Grade Literacy: The three-year average effect of the schools serving more low income students than the state average was positive and large (0.23 standardized units), as was the three-

year average effect of the schools serving fewer low income students (0.11 standardized units). The positive three-year average effect of the lower income schools was driven primarily by a large (0.63 standardized units) positive effect in 2011-12. For the schools serving fewer low-income students, the positive three-year average effect was driven primarily by positive effects in both 2011-12 and 2012-13. These very large effects are based on a relatively small sample of students; thus, the findings should be taken with caution.

A summary of these results, by subgroup is presented in Table 1. School-by-school snapshots for open-enrollment and district conversion charter schools are available in Tables 2 and 3, respectively. Averaged over all years and subjects, there are positive effects in open-enrollment charter schools, but negative effects in district conversion charter schools. In addition, within the open-enrollment charter schools, the positive effects are driven by the less mature schools (less than five years old as of 2011-12), the waitlist schools, the Little Rock Metro schools, and the schools serving a student population that serves a student population with a higher proportion of free- and reduced-lunch (FRL) eligible students than the state average.

This report concludes with notes on the limitations of this study and a call for further research concerning how charter schools can best serve Arkansas and how they can be held accountable. Finally, because lottery style admissions were used at several of the schools for the 2012-13 analysis, the report provides an update about plans for future studies.

Table 1: Summary of Subgroup Effects, 2011-14

School	Academic Impacts of Public Charter Schools (Average 1-Yr Impacts)				
	Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
All Charter Schools	0.008 *	0.021 ***	0.005	-0.094 ***	0.000
Open Enrollment	0.023 ***	0.025 ***	0.024 ***	-0.078 ***	0.120 ***
District Conversion	-0.021 ***	0.017	-0.027 **	-0.117 ***	-0.088 ***
Open-Enrollment Charter Schools by Subgroup					
Less Mature (Less than 5 years as of 2011-12)	0.046 ***	0.058 ***	0.045 ***	-0.096 ***	0.058
More Mature (5 years or more as of 2011-12)	0.001	-0.015	0.003	-0.006	0.158 ***
Waitlist	0.034 ***	0.038 ***	0.032 ***	-0.044	0.115 ***
No Waitlist Reported	-0.004	-0.006	0.009	-0.154 ***	0.138 **
Little Rock Metro	0.038 ***	0.047 ***	0.043 ***	-0.098 ***	0.052
Non- Little Rock Metro	0.000	0.000	-0.014	-0.042	0.215 ***
Schools Serving ≥ 61% FRL Students (State Average)	0.054 ***	0.036 ***	0.070 ***	0.032	0.228 ***
Schools Serving < 61% FRL Students (State Average)	0.007	0.018 *	0.002	-0.109 ***	0.106 ***

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

Table 2. Academic Effects of Open-enrollment Charter Schools, 2011-14

School	Year Opened	Academic Impacts of Open-Enrollment Schools (Average 1-Yr Impacts)				
		Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
Academics Plus ¹	2001	0.02	-0.037	0.06 **	0.004	-0.099
Arkansas Virtual Academy ²	2007	-0.077 ***	-0.068 ***	-0.087 ***	N/A	N/A
Arkansas Arts Academy ³	2001	-0.061 ***	-0.049 *	-0.056 **	-0.222 ***	0.014
Covenant Keepers	2008	0.017	-0.059	0.141 ***	-0.14	N/A
Dreamland Academy ⁴	2007	0.293 ***	0.132	0.607 ***	N/A	N/A
eSTEM ⁵	2008	0.044	0.065 ***	0.052 **	-0.161 ***	0.045
Haas Hall Academy	2004	0.091 ***	0.46 ***	0.028	0.001	0.301 ***
Imboden Area Charter School	2002	-0.028	0.038	-0.11	N/A	N/A
Jacksonville Lighthouse	2009	0.06 ***	0.083 ***	0.041 *	-0.015	N/A
KIPP Blytheville	2010	0.121 ***	0.095 **	0.148 ***	N/A	N/A
KIPP Delta	2002	0.059 ***	-0.037	0.119 ***	0.203	0.258 ***
LISA Academy	2004	0.02	0.032	0.023	-0.174 **	0.123
LISA Academy North Little Rock	2008	0.038 *	0.099 ***	-0.011	-0.058	0.185
Little Rock Preparatory Academy	2009	0.021	0.031	0.01	N/A	N/A
Northwest Arkansas Classical Acad.	2013	-0.041	-0.072	-0.022	N/A	N/A
Pine Bluff Lighthouse Academy	2011	0.038	0.023	0.051	N/A	N/A
Premier High School of Little Rock ⁶	2013	N/A	N/A	N/A	N/A	N/A
Quest Middle School of Pine Bluff	2013	-0.226 **	-0.256 *	-0.199	N/A	N/A
SIA Tech ⁶	2011	N/A	N/A	N/A	N/A	N/A
Overall Open-Enrollment		0.023 ***	0.025 ***	0.024 ***	-0.078 ***	0.120 ***

¹ The schools run by Academics Plus are now Maumelle Charter Elementary/High School.

² ARVA opened in 2007. The charter was originally approved in 2003, but due to funding issues they did not actual open until the fall of 2007.

³ Arkansas Arts Academy was previously called Benton County School of the Arts.

⁴ Dreamland Academy closed June 30, 2012.

⁵ eSTEM combined to one school for analysis purposes.

⁶ Premier High School and SIA Tech had less than 15 matches for all relevant analyses, so they have been excluded from this report.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

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Table 3. Academic Effects of District Conversion Charter Schools, 2011-14

School	Year Opened	Academic Impacts of District Conversion Schools (Average 1-Yr Impacts)				
		Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
The Academies at Jonesboro High	2013	0.018	N/A	N/A	-0.037	0.02
Badger Academy ¹	2007	N/A	N/A	N/A	N/A	N/A
Bauxite Miner Academy ¹	2013	N/A	N/A	N/A	N/A	N/A
Blytheville Charter School and ALC ¹	2001	N/A	N/A	N/A	N/A	N/A
Blytheville High School – New Tech ¹	2013	N/A	N/A	N/A	N/A	N/A
Brunson New Vision Charter	2013	0.252 ***	0.3 ***	0.18	N/A	N/A
Cabot ACE	2004	-0.144 ***	0.076	-0.106	-0.31 ***	-0.134 ***
Cloverdale Aerospace Technology	2010	-0.042 ***	-0.053 ***	-0.025	N/A	N/A
Cross County Elem. Tech. Academy	2012	-0.009	-0.077	0.063	N/A	N/A
Cross County New Tech HS	2011	0.009	-0.088	-0.015	0.141 *	0.004
Eastside New Vision ²	2012	N/A	N/A	N/A	N/A	N/A
Lincoln ACE ¹	2009	N/A	N/A	N/A	N/A	N/A
Lincoln Middle Acad. of Excellence	2010	-0.059 ***	0.014	-0.155 ***	N/A	N/A
Lincoln High School New Tech	2012	-0.08 **	-0.271 ***	0.041	0.054	-0.189 ***
Mtn. Home High School Career Acad.	2003	-0.216 ***	N/A	N/A	-0.494 ***	-0.103 ***
Oak Grove Health, Wellness, Enviro.	2009	0.066	0.22 ***	-0.115	N/A	N/A
Osceola STEM Academy	2012	0.057	0.096 **	-0.007	0.096 **	-0.007
Ridgeroad Charter Middle School	2003	0.109 ***	0.199 ***	-0.017	N/A	N/A
Rogers New Tech. High School	2013	-0.391 ***	N/A	N/A	-0.391 ***	N/A
Vilonia Acad. of Service and Tech.	2007	0.075 **	0.158 ***	0.011	N/A	N/A
Vilonia Academy of Technology	2004	0.029	0.183 *	-0.058	N/A	N/A
Washington Academy	2013	0.039	N/A	N/A	0.166	-0.31
Overall District Conversion		-0.0212 ***	0.017	-0.027 **	-0.117 ***	-0.088 ***

¹ Badger Academy, Bauxite Miner Academy, Blytheville Charter School and ALC, Blytheville High School – New Tech, and Lincoln ACE had less than 15 matches for all relevant analyses, so they have been excluded from this report.

² Eastside New Vision Charter is K-3 only so was excluded from the 4-8 Benchmark Analysis.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Introduction

Educational choice as a school improvement strategy has been seriously contemplated since the 1960s. Providing choice to families and students who otherwise are often subject to the monopolistic traditional public schools could, in theory, create competition that spurs innovation in traditional public schools. Nobel laureate economist Milton Friedman from these early days was encouraging policy makers

to “introduce competition and give the customers alternatives”⁶ in the education sector, saying that the “injection of competition would do much to promote a healthy variety of schools.”⁷

One prominent form of school choice is public charter schooling, developed in Minnesota in the early 1990s. Charter schools are unique public schools that are allowed the freedom to be more innovative while being held accountable for advancing student achievement. Because they are public schools, they are open to all children, do not charge tuition, and do not have special entrance requirements.⁸ These schools provide parents with a public school option to the traditional public schools in their neighborhoods. Currently, there is no national charter school legislation, though 42 states and the District of Columbia have charter school laws, and charter school support in each state varies widely.⁹

From these early roots, states across the country have responded with their own type of charter laws that allow for the emergence of individual charters schools as well as charter management organizations (CMOs) that manage multiple charter schools. Arkansas was one of those states, passing its first charter school law in 1995 (Act 1126)¹⁰ allowing conversion charter schools, and then a more general open-enrollment charter law in 1999 (Act 890).¹¹ The first open-enrollment charter school opened in Arkansas in 2001, and two open-enrollment charter schools have continuously been in operation since that time: Academics Plus and Benton County School of the Arts, now called Arkansas Arts Academy.¹² ¹³ Conversion charter schools were slower to form; the earliest continually running school of this type was founded in 2003: Mountain Home High School Career Academy.¹⁴

Since the institution of the original Arkansas charter school laws, the number of charter schools has grown across the state from serving students in the state’s largest city, the state capital of Little Rock, to serving more rural communities throughout Arkansas. During the 2011-12 school year (the first evaluation year covered in this report), the Arkansas K-12 public school system was responsible for 468,656 students in 260 school districts (mean enrollment: 1,802, median: 893), including all open-

⁶ Friedman, Milton. Newsweek. “The Friedmans on School Choice.” *The Friedman Foundation for Educational Choice*, n.d. Web. 07 August 2014. <<http://www.edchoice.org/The-Friedmans/The-Friedmans-on-School-Choice>>.

⁷ Friedman, Milton. Cap and Free. “The Friedmans on School Choice.” *The Friedman Foundation for Educational Choice*, n.d. Web. 07 August 2014. <<http://www.edchoice.org/The-Friedmans/The-Friedmans-on-School-Choice>>.

⁸ National Alliance for Public Charter Schools. “What are Public Charter Schools?” Web. 15 December 2014. <<http://www.publiccharters.org/get-the-facts/public-charter-schools/>>.

⁹ Center for Education Reform. “Choice & Charter Schools: Laws & Legislation.” Web. 15 December 2014. <<https://www.edreform.com/issues/choice-charter-schools/laws-legislation/>>.

¹⁰ Mills, Jonathan N. “The Achievement Effects of Arkansas Open-enrollment Charter Schools.” *Journal of Education Finance* 38.4 (2013): 322. <http://muse.jhu.edu/journals/journal_of_education_finance/v038/38.4.mills.pdf>.

¹¹ *Arkansas Quality Charter Schools Act of 2013*, Acts 1999, No. 890. <http://www.arkansased.org/public/userfiles/Learning_Services/Charter%20and%20Home%20School/Charter%20School-Division%20of%20Learning%20Services/Arkansas_Quality_Charter_Schools_Act_of_2013.pdf>.

¹² *Open-enrollment*. Arkansas Department of Education, n.d. Web. 13 August 2014. <http://www.arkansased.org/contact-us/charter-schools/charter_school_categories/open-enrollment>.

¹³ The Benton County School of the Arts is now the Arkansas Arts Academy.

¹⁴ *District-Conversion*. Arkansas Department of Education, n.d. Web. 13 August 2014. <http://www.arkansased.org/contact-us/charter-schools/charter_school_categories/district-conversion>.

enrollment charter schools. From these 260 districts, there were 17 open-enrollment charter schools and 12 conversion charter schools, which remain part of the remaining 243 school districts.

By the final year of this report, 2013-14, the Arkansas K-12 public school system was responsible for 474,995 students in 260 districts (mean enrollment: 1,841, median: 889), including all open-enrollment charter schools. In 2013-14, there were 18 open-enrollment charter schools and 18 conversion charter schools, which remain part of the remaining 242 school districts.

More descriptive information about the state's charter schools is in the Data section of this report. Our analysis focuses exclusively on those 41 charter schools open for at least one year during the time period from 2011-12 to 2013-14, although 15 more schools have been chartered since this time (6 open-enrollment and 9 conversion).

This report uses Arkansas state test scores to compare students enrolled in Arkansas charter schools to those students who share similar observable characteristics (grade level, test scores, economic status, minority status, gender, and others) but who are not enrolled in a traditional public school in the state that feeds into that charter school.

The following section will introduce the background of this study, give an introduction to similar studies that have looked at Arkansas charter schools, explain the data that were used for this analysis, explain the methods and rules that governed the analysis, and finally report the results of the study of charter schools for the three-year matching study. Appendices are included at the end of this report to keep the size of the report manageable.

Background

Since the 2005-06 school year, there has been an annual evaluation of Arkansas charter schools, as commissioned by law. The purpose of the annual evaluation is to provide a snapshot of the status of Arkansas charter schools – their academic outcomes and the interest in them. Except for the first academic year, and through 2010-11, all studies have been conducted by Metis Associates. The most recent Metis report will be covered in the literature review.

A research team from the University of Arkansas – Fayetteville, led by Professors Gary Ritter and Patrick Wolf, won the competitive bidding process to perform the evaluation of Arkansas charter schools for the two school years: 2011-12 and 2012-13. Part of the proposed evaluation is a rigorous annual academic evaluation. Of previous academic evaluations, which will be covered in the literature review, none have given year-by-year academic outcomes for the state or for individual charter schools. This report will be the first evaluation of Arkansas public charter schools to do so.

As part of our contract with the Charter and Home Schools Office of the Arkansas Department of Education (ADE), we have been asked to study the academic effect of Arkansas charter schools of all types for three years (2011-12 to 2013-14). This report focuses only on the “matched twin” analysis. These terms and more will be further described in the Data and Methods section of this report. Additional analyses will be conducted using lottery and waitlist data available for 2012-13 and 2013-14.

Academic performance on the state standardized examinations is the outcome of interest in the analyses. These data are available across school types, both traditional public school and charter public schools, and the tests were taken during the years in question.

Literature Review

Much ink has been spilt on the subject of charter school academic outcomes. Therefore, this report will consider those papers that have analyzed Arkansas charter schools in the past. These analyses come in two forms: those that reported Arkansas outcomes as a subset of a national analysis, and those that reported only Arkansas outcomes. The two national evaluations that have reported Arkansas outcomes as a subset, included in this literature review, were performed by the Center for Research on Education Outcomes (CREDO) at Stanford University. CREDO is an evaluation unit of Stanford University that focuses on K-12 education reform research, seeking to offer analysis to school leaders and policymakers.¹⁵ Separate groups did the two evaluations limited just to Arkansas. Metis Associates, a consulting-research firm stationed in New York City, under contract with the state, performed one study.¹⁶ A doctoral student, Jonathan Mills, in the Department of Education Reform at the University of Arkansas - Fayetteville, did the other study.

These four studies represent the broad scope of studies that have looked at Arkansas charter schools. After giving a brief overview of each, a summary table of these evaluations will be presented, as well as an explanation of the distinction between previous evaluations and the current study.

Arkansas in the Context of National Evaluations

*CREDO Report, 2009*¹⁷

While CREDO performed a national evaluation of the charter school populations in 16 states with available data in 2009, the organization also released a separate analysis of Arkansas charter schools only. Using data from five separate years of schooling (2003-04 through 2007-08), the study team estimated the effect size of Arkansas charter schools on academic growth for their particular students.

CREDO used a “Virtual Twin” matching (VTM) method, which will be explained further in this report’s methods section. The study sought to match 4,627 students enrolled in 24 different charter schools to counterparts in the traditional public school sector – which averages out to 925 students per year. Of these students, 88% were matched in Reading and 87% were matched in Math.

This analysis provided outcomes across several different comparisons: effect by simple enrollment, by years of enrollment, by race/ethnicity, by Free or Reduced Lunch status, by special education status, by English Language Learner status, by grade repeating status, and by starting test score deciles.

¹⁵ "Overview." Center for Research on Education Outcomes (CREDO). Web. 15 August 2014.
<<http://credo.stanford.edu/aboutOverview.html>>.

¹⁶ “About Us: Our Company.” Metis Associates. Web. 15 August 2014.
<http://metisassoc.com/about/our_company.html>

¹⁷ Raymond, Margaret, et al. "Multiple Choice: Charter School Performance in 16 States." Center for Research on Education Outcomes (CREDO) Report (2009). Web. 15 August 2014.
<http://credo.stanford.edu/reports/AR_CHARTER%20SCHOOL%20REPORT_CREDO_2009.pdf>.

The overall charter effect, as reported by this CREDO evaluation, was +.02 standardized units in Reading and +.05 standardized units in Math. Both of these findings are statistically significant at the 5% level, and the Math finding is significant at the 1% level. A summary of this report is found in Table 4.

*CREDO Report, 2013*¹⁸

This 2013 report served as a follow-up to the 2009 CREDO study, evaluating the same states as previously, as well as new states that were available, with data that had been released since the 2009 report. In this report, Arkansas was the only state with high gains for charter school students relative to traditional public school students in the 2009 report but low gains for charters in the 2013 evaluation of Math and Reading results.

Specifically, the second CREDO report focused on growth from the 2006-07 to the 2010-11 school year, the academic year before the focus of this report. Like the 2009 report, CREDO was able to match large numbers of the students, 89% in Reading and 82% in Math, using the same “Virtual Twin” matching (VTM) method as before.

Of the matched students, the mean charter school student started .05 standardized units below the statewide average in Reading and .09 standardized units below the statewide average in Math. After the VTM analysis was done, the report showed that Arkansas charter students saw a -.03 standardized unit effect in both Math and Reading. CREDO also converted this effect into days, saying that this negative result for charter school students was equivalent to losing 22 days of school compared to their counterparts in traditional public schools. The CREDO evaluators noted that school closure rates had some effect on the findings overall, but perhaps less so for Arkansas. Some charter schools that were open for the 2010-11 school year had been closed by the beginning of the 2011-12 school year, and therefore not covered in this report. A summary of this report is found in Table 4.

Arkansas Specific Evaluations

*Metis Report, 2012*¹⁹

Annual reports of the status of Arkansas schools have been commissioned going back to the 2005-06 school year. For the 2006-07 through 2010-11 school years, Metis Associates conducted this evaluation. For the 2010-11 analysis, which was published in 2012, Metis conducted surveys and obtained information from 27 charter school administrators, 1,118 parents of charter students, and 5,948 charter students, seeking information on charter mission achievement, academic achievement, and parental satisfaction.

The survey was able to show the areas of greatest emphasis for charter school administrators, who focused on building academic leaders and strong curriculum programs. Administrators further reported

¹⁸ Raymond, Margaret, et al. "National Charter School Study: 2013." Center for Research on Education Outcomes (CREDO) Report (2013). Web. 15 August 2014.

<<http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>>.

¹⁹ Lopez, Otoniel, et al. "Arkansas Public Charter Schools: Evaluation of Service Impact and Student Achievement." Metis Associates Report (May 2012). Web. 15 August 2014. <http://www.arkansased.org/public/userfiles/Learning_Services/Charter%20and%20Home%20School/Charter%20School-Division%20of%20Learning%20Services/2010_2011_Charter_Schools_Evaluation_Report_FINAL_053012_3.pdf>.

that the greatest concerns for their schools were the public views of the schools and the availability of public funds for building budgets. Finally, the levels of satisfaction of both parents and students were high, especially in those schools with high levels of parental participation. The Metis group also made suggestions as to the grade level practices that resulted in higher Benchmark examination scores. However, no conclusions were drawn on charter effectiveness. A summary of this report is found in Table 4.

*Mills Study, 2013*²⁰

This evaluation considered the academic effect of open-enrollment charter schools in Arkansas on students using panel data from academic year 2002-03 to 2010-11. Using a robust data set with over 1.6 million traditional public school students and over 13 thousand charter school students, the Mills study found small but statistically significant negative test score results for charter school students.

However, as other studies of charter schools have found, this evaluation reported that as a charter school matures in age, these negative results decrease, reaching insignificant or positive significant results by the fourth year, in both Math and Reading tests. A note of interpretation here should be that this fourth-year effect could be caused by several different factors, two of which being that either 1) schools (administrators and teachers) are able to deliver a better product as they learn over the years, or 2) poor schools are closed, fail to keep running, or lose a critical mass of students after three relatively unsuccessful years. These two and other related reasons could contribute to these results.

While the author sought to compare findings with those using similar research methods in other states, he conceded that Arkansas is different not only in its rural composition but also in the comparatively restrictive laws that govern charter schools.²¹ A summary of this report is found in Table 4.

²⁰ Mills, Jonathan N. "The Achievement Impacts of Arkansas Open-enrollment Charter Schools." *Journal of Education Finance* 38.4 (2013): 320-342.

²¹ The laws referred to include caps on the number of charter schools in Arkansas, as well as lower funding for charter schools, particularly with respect to facilities funding. See Policy Briefs, "Charter School Facilities Funding" by the Office for Education Policy: <http://www.officeducationpolicy.org/wp-content/uploads/Charter-School-Facilities-Funding.pdf> and "Charter School Authorizers" by the Office for Education Policy: http://www.officeducationpolicy.org/wp-content/uploads/Charter-School-Authorizer_Policy-Brief_Draft2.pdf

Table 4: Previous Studies of Arkansas Charter School Academic Effects with Highlighted Outcomes

Study Name by Year	N of Charters (Students)	Years Reported	Methods	Overall Findings
CREDO, 2009	24 (4,627)	2003-08	Matched Twin Analysis	+0.02 Reading +0.05 Math
CREDO, 2013	31 (21,896)	2007-11	Matched Twin Analysis	-0.03 Reading, Math; -22 Days of Learning
Metis, 2012	29 (7,633)	2010-11	Stepwise Regression, Analysis of Covariance (ANCOVA)	No effectiveness conclusions reported
Mills, 2013	31 (13,255)	2001-11	Ordinary Least Squares Regression with Student Fixed Effects	-0.02 to -0.11 overall; Positive gains for school in 5 th + Year

Distinctions of the Current Report

This report provides the first set of unique findings on the academic effect of Arkansas charter schools for the 2011-12 to 2013-14 school years, with specific findings for each school, including both conversion and open-enrollment charters. In addition, results are provided specific to both Benchmark exams (3rd – 8th grade) and EOC exams (11th Grade Literacy and Geometry).

The current study matches or exceeds the rigor of the methods used in previous studies. As commissioned, this report provides an updated one-year analysis of Arkansas charter schools, as opposed to the multi-year studies cited earlier. While this report does uniquely provide school level academic effects, it also provides aggregated effects of all charter schools, all open-enrollment charter schools, and all conversion charter schools. Some of these aggregated effects can be compared to previous studies. Additionally, the subgroup analyses can be compared against their counterparts in other studies. This report uses a similar number of charter schools as previous studies, although it uses a smaller number of students overall. This difference, however, is merely a result of the limited scope of this report as compared to the others cited.

Data

For this analysis, access to non-identifying student level data for the state of Arkansas was given for the six years from 2008-09 to 2013-14. Non-identifying, in this context, means that no student identifying information is used except for a unique but anonymous ID that was generated by the ADE. Each ID is paired with information for each school year including the school attended, Free and Reduced Lunch (FRL) status, race/ethnicity, gender, English Language Learner (ELL) status, Individual Education Plan (IEP) status, and test scores for Math and Literacy. Data usage complies with Federal Education Rights and Privacy Act (FERPA) regulations and relevant Arkansas regulations.

The test scores that are tied to each student come from four separate Arkansas standardized tests: the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP, more commonly known as the Benchmark examination) in both Math and Literacy, and the End of Course (EOC) examinations in 11th Grade Literacy and Geometry. Benchmark tests are taken by 3rd through 8th

grade students and serve as Arkansas' compliance under the Elementary and Secondary Education Act (ESEA) and No Child Left Behind Act (NCLB).²² EOC tests are given in Algebra, Geometry, Biology, and 11th Grade Literacy classes, however the best available matches are for the 11th Grade Literacy exam (matched based on 8th grade Literacy Benchmark scores) and for Geometry (matched based on Algebra EOC scores, which are taken in the year prior in the majority of cases). Algebra and Biology outcomes were not included in this report due to the difficulty of a consistently available baseline score for matching.

As noted in Table 5, charter students represented about 2.4% to 3.5% of all Arkansas K-12 students depending on the year. Charter students' share of total enrollment has increased over the three years covered by this report. And while the subpopulation of charter students differs in some observable ways from the state as a whole in that it includes a smaller proportion of low income students but a larger proportion of minority students, the numbers are much closer when comparing charter schools with their local traditional public school districts which serve as their "feeder" districts – those districts where the students would have otherwise been assigned had they not attended the public charter school. Tables 6 and 7 show some of the basic details for open-enrollment and district conversion charter schools, respectively, including the year the school opened and the grade levels served during the three school years covered in this report. Appendix A expands on these school characteristics, showcasing the enrollment of each charter school, the percentage of students who are a minority race/ethnicity, and the percentage of students who qualify for Free or Reduced Lunch (FRL) status.

For all conversion charter schools, the conversion school continues to be a part of the traditional public school district from whence it came. For open-enrollment charter schools, the rules are different: they are created from scratch to be their own school district. Some charter schools are stand-alone organizations, and their school also serves as the entire district (e.g., Academics Plus is the school name and the name of their school district). Other times, one set of schools can be chartered separately, so that the elementary, middle, and high school have separate charters. For example, eSTEM Elementary, Middle, and High Schools are three separate charters and thus three separate districts, though these three charters have been merged into one charter school district since the 2011-12 academic year. The opposite of stand-alone charters are those created by Charter Management Organizations (CMOs) that control many different schools, sometimes around the country. A CMO's charter school network can operate under one charter (e.g., KIPP Delta has one charter with schools in Helena/W. Helena and in Blytheville²³) or under multiple charters (e.g., Lighthouse Academies operates schools in Jacksonville and Pine Bluff under different charters²⁴).

²² ACTAAP. Arkansas Department of Education, n.d. Web. 13 August 2014. <<http://www.arkansased.org/divisions/learning-services/student-assessment/actaap>>.

²³ *Our Schools*. KIPP: Delta Public Schools, n.d. Web. 18 August 2014. <<http://www.kippdelta.org/our-schools>>.

²⁴ *Our Schools*. Lighthouse Academies, n.d. Web. 18 August 2014. <<http://www.lighthouse-academies.org/schools#dropdown-arkansas>>.

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Table 5. Student Demographics: Charter Students vs. State Combined, 2011-12 to 2013-14

	Charter Students (11-12)	State (All Students, 11-12)	Charter Students (12-13)	State (All Students, 12-13)	Charter Students (13-14)	State (All Students, 13-14)
Enrollment	11,395	468,656	12,565	471,867	16,568	474,995
Charter as % Total	2.4%		2.7%		3.5%	
FRL %	54%	60%	49%	61%	55%	61%
Minority %	51%	35%	49%	36%	53%	37%
Benchmark % Prof./Advanced	68% (Math)/ 72% (Lit.)	78% (Math)/ 81% (Lit.)	67% (Math)/ 73% (Lit.)	75% (Math)/ 79% (Lit.)	64% (Math)/ 72% (Lit.)	72% (Math)/ 78% (Lit.)
EOC % Prof./Advanced	85% (Alg.)/ 74% (Geo.)/ 75% (Lit.)/ 42% (Bio.)	81% (Alg.)/ 75% (Geo.)/ 68% (Lit.)/ 42% (Bio.)	74% (Alg.)/ 59% (Geo.)/ 66% (Lit.)/ 39% (Bio.)	77% (Alg.)/ 72% (Geo.)/ 70% (Lit.)/ 44% (Bio.)	71% (Alg.)/ 65% (Geo.)/ 70% (Lit.)/ 44% (Bio.)	75% (Alg.)/ 74% (Geo.)/ 72% (Lit.)/ 47% (Bio.)

Table 6. Active Open-enrollment Charter Schools, 2011-12 to 2013-14

Charter School	School Type	Year Opened	Grades Served in 11-12 (N=18)	Grades Served in 12-13 (N=17)	Grades Served in 13-14 (N=20)
Academics Plus ¹	Open-enrollment	2001	K-12	K-12	K-12
Arkansas Virtual Academy ²	Open-enrollment	2007	K-8	K-8	K-8
Arkansas Arts Academy ³	Open-enrollment	2001	K-12	K-12	K-12
Covenant Keepers	Open-enrollment	2008	6-11	6-12	6-8
Dreamland Academy ⁴	Open-enrollment	2007	K-5	N/A	N/A
eSTEM Elementary ⁵	Open-enrollment	2008	K-4	K-4	K-4
eSTEM High School ⁵	Open-enrollment	2008	9-12	9-12	9-12
eSTEM Middle School ⁵	Open-enrollment	2008	5-8	5-8	5-8
Haas Hall Academy	Open-enrollment	2004	8-12	8-12	8-12
Imboden Area Charter School	Open-enrollment	2002	K-8	K-8	K-8
Jacksonville Lighthouse	Open-enrollment	2009	K-8	K-9	K-10
KIPP Blytheville	Open-enrollment	2010	5-6	4-7	4-8
KIPP Delta	Open-enrollment	2002	K-3, 5-12	K-12	K-12
LISA Academy	Open-enrollment	2004	6-12	6-12	6-12
LISA Academy North Little Rock	Open-enrollment	2008	K-11	K-12	K-12
Little Rock Preparatory Academy	Open-enrollment	2009	K-7	K-8	K-8
Northwest Arkansas Classical Academy	Open-enrollment	2013	N/A	N/A	K-8
Pine Bluff Lighthouse Academy	Open-enrollment	2011	K-4	K-5	K-6
Premier High School of Little Rock ⁶	Open-enrollment	2013	N/A	N/A	9-12
Quest Middle School of Pine Bluff	Open-enrollment	2013	N/A	N/A	5-8
SIA Tech ⁶	Open-enrollment	2011	9-12	10-12	9-12

¹The schools run by Academics Plus are now Maumelle Charter Elementary/High School.

²ARVA opened in 2007. The charter was originally approved in 2003, but due to funding issues they did not actual open until the fall of 2007.

³Arkansas Arts Academy was previously called Benton County School of the Arts.

⁴Dreamland Academy closed June 30, 2012.

⁵eSTEM combined to one school for analysis purposes.

⁶Premier High School and SIA Tech had less than 15 matches for all relevant analyses, so they have been excluded from this report.

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Table 7. Active District Conversion Charter Schools, 2011-12 to 2013-14

Charter School	School Type	Year Opened	Grades Served in 11-12 (N=12)	Grades Served in 12-13 (N=14)	Grades Served in 13-14 (N=18)
Badger Academy ¹	Conversion	2007	7-12	7-12	7-12
Bauxite Miner Academy ¹	Conversion	2013	N/A	N/A	6-12
Blytheville Charter School and Alternative Learning Center ¹	Conversion	2001	7-12	7-12	N/A
Blytheville High School – A New Tech School ¹	Conversion	2013	N/A	N/A	9-12
Brunson New Vision Charter	Conversion	2013	N/A	N/A	4-5
Cabot Academic Center for Excellence (ACE)	Conversion	2004	7-12	7-12	7-12
Cloverdale Aerospace Technology Conversion Charter Middle School	Conversion	2010	6-8	6-8	6-8
Cross County Elementary Technology Academy	Conversion	2012	N/A	K-6	K-6
Cross County New Tech High School	Conversion	2011	7-12	7-12	7-12
Eastside New Vision Charter School ²	Conversion	2012	N/A	K-3	K-3
Lincoln Academic Center of Excellence (ACE) ¹	Conversion	2009	K-12	N/A	N/A
Lincoln Middle Academy of Excellence	Conversion	2010	5-6	5-6	5-6
Lincoln High School New Tech	Conversion	2012	N/A	8-12	8-12
Mountain Home High School Career Academy	Conversion	2003	9-12	9-12	9-12
Oak Grove Health, Wellness, and Environmental Science School	Conversion	2009	K-4	K-4	N/A
Osceola STEM Academy	Conversion	2012	N/A	5-8	5-8
Ridgeroad Charter Middle School	Conversion	2003	7-8	N/A	N/A
Rogers New Technology High School	Conversion	2013	N/A	N/A	9-10
The Academies at Jonesboro High School	Conversion	2013	N/A	N/A	9-12
Vilonia Academy of Service and Technology	Conversion	2007	5-6	5-6	5-6
Vilonia Academy of Technology	Conversion	2004	2-4	2-4	2-4
Washington Academy	Conversion	2013	N/A	N/A	9-12

¹Badger Academy, Bauxite Miner Academy, Blytheville Charter School and ALC, Blytheville High School – New Tech, and Lincoln ACE had less than 15 matches for all relevant analyses, so they have been excluded from this report.

²Eastside New Vision Charter is K-3 only so it was excluded from the 4-8 Benchmark Analysis.

Methods

This Academic Effect study of Arkansas Charter Schools uses a “matched twin” method to allow for the best possible comparison using all charter schools and students in their feeder districts. This study will be supplemented by a “matched twin” analysis limited to the smaller sample of students that were subject to charter school lotteries.

What does it mean to create a “matched twin”? The goal of this method is to create a set of students that are in traditional public schools but are essentially the same as the group of public charter school students when comparing observable characteristics such as income and race/ethnicity.

In order to complete the matching process for open-enrollment charter schools, ADE-provided documents were used to determine which traditional public school districts the charter students would have been assigned to had they not gone to the charter school during the 2011-12 school year. From these documents, the set of feeder districts into each charter school was identified from which “matched twin” students were drawn. Many charter schools, but especially the Arkansas Virtual Academy, drew students from a wide array of districts, thus making it difficult to find the best population from which to make “matched twins.” For this reason, this analysis uses a set of rules to narrow the set of students from which twins are drawn, thus allowing for a better comparison with Arkansas charter school students.

The rules are as follows:

1. “Feeder” districts for each charter school district are ordered from the highest number of students provided to the lowest number of students provided;
2. Districts giving the most students are chosen to be a part of the analysis until 90% of the charter district’s student body is represented;²⁵
3. If, while adding districts to the list from which to draw “matched twins” for each student, the percent of students does not reach 90%, but the next district to be added adds less than 10 students, then the addition of districts to the list ceases.²⁶ Otherwise, districts continue to be added until 90% of the charter district’s student body is represented.

For creating the matching process group for district conversion charter schools, special rules are needed since only students from within the host district are allowed to attend a district conversion charter school. However, some districts have “competition” between traditional public schools and conversion charter schools – where at least one school of each kind serves students of the same grade classification (e.g., each serves 3rd grade students). For those conversion charters that do not have “competing” schools within their district, surrounding school districts are used as the pool of potential matches. Therefore, each district has their own unique comparison group from which to draw “matched twins” for comparison. Once the list of feeder districts (or feeder schools in the case of “competitive” district conversion charters)

²⁵ In one instance, this was accomplished by one feeder district, as LISA Academy receives 92% of its students from the Little Rock School District, but the other charter school districts all required multiple districts to at least meet the 90% threshold.

²⁶ This rule is only used twice for the Arkansas Virtual Academy and SIA Tech. The district list in Appendix B gives the detailed findings of this process.

was created for the 2011-12 school year based on ADE-provided documents, the same feeders were used consistently for all three years of this study.

The remainder of the matching process is the same for conversion and open-enrollment charter students. Students who have received the “treatment” of being in a charter school are matched on observable characteristics from the previous school year (or in the case of some EOC tests, the year in which that student took the last relevant in-subject test), so that the academic growth they experience in 2011-12 can be properly studied. For those students who are not promoted from one grade to the next, accommodations are made to match properly, as described in step 1 below. Using the group of students that has been identified for each charter student group, treatment students are matched with students in the traditional public school using the following matching procedure (fully outlined in Appendix C):

Benchmark Matching Process (Conducted Separately for Math and Literacy)

1. Students are first matched with a student in the same grade in both the outcome year and baseline or matching year (generally the year before).
2. For the Math and Literacy analyses, separately, all students are matched based on previous year scores on the same subject test, rounded to the nearest 0.01 z-score unit. The other subject test score is used as part of the propensity score (defined below in step 3) in step 4, as having a matched test score in the same subject is more relevant for controlling for prior performance. Therefore, the Math analysis matches first on Math examination scores and later factors in literacy scores, while the Literacy analysis matches first on Literacy examination scores and later factors in Math scores.
3. A propensity score is then created using FRL status (using all three designations: free lunch, reduced lunch, and paid lunch), race/ethnicity (African-American, Asian-American or Native Hawaiian/Pacific Islander, Hispanic-American, Native American, White, or “Two or more races”), gender, and the “other” test score (Literacy for the Math analysis and Math for the Literacy analysis). It is used to estimate the probability of a student receiving the intervention of interest. Certain racial categories in the state are rather small, so in some cases they were grouped such as: Asian-American (about 1.5%) and Pacific Islander (0.6%).
4. Finally, all matches are based on guaranteeing exact matches from step 1 and 2, and the closest available propensity score match from step 3.²⁷

Geometry EOC Matching Process

1. Students are first matched with a student in the same grade in both the outcome year and baseline or matching year (generally the year before).
2. All students are matched based on previous year scores on the algebra exam, rounded to the nearest 0.01 z-score unit.
3. A propensity score is then created using FRL status (using all three designations: free lunch, reduced lunch, and paid lunch), race/ethnicity (African-American, Asian-American or Pacific Islander, Hispanic-American, Native American, White, or “Two or more races”), and gender.

²⁷ If the sample size for any particular analysis was less than 15, those schools were omitted.

4. Finally, all matches are based on guaranteeing exact matches from step 1 and 2, and the closest available propensity score match from step 3.

11th Grade Literacy EOC Matching Process

1. Students had to have test scores in both 11th Grade Literacy and 8th Grade Literacy three years prior. Thus, if a student skipped a grade or was retained, they would not be included here.
2. All students are matched based on 8th Grade Literacy exam scores, three years prior, rounded to the nearest 0.01 z-score unit.
3. A propensity score is then created using FRL status (using all three designations: free lunch, reduced lunch, and paid lunch), race/ethnicity (African-American, Asian-American or Pacific Islander, Hispanic-American, Native American, White, or “Two or more races”), and gender.
4. Finally, all matches are based on guaranteeing exact matches from step 2, and the closest available propensity score match from step 3.

In order to test whether or not this process worked for the purposes of conducting an appropriate comparison, a baseline equivalency analysis is conducted to show how similar the two groups are to each other. The average measure of each of the observable variables is reported for both the charter “treatment” group and for the “matched twin” comparison group. Any difference between the two is reported, and the statistical p-value is reported to show if that difference is statistically significant. P-values below 0.05 indicate statistically significant differences that might raise concerns about the comparability of the samples. For major comparisons, shown in Tables 8-16, in some instances broader matches were used in order to capture a large enough sample size for the analysis. For this reason, in all cases, and especially in cases where there are significant differences at baseline, more confidence should be placed in the regression results which include only the matched sample but further control for any differences in baseline observable characteristics in the comparison.

Tables 8 and 9 show the Math and Literacy baselines, respectively, for all charter schools administering Benchmark exams across the state, for each of the three years. The overall equivalency is made by aggregating all charter students with their “matched twin” matches to create one large database for analysis. For the combined set of matches for all charter schools, it appears that there were some significant differences in the percent of FRL students and minority students, although these differences were slight in size. In 30 total comparisons of baseline characteristics for which the two samples might differ (five characteristics in each of six years), there are statistically significant differences in four cases, which is only slightly more than the three significant differences expected to occur with at least 90 percent confidence by mere chance.

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Table 8. Baseline Equivalency for Benchmark Analysis in Math, All Charter Schools, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	3,662	3,662	-	4,255	4,255	-	4,905	4,905	-
Average Grade	6.31	6.31	-	6.22	6.22	-	6.16	6.16	-
Prior Year Math Z-Score	-0.24	-0.24	(0.00)	-0.25	-0.25	(0.00)	-0.17	-0.17	(0.00)
Prior Year Literacy Z-Score	-0.18	-0.18	0.01	-0.16	-0.18	0.02	-0.14	-0.13	(0.02)
% FRL	0.62	0.62	(0.00)	0.61	0.63	(0.02) *	0.62	0.62	0.00
% Minority	0.62	0.60	0.02	0.59	0.57	0.02	0.56	0.56	0.01
% Female	0.52	0.51	0.00	0.51	0.51	0.00	0.50	0.49	0.00

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table 9. Baseline Equivalency for Benchmark Analysis in Literacy, All Charter Schools, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	3,566	3,566	-	4,085	4,085	-	4,583	4,583	-
Average Grade	6.32	6.32	-	6.20	6.20	-	6.19	6.19	-
Prior Year Math Z-Score	-0.19	-0.20	0.01	-0.19	-0.17	(0.01)	-0.09	-0.12	0.03
Prior Year Literacy Z-Score	-0.14	-0.14	(0.00)	-0.10	-0.10	(0.00)	-0.05	-0.05	(0.00)
% FRL	0.61	0.63	(0.02) *	0.60	0.64	(0.04) ***	0.84	0.84	(0.00)
% Minority	0.62	0.59	0.02 **	0.59	0.43	0.17	0.57	0.55	0.01
% Female	0.52	0.52	0.01	0.51	0.50	0.01	0.51	0.51	0.00

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Tables 10 and 11 show the baseline equivalency tables for all charter school and comparison groups regarding the Geometry EOC and 11th Grade Literacy EOC analyses, respectively. For the combined set of matches for all charter schools, again there were some statistically significant differences in the proportion of FRL students and minority students (three significant differences when two or three may be expected by chance), so more confidence should be placed in the regression results which include only the matched sample but control for baseline observable characteristics as well.

Table 10. Baseline Equivalency for Geometry EOC Analysis (Matched on Algebra Score), All Charter Schools, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	483	483	-	453	453	-	708	708	-
Average Grade	9.37	9.37	-	9.54	9.54	-	9.73	9.73	-
Algebra Z-Score	0.12	0.13	(0.00)	0.11	0.12	(0.01)	-0.05	-0.05	(0.00)
% FRL	0.42	0.47	(0.05)	0.43	0.53	(0.10) ***	0.61	0.47	0.15
% Minority	0.34	0.32	0.02	0.64	0.63	0.01	0.44	0.35	0.09 ***
% Female	0.54	0.56	(0.02)	0.54	0.55	(0.02)	0.48	0.48	0.01 0.8

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

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Table 11. Baseline Equivalency for 11th Grade Literacy EOC Analysis (Matched on 8th Grade Literacy), All Charter Schools, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	459	459	-	566	566	-	866	866	-
Average Grade	11.00	11.00	-	11.00	11.00	-	11.00	11.00	-
8th Grade Literacy Z-Score	0.39	0.40	(0.00)	0.41	0.41	(0.00)	0.24	0.24	(0.00)
% FRL	0.46	0.48	(0.02)	0.46	0.50	(0.03)	0.54	0.53	0.01
% Minority	0.26	0.27	(0.01)	0.28	0.30	(0.01)	0.39	0.35	0.05 *
% Female	0.58	0.56	0.02	0.56	0.56	0.00	0.53	0.55	(0.01)

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

For further detail on baseline equivalency, see Appendix D, which includes baseline equivalency tables for Open-enrollment Charters, District Conversion Charters, and Appendix J that includes school-level baseline equivalency tables as part of the school-level results.

Once the baseline equivalency is established, the resulting matches can be sent through the gauntlet of statistical tests to see how much of the academic growth for students can be attributed to attending individual charter schools, specific types of charter schools, or all charter schools combined. The method of choice that will be presented is regression analysis.

Results

In this section, the results of the evaluation are presented for all schools, only conversion charter schools, only open-enrollment charter schools, and for different subgroups. Throughout, certain qualifications and explanations are provided to properly frame these results.

First, this report describes the size of the sample being analyzed as compared to the total number of students that attend the charter schools being analyzed, and more importantly, to the number of students in the included grades in those schools. Tables 12 and 13 show the enrollment in all the charter schools included in the Math Benchmark and Literacy Benchmark analyses, respectively. While the number of students in charter schools differed annually, between 10,000 and 13,000 charter school students attended schools that were included in the Benchmark analyses in any given year. Of these, about 5,000 to 7,000 were actually in grades 4-8 and were eligible for matching. Of these, about 66% to 74% were actually included in any given analysis.

The main reason for this sample limitation is the matching requirements. Each student in the study must have test scores from both the baseline test year and the outcome year. Reasons for a specific student not being included in the analysis include but are not limited to: being in an untested grade in either the baseline or outcome year, not being enrolled in an Arkansas public school during either year, being in a school with low enrollment and, therefore, restricted information, or if a student missed the test day, among other reasons. Given these reasons, the results should be interpreted as the effects for the matched student population, which may not generalize to the broader student population.

Table 12. Academic Effect of All Charter Schools in **Math Benchmarks**, 2011-14

Math Benchmark						
Year	Enrollment in Included Schools	Enrollment in Incl. Schools and Grades	% Enrollment in Included Schools and Grades	Sample Size (Charter Only)	Treatment Coefficient	Sig. Level
2011-12	10,017	5,271	69%	3,662	0.0199	
2012-13	11,352	5,781	74%	4,255	0.0407	***
2013-14	12,704	6,993	70%	4,905	0.0053	
Combined	34,073	18,045	71%	12,822	0.0214	***

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table 13. Academic Effect of All Charter Schools in **Literacy Benchmarks**, 2011-14

Literacy Benchmark						
Year	Enrollment in Included Schools	Enrollment in Incl. Schools and Grades	% Enrollment in Included Schools and Grades	Sample Size (Charter Only)	Treatment Coefficient	Sig. Level
2011-12	10,017	5,271	68%	3,566	-0.0002	
2012-13	10,686	5,781	71%	4,085	0.0321	***
2013-14	12,704	6,993	66%	4,583	-0.0143	
Combined	33,407	18,045	68%	12,234	0.0053	

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

The academic effects represented in Tables 12 and 13 indicate that, meta-analytically averaged over all schools and school years, Arkansas public charter schools demonstrated a slight positive effect (0.02 standardized units) on Math Benchmark scores and no effect on Literacy Benchmark scores. See Appendix E for an explanation of the calculation of these meta-analytical averages. The Math treatment coefficient of 0.0214 indicates a 2% of a standard deviation increase in student test scores from a year of charter schooling, holding all other covariates in the regression model constant. For full regression results see Appendix F, and for a snapshot of school-by-school results for all tests, meta-analytically averaged over all three years, see Appendix G.

In addition to the growth as a percent of a standard deviation, this growth is converted into additional days of learning (Table 14). Additional days of learning are calculated by dividing the growth in the comparison group's (matched charter students') test scores in standard deviation terms by 180 days, to obtain their average standardized unit growth per day, and then using this metric to convert the treatment group's test score growth into a specific number of days.²⁸ Based on this calculation, students in charter schools experienced growth equivalent to approximately 34.7 days of growth on the Math Benchmarks in 2012-13 and 30.5 days of growth on the Literacy Benchmarks in 2012-13. No other year's effects for all charter schools combined were significant. When averaged across the three years, the average annual effect on Math Benchmark exams is about 19.1 days, and the average annual effect on Literacy Benchmark exams is about 5.0 days, although this average annual Literacy effect is not statistically significant.

²⁸ Additional Days of Learning = Standard Deviation of Growth/Conversion Factor where:
Conversion Factor = Mean of the Control Group's: [(Year₁ Score – Year₀ Score)/ st. dev.(Year₁ Score)]/180

Table 14. Academic Effect of All Charter Schools on Benchmark Exams, 2011-14

	2011-12	2012-13	2013-14	Overall
Math Benchmark				
St. Dev. Growth	0.0199	0.0407 ***	0.0053	0.0214 ***
Days of Learning	17.0	34.7 ***	4.5	18.1 ***
Literacy Benchmark				
St. Dev. Growth	-0.0002	0.0321 ***	-0.0143	0.0053
Days of Learning	-0.2	30.5 ***	-13.6	5.0

Note: Overall days of learning was a weighted average, weighted by number of treated students in each year. Typical growth of comparison group was about 0.21 standard deviations per year in math and 0.19 standard deviations per year in literacy.

Tables 15 and 16 show the enrollment in all the charter schools included in the Geometry and 11th Grade Literacy EOC analyses, respectively. Geometry EOC matches were relatively difficult to obtain. Each charter student had to be matched with a student in a feeder district that took geometry in the same grade level, but the grade in which students take the test varies widely. In the current analysis, students took the geometry EOC anywhere between 8th and 11th grade, so sometimes finding an appropriate match was difficult. On average, about 52% of the students who were in the included grades for any particular school (up to and including all students 8th – 11th grade) had a sufficient match in a feeder school. 11th Grade Literacy matches were relatively easier to match with about 73% of 11th graders in the charter schools having reasonable matches in a feeder school.

Table 15. Academic Effect of All Charter Schools in **Geometry EOC**, 2011-14

Math EOC (Geometry)						
Year	Enrollment in Included Schools	Enrollment in Incl. Schools and Grades	% Enrollment in Included Schools and Grades	Sample Size (Charter Only)	Treatment Coefficient	Sig. Level
2011-12	6,914	2,102	23%	483	-0.1920 ***	
2012-13	8,583	2,625	17%	453	-0.0735 **	
2013-14	7,063	2,315	31%	708	-0.0356 ***	
Combined	22,560	7,042	23%	1,644	-0.0941 ***	

p<0.10, **p<0.05, *p<0.01*

Table 16. Academic Effect of All Charter Schools in **Literacy EOC**, 2011-14

Literacy EOC (11th Grade)						
Year	Enrollment in Included Schools	Enrollment in Incl. Schools and Grades	% Enrollment in Included Schools and Grades	Sample Size (Charter Only)	Treatment Coefficient	Sig. Level
2011-12	6,226	767	60%	459	-0.0292	
2012-13	7,888	778	73%	566	0.0588 *	
2013-14	8,492	1,036	84%	866	-0.0205	
Combined	22,606	2,581	73%	1,891	0.0002	

p<0.10, **p<0.05, *p<0.01*

The average annual effect in Table 16 indicates that, averaged over all schools and all school years, there was no effect on 11th Grade Literacy scores. There was, however, a slight negative effect on Geometry EOC scores across all school years and schools (see Table 15). This treatment coefficient of -0.0941 indicates a 9% of a standardized unit decrease in student test scores, holding all other covariates in the regression model constant.²⁹

Subgroup Analyses

In addition to the overall results for all charter schools, combined, additional analyses were conducted to compare open-enrollment and district conversion charter schools, as well as various types of open-enrollment charter schools. These comparisons of open-enrollment charter schools by subgroup include maturity of school, defined as 5 years or older as of the 2011-12, waitlist status, location (Little Rock metro v. other), and percent of FRL-eligible students (relative to the state average).

Open-enrollment v. District Conversion:

The first subgroup analysis compares open-enrollment and district conversion charter schools. Open-enrollment charters, which are schools operated outside of traditional public school (TPS) districts may function differently than district conversion charters that remain more similar to a TPS in many ways.

Table 17 shows the effects on Benchmark Math scores for each type of charter school. The average annual effect of open-enrollment charters on Benchmark Math scores was slightly positive (about 0.03 standardized units), but the average annual effect of district conversion charters was null. By year, there were significant and positive effects (at the 95% confidence level) exhibited by open-enrollment charter schools in 2012-13 and district conversion charter schools in 2013-14. All other effects were either null or marginally significant.

Table 17. Academic Effect of Charter Schools by Type in **Benchmark Math**, 2011-14

	2011-12		2012-13		2013-14		3 Yr- Average
Type of School	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Annual Effect Size
Open-Enrollment	4,584	0.011	5,644	0.086 ***	6,986	-0.016	0.025 ***
District-Conversion	2,740	0.033 *	2,866	-0.038 *	2,824	0.054 ***	0.017
All	7,324	0.020	8,510	0.041 ***	9,810	0.005	0.021 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table 18 presents the results in Benchmark Literacy. Here, the average annual effect of open-enrollment charters was slightly positive (about 0.02 standardized units). The average annual effect of district conversion charters was slightly negative (about -0.03 standardized units). The positive open-

²⁹ Days of learning impacts were not estimable for Geometry and 11th Grade Literacy, due to the inability to estimate a typical year's growth on the same test. Using Algebra scores as a baseline for Geometry, and 8th grade Literacy scores as a baseline for 11th Grade Literacy would make such a comparison misleading. For a snapshot of school-by-school results for all tests, meta-analytically averaged over all three years, see Appendix G.

enrollment effect was driven primarily by the 2011-12 and 2012-13 results. There was actually a slight negative open-enrollment effect in 2013-14, but the annual effect over the three years remained positive and statistically significant. The negative district conversion effect was largely driven by the negative effects in 2011-12.

Table 18. Academic Effect of Charter Schools by Type in **Benchmark Literacy**, 2011-14

Type of School	2011-12			2012-13			2013-14		3 Yr- Average Annual Effect
	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	
Open-Enrollment	4,430	0.049 ***		5,550	0.070 ***		6,712	-0.029 **	0.024 ***
District-Conversion	2,702	-0.080 ***		2,620	-0.036		2,454	0.029	-0.027 **
All	7,132	0.000		8,170	0.032 ***		9,166	-0.014	0.005

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Next, the charter effects on EOC performance by school type are presented in Tables 19 and 20. Table 19 presents the Geometry results. The average annual effect on Geometry EOC scores of both types of charter schools was negative. Open-enrollment charter schools had a negative effect of -0.08 standardized units and district conversion charter schools had a negative effect of -0.12 standardized units. The negative effect in open-enrollment charter schools was primarily driven by negative effects in 2011-12. The negative effect in district conversion charter schools was primarily driven by negative effects in 2011-12 and 2013-14.

Table 19. Academic Effect of Charter Schools by Type in **Geometry**, 2011-14

Type of School	2011-12			2012-13			2013-14		3 Yr- Average Annual Effect
	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	
Open-Enrollment	666	-0.175 ***		624	-0.056		520	0.051	-0.078 ***
District Conversion	300	-0.225 ***		282	-0.097 *		896	-0.085 **	-0.117 ***
All	966	-0.192 ***		906	-0.074 **		1,416	-0.036	-0.094 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table 20 presents the results for 11th Grade Literacy by charter school type. The average annual effect of open-enrollment charter schools on 11th Grade Literacy was positive (0.12 standardized units), and the average annual effect of district conversion charter schools was negative (-0.09). The positive effect in open-enrollment charter schools was primarily driven by positive effects in 2011-12 and 2012-13. The negative effect in district conversion charter schools was primarily driven by a large negative effect in 2011-12 and a smaller negative effect in 2013-14.

Table 20. Academic Effect of Charter Schools by Type in 11th Grade Literacy, 2011-14

Type of School	2011-12			2012-13			2013-14		3 Yr- Average Annual Effect
	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	
Open-Enrollment	488	0.146 ***		576	0.162 ***		646	0.056	0.120 ***
District Conversion	430	-0.241 ***		556	-0.033		1,086	-0.056 *	-0.088 ***
All	918	-0.029		1,132	0.059 *		1,732	-0.021	0.000

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Before turning to the rest of the subgroups, the results for open-enrollment and district conversion charter school will be summarized separately. For all subjects except Geometry, open-enrollment charter schools had positive effects. Geometry was the only subject for which open-enrollment charter schools had a negative average annual effect; however, it should be noted that the Geometry test was generally harder to match. Additionally, this negative effect is largely driven by only a few schools.

District conversion charter schools had negative effects on all tests except for the Math Benchmark. For Math Benchmarks, the district conversion charter schools had a null effect. The negative effects of conversion charters appear to be driven by a handful of schools. One district conversion charter, for example, had a negative effect of -0.39 standardized units in Geometry (and overall), but this school was new in 2013-14 and has relatively little data available. There were also large negative overall effects in three other district conversion charters.

The rest of the subgroup comparisons focus on open-enrollment schools only.

By Year of Opening (5 years or older as of 2011-12):

Open-enrollment schools are grouped roughly in half, based on age. Mature charter schools are defined as schools that were five years of age or older during the 2011-12 school year. Splitting the sample in this way may help identify whether schools tend to get better with time, as past studies have indicated (Mills, 2013).

Tables 21 and 22 show the Benchmark results, and Tables 23 and 24 show the EOC results for this subgroup analysis.

Beginning with the Math Benchmark results in Table 21, the average annual effect for less mature schools was positive (0.06 standardized units), but the average annual effect for more mature schools was null. The positive effects for less mature schools were largely driven by the 2012-13 effects. Additionally, the more mature schools had a significantly negative effect in 2013-14, but combined with the other years, this averages out to a null effect.

Table 21. Academic Effects by Year of Opening in **Math Benchmarks** (*Open-enrollment Charters*)

	2011-12		2012-13		2013-14		3 Yr- Average	
	Sample Size	Effect	Sample Size	Effect	Sample Size	Effect	Annual Effect	
Years in Operation	(T + C)	Size	(T + C)	Size	(T + C)	Size	Size	
Less Mature	2,352	0.021	2,934	0.125 ***	3,724	0.027	0.058 ***	
More Mature	2,232	0.000	2,710	0.041 *	3,262	-0.070 ***	-0.015	
Total	4,584	0.011	5,644	0.086 ***	6,986	-0.016	0.025 ***	

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Less mature schools were defined as 4 years or younger as of 2011-12. More mature schools were defined as 5 years or older as of 2011-12.

For the Literacy Benchmark results (Table 22), the average annual effect for less mature schools was positive (0.05 standardized units), but the average annual effect for more mature schools was null. The positive effects for less mature schools were driven primarily by significant positive effects in 2011-12 and 2012-13. The year-by-year results for more mature schools indicate that there were positive effects in Literacy in 2011-12 and 2012-13, but negative effects in 2013-14. These average out to a null average annual effect for more mature schools in Literacy.

Table 22. Academic Effects by Year of Opening in **Literacy Benchmarks** (*Open-enrollment Charters*)

	2011-12		2012-13		2013-14		3 Yr- Average	
	Sample Size	Effect	Sample Size	Effect	Sample Size	Effect	Avg. Annual	
Years in Operation	(T + C)	Size	(T + C)	Size	(T + C)	Size	Effect Size	
Less Mature	2,290	0.050 **	2,894	0.077 ***	3,546	0.016	0.045 ***	
More Mature	2,140	0.049 **	2,656	0.063 ***	3,166	-0.075 ***	0.003	
Total	4,430	0.049 ***	5,550	0.070 ***	6,712	-0.029 **	0.024 ***	

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Less mature schools were defined as 4 years or younger as of 2011-12. More mature schools were defined as 5 years or older as of 2011-12.

For the Geometry results (Table 23), the average annual effect for less mature schools was negative (-0.10 standardized units), but the average annual effect for more mature schools was null. The negative effects for less mature schools were largely driven by the 2011-12 effects as well as a marginally significant and negative effect in 2012-13. These were somewhat offset by a marginally significant but positive Geometry effect in 2013-14. Turning to the more mature schools, which had an overall null effect, there is a statistically significant negative effect in 2011-12 (-0.17 standardized units) but null effects in 2012-13 and 2013-14.

Table 23. Academic Effects by Year of Opening in **Geometry** (*Open-enrollment Charters*)

	2011-12			2012-13			2013-14		3 Yr- Average
	Sample Size	Effect		Sample Size	Effect		Sample Size	Effect	Annual Effect
Years in Operation	(T + C)	Size		(T + C)	Size		(T + C)	Size	Size
Less Mature	308	-0.185 ***		226	-0.121 *		144	0.162 *	-0.096 ***
More Mature	358	-0.165 ***		398	-0.012		376	0.022	-0.006
Total	666	-0.175 ***		624	-0.056		520	0.051	-0.078 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Less mature schools were defined as 4 years or younger as of 2011-12. More mature schools were defined as 5 years or older as of 2011-12.

The 11th Grade Literacy results in Table 24 indicate a null average annual effect for less mature schools. The more mature schools, however, had a positive effect on 11th Grade Literacy (0.16 standardized units). The null average annual effect for less mature schools was driven by null effects in all three years. For the more mature schools, the positive average annual effect was driven primarily by positive effects in 2011-12 and 2012-13.

Table 24. Academic Effects by Year of Opening in **11th Grade Literacy** (*Open-enrollment Charters*)

	2011-12			2012-13			2013-14		3 Yr- Average
	Sample Size	Effect		Sample Size	Effect		Sample Size	Effect	Annual Effect
Years in Operation	(T + C)	Size		(T + C)	Size		(T + C)	Size	Size
Less Mature	194	0.097		212	0.102		260	-0.022	0.058
More Mature	294	0.183 ***		364	0.201 ***		386	0.098	0.158 ***
Total	488	0.146 ***		576	0.162 ***		646	0.056	0.120 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Less mature schools were defined as 4 years or younger as of 2011-12. More mature schools were defined as 5 years or older as of 2011-12.

While previous research has shown that open-enrollment charter schools mature over time,³⁰ these tables show mixed results for Arkansas charter schools. One possibility for the lack of a clear pattern is that different groups of new schools open each year. The results for a small subgroup of schools that opened during a specific period can be highly influenced by an outlier school that performs better or worse than would be expected from a school of that age.

*By Waitlist Status:*³¹

Another subgroup of schools that would be expected to perform differently are those schools with waitlists – parents and their students who have informed the school that they would like to receive admission if seats open in their grades. A waitlist, in this analysis, will serve as a proxy for excessive demand for an open-enrollment charter school. This list is usually formed after a school conducts a lottery

³⁰ Hoxby, Caroline Minter, and Jonah E. Rockoff. *The Impact of Charter Schools on Student Achievement*. Department of Economics, Harvard University, 2004. <<http://fugu.ccpr.ucla.edu/events/ccpr-previous-seminars/ccpr-seminars-previous-years/Sem05W%20Hoxby%20Impact%20of%20Charter%20Schools.pdf>>.

³¹ Schools notified the Arkansas Department of Education if they had a waitlist, but there was no verification of whether the others actually had a lottery, so they are listed as “unreported.”

admission process. Only schools that reported their waitlists will be included in the analysis as having a waitlist. It is possible that some schools have waitlists but did not report them, in which case they will be classified as “no waitlist reported.” It is also possible that a school used a lottery admission process but, upon enrolling students, had no waitlist because various parents who received admissions chose not to take advantage of the seats. An explanation of the classification for the waitlist analysis is found in Appendix H of this report.

Tables 25 and 26 represent the Benchmark results for schools with waitlists and schools without a reported waitlist.

For the Math Benchmark results (Table 25), the average annual effect for schools with a waitlist was positive (0.04 standardized units), but the average annual effect for schools without a reported waitlist was null. The positive effects for waitlist schools were driven primarily by positive 2012-13 effects. The null average annual effect of the schools without waitlists was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.

Table 25. Academic Effects by Waitlist in **Math Benchmarks** (*Open-enrollment Charters*)

Waitlist Status	2011-12		2012-13		2013-14		3 Yr- Average	
	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Annual Effect Size	
Waitlist	2,750	0.004	3,620	0.090 ***	5,054	0.020	0.038 ***	
No Waitlist Reported	1,834	0.021	2,024	0.064 ***	1,932	-0.109 ***	-0.006	
Total	4,584	0.011	5,644	0.086 ***	6,986	-0.016	0.025 ***	

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

For the Literacy Benchmark results (Table 26), the average annual effect for schools with a waitlist was positive (0.03 standardized units), but the average annual effect for schools without a reported waitlist was null. The positive effects for waitlist schools were driven by positive effects in 2011-12 and 2012-13. The null average annual effect of the schools without waitlists was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.

Table 26. Academic Effects by Waitlist in **Literacy Benchmarks** (*Open-enrollment Charters*)

Waitlist Status	2011-12		2012-13		2013-14		3 Yr- Average	
	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Annual Effect Size	
Waitlist	2,696	0.072 ***	3,570	0.059 ***	4,830	-0.006	0.032 ***	
No Waitlist Reported	1,734	0.013	1,980	0.092 ***	1,882	-0.092 ***	0.009	
Total	4,430	0.049 ***	5,550	0.070 ***	6,712	-0.029 **	0.024 ***	

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Turning to the EOC results, Tables 27 and 28 show separately the results for schools with waitlists and schools without reported waitlists.

For the Geometry EOC results (Table 27), there was a null average annual effect for schools with waitlists, but schools with no waitlist reported had an average annual effect of -0.15 standardized units. For the schools with waitlists, there was a statistically significant negative effect in 2011-12 (-0.14

standardized units), but there were null effects in 2012-13 and 2013-14 as well. For the schools with no reported waitlists, the negative average annual effect was driven primarily by a negative effect (-0.23 standardized units) in 2011-12.

Table 27. Academic Effects by Waitlist in **Geometry** (*Open-enrollment Charters*)

Waitlist Status	2011-12			2012-13			2013-14		3 Yr- Average Annual Effect Size
	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	
Waitlist	458	-0.143 ***		340	-0.031		520	0.051	-0.044
No Waitlist Reported	208	-0.232 ***		284	-0.092		N/A	N/A	-0.154 ***
Total	666	-0.175 ***		624	-0.056		520	0.051	-0.078 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

In 11th Grade Literacy (Table 28), the schools with waitlists had a positive average annual effect (0.12 standardized units), as did schools without reported waitlists (0.14 standardized units). For the schools with waitlists, the overall positive effect was driven primarily by positive effects in 2011-12 and 2012-13. For the schools with no reported waitlists, the positive average annual effect was driven primarily by a large (but only marginally significant effect) in 2012-13 as well as a sizable (0.12 standardized units) but statistically insignificant positive effect in 2011-12.

Table 28. Academic Effects by Waitlist in **11th Grade Literacy** (*Open-enrollment Charters*)

Waitlist Status	2011-12			2012-13			2013-14		3 Yr- Average Annual Effect Size
	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	
Waitlist	346	0.151 ***		380	0.167 ***		646	0.056	0.115 ***
No Waitlist Reported	142	0.116		196	0.154 *		N/A	N/A	0.138 **
Total	488	0.146 ***		576	0.162 ***		646	0.056	0.120 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

*By Location (Little Rock Metro v. Other):*³²

Further, effects on test scores may differ by the location of the school, which can also be related to how much overall competition is in the area. For this reason, results are separated for the open-enrollment schools in the Little Rock Metropolitan area (including nearby towns that are within 30 miles of Little Rock). See Appendix I for a list of Charter Schools by location.

For the Math Benchmark results (Table 29), the average annual effect of open-enrollment charter schools in the Little Rock Metro area was positive (0.05 standardized units). There was a null effect of open-enrollment schools outside this area. The positive overall effect for schools in the Little Rock area was driven by positive effects in 2012-13 and 2013-14. The null average annual effect of the non-Little Rock Metro schools was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.

³² Little Rock Metro charter schools include those serving the Little Rock, N. Little Rock, Jacksonville, and Maumelle areas.

Table 29. Academic Effects by Location in **Math Benchmarks** (*Open-enrollment Charters*)

School Location	2011-12		2012-13		2013-14		3 Yr- Average	
	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Annual Effect Size	
Little Rock Metro	3,208	0.011	3,774	0.086 ***	4,028	0.039 **	0.047 ***	
Other	1,376	0.000	1,870	0.082 ***	2,958	-0.089 ***	0.000	
Total	4,584	0.011	5,644	0.086 ***	6,986	-0.016	0.025 ***	

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Little Rock Metro Includes Schools in Little Rock, North Little Rock, Jacksonville, and Maumelle.

Turning to the Literacy Benchmark results by location (Table 30), the average annual effect of open-enrollment charter schools in the Little Rock Metro area was positive (0.04 standardized units). There was a null effect of open-enrollment schools outside this area. The positive overall effect for schools in the Little Rock area was driven by positive effects in 2011-12 and 2012-13. The null average annual effect of the non-Little Rock Metro schools was driven by a positive effect in 2012-13 offset by a negative effect in 2013-14.

Table 30. Academic Effects by Location in **Literacy Benchmarks** (*Open-enrollment Charters*)

School Location	2011-12		2012-13		2013-14		3 Yr- Average	
	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Annual Effect Size	
Little Rock Metro	3,186	0.072 ***	3,734	0.057 ***	3,916	0.006	0.043 ***	
Other	1,244	-0.009	1,816	0.097 ***	2,796	-0.081 ***	-0.014	
Total	4,430	0.049 ***	5,550	0.070 ***	6,712	-0.029 **	0.024 ***	

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Little Rock Metro Includes Schools in Little Rock, North Little Rock, Jacksonville, and Maumelle.

Tables 31 and 32 show the corresponding EOC results by location.

In Geometry (Table 31), the average annual effect of the Little Rock Metro schools was negative (-0.10 standardized units), and there was a null effect of schools outside the Little Rock Metro area. The negative overall effect for Little Rock Metro schools was driven primarily by a 0.18 standardized unit negative effect in 2011-12 and a smaller negative effect in 2012-13. For the schools outside this area, there was a null effect overall despite a statistically significant and negative effect in 2011-12. This is largely due to an offsetting large (but not statistically significant) positive effect in 2013-14.

Table 31. Academic Effects by Location in **Geometry** (*Open-enrollment Charters*)

School Location	2011-12			2012-13			2013-14		3 Yr- Average
	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	Annual Effect Size
Little Rock Metro	458	-0.178 ***		394	-0.088 *		304	0.020	-0.098 ***
Other	208	-0.181 ***		230	-0.014		216	0.131	-0.042
Total	666	-0.175 ***		624	-0.056		520	0.051	-0.078 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Little Rock Metro Includes Schools in Little Rock, North Little Rock, Jacksonville, and Maumelle.

In 11th Grade Literacy (Table 32), the average annual effect of the Little Rock Metro schools was null, but there was a positive average annual effect of schools outside the Little Rock Metro area (0.22 standardized units). For the open-enrollment charter schools within the Little Rock Metro area, there was a null effect overall despite a statistically significant and positive effect in 2012-13. The positive overall effect for schools outside of this area was driven by positive effects (0.19 – 0.23 standardized units) in each of the three years.

Table 32. Academic Effects by Location in **11th Grade Literacy** (*Open-enrollment Charters*)

School Location	2011-12			2012-13			2013-14		3 Yr- Average
	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	Annual Effect Size
Little Rock Metro	306	0.092		342	0.143 **		390	-0.062	0.052
Other	182	0.225 **		234	0.190 **		256	0.232 ***	0.215 ***
Total	488	0.146 ***		576	0.162 ***		646	0.056	0.120 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Little Rock Metro Includes Schools in Little Rock, North Little Rock, Jacksonville, and Maumelle.

By Level of Poverty of Student Population Served (Relative to the State Average):

The last subgroup comparison included here shows separate results for the charter schools serving relatively poor (\geq State Average of about 61% FRL) and relatively well off ($<$ State Average of about 61% FRL) student populations. These groups were based on the charter school's overall enrollment, not necessarily the students that were actually matched. This subgroup is particularly relevant considering that open-enrollment charter schools are designed as a method of public (free) choice for students who may not be able to afford private schools or other options.³³

For the Math Benchmark results (Table 33), the average annual effect of the schools serving lower income students (\geq State Average of about 61% FRL) was positive (0.04 standardized units). The schools serving less low income students ($<$ State Average of about 61% FRL) had a marginally significant and small positive effect (0.02 standardized units). The positive overall effect for schools serving more low income students was driven primarily by a 0.15 standardized unit positive effect in

³³ See <http://www.arkansased.gov/faqs/106/why-do-parents-choose-charter-schools>

2012-13. Looking at schools serving less low income students, there was a statistically significant positive effect in 2012-13 (0.05 standardized units), but null effects in both 2011-12 and 2013-14.

Table 33. Academic Effects by Level of Poverty of Student Population Served, **Math Benchmarks**
(Open-enrollment Charters)

Population Served	2011-12		2012-13		2013-14		3 Yr- Average
	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Annual Effect Size
Low-Income	1,598	-0.033	2,042	0.152 ***	2,356	-0.020	0.036 ***
High-Income	2,986	0.027	3,602	0.046 **	4,630	-0.012	0.018 *
Total	4,584	0.011	5,644	0.086 ***	6,986	-0.016	0.025 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Groups represent charter schools serving relatively high-income (FRL < 50%) or relatively low-income (FRL > 50%) student populations.

For the Literacy Benchmark results (Table 34), the average annual effect of the schools serving lower income students (\geq State Average of about 61% FRL) was positive (0.07 standardized units). The schools serving less low income students (< State Average of about 61% FRL) had a null average annual effect. The positive overall effect for schools serving more low income students was driven primarily by a 0.13 standardized unit positive effect in 2012-13 and a smaller positive effect in 2013-14. The null average annual effect of the schools serving less low income students was driven by a positive effect in 2011-12 offset by a negative effect in 2013-14.

Table 34. Academic Effects by Level of Poverty of Student Population Served, **Literacy Benchmarks**
(Open-enrollment Charters)

Population Served	2011-12		2012-13		2013-14		3 Yr- Average
	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Sample Size (T + C)	Effect Size	Annual Effect Size
Low-Income	1,486	0.004	1,986	0.131 ***	2,208	0.056 **	0.070 ***
High-Income	2,944	0.071 ***	3,564	0.035 *	4,504	-0.075 ***	0.002
Total	4,430	0.049 ***	5,550	0.070 ***	6,712	-0.029 **	0.024 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Groups represent charter schools serving relatively high-income (FRL < 50%) or relatively low-income (FRL > 50%) student populations.

In Geometry, the average annual effect of the schools serving lower income students (\geq State Average of about 61% FRL) was null. The schools serving less low income students (< State Average of about 61% FRL) had a negative average annual effect (-0.11 standardized units). The effect of the lower income schools was consistently null across all three years. For the schools serving less low income students, the overall negative average annual effect was driven primarily by a large (-0.20 standardized unit) negative effect in 2011-12.

Table 35. Academic Effects by Level of Poverty of Student Population Served, **Geometry** (*Open-enrollment Charters*)

	2011-12			2012-13			2013-14		3 Yr- Average
Population Served	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	Annual Effect Size
Low-Income	60	0.023		138	-0.049		142	0.134	0.032
High-Income	606	-0.204 ***		486	-0.062		378	0.016	-0.109 ***
Total	666	-0.175 ***		624	-0.056		520	0.051	-0.078 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Groups represent charter schools serving relatively high-income (FRL < 50%) or relatively low-income (FRL > 50%) student populations.

In 11th Grade Literacy, the average annual effect of the schools serving more low income students (\geq State Average of about 61% FRL) was positive (0.23 standardized units), as was the effect of the schools serving less low income students (0.11 standardized units). The positive average annual effect of the lower income schools was driven primarily by a large (0.63 standardized units) positive effect in 2011-12. For the schools serving less low income students, the overall positive average annual effect was driven primarily by positive effects in both 2011-12 and 2012-13.

Table 36. Academic Effects by Level of Poverty of Student Population Served, **11th Grade Literacy** (*Open-enrollment Charters*)

	2011-12			2012-13			2013-14		3 Yr- Average
Population Served	Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size		Sample Size (T + C)	Effect Size	Annual Effect Size
Low-Income	40	0.630 ***		86	0.154		52	0.083	0.228 ***
High-Income	448	0.106 **		490	0.167 ***		594	0.053	0.106 ***
Total	488	0.146 ***		576	0.162 ***		646	0.056	0.120 ***

Note: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Groups represent charter schools serving relatively high-income (FRL < 50%) or relatively low-income (FRL > 50%) student populations.

Table 37 shows a comparison of each subgroup's average annual effects by type of test and overall. In general, the positive effects of open-enrollment charter schools tend to be driven by the newer schools, schools with waitlists, schools in the Little Rock Metro area, and schools serving less well-off students (\geq State Average of about 61% FRL).

Table 37: Summary of Subgroup Effects, 2011-14

School	Academic Impacts of Public Charter Schools (Average 1-Yr Impacts)				
	Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
All Charter Schools	0.008 *	0.021 ***	0.005	-0.094 ***	0.000
Open Enrollment	0.023 ***	0.025 ***	0.024 ***	-0.078 ***	0.120 ***
District Conversion	-0.021 ***	0.017	-0.027 **	-0.117 ***	-0.088 ***
Open-Enrollment Charter Schools by Subgroup					
Less Mature (Less than 5 years as of 2011-12)	0.046 ***	0.058 ***	0.045 ***	-0.096 ***	0.058
More Mature (5 years or more as of 2011-12)	0.001	-0.015	0.003	-0.006	0.158 ***
Waitlist	0.034 ***	0.038 ***	0.032 ***	-0.044	0.115 ***
No Waitlist Reported	-0.004	-0.006	0.009	-0.154 ***	0.138 **
Little Rock Metro	0.038 ***	0.047 ***	0.043 ***	-0.098 ***	0.052
Non- Little Rock Metro	0.000	0.000	-0.014	-0.042	0.215 ***
Schools Serving \geq 61% FRL Students (State Average)	0.054 ***	0.036 ***	0.070 ***	0.032	0.228 ***
Schools Serving < 61% FRL Students (State Average)	0.007	0.018 *	0.002	-0.109 ***	0.106 ***

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Conclusion

This evaluation sought to offer an exhaustive overview of the academic effects of Arkansas charter schools for the 2011-12 to 2013-14 school years. Using a “matched twin” method, charter students in each school were matched with similar students in their feeder districts in each of these years. Separate matches and analyses were conducted for each of four subject tests: Math and Literacy Benchmarks (outcomes in grades 4-8) and the Geometry and 11th Grade Literacy EOCs.

Given the data available, this quasi-experimental model is the best form of analysis. Further, this report is particularly important because it focuses on three years’ worth of effects, which is much better than only looking at a single school year. Similarly, by covering four different subject tests (two each at the elementary and secondary levels) a thorough analysis of the academic effects of Arkansas charter schools was conducted.

Comparisons of the important features of the charter student and “matched twin” groups suggest that the matching strategy succeeded in producing similar groups for analysis. Statistically significant differences in several student characteristics were evident; however, those differences occurred at about the rate expected by mere chance. The use of linear regression to control for the influence of these characteristics produced estimates of the differential effects of charter schooling on student test scores, compared with similar looking peers in the feeder traditional public schools.

Overall, charter schools (including open-enrollment and conversion schools) across the state had a statistically significant and positive effect in Math Benchmark test scores, while the Literacy

Benchmark effect was not statistically significant when combining all three years. The positive effect on Math Benchmark scores was largely driven by a significant effect in 2012-13, while the 2011-12 and 2013-14 Math effects were insignificant. There was a positive charter effect in Literacy Benchmarks in 2012-13 but, when combined with the other two years, the effect was null overall.

In terms of EOC results, combined over all schools and all three school-years, there were statistically significant and negative effects on Geometry EOC test scores and a null effect on Literacy EOC scores. Although the Geometry EOC results were negative in all three years, the percent of students in the included grades and schools that had adequate matches was low (52% in total), so the Geometry EOC effects may not be representative of the total effect charter schools have on secondary students in Math.

In general, the positive effects of open-enrollment charter schools in both Benchmark exams (Math and Literacy) are driven primarily by the newer schools, schools with waitlists, schools in the Little Rock Metro area, and schools serving less well-off students (\geq State Average of about 61% FRL). Therefore, it appears that these types of schools are more likely to positively effect the achievement of elementary students, regardless of subject.

In contrast, the negative effects of open-enrollment charter schools in Geometry and the null effects of 11th Grade Literacy tell less of a consistent story. There are overall negative effects for both EOC tests in district conversion schools, but open-enrollment schools, had negative effects on Geometry and positive effects on 11th Grade Literacy. When assessing the Geometry and 11th Grade Literacy results at the same time, it appears that more mature schools tend to appear to do better than less mature schools, schools with waitlists tend to perform better than those without, schools outside the Little Rock Metro area tend to perform better than those within, and schools serving more low income students tend to perform better than those serving less low income students.

Reasonable conclusions that can be drawn from this study are that the public charter schools in Arkansas have their clearest positive effect on student test scores in the grades prior to high school and in Math in particular. Arkansas charters have their clearest negative effect on student test scores in the high school grades and specifically in Geometry. The school year 2012-13 appeared to be the strongest individual year for charter school performance, compared with 2011-12 and 2013-14. The strong positive results in 2012-13 are primarily driven by particular open-enrollment schools with positive effects on the Math and Literacy Benchmarks as well as the 11th Grade Literacy Exam (see Appendix G). Two of these schools were not included in the 2011-12 analysis due to a very small sample size, so this could explain some of the jump in positive effects in 2012-13.

The results of this evaluation tell a somewhat different story than the previous evaluations of Arkansas public charter schools discussed in the Literature Review. The “matched twin” methodology is similar to the one used in the CREDO studies of Arkansas charters (2009; 2013) and falls within the same general class of rigorous quasi-experimental methods as the Mills (2014) study. While Mills (2014) found improvement in charters over time, the current analysis of less mature and more mature schools indicate the opposite. This difference could be driven primarily by a large positive effect of one charter that is relatively young but part of a successful charter network. In the end, the current study may have

somewhat different results because this evaluation covers a different time period than previous studies covered.

With the evaluation that has been performed, there were certain limitations that can be improved upon in future studies. First, the "gold standard" experimental design strategy could not be used because of the limited number of charter school seats that were allocated using via randomized and because of the types of data collected about admissions lotteries. A quasi-experimental study design was implemented instead. A second limitation of this study was the relatively low student match rates, especially in certain subjects such as the Geometry EOC. Several of the charter schools, by design or for other reasons, maintain low student populations and therefore have low numbers of students tested.

Researchers should continue to analyze the academic effects of Arkansas public charter schools. One of the most celebrated aspects of charter schools anywhere is that they are held accountable for their outcomes. This evaluation seeks to add to that process. While academic effects do not encompass the entire mission of a charter school, or any school, these results can help to inform the public regarding charter school performance along with evaluations of other aspects of the mission of Arkansas public charter schools.

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Appendix A: Demographics of Arkansas Charter Schools

Table A1. Demographics of Arkansas Charter Schools (3-Year Average, 2011-14)

Charter School	District	Enrollment	FRL %	Minority %
Academics Plus	-	640	27%	26%
Arkansas Virtual Academy	-	778	0%	18%
Badger Academy	Beebe	27	74%	20%
Bauxite Miner Academy	Bauxite	41	39%	7%
Arkansas Arts Academy	-	779	33%	20%
Blytheville Charter School and Alternative	Blytheville	90	91%	95%
Blytheville High School - New Tech	Blytheville	783	74%	85%
Cabot Academic Center for Excellence	Cabot	192	50%	8%
Cloverdale Aerospace Technology	Little Rock	669	94%	97%
Covenant Keepers	-	218	86%	99%
Cross County New Tech High School	Cross Co.	305	73%	14%
Dreamland Academy	-	138	96%	99%
Eastside New Vision	Warren	524	77%	58%
eSTEM (All)	-	1,468	33%	59%
Haas Hall Academy	-	318	0%	14%
Imboden Area Charter School	-	49	81%	2%
Jacksonville Lighthouse	-	711	61%	63%
KIPP Blytheville	-	208	80%	89%
KIPP Helena/W. Helena	-	858	86%	65%
Lincoln Academic Center of Excellence	Lincoln	120	56%	22%
Lincoln Middle Academy of Excellence	Forrest	461	88%	86%
Lincoln New Tech High School	Lincoln	515	68%	17%
LISA Academy	-	730	36%	72%
LISA Academy North Little Rock	-	514	35%	51%
Little Rock Preparatory Academy	-	180	78%	99%
Mountain Home High School Career Academy	Mtn. Home	1,202	47%	8%
Northwest Arkansas Classical Academy	-	400	20%	32%
Oak Grove Health, Wellness, and	Paragould	437	67%	9%
Osceola STEM Charter	Osceola	375	90%	82%
Pine Bluff Lighthouse Academy	-	230	87%	98%
Premier High School of Little Rock	-	90	70%	30%
Quest Middle School of Pine Bluff	-	92	89%	11%
Ridgeroad Middle School	N. Little	417	91%	90%
Rogers New Tech High School	Rogers	291	55%	37%
SIA Tech	-	128	48%	87%
The Academies at Jonesboro High School	Jonesboro	1068	62%	51%
Vilonia Academy of Service and Technology	Vilonia	108	35%	4%
Vilonia Academy of Technology	Vilonia	78	34%	1%
Washington Academy	Texarkana	99	69%	77%

Appendix B: “Feeder” Traditional Public School Districts for Open-enrollment Charter Schools, 2011-14 (Based on 2011-12 data)

Table B1. Traditional Public School (TPS) “Feeder” Districts for Open-enrollment Charter Schools

DLEA	School Districts	Enrollment from TPS	Cumulative % of Charter Students from TPS	% of Charter Students from TPS
6040700	Academics Plus	650		
6003000	Pulaski Co. Spec. S.D.	536	82%	82%
6002000	N. Little Rock S.D.	42	89%	6%
6001000	Little Rock S.D.	38	95%	6%
	Sum of All Districts			94%
6043700	Arkansas Virtual Academy	500		
6001000	Little Rock S.D.	43	9%	9%
2301000	Conway S.D.	34	15%	7%
401000	Bentonville S.D.	30	21%	6%
6003000	Pulaski Co. Spec. S.D.	22	26%	4%
4304000	Cabot S.D.	20	30%	4%
405000	Rogers S.D.	19	34%	4%
6303000	Bryant S.D.	17	37%	3%
7207000	Springdale S.D.	14	40%	3%
503000	Harrison S.D.	13	42%	3%
6601000	Fort Smith S.D.	13	45%	3%
7203000	Fayetteville S.D.	11	47%	2%
5703000	Mena S.D.	10	49%	2%
6401000	Waldron S.D.	10	51%	2%
6302000	Benton S.D.	10	53%	2%
	Sum of All Districts			54%
440700	Arkansas Arts Academy	776		
405000	Rogers S.D.	523	67%	67%
401000	Bentonville S.D.	184	91%	24%
	Sum of All Districts			91%
6044700	Covenant Keepers	223		
6001000	Little Rock S.D.	168	75%	75%
6003000	Pulaski Co. Spec. S.D.	51	98%	23%
	Sum of All Districts			98%

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DLEA	School Districts	Enrollment from TPS	Cumulative % of Charter Students from TPS	% of Charter Students from TPS
6045700	eSTEM Elementary	471		
6001000	Little Rock S.D.	278	59%	59%
6002000	N. Little Rock S.D.	97	80%	21%
6003000	Pulaski Co. Spec. S.D.	66	94%	14%
	Sum of All Districts			94%
6046700	eSTEM Middle School	509		
6001000	Little Rock S.D.	305	60%	60%
6003000	Pulaski Co. Spec. S.D.	97	79%	19%
6002000	N. Little Rock S.D.	80	95%	16%
	Sum of All Districts			95%
6047700	eSTEM High School	505		
6001000	Little Rock S.D.	308	61%	61%
6003000	Pulaski Co. Spec. S.D.	101	81%	20%
6002000	N. Little Rock S.D.	77	96%	15%
	Sum of All Districts			96%
7240700	Haas Hall Academy	319		
7203000	Fayetteville S.D.	133	42%	42%
7207000	Springdale S.D.	78	66%	24%
401000	Bentonville S.D.	18	72%	6%
405000	Rogers S.D.	15	76%	5%
7202000	Farmington S.D.	13	81%	4%
406000	Siloam Springs S.D.	13	85%	4%
7206000	Prairie Grove S.D.	12	88%	4%
7208000	West Fork S.D.	10	92%	3%
	Sum of All Districts			92%
3840700	Imboden Area Charter School	40		
3806000	Sloan-Hendrix S.D.	17	43%	43%
6103000	Pocahontas S.D.	14	78%	35%
3810000	Lawrence County S.D.	9	100%	22%
	Sum of All Districts			100%

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

DLEA	School Districts	Enrollment from TPS	Cumulative % of Charter Students from TPS	% of Charter Students from TPS
6050700	Jacksonville Lighthouse	695		
6003000	Pulaski Co. Spec. S.D.	623	90%	90%
6002000	N. Little Rock S.D.	49	97%	7%
	Sum of All Districts			97%
5440700	KIPP Delta Public Schools	1,167		
5403000	Helena-West Helena S.D.	724	62%	62%
4702000	Blytheville S.D.*	224	81%	19%
5404000	Marvell S.D.	87	89%	7%
3904000	Lee County S.D.	57	94%	5%
	Sum of All Districts			93%
6041700	LISA Academy	792		
6001000	Little Rock S.D.	730	92%	92%
	Sum of All Districts			92%
6048700	LISA Academy NLR	500		
6003000	Pulaski Co. Spec. S.D.	286	57%	57%
6002000	N. Little Rock S.D.	157	89%	31%
6001000	Little Rock S.D.	38	96%	8%
	Sum of All Districts			96%
6049700	Little Rock Prep	393		
6001000	Little Rock S.D.	331	84%	84%
6002000	N. Little Rock S.D.	36	93%	9%
	Sum of All Districts			93%
3541700	Pine Bluff Lighthouse	244		
3505000	Pine Bluff S.D.	188	77%	77%
3509000	Watson Chapel S.D.	23	86%	9%
3502000	Dollarway S.D.	23	96%	9%
	Sum of All Districts			95%

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

DLEA	School Districts	Enrollment from TPS	Cumulative % of Charter Students from TPS	% of Charter Students from TPS
6052700	SIA Tech	124		
6001000	Little Rock S.D.	33	27%	27%
6003000	Pulaski Co. Spec. S.D.	32	52%	26%
3505000	Pine Bluff S.D.	10	60%	8%
	Sum of All Districts			61%
6042701	Dreamland Academy	N/A [#]		
6001000	Little Rock S.D.			
6003000	Pulaski Co. Spec. S.D.			
3505000	Pine Bluff S.D.			

* - Blytheville School District particularly served as the feeder district to the KIPP Blytheville school. Helena-West Helena, Marvell, and Lee County served as the feeder district to the KIPP Delta campuses in Helena-West Helena.

[#] - Dreamland Academy did not have available "district feeder" documents available. However, student data was able to provide the three districts students were most likely to come from.

Appendix C: Quasi-Experimental Design for 2011-2014 Evaluation of Arkansas Public Charter Schools

Step	Description
I. Build Student Level Dataset for all eligible students	<p>A. Dataset includes data from 2008-09 to 2013-14 school years.</p> <p>B. Dataset includes for each student:</p> <ol style="list-style-type: none"> 1. Unique ID 2. Grade level each year 3. Standardized test scores from each year for each subject 4. Free and Reduced Lunch (FRL) status 5. Race/Ethnicity 6. Gender
II. District Matching Procedure	<p>A. Using data provided by the ADE, charter districts are matched against districts that students would have attended had they attended their assigned traditional public school district.</p> <ol style="list-style-type: none"> 1. Districts that provide the most students, up to 90% of all enrolled, are used for matching. <ol style="list-style-type: none"> i. Some districts are able to satisfy that requirement with one district (LISA Academy gets 92% of its students from the Little Rock S.D.). 2. If 90% of students do not come from districts that provide 10 or more students, then a cut-off is made at 10 students. <ol style="list-style-type: none"> i. This occurs in two districts (ARVA and SIA Tech) in 2011-12. 3. Feeder Districts created based on 2011-12 data were used consistently for each year of this three year study.
III. Matching Procedure	<p>A. Benchmark Matching Process (Conducted Separately for Math and Literacy)</p> <ol style="list-style-type: none"> 1. Students are first matched with a student in the same grade in both the outcome year and baseline or matching year (generally the year before). 2. For the Math and Literacy analyses, separately, all students are matched based on previous year scores on the same subject test, rounded to the nearest 0.01 z-score unit. Note, the other subject test score is used as part of the propensity score in step 4, as having a matched test score in the same subject is more relevant for controlling for prior performance. Therefore, the Math analysis matches first on Math examination scores, and the Literacy analysis matches first on Literacy examination scores.

3. A propensity score is then created using FRL status (using all three designations: free lunch, reduced lunch, and paid lunch), race/ethnicity (African-American, Asian-American or Pacific Islander, Hispanic-American, Native American, White, or “Two or more races”), gender, and the “other” test score (Literacy for the Math analysis and Math for the Literacy analysis).
4. Finally, all matches are based on guaranteeing exact matches from step 1 and 2, and the closest available propensity score match from step 3.³⁴

B. Geometry EOC Matching Process

1. Students are first matched with a student in the same grade in both the outcome year and baseline or matching year (generally the year before).
2. All students are matched based on previous year scores on the algebra exam, rounded to the nearest 0.01 z-score unit.
3. A propensity score is then created using FRL status (using all three designations: free lunch, reduced lunch, and paid lunch), race/ethnicity (African-American, Asian-American or Pacific Islander, Hispanic-American, Native American, White, or “Two or more races”), and gender.
4. Finally, all matches are based on guaranteeing exact matches from step 1 and 2, and the closest available propensity score match from step 3.

C. 11th Grade Literacy EOC Matching Process

1. Students had to have test scores in both 11th Grade Literacy and 8th Grade Literacy three years prior. Thus, if a student skipped a grade or was retained, they would not be included here.
2. All students are matched based on 8th Grade Literacy exam scores, three years prior, rounded to the nearest 0.01 z-score unit.
3. A propensity score is then created using FRL status (using all three designations: free lunch, reduced lunch, and paid lunch), race/ethnicity (African-American, Asian-American or Pacific Islander, Hispanic-American, Native American, White, or “Two or more races”), and gender.
4. Finally, all matches are based on guaranteeing exact matches from step 2, and the closest available propensity score match from step 3.

IV. Comparison Analysis

- A. Regression Analysis
- B. Analysis Types: All Charters, Conversion Charters, Open-enrollment Charters, Individual Schools
- C. Other subgroup studies: Charter School Age, Open-enrollment Schools with Waitlists, By Location (LR Metro v. Other), Student Demographic Served (% FRL)

³⁴ If the sample size for any particular analysis was less than 15, those schools were omitted.

Appendix D: Baseline Equivalency by School Type

Open-enrollment Charter Schools

Table D1. Baseline Equivalency for Benchmark Analysis in Math, Open-enrollment, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	2,292	2,292	-	2,822	2,822	-	3,493	3,493	-
Average Grade	6.20	6.20	-	6.16	6.16	-	6.13	6.13	-
Prior Year Math Z-Score	-0.12	-0.12	(0.00)	-0.14	-0.14	(0.00)	-0.05	-0.05	(0.00)
Prior Year Literacy Z-Score	-0.02	-0.04	0.02	-0.03	-0.05	0.02	-0.04	-0.01	(0.03)
% FRL	0.45	0.49	(0.04) ***	0.50	0.54	(0.04) ***	0.61	0.65	(0.04)
% Minority	0.54	0.54	(0.00)	0.57	0.55	0.01	0.55	0.55	0.00
% Female	0.53	0.52	0.00	0.51	0.51	(0.00)	0.50	0.49	0.00

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table D2. Baseline Equivalency for Benchmark Analysis in Literacy, Open-enrollment, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	2,215	2,215	-	2,775	2,775	-	3,360	3,360	-
Average Grade	6.20	6.20	-	6.16	6.16	-	6.15	6.15	-
Prior Year Math Z-Score	-0.07	-0.05	(0.02)	-0.11	-0.09	(0.02)	0.00	-0.03	0.03
Prior Year Literacy Z-Score	0.02	0.03	(0.00)	0.02	0.03	(0.00)	0.03	0.03	(0.00)
% FRL	0.44	0.53	(0.08) ***	0.48	0.56	(0.07) ***	0.78	0.79	(0.00)
% Minority	0.54	0.55	(0.01)	0.57	0.57	0.00	0.54	0.54	0.01
% Female	0.53	0.52	0.01	0.51	0.50	0.01	0.51	0.50	0.00

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table D3. Baseline Equivalency for Geometry EOC Analysis (Matched on Algebra Score), Open-enrollment, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	333	333	-	312	312	-	260	260	-
Average Grade	9.20	9.20	-	9.37	9.37	-	9.42	9.42	-
Algebra Z-Score	0.12	0.12	(0.00)	0.14	0.15	(0.01)	0.19	0.19	(0.00)
% FRL	0.31	0.36	(0.05)	0.37	0.47	(0.10) **	0.38	0.39	(0.01)
% Minority	0.46	0.44	0.02	0.48	0.51	(0.03)	0.48	0.45	0.03
% Female	0.58	0.58	-	0.54	0.59	(0.04)	0.60	0.58	0.03

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table D4. Baseline Equivalency for 11th Grade Literacy EOC Analysis (Matched on 8th Grade Literacy), Open-enrollment, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	244	244	-	288	288	-	323	323	-
Average Grade	11.00	11.00	-	11.00	11.00	-	11.00	11.00	-
8 th Grade Literacy Z-Score	0.36	0.36	(0.00)	0.43	0.43	(0.00)	0.32	0.32	(0.00)
% FRL	0.35	0.34	0.01	0.72	0.66	0.05	0.33	0.35	(0.01)
% Minority	0.44	0.42	0.02	0.48	0.47	0.00	0.52	0.48	0.04
% Female	0.59	0.58	0.02	0.58	0.61	(0.03)	0.57	0.57	(0.01)

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

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Table D5. Baseline Equivalency for Benchmark Analysis in Math, District Conversion, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	1,370	1,370	-	1,433	1,433	-	1,412	1,412	-
Average Grade	6.49	6.49	-	6.33	6.33	-	6.26	6.26	-
Prior Year Math Z-Score	-0.45	-0.45	(0.00)	-0.45	-0.45	(0.00)	-0.46	-0.46	(0.00)
Prior Year Literacy Z-Score	-0.45	-0.43	(0.02)	-0.40	-0.44	0.04	-0.40	-0.41	0.01
% FRL	0.89	0.83	0.06 **	0.84	0.82	0.02 *	0.83	0.83	(0.00)
% Minority	0.74	0.70	0.05 **	0.63	0.61	0.02	0.60	0.59	0.02
% Female	0.50	0.49	0.01	0.51	0.50	0.01	0.49	0.50	(0.00)

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table D6. Baseline Equivalency for Benchmark Analysis in Literacy, District Conversion, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	1,351	1,351	-	1,310	1,310	-	1,227	1,227	-
Average Grade	6.50	6.50	-	6.29	6.29	-	6.28	6.28	-
Prior Year Math Z-Score	-0.40	-0.46	0.06	-0.36	-0.36	(0.00)	-0.34	-0.37	0.03
Prior Year Literacy Z-Score	-0.41	-0.40	(0.00)	-0.35	-0.35	(0.00)	-0.26	-0.26	(0.00)
% FRL	0.89	0.81	0.08 **	0.83	0.81	0.03 *	0.81	0.80	0.02
% Minority	0.74	0.67	0.07 **	0.63	0.59	0.04 **	0.62	0.58	0.04 **
% Female	0.52	0.52	0.00	0.51	0.50	0.01	0.52	0.51	0.01

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table D7. Baseline Equivalency for Geometry EOC Analysis (Matched on Algebra Score), District Conversion, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	150	150	-	141	141	-	448	448	-
Average Grade	9.75	9.75	-	9.91	9.91	-	9.91	9.91	-
Algebra Z-Score	0.14	0.14	(0.00)	0.04	0.04	(0.00)	-0.19	-0.19	(0.01)
% FRL	0.68	0.72	(0.04)	0.57	0.67	(0.10)	0.74	0.67	0.08 **
% Minority	0.09	0.07	0.02	0.08	0.06	0.01	0.59	0.71	(0.12) ***
% Female	0.45	0.53	(0.07)	0.52	0.48	0.04	0.41	0.42	(0.01)

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table D8. Baseline Equivalency for 11th Grade Literacy EOC Analysis (Matched on 8th Grade Literacy), District Conversion, 2011-14

	2011-12			2012-13			2013-14		
	Charter	Comparison	Difference	Charter	Comparison	Difference	Charter	Comparison	Difference
Number of Observations	215	215	-	278	278	-	543	543	-
Average Grade	11.00	11.00	-	11.00	11.00	-	11.00	11.00	-
8 th Grade Literacy Z-Score	0.43	0.43	(0.00)	0.38	0.38	(0.00)	0.20	0.20	(0.00)
% FRL	0.59	0.65	(0.06)	0.63	0.66	(0.03)	0.67	0.64	0.03
% Minority	0.06	0.10	(0.04)	0.08	0.12	(0.03)	0.31	0.26	0.05 *
% Female	0.55	0.53	0.02	0.54	0.50	0.03	0.52	0.53	(0.01)

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Appendix E: Explanation of Meta-Analytic Average Calculations

Any time averages across years or subjects are presented, these are meta-analytic averages that are the best way to average effect sizes. In addition, the standard error of the effect size in order to determine the level of statistical significance for each estimate. Details on these calculations are below:

Overall Effect Size

- The overall effect size is a weighted average where the weight is the inverse of the variance of that effect size.
- Similar to weighting by the sample size, weighting for the variance takes into account the relative sample size for each effect size, as well as a level of confidence for each estimate.
- Weighting by the inverse of the variance applies heavier weights to estimates of effect sizes that are more certain and applies smaller weights to estimates that are less certain; essentially, this method gives greater weight to effect sizes derived from larger sample sizes.

Average Effect Size is:

$$\overline{ES} = \frac{\sum (w \times ES)}{\sum w}$$

Where:

ES = a particular effect size and

$$w = \frac{\frac{1}{var(ES)}}{\sum \frac{1}{var(ES)}}$$

Standard Error of the Effect Size

- All standard errors and associated p-values and significance levels for the meta-analytic averaged effect size are calculated as the square root of 1 divided by the sum of the inverse variances.

$$se_{\overline{ES}} = \sqrt{\frac{1}{\sum w}}$$

Appendix F: Academic Effect of Charter Schools, Regression Results, 2011-14

Table F1. Academic Effect of All Charter Schools in Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	0.0199 (0.0124)	0.0407 *** (0.0117)	0.00534 (0.0111)
Prior Year Math Z-Score	0.656 *** (0.0109)	0.681 *** (0.00995)	0.637 *** (0.00960)
Economic Disadvantage (FRL)	-0.0783 *** (0.0153)	-0.0824 *** (0.0140)	-0.0856 *** (0.0127)
African American	-0.144 *** (0.0155)	-0.102 *** (0.0141)	-0.0897 *** (0.0126)
Hispanic	-0.0514 * (0.0287)	-0.0168 (0.0251)	-0.0331 (0.0226)
Other Non-White Race	0.0599 (0.0478)	0.15 *** (0.0414)	0.0995 *** (0.0332)
Female	-0.0689 *** (0.0130)	-0.054 *** (0.0121)	-0.0701 *** (0.0112)
Prior Year Literacy Z-Score	0.195 *** (0.0105)	0.187 *** (0.00926)	0.232 *** (0.00961)
Switched Schools	-0.0458 *** (0.0126)	-0.0918 *** (0.0119)	-0.0915 *** (0.0111)
Constant	0.0918 *** (0.0154)	0.137 *** (0.0143)	0.142 *** (0.0133)
Observations	7,324	8,510	9,810
Adjusted R²	0.7102	0.7063	0.7126

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Explanation of Terms for Table F1

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Prior Year Math Z-Score	The effect of previous year Math score on current year score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Prior Year Literacy Z-Score	The effect of previous year Literacy score on current year score.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F2. Academic Effect of All Charter Schools in Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	-0.000235 (0.0136)	0.0321 *** (0.0122)	-0.0143 (0.0114)
Prior Year Literacy Z-Score	0.614 *** (0.0119)	0.602 *** (0.0110)	0.647 *** (0.0106)
Economic Disadvantage (FRL)	-0.096 *** (0.0167)	-0.0623 *** (0.0147)	-0.0464 *** (0.0156)
African American	-0.0572 *** (0.0172)	-0.0447 *** (0.0152)	-0.0645 *** (0.0130)
Hispanic	0.00524 (0.0302)	0.0182 (0.0266)	-0.0560 ** (0.0232)
Other Non-White Race	-0.0712 ** (0.0324)	0.0105 (0.0322)	0.0130 (0.0273)
Female	0.142 *** (0.0141)	0.179 *** (0.0126)	0.146 *** (0.0114)
Prior Year Math Z-Score	0.22 *** (0.0113)	0.234 *** (0.00973)	0.216 *** (0.00943)
Switched Schools	-0.0606 *** (0.0139)	-0.0993 *** (0.0124)	-0.0500 *** (0.0114)
Constant	0.0180 (0.0165)	-0.00355 (0.0146)	0.00324 (0.0172)
Observations	7,132	8,170	9,166
Adjusted R²	0.6709	0.6721	0.7076

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Explanation of Terms for Table F2

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Prior Year Literacy Z-Score	The effect of previous year Literacy score on current year score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Prior Year Math Z-Score	The effect of previous year Math score on current year score.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F3. Academic Effect of All Charter Schools in Geometry, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	-0.192 *** (0.0329)	-0.0735 ** (0.0335)	-0.0356 (0.0285)
Algebra Z-Score	0.786 *** (0.0275)	0.829 *** (0.0244)	0.779 *** (0.0213)
Economic Disadvantage (FRL)	-0.0236 (0.0357)	-0.142 *** (0.0351)	-0.129 *** (0.0303)
African American	-0.31 *** (0.0426)	-0.183 *** (0.0426)	-0.184 *** (0.0359)
Hispanic	-0.114 (0.0987)	0.00285 (0.0721)	0.00358 (0.0484)
Other Non-White Race	-0.102 * (0.0619)	0.130 (0.0938)	0.193 *** (0.0685)
Female	-0.0128 (0.0332)	-0.0681 ** (0.0336)	0.00428 (0.0282)
Switched Schools	-0.0126 (0.0388)	0.0271 (0.0386)	-0.0718 ** (0.0309)
Took Geometry in 8th Grade	0.421 *** (0.0509)	0.272 *** (0.0616)	0.507 *** (0.0751)
Took Geometry in 9th Grade	0.289 *** (0.0416)	0.146 *** (0.0427)	0.332 *** (0.0384)
Took Geometry in 11th Grade	-0.137 (0.234)	-0.0566 (0.317)	0.0426 (0.160)
Constant	-0.137 (0.234)	0.0108 (0.0391)	-0.0398 (0.0320)
Observations	966	906	1,416
Adjusted R²	0.6745	0.6946	0.7088

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Note: Baseline students took Geometry in 10th Grade.

Explanation of Terms for Table F3

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Algebra Z-Score	The effect of the student's underlying ability, as measured by Algebra score, on Geometry score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Switched Schools	The effect of having switched schools from the previous year.
Took Geometry in 8 th Grade	The effect of being in 8 th grade (relative to tenth grade).
Took Geometry in 9 th Grade	The effect of being in 9 th grade (relative to tenth grade).
Took Geometry in 11 th Grade	The effect of being in 11 th grade (relative to tenth grade).

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Constant	The starting point for outcomes to build from, using other variables.		
Table F4. Academic Effect of All Charter Schools in 11th Grade Literacy, 2011-14			
	2011-12	2012-13	2013-14
Charter Effect	-0.0292 (0.0375)	0.0588 * (0.0352)	-0.0205 (0.0280)
8th Grade Literacy Z-Score	0.786 *** (0.0287)	0.795 *** (0.0265)	0.76 *** (0.0208)
Economic Disadvantage (FRL)	-0.257 *** (0.0387)	-0.214 *** (0.0363)	-0.266 *** (0.0288)
African American	-0.0482 (0.0480)	-0.263 *** (0.0422)	-0.154 *** (0.0313)
Hispanic	0.00528 (0.0917)	-0.0156 (0.0790)	0.0741 (0.0680)
Other Non-White Race	0.307* (0.157)	0.266 ** (0.127)	-0.124 (0.0952)
Female	0.00795 (0.0384)	0.0414 (0.0356)	0.114 *** (0.0282)
Switched Schools	0.0346 (0.123)	0.367 ** (0.160)	0.369 *** (0.0900)
Constant	0.0806 (0.130)	-0.317 * (0.162)	-0.211 ** (0.0916)
Observations	918	1,132	1,732
Adjusted R²	0.5348	0.5305	0.6051

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Explanation of Terms for Table F4

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
8 th Grade Literacy Z-Score	The effect of the student's underlying ability in the subject, as measured by the 8 th grade score, on 11 th grade score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F5. Academic Effect of **Open-enrollment Charter Schools** in **Math Benchmarks**, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	0.0110 (0.0159)	0.0857 *** (0.0144)	-0.0155 (0.0132)
Prior Year Math Z-Score	0.668 *** (0.0133)	0.702 *** (0.0117)	0.635 *** (0.0113)
Economic Disadvantage (FRL)	-0.1 *** (0.0184)	0.0272 *** (0.00866)	-0.0951 *** (0.0147)
African American	-0.124 *** (0.0191)	-0.0902 *** (0.0173)	-0.1000 *** (0.0150)
Hispanic	-0.0123 (0.0370)	-0.00858 (0.0313)	-0.0494 * (0.0257)
Other Non-White Race	0.0660 (0.0502)	0.142 *** (0.0450)	0.115 *** (0.0364)
Female	-0.0586 *** (0.0168)	-0.0481 *** (0.0148)	-0.0821 *** (0.0133)
Prior Year Literacy Z-Score	0.18 *** (0.0131)	0.173 *** (0.0118)	0.236 *** (0.0119)
Switched Schools	-0.0447 *** (0.0165)	-0.0604 *** (0.0148)	-0.0937 *** (0.0132)
Constant	0.0902 *** (0.0186)	0.0226 (0.0270)	0.171 *** (0.0154)
Observations	4,584	5,644	6,986
Adjusted R²	0.7035	0.7043	0.7143

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Explanation of Terms for Table F5

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Prior Year Math Z-Score	The effect of previous year Math score on current year score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Prior Year Literacy Z-Score	The effect of previous year Literacy score on current year score.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F6. Academic Effect of **Open-enrollment Charter Schools** in **Literacy Benchmarks**, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	0.0487 *** (0.0165)	0.0715 *** (0.0147)	-0.0294 ** (0.0132)
Prior Year Literacy Z-Score	0.563 *** (0.0146)	0.586 *** (0.0139)	0.633 *** (0.0127)
Economic Disadvantage (FRL)	-0.0568 *** (0.0197)	-0.0522 *** (0.0179)	-0.0659 *** (0.0153)
African American	-0.076 *** (0.0201)	-0.0170 (0.0190)	-0.0374 ** (0.0158)
Hispanic	0.0368 (0.0338)	0.0509 (0.0319)	-0.0107 (0.0273)
Other Non-White Race	-0.074 ** (0.0328)	-0.00795 (0.0348)	0.00875 (0.0293)
Female	0.16 *** (0.0171)	0.178 *** (0.0152)	0.144 *** (0.0131)
Prior Year Math Z-Score	0.212 *** (0.0133)	0.237 *** (0.0113)	0.206 *** (0.0110)
Switched Schools	-0.0673 *** (0.0170)	-0.0695 *** (0.0151)	-0.0519 *** (0.0131)
Constant	0.0123 (0.0195)	-0.0316 * (0.0176)	0.00600 (0.0148)
Observations	4,430	5,550	6,712
Adjusted R²	0.6522	0.6475	0.6986

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Explanation of Terms for Table F6

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Prior Year Literacy Z-Score	The effect of previous year Literacy score on current year score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Prior Year Math Z-Score	The effect of previous year Math score on current year score.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F7. Academic Effect of **Open-enrollment Charter Schools in Geometry, 2011-14**

	2011-12	2012-13	2013-14
Charter Effect	-0.175 *** (0.0388)	-0.0562 (0.0410)	0.0505 (0.0498)
Algebra Z-Score	0.810 *** (0.0320)	0.840 *** (0.0291)	0.783 *** (0.0347)
Economic Disadvantage (FRL)	-0.0278 (0.0481)	-0.144 *** (0.0439)	-0.0921 * (0.0524)
African American	-0.285 *** (0.0480)	-0.219 *** (0.0504)	-0.239 *** (0.0589)
Hispanic	-0.184 * (0.103)	-0.00551 (0.0774)	-0.155 (0.103)
Other Non-White Race	-0.0249 (0.0676)	0.0617 (0.100)	0.132 (0.102)
Female	-0.00571 (0.0393)	-0.0434 (0.0408)	0.0321 (0.0485)
Switched Schools	-0.0521 (0.0499)	-0.00340 (0.0488)	0.0524 (0.0680)
Took Geometry in 8th Grade	0.393 *** (0.0540)	0.225 *** (0.0651)	0.365 *** (0.0853)
Took Geometry in 9th Grade	0.275 *** (0.0545)	0.122 ** (0.0501)	0.187 *** (0.0695)
Took Geometry in 11th Grade	-0.157 (0.244)	N/A N/A	N/A N/A
Constant	-0.00671 -0.046	0.0569 (0.0515)	-0.00577 (0.0588)
Observations	666	624	520
Adjusted R²	0.7109	0.7219	0.7309

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Note: Baseline students took Geometry in 10th Grade.

Explanation of Terms for Table F7

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Algebra Z-Score	The effect of Algebra score on Geometry score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Switched Schools	The effect of having switched schools from the previous year.
Took Geometry in 8 th grade	The effect of being in 8 th grade (relative to tenth grade).
Took Geometry in 9 th grade	The effect of being in 9 th grade (relative to tenth grade).
Took Geometry in 11 th grade	The effect of being in 11 th grade (relative to tenth grade).
Constant	The starting point for outcomes to build from, using other variables.

Table F8. Academic Effect of **Open-enrollment Charter Schools in 11th Grade Literacy**, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	0.146 *** (0.0504)	0.162 *** (0.0508)	0.0564 (0.0491)
8th Grade Literacy Z-Score	0.788 *** (0.0375)	0.805 *** (0.0408)	0.756 *** (0.0369)
Economic Disadvantage (FRL)	-0.148 ** (0.0591)	-0.0350 (0.0622)	-0.202 *** (0.0489)
African American	-0.128 ** (0.0618)	-0.539 *** (0.0622)	-0.257 *** (0.0535)
Hispanic	-0.184 (0.120)	-0.210 (0.145)	-0.0338 (0.0994)
Other Non-White Race	0.0983 (0.186)	0.222 (0.157)	-0.604 *** (0.0985)
Female	-0.0460 (0.0512)	0.0785 (0.0515)	0.0398 (0.0494)
Switched Schools	0.216 ** (0.0844)	0.998 *** (0.348)	0.944 *** (0.106)
Constant	-0.0799 (0.0970)	-0.847 ** (0.353)	-0.668 *** (0.109)
Observations	488	576	646
Adjusted R²	0.5726	0.5767	0.5596

Significant at the 10% level, **Significant at the 5% level, *Significant at the 1% level*

Explanation of Terms for Table F8

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
8 th Grade Literacy Z-Score	The effect of the student's underlying ability, as measured by the 8 th grade score, on 11 th grade score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F9. Academic Effect of District Conversion Charter Schools in Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	0.0332 * (0.0199)	-0.0380 * (0.0205)	0.0540 *** (0.0205)
Prior Year Math Z-Score	0.635 *** (0.0192)	0.629 *** (0.0182)	0.636 *** (0.0182)
Economic Disadvantage (FRL)	-0.0185 (0.0349)	-0.0534 * (0.0304)	-0.0163 (0.0308)
African American	-0.186 *** (0.0267)	-0.160 *** (0.0241)	-0.0794 *** (0.0234)
Hispanic	-0.119 *** (0.0461)	-0.0790 * (0.0411)	-0.00844 (0.0480)
Other Non-White Race	0.0466 (0.152)	0.0468 (0.108)	-0.0422 (0.0778)
Female	-0.0828 *** (0.0204)	-0.0547 *** (0.0205)	-0.0425 ** (0.0210)
Prior Year Literacy Z-Score	0.219 *** (0.0177)	0.204 *** (0.0154)	0.228 *** (0.0164)
Switched Schools	-0.0467 ** (0.0199)	-0.123 *** (0.0207)	-0.0828 *** (0.0205)
Constant	0.0736 ** (0.0326)	0.137 *** (0.0305)	0.0338 (0.0304)
Observations	2,740	2,866	2,824
Adjusted R²	0.6963	0.6855	0.6758

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Explanation of Terms for Table F9

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Prior Year Math Z-Score	The effect of previous year Math score on current year score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Prior Year Literacy Z-Score	The effect of previous year Literacy score on current year score.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F10. Academic Effect of District Conversion Charter Schools, Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	-0.0801 *** (0.0235)	-0.0362 (0.0223)	0.0289 (0.0223)
Prior Year Literacy Z-Score	0.668 *** (0.0203)	0.602 *** (0.0184)	0.653 *** (0.0191)
Economic Disadvantage (FRL)	-0.0760 ** (0.0356)	-0.0238 (0.0285)	-0.111 *** (0.0301)
African American	-0.0174 (0.0313)	-0.120 *** (0.0258)	-0.0607 ** (0.0269)
Hispanic	-0.0624 (0.0565)	-0.0916 * (0.0480)	-0.12 ** (0.0484)
Other Non-White Race	-0.0840 (0.111)	0.0858 (0.0852)	0.0859 (0.0610)
Female	0.121 *** (0.0239)	0.192 *** (0.0224)	0.163 *** (0.0229)
Prior Year Math Z-Score	0.252 *** (0.0205)	0.245 *** (0.0188)	0.233 *** (0.0186)
Switched Schools	-0.0300 (0.0234)	-0.136 *** (0.0222)	-0.0409 * (0.0227)
Constant	-0.0107 (0.0342)	0.0130 (0.0277)	-0.00298 (0.0294)
Observations	2,702	2,620	2,454
Adjusted R²	0.6663	0.6913	0.7156

Significant at the 10% level, **Significant at the 5% level, *Significant at the 1% level*

Explanation of Terms for Table F10

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Prior Year Literacy Z-Score	The effect of previous year Literacy score on current year score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Prior Year Math Z-Score	The effect of previous year Math score on current year score.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Table F11. Academic Effect of **District Conversion Charter Schools in Geometry, 2011-14**

	2011-12	2012-13	2013-14
Charter Effect	-0.225 *** (0.0613)	-0.0973 * (0.0569)	-0.0852 ** (0.0375)
Algebra Z-Score	0.708 *** (0.0550)	0.783 *** (0.0471)	0.773 *** (0.0253)
Economic Disadvantage (FRL)	0.0183 (0.0700)	-0.0496 (0.0595)	-0.0746 * (0.0400)
African American	-0.417 *** (0.148)	0.00281 (0.165)	-0.202 *** (0.0483)
Hispanic	0.110 (0.205)	-0.248 (0.265)	0.0476 (0.0543)
Other Non-White Race	-0.311 *** (0.0648)	0.290 (0.212)	0.131 (0.0820)
Female	-0.0392 (0.0619)	-0.124 ** (0.0591)	-0.0568 * (0.0339)
Switched Schools	0.0827 (0.0686)	0.101 (0.0642)	-0.0752 * (0.0395)
Took Geometry in 9th Grade	0.4 *** (0.0753)	0.2 ** (0.0988)	0.318 *** (0.0596)
Constant	-0.0630 (0.0771)	0.00840 (0.277)	0.0734 (0.156)
Observations	300	282	896
Adjusted R²	0.5706	0.5921	0.6525

*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level

Note: Baseline students took Geometry in 10th Grade.

Explanation of Terms for Table F11

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Algebra Z-Score	The effect of Algebra score on Geometry score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Switched Schools	The effect of having switched schools from the previous year.
Took Geometry in 8 th grade	The effect of being in 8 th grade (relative to tenth grade).
Took Geometry in 9 th grade	The effect of being in 9 th grade (relative to tenth grade).
Took Geometry in 11 th grade	The effect of being in 11 th grade (relative to tenth grade).
Constant	The starting point for outcomes to build from, using other variables.

Table F12. Academic Effect of **District Conversion Charter Schools in 11th Grade Literacy**, 2011-14

	2011-12	2012-13	2013-14
Charter Effect	-0.241 *** (0.0528)	-0.0331 (0.0452)	-0.0561 * (0.0333)
8th Grade Literacy Z-Score	0.778 *** (0.0419)	0.768 *** (0.0332)	0.756 *** (0.0249)
Economic Disadvantage (FRL)	-0.197 *** (0.0578)	-0.118 ** (0.0499)	-0.211 *** (0.0390)
African American	-0.496 *** (0.116)	-0.188 (0.152)	-0.159 *** (0.0418)
Hispanic	0.0711 (0.108)	-0.00288 (0.0803)	0.0756 (0.0881)
Other Non-White Race	0.545 *** (0.154)	0.0423 (0.165)	0.118 (0.115)
Female	0.0556 (0.0557)	-0.0220 (0.0455)	0.141 *** (0.0337)
Switched Schools	-0.169 (0.279)	0.0559 (0.115)	0.22 ** (0.101)
Constant	0.271 (0.289)	-0.0941 (0.116)	-0.143 (0.104)
Observations	430	556	1,086
Adjusted R²	0.5372	0.5281	0.6356

Significant at the 10% level, **Significant at the 5% level, *Significant at the 1% level*

Explanation of Terms for Table F12

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
8 th Grade Literacy Z-Score	The effect of the student's underlying ability, as measured by the 8 th grade score, on 11 th grade score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an other non-white race.
Female	The effect of being female.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

Appendix G: School-by-School Academic Effect Snapshots

Table G1. Academic Effects of Open-enrollment Charter Schools, 2011-14

School	Year Opened	Academic Impacts of Open-Enrollment Schools (Average 1-Yr Impacts)				
		Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
Academics Plus ¹	2001	0.02	-0.037	0.06 **	0.004	-0.099
Arkansas Virtual Academy ²	2007	-0.077 ***	-0.068 ***	-0.087 ***	N/A	N/A
Arkansas Arts Academy ³	2001	-0.061 ***	-0.049 *	-0.056 **	-0.222 ***	0.014
Covenant Keepers	2008	0.017	-0.059	0.141 ***	-0.14	N/A
Dreamland Academy ⁴	2007	0.293 ***	0.132	0.607 ***	N/A	N/A
eSTEM ⁵	2008	0.044	0.065 ***	0.052 **	-0.161 ***	0.045
Haas Hall Academy	2004	0.091 ***	0.46 ***	0.028	0.001	0.301 ***
Imboden Area Charter School	2002	-0.028	0.038	-0.11	N/A	N/A
Jacksonville Lighthouse	2009	0.06 ***	0.083 ***	0.041 *	-0.015	N/A
KIPP Blytheville	2010	0.121 ***	0.095 **	0.148 ***	N/A	N/A
KIPP Delta	2002	0.059 ***	-0.037	0.119 ***	0.203	0.258 ***
LISA Academy	2004	0.02	0.032	0.023	-0.174 **	0.123
LISA Academy North Little Rock	2008	0.038 *	0.099 ***	-0.011	-0.058	0.185
Little Rock Preparatory Academy	2009	0.021	0.031	0.01	N/A	N/A
Northwest Arkansas Classical Acad.	2013	-0.041	-0.072	-0.022	N/A	N/A
Pine Bluff Lighthouse Academy	2011	0.038	0.023	0.051	N/A	N/A
Premier High School of Little Rock ⁶	2013	N/A	N/A	N/A	N/A	N/A
Quest Middle School of Pine Bluff	2013	-0.226 **	-0.256 *	-0.199	N/A	N/A
SIA Tech ⁶	2011	N/A	N/A	N/A	N/A	N/A
Overall Open-Enrollment		0.023 ***	0.025 ***	0.024 ***	-0.078 ***	0.120 ***

¹ The schools run by Academics Plus are now Maumelle Charter Elementary/High School.

² ARVA opened in 2007. The charter was originally approved in 2003, but due to funding issues they did not actual open until the fall of 2007.

³ Arkansas Arts Academy was previously called Benton County School of the Arts.

⁴ Dreamland Academy closed June 30, 2012.

⁵ eSTEM combined to one school for analysis purposes.

⁶ Premier High School and SIA Tech had less than 15 matches for all relevant analyses, so they have been excluded from this report.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

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Table G2. Academic Effects of District Conversion Charter Schools, 2011-14

School	Year Opened	Academic Impacts of District Conversion Schools (Average 1-Yr Impacts)				
		Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
The Academies at Jonesboro High	2013	0.018	N/A	N/A	-0.037	0.02
Badger Academy ¹	2007	N/A	N/A	N/A	N/A	N/A
Bauxite Miner Academy ¹	2013	N/A	N/A	N/A	N/A	N/A
Blytheville Charter School and ALC ¹	2001	N/A	N/A	N/A	N/A	N/A
Blytheville High School – New Tech ¹	2013	N/A	N/A	N/A	N/A	N/A
Brunson New Vision Charter	2013	0.252 ***	0.3 ***	0.18	N/A	N/A
Cabot ACE	2004	-0.144 ***	0.076	-0.106	-0.31 ***	-0.134 ***
Cloverdale Aerospace Technology	2010	-0.042 ***	-0.053 ***	-0.025	N/A	N/A
Cross County Elem. Tech. Academy	2012	-0.009	-0.077	0.063	N/A	N/A
Cross County New Tech HS	2011	0.009	-0.088	-0.015	0.141 *	0.004
Eastside New Vision ²	2012	N/A	N/A	N/A	N/A	N/A
Lincoln ACE ¹	2009	N/A	N/A	N/A	N/A	N/A
Lincoln Middle Acad. of Excellence	2010	-0.059 ***	0.014	-0.155 ***	N/A	N/A
Lincoln High School New Tech	2012	-0.08 **	-0.271 ***	0.041	0.054	-0.189 ***
Mtn. Home High School Career Acad.	2003	-0.216 ***	N/A	N/A	-0.494 ***	-0.103 ***
Oak Grove Health, Wellness, Enviro.	2009	0.066	0.22 ***	-0.115	N/A	N/A
Osceola STEM Academy	2012	0.057	0.096 **	-0.007	0.096 **	-0.007
Ridgeroad Charter Middle School	2003	0.109 ***	0.199 ***	-0.017	N/A	N/A
Rogers New Tech. High School	2013	-0.391 ***	N/A	N/A	-0.391 ***	N/A
Vilonia Acad. of Service and Tech.	2007	0.075 **	0.158 ***	0.011	N/A	N/A
Vilonia Academy of Technology	2004	0.029	0.183 *	-0.058	N/A	N/A
Washington Academy	2013	0.039	N/A	N/A	0.166	-0.31
Overall District Conversion		-0.0212 ***	0.017	-0.027 **	-0.117 ***	-0.088 ***

¹ Badger Academy, Bauxite Miner Academy, Blytheville Charter School and ALC, Blytheville High School – New Tech, and Lincoln ACE had less than 15 matches for all relevant analyses, so they have been excluded from this report.

² Eastside New Vision Charter is K-3 only so was excluded from the 4-8 Benchmark Analysis.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Appendix H: List of Charter Schools by Waitlist, 2011-14

Table F1. List of Charter Schools by Waitlist, 2011-14*

Charter School	Year Opened	Waitlist 11-12	Waitlist 12-13	Waitlist 13-14
Academics Plus	2001	Yes	Yes	Yes
Arkansas Virtual Academy	2007	Unreported	Unreported	Unreported
Arkansas Arts Academy	2001	Unreported	Unreported	Yes
Covenant Keepers	2008	Unreported	Unreported	Unreported
Dreamland Academy	2007	Unreported	N/A	N/A
eSTEM Elementary	2008	Yes	Yes	Yes
eSTEM High School	2008	Yes	Yes	Yes
eSTEM Middle School	2008	Yes	Yes	Yes
Haas Hall Academy	2004	Unreported	Unreported	Yes
Imboden Area Charter School	2002	Unreported	Unreported	Unreported
Jacksonville Lighthouse	2009	Unreported	Unreported	Yes
KIPP Blytheville	2010	Yes	Yes	Yes
KIPP Delta	2002	Yes	Yes	Yes
LISA Academy	2004	Yes	Yes	Yes
LISA Academy North Little Rock	2008	Yes	Yes	Yes
Little Rock Preparatory Academy	2009	Yes	Yes	Unreported
Northwest Arkansas Classical Academy	2013	N/A	N/A	Yes
Pine Bluff Lighthouse Academy	2011	Unreported	Unreported	Unreported
Premier High School of Little Rock	2013	N/A	N/A	Unreported
Quest Middle School of Pine Bluff	2013	N/A	N/A	Unreported
SIA Tech	2011	Unreported	Unreported	Unreported

*Because of the high level of movement of students on waitlists, it is difficult to say if a school truly has no waitlist. For those who have no waitlist, their status is "Unreported," which could mean there is no waitlist, or that the school is full and no waitlist was reported. No District Conversion schools were included as having a waitlist, even if there was a waitlist for oversubscription.

Appendix I: List of Open-enrollment Charter Schools by Location, 2011-14

School	Year Opened	Location	Little Rock Metro
Academics Plus ¹	2001	Maumelle	Yes
Arkansas Virtual Academy ²	2007	Entire State	No
Arkansas Arts Academy ³	2001	Rogers	No
Covenant Keepers	2008	Little Rock	Yes
Dreamland Academy ⁴	2007	Little Rock	Yes
eSTEM ⁵	2008	Little Rock	Yes
Haas Hall Academy	2004	Fayetteville	No
Imboden Area Charter School	2002	Imboden	No
Jacksonville Lighthouse	2009	Jacksonville	Yes
KIPP Blytheville	2010	Blytheville	No
KIPP Delta	2002	Helena/W. Helena	No
LISA Academy	2004	Little Rock	Yes
LISA Academy North Little Rock	2008	N. Little Rock	Yes
Little Rock Preparatory Academy	2009	Little Rock	Yes
Northwest Arkansas Classical Academy	2013	Bentonville	No
Pine Bluff Lighthouse Academy	2011	Pine Bluff	No
Premier High School of Little Rock ⁶	2013	Little Rock	Yes
Quest Middle School of Pine Bluff	2013	Pine Bluff	No
SIA Tech ⁶	2011	Little Rock	Yes

¹ The schools run by Academics Plus are now Maumelle Charter Elementary/High School.

² ARVA opened in 2007. The charter was originally approved in 2003, but due to funding issues they did not actual open until the fall of 2007.

³ Arkansas Arts Academy was previously called Benton County School of the Arts.

⁴ Dreamland Academy closed June 30, 2012.

⁵ eSTEM combined to one school for analysis purposes.

⁶ Premier High School and SIA Tech had less than 15 matches for all relevant analyses, so they have been excluded from this report.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Appendix J: School Report Cards

The last section of this report includes a report card for each school included in this three-year matching study. This section provides school-by-school results and is provided in a separate document. Not every school has effects included for every single year and/or subject test, but generally each school report will have the following structure:

Page 1 is a school cover sheet with an overall summary of all results as well as characteristics of the school (location, type (open-enrollment or district conversion), grades served, year opened, and year closed, if applicable). Meta-analytical averages for overall Math effects (elementary and secondary combined) and overall Literacy effects (elementary and secondary combined) are included. In addition, each cover sheet has the “overall effect” for the school which is a meta-analytical average of all subject tests and all years available.

Page 2 gives more detail on the calculation of results for elementary grades (essentially the grade three through grade eight) benchmark results. This page includes statistics on grades included in the analysis, enrollment in those grades, and the percent of students in those grades for which matches were found. Results for the Benchmark Math and Literacy exams, by year, are presented here.

Page 3 is similar to page 2 except for the EOC results in the secondary grades (generally between grade eight through grade eleven). Results for the EOC exams in Geometry and 11th Grade Literacy, by year, are presented here.

Page 4 provides more detail on the composition of the treatment group and its matched twin comparison group for the Benchmark Math analysis. These include measures of baseline equivalency with statistical significance given for any differences. More specifically, the tables show that in the prior year (the year before the year of analysis), Math scores for the students in the given charter school were equal to the Math scores for the students in the comparison group.

Page 5 is the same as Page 4 except for the Benchmark Literacy analysis. Here again, the baseline equivalency tables are showing that the treatment group and comparison groups were similar on observables in the baseline year.

Page 6 is the same as Page 4 except for the Geometry EOC analysis.

Page 7 is the same as Page 4 except for the 11th Grade Literacy analysis.

Office for Education Policy
University of Arkansas



**ARKANSAS CHARTER SCHOOL ACADEMIC EVALUATION:
LOTTERY WAITLIST-MATCHING STUDY
SCHOOL YEARS 2011-12 THROUGH 2013-14**

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Executive Summary

In compliance with state law, the Arkansas Department of Education commissions a yearly evaluation of open-enrollment charter schools around the state. There have been annual evaluations since the 2005-06 school year through this current report. The latest iteration of the state charter evaluation provided a three-year study of the academic effect of all charter schools, including district conversions, using a “matched twin” student matching method. Achievement gains were reported for three evaluation years: 2011-12, 2012-13, and 2013-14 along with average annual effects. Effects were reported for both Math and Literacy at several levels: all schools combined, only conversion charters, only open-enrollment charters, individual schools, and by school subgroups. These subgroups included maturity of school, defined as 5 years or older as of the 2011-12 school year, waitlist status, location (Little Rock metro v. other), and income level of students served (at least or less than the state average of about 61% FRL). The matching process was conducted using data from the previous year for the Benchmark analyses, and from the previous year relevant to the subject for the End of Course (EOC) analyses.

The 3-Year Statewide Matching study found that, overall, charter schools (including open-enrollment and conversion schools) across the state had a statistically significant and positive effect in Math Benchmark test scores, while the Literacy Benchmark effect was not statistically significant when combining all three years. In general, the positive effects of open-enrollment charter schools in both Benchmark exams (Math and Literacy) were driven primarily by newer schools, schools with waitlists, schools in the Little Rock Metro area, and schools serving less well-off students (\geq State Average of about 61% FRL).

As commissioned, this current report provides a robustness check of the results of the 3-Year Statewide Matching analysis. This report focuses only on analyses using lottery and waitlist data available for 2012-13 for oversubscribed open-enrollment charters, with results specific to Benchmark exams (4th – 8th grade Literacy and Math). The EOC exam results are not included in this study. This report uses a subset of charter schools, within the geographic area of oversubscribed charter schools, which includes a smaller number of students overall than the more comprehensive 3-Year Statewide Matching study.

The original plan for this second report was to conduct a random assignment study in which the academic results of all of the student applicants who were admitted via lottery to the charter schools would be compared to the academic results of those students who applied but were not admitted. Had this been possible, there would be great confidence that any differences between the two groups in academic achievement observed after the charter students had been admitted would have been solely due to the influence of the charter schools themselves. This “gold standard” evaluation design allows for researchers to discount any concerns that any observed differences may be due to the pre-existing differences between those who apply for charters school seats and those who do not. In the ideal random assignment design, all participants were equally interested in applying to the charter schools; after some students enter charters by random lottery while others are not selected, the charter school attendance itself would be the only reasonable explanation for any differences in academic performance.

Unfortunately, due to the limitations of data collection and reporting, it was not possible to make firm conclusions about oversubscribed open-enrollment charter schools through a Randomized Control Trial (RCT) analysis. As an alternative, a “matched twin” student matching method was used that was

identical to the method used in the 3-Year Statewide Matching analysis to allow for the best possible comparison using all students attending oversubscribed charter schools and all waitlisted students. Charter students in each school were matched with similar traditional public school students who applied for charter schools but were not admitted (waitlisted) in the 2012-13 school year. Separate matches and analyses were conducted for Math and Literacy Benchmark assessments (outcomes in grades 4-8). This current analysis is referred to as the Waitlist-Matching analysis.

Given the data available, this quasi-experimental model is the best form of analysis on the charter students in the sample, since the waitlisted students with whom they are compared similarly were motivated to seek charter school admission. Thus, the primary self-selection threat to the validity of the study – that there are pre-existing differences in motivation between charter attendees and the comparison group – is not present in this design. Overall, this analysis is somewhat stronger in rigor but smaller in scope than the 3-Year Statewide Matching study, which is somewhat weaker in rigor but larger in scope. If the results from both approaches are similar, there is reasonable confidence that the findings are unbiased and apply to charter school students generally in Arkansas.

This Waitlist-Matching analysis found statistically significant and positive effects of public charter schools on Math Benchmark test scores and null effects on Literacy Benchmark test scores for 2012-13. Null effects were found for both subject Benchmark exams in 2013-14. These findings appear consistent with the results found in the 3-Year Statewide Matching evaluation (for schools that are in both samples and for the same two years included in both studies). Subgroup analyses of charter networks and charter schools by location indicate that, in general, the KIPP charter schools, outside the Little Rock Metro area, tend to perform better in math than other schools within the Little Rock area. However, performance of charter networks (eStem, LISA, KIPP) appears to differ among schools within networks. Small differences in results between the matched groups in the two studies, charter-waitlist matches and charter-TPS matches, could be attributed to the different matches and the number of students in the samples.

Reasonable conclusions that can be drawn from this current study are that the oversubscribed public charter schools in Arkansas have their clearest positive effect on student test scores in math; however, this finding is not consistent over both years of analysis. The school year 2012-13 appeared to be the stronger individual year for charter school performance, compared with 2013-14, consistent with the 3-Year Statewide Matching evaluation.

This evaluation had some limitations. First, the "gold standard" experimental design strategy could not be used because of differences in the types and amount of data collected from charter schools about their admissions lotteries. A quasi-experimental study design was implemented instead. A second limitation was the small sample of oversubscribed schools and relatively low student match rates. Most oversubscribed charters are found within the Little Rock metro area, signaling greater demand for charter schooling there. Several charter schools, by design or for other reasons, maintain low student populations and therefore have low numbers of students tested. Future studies should seek to conduct experimental evaluations on large representative populations of charter school applicants, if possible.

Introduction

Educational choice as a school improvement strategy has been seriously contemplated since the 1960s. Providing choice to families and students who otherwise are often subject to the monopolistic traditional public schools could, in theory, create competition that spurs innovation in traditional public schools.³⁵ Nobel laureate economist Milton Friedman, from these early days, encouraged policy makers to “introduce competition and give the customers alternatives”³⁶ in the education sector, saying that the “injection of competition would do much to promote a healthy variety of schools.”³⁷

One prominent form of school choice is public charter schooling, developed in Minnesota in the early 1990s. Charter schools are distinctive public schools freed to be more innovative but held accountable for student achievement. As public schools, they are open to all children, do not charge tuition, and do not have special entrance requirements.³⁸ These schools provide parents with a public school alternative to the traditional public schools in their neighborhoods. As of March, 2015, 43 states and the District of Columbia had charter school laws that vary widely by state.³⁹

From these early roots, states across the country have responded with their own type of charter laws that allow for the emergence of individual charter schools as well as charter management organizations (CMOs) or charter networks that manage multiple charter schools. Arkansas passed its first charter school law in 1995 (Act 1126)⁴⁰ allowing conversion charter schools authorized by public school districts, and then a more general open-enrollment charter law in 1999 (Act 890).⁴¹ The first two open-enrollment charter schools opened in Arkansas in 2001 and have operated continuously since that time: Academics Plus and Benton County School of the Arts.^{42 43} Conversion charter schools were slower to form; the earliest continually running school of this type was founded in 2003: Mountain Home High School Career Academy.⁴⁴

³⁵ Wolf, Patrick J, and Anna J. Egalite. “Pursuing Innovation: How Can Educational Choice Transform K-12 Education in the U.S.” Friedman Foundation for Education Choice, April 2016, <http://www.edchoice.org/wp-content/uploads/2016/04/2016-4-Pursuing-Innovation-WEB-2.pdf>

³⁶ Friedman, Milton. Newsweek. “The Friedmans on School Choice.” *The Friedman Foundation for Educational Choice*, n.d. Web. 07 August 2014. <<http://www.edchoice.org/The-Friedmans/The-Friedmans-on-School-Choice>>.

³⁷ Friedman, Milton. Cap and Free. “The Friedmans on School Choice.” *The Friedman Foundation for Educational Choice*, n.d. Web. 07 August 2014. <<http://www.edchoice.org/The-Friedmans/The-Friedmans-on-School-Choice>>.

³⁸ National Alliance for Public Charter Schools. “What are Public Charter Schools?” Web. 15 December 2014.

<<http://www.publiccharters.org/get-the-facts/public-charter-schools/>>.

³⁹ Center for Education Reform. “Choice & Charter Schools: Laws & Legislation.” Web. 20 April 2016.

<https://www.edreform.com/issues/choice-charter-schools/laws-legislation/>.

⁴⁰ Mills, Jonathan N. “The Achievement Impacts of Arkansas Open-enrollment Charter Schools.” *Journal of Education Finance* 38.4 (2013): 322.

<http://muse.jhu.edu/journals/journal_of_education_finance/v038/38.4.mills.pdf>.

⁴¹ *Arkansas Quality Charter Schools Act of 2013*, Acts 1999, No. 890.

<http://www.arkansased.org/public/userfiles/Learning_Services/Charter%20and%20Home%20School/Charter%20School-Division%20of%20Learning%20Services/Arkansas_Quality_Charter_Schools_Act_of_2013.pdf>.

⁴² *Open-enrollment*. Arkansas Department of Education, n.d. Web. 13 August 2014.

<http://www.arkansased.org/contact-us/charter-schools/charter_school_categories/open-enrollment>.

⁴³ The Benton County School of the Arts is now the Arkansas Arts Academy.

⁴⁴ *District-Conversion*. Arkansas Department of Education, n.d. Web. 13 August 2014.

<http://www.arkansased.org/contact-us/charter-schools/charter_school_categories/district-conversion>.

Since the institution of the original Arkansas charter school laws, the state's charter schools have grown in number and spread out across the state from Little Rock to rural communities throughout Arkansas. During the 2011-12 school year (the first year of baseline data included in this report), the Arkansas K-12 public school system was responsible for 468,656 students in 260 school districts (mean enrollment: 1,802; median: 893), including all open-enrollment charter school districts. From these 260 districts, there were 17 open-enrollment charter school districts and 12 conversion charter schools, which remain part of the remaining 243 school districts.

By the final year of this report, 2013-14, the Arkansas K-12 public school system was responsible for 474,995 students in 260 districts (mean enrollment: 1,841; median: 889), including all open-enrollment charter school districts. In 2013-14, there were 18 open-enrollment charter schools and 18 conversion charter schools, which remain part of the remaining 242 school districts. Out of the 18 open-enrollment charter schools in the state, 7 were oversubscribed and included in this analysis.

The Data section of this report contains more descriptive information about the state's charter schools. The analysis focuses exclusively on open-enrollment charter schools within the geographic areas of those with waitlists reported in the 2012-13 school year. This report uses Arkansas state test scores to compare students enrolled in Arkansas charter schools to those students who share similar observable characteristics (grade level, test scores, economic status, minority status, gender, and others), who applied to oversubscribed charter schools in 2012-13, but who were not admitted and, instead, enrolled in a traditional public school.

The following sections will introduce the background of this study, give an introduction to similar studies that have looked at Arkansas charter schools, explain the data that were used for this analysis, explain the methods and rules that governed the analysis, and finally report the results of the study of charter schools for the Lottery Waitlist-Matching study.

Background

Since the 2005-06 school year, there has been an annual evaluation of Arkansas open-enrollment charter schools, as commissioned by law. The purpose of the annual evaluation is to provide a snapshot of the status of Arkansas charter schools – their academic outcomes and parent interest in them. Except for the first academic year, and through 2010-11, all studies had been conducted by Metis Associates. The Metis reports are covered in the literature review.

A research team from the University of Arkansas – Fayetteville, led by Professors Gary Ritter and Patrick Wolf, won the competitive bidding process to perform the evaluation of all Arkansas charter schools, including district conversion charters, for the two school years: 2011-12 and 2012-13. Part of the proposed evaluation is a rigorous annual academic evaluation. This comprehensive report is the first evaluation of Arkansas public charter schools to provide year-by-year academic outcomes for the charter sector statewide and for individual charter schools.

As part of the contract with the Charter and Home Schools Office of the Arkansas Department of Education (ADE), researchers have been asked to study the academic effect of Arkansas charter schools of all types for three years (2011-12 to 2013-14). As a robustness check for the results of the 3-Year

Statewide Matching analysis, this report focuses only on analyses conducted using lottery and waitlist data available for 2012-13. These terms are described and the approach is further discussed in the Data and Methods section of this report.

Academic performance on the state standardized examinations is the outcome of interest in the analyses. These data are available across school types, both traditional public schools and public charter schools, and the tests were taken during the spring of the academic years considered.

Literature Review⁴⁵

This report considers those papers that have analyzed Arkansas charter schools in the past. These analyses come in two forms: those that reported Arkansas outcomes as a subset of a national analysis, and those that reported only Arkansas outcomes. The two national evaluations that have reported Arkansas outcomes as a subset were performed by the Center for Research on Education Outcomes (CREDO) at Stanford University. CREDO focuses on K-12 education reform research, providing analysis to school leaders and policymakers.⁴⁶ Separate groups did the evaluations limited just to Arkansas. Metis Associates, a consulting-research firm stationed in New York City, under contract with the state, performed one study.⁴⁷ Jonathan Mills in the Department of Education Reform at the University of Arkansas, did another study. Researchers at the University of Arkansas, Fayetteville also conducted the most recent study.

These studies represent the broad scope of studies that have looked at Arkansas charter schools. After giving a brief overview of each, a summary table of these evaluations is presented (Table 1), as well as an explanation of the distinction between previous evaluations and the current study.

Arkansas in the Context of National Evaluations

CREDO Report, 2009⁴⁸

While CREDO performed a national evaluation of the charter school populations in 16 states with available data in 2009, the organization also released a separate analysis of Arkansas charter schools only. Using data from five separate years of schooling (2003-04 through 2007-08), the study team estimated the effect size of Arkansas charter schools on academic growth for their particular students.

CREDO used a Virtual Twin matching (VTM) method. The VTM approach seeks to create comparable groups of charter and TPS students by gathering a larger group of TPS students that, collectively, represents the balance of observable characteristics present in the charter student sample. The study sought to match 4,627 students enrolled in 24 different charter schools, averaging 925 students

⁴⁵ Ritter, Gary et al. "2011-12 Arkansas Charter School Academic Evaluation". Office for Education Policy.

⁴⁶ "Overview." Center for Research on Education Outcomes (CREDO). Web. 15 August 2014.
<<http://credo.stanford.edu/aboutOverview.html>>.

⁴⁷ "About Us: Our Company." Metis Associates. Web. 15 August 2014.
<http://metisassoc.com/about/our_company.html>

⁴⁸ Raymond, Margaret, et al. "Multiple Choice: Charter School Performance in 16 States." Center for Research on Education Outcomes (CREDO) Report (2009). Web. 15 August 2014.
<http://credo.stanford.edu/reports/AR_CHARTER%20SCHOOL%20REPORT_CREDO_2009.pdf>.

per year, to counterparts in the traditional public school sector. Of these students, 88% were matched in Literacy and 87% were matched in Math.

This analysis provided outcomes across several different comparisons: effect by simple enrollment, by years of enrollment, by race/ethnicity, by Free or Reduced Lunch status, by special education status, by English Language Learner status, by grade repeating status, and by starting test score deciles. The overall Arkansas charter effect, as reported by this CREDO evaluation, was +.02 standardized units in Literacy and +.05 standardized units in math. Both of these findings were statistically significant at the 95% confidence level, and the math finding was significant at the 99% level.

CREDO Report, 2013⁴⁹

This 2013 report served as a follow-up to the 2009 CREDO study, evaluating the same states as previously, as well as new states that were available, with data that had been released since the 2009 report. In this report, Arkansas was the only state with high gains for charter school students relative to traditional public school students in the 2009 report, but negative for charters in the 2013 evaluation of Math and Literacy results.

Specifically, the second CREDO report focused on growth from the 2006-07 to the 2010-11 school year, the academic year prior to the focus of this report. Like the 2009 report, CREDO was able to match large numbers of the students, 89% in Literacy and 82% in Math, using the same “Virtual Twin” matching (VTM) method as before.

Of the matched students, the mean charter school student started .05 standardized units below the statewide average in Literacy and .09 standardized units below the statewide average in math. After the VTM analysis was done, the report showed that Arkansas charter students saw a -.03 standardized unit effect in both Math and Literacy. CREDO also converted this effect into days of learning, saying that this negative result for charter school students was equivalent to losing 22 days of school compared to their counterparts in traditional public schools. The CREDO evaluators noted that school closure rates had some effect on the findings overall, but perhaps less so for Arkansas. Some charter schools that were open for the 2010-11 school year had been closed by the beginning of the 2011-12 school year, and therefore not covered in this report.

Arkansas-Specific Evaluations

Metis Report, 2012⁵⁰

Annual reports of the status of Arkansas schools have been commissioned going back to the 2005-06 school year. For the 2006-07 through 2010-11 school years, Metis Associates conducted this evaluation. For the 2010-11 analysis, which was published in 2012, Metis conducted surveys and

⁴⁹ Raymond, Margaret, et al. "National Charter School Study: 2013." Center for Research on Education Outcomes (CREDO) Report (2013). Web. 15 August 2014.

<<http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>>.

⁵⁰ Lopez, Otoniel, et al. "Arkansas Public Charter Schools: Evaluation of Service Impact and Student Achievement." Metis Associates Report (May 2012). Web. 15 August 2014. <http://www.arkansased.org/public/userfiles/Learning_Services/Charter%20and%20Home%20School/Charter%20School-Division%20of%20Learning%20Services/2010_2011_Charter_Schools_Evaluation_Report_FINAL_053012_3.pdf>.

obtained information from 27 charter school administrators, 1,118 parents of charter students, and 5,948 charter students, seeking information on charter mission achievement, academic achievement, and parental satisfaction.

The survey focused on the areas of greatest emphasis for charter school administrators, who emphasized building academic leaders and strong curriculum programs. In addition, attention given to professional development increased in 2010-11 over previous results of the survey. Administrators further reported that the greatest concerns for their schools were the public views of the schools and the availability of public funds for building budgets. Finally, the levels of satisfaction of both parents and students were high, especially in those schools with high levels of parental participation. The Metis group also made suggestions as to the grade level practices that resulted in higher Benchmark examination scores. However, no conclusions were drawn on charter effectiveness.

Mills Study, 2013⁵¹

This evaluation considered the academic effect of open-enrollment charter schools in Arkansas on students using panel data from academic years 2002-03 to 2010-11. The author employed an individual fixed-effects research design, focusing on students who switched school sectors and then comparing their outcomes when in the charter sector with their outcomes when in the TPS sector. Using a robust data set with over 1.6 million traditional public school students and over 13,000 charter school students, the Mills study found small but statistically significant negative test score results for charter school students.

However, as other studies of charter schools have found, this evaluation reported that as an Arkansas charter school matures in age, these negative results decrease, reaching insignificant or positive significant results by the fourth year, in both Math and Literacy tests. This fourth-year effect could be caused by several different factors, including: 1) schools (administrators and teachers) are able to deliver a better product as they learn over the years; or 2) poor schools are closed, fail to keep running, or lose a critical mass of students after three relatively unsuccessful years.

While the author sought to compare findings with those using similar research methods in other states, he conceded that Arkansas is different not only in its rural composition but also in the comparatively restrictive laws that govern charter schools.

University of Arkansas Report, 2015⁵²

This evaluation was contracted by the Arkansas Department of Education and studied the academic effect of all charter schools using a “matched twin” student matching method (similarly used in this current analysis and described in greater detail in the Methods section of this report). Gains were reported for three evaluation years: 2011-12, 2012-13, and 2013-14 along with average annual effects. Effects were reported for both Math and Literacy at several levels: all schools combined, only conversion charters, only open-enrollment charters, individual schools, and by subgroups. Subgroups included

⁵¹ Mills, Jonathan N. "The Achievement Effects of Arkansas Open-enrollment Charter Schools." *Journal of Education Finance* 38.4 (2013): 320-342.

⁵² Ritter, Gary W., et al. "Arkansas Charter School Academic Evaluation: 3-Year Statewide Matching Study (2011-12 to 2013-14)". University of Arkansas, Submitted September 30, 2015.

maturity of school, defined as 5 years or older as of the 2011-12 school year, waitlist status, location (Little Rock metro v. other), and income level of students served (about state average < 61% FRL or $\geq 61\%$ FRL).

The 3-Year Statewide Matching study found that, overall, charter schools (including open-enrollment and conversion schools) across the state had a statistically significant positive effect in Math Benchmark test scores, while the Literacy Benchmark effect was not statistically significant when combining all three years. In general, the positive effects of open-enrollment charter schools in both Benchmark exams were driven primarily by newer schools, schools with waitlists, schools in the Little Rock Metro area, and schools serving less well-off students (about state average $\geq 61\%$ FRL).

Table 1: Previous Studies of Arkansas Charter School Academic Effects with Highlighted Outcomes

Study Name, Year	N of Charters (Students)	Years Reported	Methods	Overall Findings
CREDO, 2009	24 (4,627)	2003-08	Matched Twin Analysis	+0.02 Reading +0.05 Math
CREDO, 2013	31 (21,896)	2007-11	Matched Twin Analysis	-0.03 Reading, Math; -22 Days of Learning
Metis, 2012	29 (7,633)	2010-11	Stepwise Regression, Analysis of Covariance (ANCOVA)	No effectiveness conclusions reported
Mills, 2013	31 (13,255)	2001-11	Ordinary Least Squares Regression with Student Fixed Effects	-0.02 to -0.11 overall; Positive gains for school in 4 th + Year
UARK, 2015	41 (18,045)	2011-14	Matched Twin Analysis	-0.01 in Literacy; +0.03 in Math; -0.08 in Geometry EOC; +0.04 in 11 th Grade Literacy EOC, overall

Distinctions of this Report

This report serves as a robustness check to the results of the 3-Year Statewide Matching analysis, which was the first set of unique findings on the academic effect of Arkansas charter schools for the 2011-12 to 2013-14 school years, with specific findings for each school, including both conversion and open-enrollment charters, in addition to results specific to Benchmark exams (3rd – 8th grade Literacy and Math) and EOC exams (11th Grade Literacy and Geometry). This report focuses only on analyses conducted using lottery and waitlist data available for 2012-13, with academic effects estimated for charter schools within the geographic area of the oversubscribed open-enrollment charters specific to Benchmark exams (4th – 8th grade Literacy and Math), EOC exam results are not included in this study.

In the open-enrollment schools that hold lotteries, a comparison could be made between students who were randomly admitted to the school to students who were randomly not admitted to the school. This method, a Randomized Control Trial (RCT), is considered the “gold standard” and the most rigorous research design for evaluating a program. This method is particularly strong because it allows for a comparison of students whose average difference in performance across the treatment and control groups

should be attributed to the effect of attending a charter school, not differences in parent motivation that drove them to seek charter schooling, thus reducing biases based on selection.

Unfortunately, upon receiving the lottery data the oversubscribed public charter schools in Arkansas, we realized that a limited number of “seats”, even in oversubscribed schools, were allocated based on the lottery. This is due to the fact that, in most cases, once students enter charter schools, they remain in the schools and are thus given a spot in the subsequent school years. In practice, this means that in K-12 charter schools such as eStem or KIPP, most of the “lotteried” spots are in Kindergarten where students “enter” the school. In other charter middle schools, such as LISA, the lottery and waitlist is relevant in the “entry” grade 6, but then becomes less meaningful in later grades. Moreover, in the grades where lotteries were relevant, schools were not required to keep the specific data (such as which admitted students came in via lottery versus the waitlist or which students were offered seats but declined) that would aid in the conduct of an RCT study of charter school effectiveness.

Therefore, the “matched twin” 3-Year Statewide Matching study was the primary assessment of charter school effectiveness and this Lottery Waitlist-Matching study as a robustness check on those results.

The overall study matches or exceeds the rigor of the methods used in previous studies. This report uses a subset of charter schools with a smaller number of students overall than the “matched twin” 3-Year Statewide Matching study. The main difference of this Lottery Waitlist-Matching report is a result of the limited scope of this report as compared to the others cited, as student matches could only be obtained from charter schools within the geographic area of the oversubscribed schools.

Data

For this analysis, the research team was provided non-identifying student level data for the state of Arkansas, from 2008-09 to 2013-14. Non-identifying, in this context, means that no student identifying information was used except for a unique but anonymous ID generated by the ADE. Each ID was paired with information for each school year including the school attended, Free and Reduced Lunch (FRL) status, race/ethnicity, gender, English Language Learner (ELL) status, Individual Education Plan (IEP) status, and test scores for Math and Literacy. Use of data complied with Federal Education Rights and Privacy Act (FERPA) regulations and relevant Arkansas regulations.

The student test scores came from four separate Arkansas standardized tests: the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP, more commonly known as the Benchmark examination) in both Math and Literacy, and the End of Course (EOC) examinations in 11th Grade Literacy and Geometry. Benchmark tests are taken by 3rd through 8th grade students and serve as Arkansas’s compliance under the Elementary and Secondary Education Act (ESEA) and No Child Left Behind Act (NCLB).⁵³ EOC tests provide summative examinations for Algebra, Geometry, Biology, and

⁵³ ACTAAP. Arkansas Department of Education, n.d. Web. 13 August 2014.
<<http://www.arkansased.org/divisions/learning-services/student-assessment/actaap>>.

11th Grade Literacy classes. For this current analysis, Math and Literacy Benchmark scores were used, EOC scores were not.

As noted in Table 2, charter students represented 2.4% of all Arkansas K-12 students in 2012-13 and 3.5% in 2013-14. Charter students' share of total enrollment has increased over the two years covered by this report. While the subpopulation of charter students differs in some observable ways from the state as a whole in that it includes a smaller proportion of low income students but a larger proportion of minority students, the charter schools included in this current analysis have greater proportions of low income and minority students than the subpopulations of all open-enrollment charters, all charters, and students statewide.

Table 2. Student Demographics: Charter Students in Waitlist-Matching Analysis Compared to Open-enrollment Students, All Charter Students, and State, 2012-13 to 2013-14

	Charter School Students in Waitlist-Matching (12-13)	Open-enrollment Charter Students (12-13)	All Charter Students (12-13)	State (All Students 12-13)		Charter School Students in Waitlist-Matching (13-14)	Open-enrollment Charter Students (13-14)	All Charter Students (13-14)	State (All Students 13-14)
Enrollment	3,999	7,402	12,565	471,867		4,163	8,346	16,568	474,995
Charter as % Total	0.9%	1.6%	2.7%			0.9%	1.8%	3.5%	
FRL %	82%	52%	61%	61%		76%	51%	73%	61%
Minority %	85%	60%	59%	36%		99%	57%	57%	37%

Table 3 shows some of the basic details for the included open-enrollment charter schools, including the year the school opened and the grade levels served during the school years covered in this report. Appendix A expands on these school characteristics, showcasing the enrollment of each charter school, the percentage of students who are a minority race/ethnicity, and the percentage of students who participate in the Free or Reduced Lunch (FRL) program.

Table 3. Included Open-enrollment Charter Schools, 2011-12 to 2013-14

Charter School	Year Opened	Grades Served in 11-12	Grades Served in 12-13	Grades Served in 13-14
Academics Plus	2001	K-12	K-12	K-12
Covenant Keepers	2008	6-11	6-12	6-8
eStem Elementary*	2008	K-4	K-4	K-4
eStem Middle School*	2008	5-8	5-8	5-8
Jacksonville Lighthouse	2009	K-8	K-9	K-10
KIPP Blytheville	2010	5-6	4-7	4-8
KIPP Delta	2002	K-3, 5-12	K-12	K-12
LISA Academy	2004	6-12	6-12	6-12
LISA Academy North Little Rock	2008	K-11	K-12	K-12
Little Rock Preparatory Academy	2009	K-7	K-8	K-8

* eStem combined to one school in 3-Year Statewide Matching analysis

Open-enrollment charter schools function as their own school districts. Some charter schools are stand-alone organizations, and the school also serves as the entire district (e.g., Imboden Area Charter School is the school name and the name of the school district). Other times, one set of schools can be chartered separately, so that the elementary, middle, and high school have separate charters. For example, eStem Elementary, Middle, and High Schools were three separate charters and thus operated as three separate districts until these three charters merged into one school district unit beginning in the 2013-14 academic year. The opposite of stand-alone charters are those created by Charter Management Organizations (CMOs) that control many different schools, sometimes around the country. A CMO's charter school network can operate under one charter (e.g., KIPP Delta Public Schools has one charter with schools in Helena/W. Helena, Blytheville, and Forrest City⁵⁴) or under multiple charters (e.g., Lighthouse Academies operates schools in Jacksonville, Pine Bluff, and North Little Rock under different charters⁵⁵).

Methods

Lottery Analysis

In the analysis to determine the effect of attending a charter school, the fact that open-enrollment charter schools are required to hold lotteries if more students apply to attend than there are spots available is used. In the open-enrollment schools that hold lotteries ("oversubscribed schools"), due to the lotteries, it would be possible to compare students who were randomly admitted to the school to students who were randomly not admitted to the school. With this method a Randomized Control Trial (RCT) can be used, which is the most rigorous research design for evaluating a program. The random-assignment method seeks to examine the effect of attending a charter school on student performance on Literacy and Math benchmark assessments. This method is particularly strong because it allows for a comparison of students who all are invested in attending a charter school (by applying to the school). Therefore, the differences between students' performances should be attributed to the effect of attending a charter school not on differences in parent motivation, or other possible means of selection bias.

Only schools that reported waitlists were included in the analysis. It is possible that some schools have a waitlist but did not report it, in which case they were classified as "no waitlist reported"⁵⁶. It is also possible that a school used a lottery admission process but, upon enrolling students, had no waitlist because various parents who received admissions declined to enroll, and all of the waitlisted students eventually were admitted to the school. A summary of how schools are classified for this waitlist analysis is found in Appendix B of this report.

⁵⁴ *Our Schools*. KIPP: Delta Public Schools, n.d. Web. 18 August 2014. <http://www.arkansased.gov/contact-us/charter-schools/charter_school_categories/open-enrollment>.

⁵⁵ *Our Schools*. Lighthouse Academies, n.d. Web. 18 August 2014. <<http://www.lighthouse-academies.org/schools#dropdown-arkansas>>.

⁵⁶ Schools notified the Arkansas Department of Education if they had a waitlist, but there was no verification of whether the others actually had no lottery, so they are listed as "unreported." (See Appendix B.)

In the 2012-13 school year, waitlisted student data for seven oversubscribed schools was provided. In all schools where lotteries occurred, these students were included in the analysis⁵⁷. However, not all grades in each school were oversubscribed and some oversubscribed grades had very few, if any, lottery “winners”. For example, in a K-12 school such as eStem, most of the “lotteried” seats are in Kindergarten; most seats in other grades are generally taken by students in the system moving naturally from one grade to the next. Thus, there would be far fewer “lottery” students to study than the total number of students in the school. A list of schools and grades included in the lottery analysis can be found in Appendix B.

Limitations

A lack of specificity in the lottery data prevented us from performing this analysis as a Randomized Control Trial. Given that the state law does not require or provide specific documentation guidelines for lottery results, the data received for 2012-13 and 2013-14 were not collected in a comprehensive and systematic way. For example, it was not clear how the lottery conducted for each school generated the list of admitted and waitlisted students. Also there was no way to be sure that the waitlist information was complete, as only waitlisted students with previous public school enrollment were able to be included (any or all out of state, private school, or home school applicants may not have been reported). Additionally, there was no information on whether students admitted were awarded automatic admission outside of the lottery and the reasons for that (such as a sibling preference or mid-year transfer).

This problem could be remedied, and a “gold standard” rigorous experimental analysis could be conducted, if:

1. Charter schools that held lotteries established exact and complete groups of “admitted by lottery” and “not admitted by lottery” students, and provided those lists to us in the form in which they existed when the lottery took place;
2. Charter schools that held lotteries and generated a randomly-ordered waiting list, and then admitted students in order off of that list, provided us with the original waitlist and indicated the last student who was offered admission off of the list along with the outcome of the offer (accepted or declined);
3. Charter schools indicated any students who were awarded automatic admission outside of the lottery and the reasons for that (such as a sibling preference or mid-year transfer).

These approaches would allow us to more clearly and completely determine which students were offered admission and which students were not offered admission through the lottery, which is the foundation of a rigorous experimental analysis.⁵⁸

We are not claiming that the charter lotteries in Arkansas have been administered improperly. The incomplete records documenting the results of those lotteries simply lack the detail necessary for researchers to draw upon them to conduct a random assignment analysis of charter school effects.

⁵⁷ If the sample size for any particular analysis was less than 10, those grades and schools were omitted.

⁵⁸ Nevertheless, even if it were possible to do this in the future, it should be noted that it would still only be possible to study a very small subsample of all charter students because most charter students in multi-grade schools have been admitted in a prior year and have continued enrollment in the school through natural grade promotions.

Lottery Waitlist-Matching Analysis

As an alternative means of analysis to determine the effect of attending a charter school, the lottery waitlist information provided is used to compare students who were not randomly admitted to the school to all students attending the school, and other charter schools within the same geographic area. As oversubscribed schools are concentrated in one geographic area, we include all charter school students within that area in the pool for potential matches. In this study, all charter students within the geographic area of the oversubscribed charters are matched to peers who were not accepted in lotteries and thus remained on a waitlist. A “matched twin” student matching method identical to the method used in the 3-Year Statewide Matching analysis is used to allow for the best possible comparison using all students in these charter schools and all waitlisted students. The key difference is that, in this study, the population from which the matched twins are selected is drawn entirely from the charter school waitlists rather than being drawn from the full population of Arkansas students. So instead of charter school students being matched to students from TPS feeder schools, they are matched to students who all applied to charter schools but did not receive admission and were waitlisted.

The goal of the student match method is to create a set of students who are in traditional public schools (waitlisted students) but are essentially the same as the group of public charter school students when comparing observable characteristics such as income and race/ethnicity. In creating these matches and comparing student achievement, this method allows for comparison of students who all are similarly invested in attending a charter school (as evidenced by applying to the school). Since all students in the study sought charter schooling, selection bias concerns are addressed as the differences between students’ performances for the charter school and waitlisted samples can be attributed to the effect of attending a charter school and not on differences in parent motivation. Moreover, any differences will not be based on observable student characteristics (such as race, income, gender, or prior test scores) as matched twins will be intentionally selected to be nearly identical on these characteristics. The remainder of this report references this lottery waitlist-matching analysis (referred to as the Waitlist-Matching analysis).

In order to complete the matching process for charter students within the geographic area of the oversubscribed charters, students who have received the “treatment” of being in the charter school are matched on observable characteristics from the previous school year, so that the academic growth they experience in 2012-13 can be properly studied. For those students who are not promoted from one grade to the next, accommodations are made to match properly, as described in step 1 below. Treatment students are matched with waitlisted students in traditional public schools using the following matching procedure (fully outlined in Appendix C). This process is identical to the one used in the earlier 3-Year Statewide Matching study and outlined on page 22 of that report:

Benchmark Matching Process (Conducted Separately for Math and Literacy)

1. Students are first matched with a student in the same grade in both the outcome year and baseline or matching year (generally the year before).
2. For the Math and Literacy analyses, separately, all students are matched based on previous year scores on the same subject test, rounded to the nearest 0.01 z-score unit. The other subject test score is used as part of the propensity score in step 4, as having a matched test score in the same subject is more relevant for controlling for prior performance. Therefore,

the Math analysis matches first on Math examination scores and later factors in Literacy scores, while the Literacy analysis matches first on Literacy examination scores and later factors in Math scores.

3. A propensity score is a single metric created using FRL status, race/ethnicity (African-American, Asian-American or Pacific Islander, Hispanic-American, Native American, White, or “Two or more races”), gender, and the “other” test score (Literacy for the Math analysis and Math for the Literacy analysis). It is used to estimate the probability of a student receiving the intervention of interest.
4. Finally, all matches are based on guaranteeing exact matches from step 1 and 2, and the closest available propensity score match from step 3.

In order to test whether or not this process worked for the purposes of generating an appropriate comparison group, baseline equivalency analyses were conducted to show how similar the two groups are to each other. The average measure of each of the observable variables is reported for both the charter “treatment” group and for the matched student comparison group. Any difference between the two is reported, and the statistical p-value is reported to show if that difference is statistically significant. P-values below 0.05 indicate statistically significant differences that might raise concerns about the comparability of the samples. For the major comparisons, shown in Tables 4 and 5, in some instances broader matches⁵⁹ were needed in order to capture a large enough sample size for the analysis. For this reason, in all cases, and especially in cases where there are significant differences at baseline, greater confidence should be placed in the regression results which include only the matched sample but further control for any differences in baseline observable characteristics in the comparison.

Tables 4 and 5 show the Math and Literacy baselines, respectively, for all included charter schools administering Benchmark exams, for each included year. The overall equivalency is made by aggregating all charter students with their student matches to create one large database for analysis. For the combined set of matches for all included charter schools, there were some significant differences in the percent of FRL students, minority students, and female students on the Math Benchmark assessment. In 20 total comparisons of baseline characteristics for which the two samples might differ (five characteristics in each of four years), statistically significant differences were detected for 12 of them, so greater confidence should be placed in the regression results which include only the matched sample but control for baseline observable characteristics as well. For further detail on baseline equivalency, see Appendix D, which includes school-level baseline equivalency tables.

These summary statistics show that it was not possible to perfectly match the samples and that charter students were slightly more likely to be economically disadvantaged and to come from minority backgrounds, despite the fact that prior test scores are identical. This is due to the fact that the *primary* matching indicator was prior year academic ability. In any event, these minor differences will be statistically controlled for in the regression analyses, in which academic growth is modeled controlling for all of these demographic characteristics.

⁵⁹ Broader matches were accomplished by relaxing the degree of similarity of the baseline test score for the two students.

Table 4. Baseline Equivalency for Benchmark Analysis in **Math, All Included Charter Schools, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	1055	1055	-	1108	1108	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.18	-0.18	(0.00)	-0.10	-0.10	(0.00)
Prior Year Literacy Z-Score	0.00	-0.04	0.04	0.00	-0.01	0.01
% FRL	0.71	0.58	0.13 ***	0.80	0.59	0.21 ***
% Minority	0.76	0.68	0.08 ***	0.84	0.70	0.14 ***
% Female	0.49	0.55	(0.06) ***	0.46	0.51	(0.05) ***

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table 5. Baseline Equivalency for Benchmark Analysis in **Literacy, All Included Charter Schools, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	1145	1145	-	1188	1188	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-1.00	-0.16	(0.84) *	-0.19	-0.08	(0.11) ***
Prior Year Literacy Z-Score	0.01	0.01	-	0.01	0.01	(0.00)
% FRL	0.73	0.59	0.14 ***	0.82	0.60	0.22 ***
% Minority	0.77	0.67	0.09 ***	0.85	0.71	0.14 ***
% Female	0.49	0.52	(0.03)	0.49	0.51	(0.02)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Once the baseline equivalency is examined, the resulting matches can be run through statistical testing to see how much of the academic growth for students can be attributed to attending individual charter schools, specific types of charter schools, or all charter schools combined. The analytic method of choice presented is Ordinary Least Squares regression analysis.

Results

In this section, the results of the evaluation are presented for all included schools, schools by charter network, and schools by location. For comparison, results from the current study are reported alongside the results of the 3-Year Statewide Matching evaluation. Throughout, certain qualifications and explanations are provided to properly frame these results.

First, this report describes the size of the sample being analyzed as compared to the total number of students that attend the charter schools being analyzed, and more importantly, to the number of students in the included grades in those schools. Tables 6 and 7 show the enrollment in all the included charter schools in the Math Benchmark and Literacy Benchmark analyses, respectively. While the number of students in the included charter schools differed annually, approximately 4,000 charter school students attended schools that were included in the Benchmark analyses in any given year. Of these, about 2,700 to 2,900 were actually in grades 4-8 and were eligible for matching. Of these, about 38% to 41% were actually included in any given analysis.

The main reason for this sample limitation is the matching requirements. Each student in the study must have test scores from both the baseline test year and the outcome year. Reasons for a specific student not being included in the analysis include, but are not limited to: being in an untested grade in either the baseline or outcome year, not being enrolled in an Arkansas public school during either year, being in a school that was unable to report student level test information due to low enrollment, or missing the test day, among other reasons. Given these reasons, the results should be interpreted as the effects for the matched student population, which may not generalize to the broader student population.

The academic effects represented in Tables 6 and 7 indicate that the Arkansas public charter schools included in the Waitlist-Matching analysis demonstrated a positive effect (0.08 standardized units) on Math Benchmark scores in 2012-13 but had no clear effect on Math scores in 2013-14 or Literacy Benchmark scores in either year. The math treatment coefficient for 2012-13 of 0.0869 indicates nearly a 9% of a standardized unit increase in student test scores from a year of charter schooling, holding all other covariates in the regression model constant. Effects appear to be similar to those found in the 3-Year Statewide Matching analysis for all open-enrollment charter schools. For full regression results see Appendix E.

Table 6. Academic Effect of All Included Charter Schools in **Math Benchmarks**, 2012-14

Math Benchmark						
Year	Enrollment in Included Schools	Enrollment in Incl. Schools and Grades	% Enrollment in Included Schools and Grades	Sample Size (Charter Only)	Treatment Coefficient	Sig. Level
2012-13	3,999	2,776	38%	1,055	0.0869	***
2013-14	4,163	2,899	38%	1,108	0.0260	

p<0.10, **p<0.05, *p<0.01*

Table 7. Academic Effect of All Included Charter Schools in **Literacy Benchmarks**, 2012-14

Literacy Benchmark						
Year	Enrollment in Included Schools	Enrollment in Incl. Schools and Grades	% Enrollment in Included Schools and Grades	Sample Size (Charter Only)	Treatment Coefficient	Sig. Level
2012-13	3,999	2,776	41%	1,145	0.0191	
2013-14	4,163	2,899	41%	1,188	-0.0118	

p<0.10, **p<0.05, *p<0.01*

Comparing the results of the current analysis to those of the 3-Year Statewide Matching study, Tables 8 and 9 summarize results by school for Math and Literacy for both years included in both analyses.

Table 8. Comparison Summary of Results in **Math Benchmarks**, 2012-14

Charter School	Waitlist-Matching Academic Effect, 12-13	Academic Effect 3-Year Statewide Matching Study		Waitlist-Matching Academic Effect, 13-14	Academic Effect 3-Year Statewide Matching Study
Overall LR Charter Effect	0.087***	0.086***		0.026	0.039**
Academics Plus	-0.018	0.047		0.105	-0.019
Covenant Keepers	-0.061	0.054		-0.081	-0.144**
eStem Elementary [^]	0.392***	0.086** [^]		0.258***	0.098** [^]
eStem Middle School [^]	-0.016	[^]		0.043	[^]
Jacksonville Lighthouse	0.089*	0.140***		-0.002	0.099***
KIPP Blytheville	0.177	0.113*		0.181	0.134**
KIPP Delta	0.213**	0.142**		-0.083	-0.138***
LISA Academy	-0.018	-0.003		0.011	0.051
LISA Academy North Little Rock	-0.010	0.169***		-0.036	0.019
Little Rock Preparatory Academy	0.141*	0.142**		-0.039	-0.055

Notes: *** $p < 0.01$, ** $p < 0.05$, $p < 0.1$;

[^]eStem Elementary and Middle were combined in the 3-Year Statewide Matching Analysis

Table 9. Comparison Summary of Results in **Literacy Benchmarks**, 2012-14

Charter School	Waitlist-Matching Academic Effect, 12-13	Academic Effect 3-Year Statewide Matching Study		Waitlist-Matching Academic Effect, 13-14	Academic Effect 3-Year Statewide Matching Study
Overall LR Charter Effect	0.019	0.057***		-0.012	0.006
Academics Plus	0.017	0.041		-0.002	0.041
Covenant Keepers	-0.025	0.109		-0.013	0.135*
eStem Elementary [^]	-0.001	0.043 [^]		-0.148	0.048 [^]
eStem Middle School [^]	0.078*	[^]		0.129**	[^]
Jacksonville Lighthouse	0.026	0.126***		-0.093*	0.029
KIPP Blytheville	0.123	0.236***		0.247*	0.063
KIPP Delta	0.078	0.104*		0.188*	0.247***
LISA Academy	0.192***	0.059		-0.012	-0.072**
LISA Academy North Little Rock	-0.221***	-0.012		-0.0283	-0.099*
Little Rock Preparatory Academy	0.011	0.049		-0.067	-0.019

Notes: *** $p < 0.01$, ** $p < 0.05$, $p < 0.1$;

[^]eStem Elementary and Middle were combined in the 3-Year Statewide Matching Analysis

Subgroup Analyses

In addition to the overall results for all included charter schools, additional analyses were conducted to compare charter networks and charter schools by location (Little Rock metro v. other). Findings are reported in comparison with results of the 3-Year Statewide Matching. In the tables and discussion that follow, the 3-Year Statewide Matching is referred to as the TPS Matching.

Charter Networks:

Schools that are part of a charter network could be expected to perform differently than stand-alone charters, as the networks provide a specific curriculum focus or target specific populations. Tables 10-12 present the Benchmark results for schools from the three largest charter networks in the state.

For the eStem charter school network's results (Table 10), the annual effect for Literacy was null for matched groups in both analyses in 2012-13, but positive and significant (0.11 standardized units) for the matched students in the Waitlist-Matching analysis in 2013-14, while results for the TPS-matched students (in the 3-Year Statewide Matching analysis) were null for that year. The annual effect for math for the Waitlist-Matched students was null, but positive and significant (about 0.09 standardized units) for the TPS-matched students in both years. Taken separately, eStem Elementary School showed significant positive effects for both years in Math while eStem Middle School showed significant positive effects on Literacy (see Appendix F). It should be noted that differences in the results between the two analyses could be due to the different matches and/or the number of students in the samples.

Table 10. Academic Effects for eStem Charter Schools, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.04	0.04	Reading	0.11 **	0.05
Math	0.06	0.09 **	Math	0.01	0.10 **
Reading n=	818	1,078	Reading n=	802	1,054
Math n=	762	1,104	Math n=	714	1,060

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Additional note: TPS Matching refers to students matched in the 3-Year Statewide Matching analysis.

For the KIPP charter school network's combined results, which include academic effects for both the Blytheville and Helena campuses (Table 11), the annual effect for Literacy was positive and significant for 2013-14 and the annual effect for Math was positive and significant for 2012-13. Taken separately, both KIPP schools showed somewhat significant positive effects for Literacy in 2013-14 and KIPP Helena showed significant positive effects in Math in 2012-13 (see Appendix F).

Table 11. Academic Effects for **KIPP Charter Schools**, 2012-14**ALL KIPP**

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Literacy	0.04	0.06 **	Literacy	0.26 ***	0.07
Math	0.19 **	0.04	Math	-0.04	0.01
Literacy n=	202	368	Literacy n=	170	323
Math n=	158	383	Math n=	178	364

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Additional note: TPS Matching refers to students matched in the 3-Year Statewide Matching analysis.

For the LISA Academies' results (Table 12), the annual effects for Literacy and Math were null for both years. Taken separately, both LISA schools showed significant effects for Literacy in 2012-13, however, LISA Academy (West) showed positive effects and LISA Academy - North Little Rock showed negative effects. Both schools showed null effects for Literacy and Math in 2013-14 (see Appendix F).

Table 12. Academic Effects for **LISA Academies**, 2012-14**ALL LISA**

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Literacy	0.06	-0.01	Literacy	-0.03	-0.02
Math	-0.02	0.01	Math	0.02	0.03
Literacy n=	724	613	Literacy n=	840	567
Math n=	630	546	Math n=	732	536

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Additional note: TPS Matching refers to students matched in the 3-Year Statewide Matching analysis.

These results indicate that findings of the Waitlist-Matching analysis are consistent with the findings of the 3-Year Statewide Matching study. While there are small differences in the findings, these differences could be attributed to the different students that were matched in each analysis (charter matched to waitlist versus charter matched to TPS feeder students).

By Location (Little Rock Metro⁶⁰ v. Other⁶¹):

Further, it is expected that the effects on test scores will differ by the location of the school, which can also be related to school competition in the area. For this reason, the Benchmark results for the oversubscribed open-enrollment schools in the Little Rock Metropolitan area (including nearby towns that are within 30 miles of Little Rock) were analyzed separately from those in other areas. See Appendix A for a list of included charter schools by location.

⁶⁰ Little Rock Metro charter schools include those serving the Little Rock, N. Little Rock, Jacksonville, and Maumelle areas.

⁶¹ The "Other" oversubscribed charter schools in the analysis are the KIPP charter schools.

For the Little Rock Metro schools' results (Table 13), the annual effect for Literacy was null for the waitlist-matched students for both years and the TPS-matched students in 2013-14, but positive and significant (0.06 standardized units) for the TPS-matched students in 2012-13. The annual effect for Math was positive and significant (about 0.08 standardized units) for both matched groups of students in 2012-13, but was null for the waitlist-matched students in 2013-14 and positive and significant (0.04 standardized units) for the TPS-matched students in that year. It appears there are three schools (eStem Elementary, Little Rock Preparatory Academy, and Jacksonville Lighthouse) driving the positive Math effects found in 2012-13 (see Appendix F).

Table 13. Academic Effects by Location, Little Rock Metro, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.01	0.06 ***	Reading	-0.03	0.01
Math	0.08 ***	0.09 ***	Math	0.01	0.04 **
Reading n=	1,856	3,734	Reading n=	1,898	3,916
Math n=	1,728	3,774	Math n=	1,740	4,028

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Additional note: TPS Matching refers to students matched in the 3-Year Statewide Matching analysis.

For the non-Little Rock Metro schools' results (Table 12), the annual effect for Literacy was positive and significant for 2013-14 and the annual effect for Math was positive and significant for 2012-13. These non-Little Rock schools are the KIPP schools, so these results are consistent with those in Table 11.

For academic effect comparisons by charter school see Appendix F.

Conclusion

This evaluation complements the exhaustive overview of the academic effects of the 3-Year Statewide Matching study of Arkansas charter schools for the 2011-12 to 2013-14 school years. Due to insufficient specificity in lottery data made available to us, we were not able to analyze the effect of oversubscribed open-enrollment charter schools through a Randomized Control Trial (RCT). A student matching method, identical to the one used in the 3-Year Statewide Matching study, in which charter students in each school were matched with similar traditional public school students who applied for charter schools but were not admitted (waitlisted) in the 2012-13 school year, was used to create approximately equivalent comparison groups. Separate matches and analyses were conducted for Math and Literacy Benchmark assessments (outcomes in grades 4-8). Given the data available, this quasi-experimental model is the best form of analysis on the charter students in the sample, since the waitlisted students with whom they are compared similarly were motivated to seek charter school admission. Thus, the primary self-selection threat to the validity of the study – that there are pre-existing differences in motivation between charter attendees and the comparison group – is not present in this design. This report serves as a robustness check to the larger study and presents two years of academic effects for comparison.

Comparisons of the important features of the charter student and “matched twin” groups suggest that for the combined set of matches for all included charter schools, there were some significant differences in the percent of FRL students, minority students, and female students on the Math Benchmark assessment. The use of linear regression to control for the influence of these characteristics produced estimates of the differential effects of charter schooling on student test scores, compared with similar looking peers in traditional public schools who applied to charter schools but were not admitted (waitlisted).

The 3-Year Statewide Matching study found that, overall, charter schools (including open-enrollment and conversion schools) across the state had a statistically significant positive effect in Math Benchmark test scores, while the Literacy Benchmark effect was not statistically significant when combining all three years. In general, the positive effects of open-enrollment charter schools in both Benchmark exams were driven primarily by newer schools, schools with waitlists, schools in the Little Rock Metro area, and schools serving less well-off students (\geq State Average of about 61% FRL).

Results from this current analysis found statistically significant positive effects of open-enrollment Arkansas public charter schools in Math Benchmark test scores and null effects in Literacy Benchmark test scores for 2012-13. Null effects were found for both subject Benchmark exams in 2013-14. These findings appear to support the results of the 3-Year Statewide Matching evaluation. In general, the KIPP charter schools, outside the Little Rock Metro area, tend to perform better in Math than other schools within Little Rock. However, the performance of charter networks appears to differ among the schools within networks. Differences in results between the two matched groups, those in the Waitlist-Matching analysis (charter-waitlist matches) and those in the 3-Year Statewide Matching analysis (charter-TPS matches), could be attributed to the different student matches and the number of students in the samples.

Reasonable conclusions that can be drawn from this study are that the oversubscribed public charter schools in Arkansas have their clearest positive effect on student test scores in Math, however, this finding is not consistent over both years of analysis. The school year 2012-13 appeared to be the strongest individual year for charter school performance, compared with 2013-14. Furthermore, the oversubscription of schools found in the Little Rock metro area indicate greater demand for charter school seats there.

This evaluation has certain limitations. First, the “gold standard” experimental design strategy could not be used because of differences in the types and amount of data collected from charter schools about their admissions lotteries. A quasi-experimental study design was implemented instead. A second limitation of this study was the small sample of oversubscribed schools and the relatively low student match rates. Most oversubscribed charters are found within the Little Rock metro area. Several charter schools, by design or for other reasons, maintain low student populations and, therefore, have low numbers of students tested.

Researchers should continue to analyze the academic effects of Arkansas public charter schools. One of the most celebrated aspects of charter schools is that they are held accountable for outcomes. This current evaluation adds to that accountability and provides a means of checking the robustness of results

found in the previous 3-Year Statewide Matching analysis. While academic effects do not encompass the entire mission of a charter school, or any school, these results help to inform the public regarding the performance of Arkansas public charter schools.

Appendix

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Appendix A: Demographics of Included Arkansas Charter Schools

Table A1. Demographics of Included Arkansas Charter Schools (3-Year Average, 2011-14)

Charter School	Enrollment	FRL %	Minority %
Academics Plus	640	27%	26%
Covenant Keepers	218	86%	99%
eStem (All)	1,468	33%	59%
Jacksonville Lighthouse	711	61%	63%
KIPP Blytheville	208	80%	89%
KIPP Helena	858	86%	65%
LISA Academy (Main)	730	36%	72%
LISA Academy North Little Rock	514	35%	51%
Little Rock Preparatory Academy	180	78%	99%

Table A2: List of Included Open-enrollment Charter Schools by Location, 2011-14

School	Year Opened	Location	Little Rock Metro
Academics Plus	2001	Maumelle	Yes
Covenant Keepers	2008	Little Rock	Yes
eSTEM*	2008	Little Rock	Yes
Jacksonville Lighthouse	2009	Jacksonville	Yes
KIPP Blytheville	2010	Blytheville	No
KIPP Delta	2002	Helena/W. Helena	No
LISA Academy	2004	Little Rock	Yes
LISA Academy North Little Rock	2008	N. Little Rock	Yes
Little Rock Preparatory Academy	2009	Little Rock	Yes

*eSTEM combined to one school for analysis purposes

Appendix B: 2012-13 Open-enrollment Charter Schools with Waitlists (Lotteries)**Table B1.** List of Charter Schools by Waitlist, 2012-13*

Charter School	Year Opened	Waitlist 12-13
Academics Plus	2001	Yes
Arkansas Virtual Academy	2007	Unreported
Benton County School of the Arts	2001	Unreported
Covenant Keepers	2008	Unreported
Dreamland Academy	2007	N/A
eStem Elementary	2008	Yes
eStem High School	2008	Yes
eStem Middle School	2008	Yes
Haas Hall Academy	2004	Unreported
Imboden Area Charter School	2002	Unreported
Jacksonville Lighthouse	2009	Unreported
KIPP Blytheville	2010	Yes
KIPP Delta	2002	Yes
LISA Academy	2004	Yes
LISA Academy North Little Rock	2008	Yes
Little Rock Preparatory Academy	2009	Yes
Northwest Arkansas Classical Academy	2013	N/A
Pine Bluff Lighthouse Academy	2011	Unreported
Premier High School of Little Rock	2013	N/A
Quest Middle School of Pine Bluff	2013	N/A
SIA Tech	2011	Unreported

*Because of the limitations of information on waitlists, it is difficult to say if a school truly had no waitlist. For those who have no waitlist, their status is “Unreported,” which could mean there is no waitlist, or that the school is full and no waitlist was reported. No District Conversion schools were included as having a waitlist, even if there was a waitlist for oversubscription. For those listed as N/A, there was no waitlist.

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Table B2. Open-enrollment Charter Schools Included in **Lottery Analysis**, Lotteries by School and Grade, 2012-13*

Charter School	Total Enrollment	Lottery Grade	New Students	Waitlist Students	Total
Academics Plus	640	4	10	24	34
		5	10	26	36
eStem Elementary	471	4	14	270	284
eStem Middle	509	5	40	294	334
		6	14	240	254
		7	15	177	192
		8	19	209	228
KIPP Helena/W. Helena	858	4	17	16	33
		5	70	17	87
		6	41	20	61
		7	24	24	48
		8	20	27	47
LISA Academy (Main)	730	6	167	61	228
LISA Academy North Little Rock	514	4	13	10	23
		6	24	12	36
Total			498	1427	1925

*While eStem High School and Little Rock Preparatory Academy reported waitlists in 2012-13, they were omitted from analysis as the sample size for the new students or waitlist students for those grades and schools was less than 10.

Appendix C: Quasi-Experimental Design for 2012-2014 Evaluation of Arkansas Public Charter Schools and Charter School Lottery Waitlist

Step	Description
I. Build Student Level Dataset for all eligible students	
A.	Dataset includes data from 2011-12 to 2013-14 school years.
B.	Dataset includes for each student: <ol style="list-style-type: none"> 1. Unique ID 2. Grade level each year 3. Standardized test scores from each year for each subject 4. Free and Reduced Lunch (FRL) status 5. Race/Ethnicity 6. Gender
II. Lottery Procedure	
A.	Using data provided by the ADE, charter lottery winners were inferred from identification of new charter students by comparing students enrolled in the 2012-13 school year to previous year enrollment.
B.	Waitlist student identifiers were provided by the ADE and matched to demographic data and examination scores. For students who applied to multiple charter schools and appeared on multiple waitlists, the charter application was randomized. Application was attributed to one school based on the randomization result.
C.	Oversubscription was identified by comparing the number of new students within each school and grade with the number of waitlist students for the same school and grade. It was assumed that a lottery occurred for grades in which there were waitlist students. However, if the sample of new students or waitlist students was less than 10, the lottery for that grade in that school was omitted from analysis.
III. Matching Procedure	
Benchmark Matching Process (Conducted Separately for Math and Literacy)	
1.	Students are first matched with a student in the same grade in both the outcome year and baseline or matching year (generally the year before).
2.	For the Math and Literacy analyses, separately, all students are matched based on previous year scores on the same subject test, rounded to the nearest 0.01 z-score unit. Note, the other subject test score is used as part of the propensity score in step 4, as having a matched test score in the same subject is more relevant for controlling for prior performance. Therefore, the Math analysis matches first on Math examination scores, and the Literacy analysis matches first on Literacy examination scores.
3.	A propensity score is then created using FRL status, race/ethnicity (African-American, Asian-American or Pacific Islander, Hispanic-American, Native

American, White, or “Two or more races”), gender, and the “other” test score (Literacy for the Math analysis and Math for the Literacy analysis).

4. Finally, all matches are based on guaranteeing exact matches from step 1 and 2, and the closest available propensity score match from step 3.

IV. Comparison Analysis

- A. Regression Analysis
 - B. Analysis Types: All Charters, Charter Organizations with Multiple Charters (Networks), Individual Schools
 - C. Other subgroup studies: By Charter Network, By Location (LR Metro v. Other)
-

Appendix D: Baseline Equivalency by Included Charter Schools

All Charter Schools (Little Rock & KIPP)

Table D1. Baseline Equivalency for Benchmark Analysis in **Math, All Charters (Little Rock & KIPP)**, 2011-13

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	1055	1055	-	1108	1108	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.18	-0.18	(0.00)	-0.10	-0.10	(0.00)
Prior Year Literacy Z-Score	0.00	-0.04	0.04	0.00	-0.01	0.01
% FRL	0.71	0.58	0.13 ***	0.80	0.59	0.21 ***
% Minority	0.76	0.68	0.08 ***	0.84	0.70	0.14 ***
% Female	0.49	0.55	(0.06) ***	0.46	0.51	(0.05) ***

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D2. Baseline Equivalency for Benchmark Analysis in **Literacy, All Charters (Little Rock & KIPP)**, 2011-13

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	1145	1145	-	1188	1188	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-1.00	-0.16	(0.84) *	-0.19	-0.08	(0.11) ***
Prior Year Literacy Z-Score	0.01	0.01	-	0.01	0.01	(0.00)
% FRL	0.73	0.59	0.14 ***	0.82	0.60	0.22 ***
% Minority	0.77	0.67	0.09 ***	0.85	0.71	0.14 ***
% Female	0.49	0.52	(0.03)	0.49	0.51	(0.02)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

All Little Rock Charter Schools

Table D3. Baseline Equivalency for Benchmark Analysis in **Math, All Little Rock Charters**, 2011-13

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	864	864	-	870	870	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.14	-0.14	(0.00)	-0.04	-0.04	(0.00)
Prior Year Literacy Z-Score	0.04	-0.01	0.05	0.05	0.04	0.01
% FRL	0.58	0.52	0.07 ***	0.63	0.53	0.09 ***
% Minority	0.68	0.63	0.05 **	0.71	0.65	0.07 ***
% Female	0.52	0.53	(0.02)	0.47	0.50	(0.04)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

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Table D4. Baseline Equivalency for Benchmark Analysis in **Literacy, All Little Rock Charters, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	928	928	-	949	949	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.03	-0.11	0.09 *	0.04	-0.09	0.13 ***
Prior Year Literacy Z-Score	0.06	0.06	(0.00)	0.04	0.04	(0.00)
% FRL	0.59	0.52	0.07 ***	0.66	0.54	0.11 ***
% Minority	0.68	0.62	0.06 ***	0.72	0.66	0.06 ***
% Female	0.50	0.52	(0.02)	0.46	0.52	(0.06) ***

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Individual Charter Schools

Table D5. Baseline Equivalency for Benchmark Analysis in **Math, Academics Plus, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	143	143	-	154	154	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	0.08	0.08	(0.00)	0.25	0.25	(0.00)
Prior Year Literacy Z-Score	0.31	0.18	0.13	0.27	0.29	(0.02)
% FRL	0.38	0.42	(0.04)	0.37	0.32	0.05
% Minority	0.32	0.36	(0.04)	0.26	0.24	0.02
% Female	0.45	0.43	0.02	0.48	0.45	0.03

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D6. Baseline Equivalency for Benchmark Analysis in **Literacy, Academics Plus, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	165	165	-	172	172	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	0.08	0.13	(0.06)	0.33	0.31	0.02
Prior Year Literacy Z-Score	0.33	0.33	(0.00)	0.34	0.34	(0.00)
% FRL	0.33	0.31	0.02	0.33	0.31	0.02
% Minority	0.26	0.27	(0.01)	0.27	0.27	(0.01)
% Female	0.46	0.42	0.04	0.50	0.48	0.02

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D7. Baseline Equivalency for Benchmark Analysis in **Math, Covenant Keepers, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	47	47	-	101	101	-
Grades Served	6-8		-	6-8		-
Prior Year Math Z-Score	-0.82	-0.79	(0.03)	-0.71	-0.69	(0.01)
Prior Year Literacy Z-Score	-0.42	-0.66	0.24	-0.71	-0.59	(0.12)
% FRL	0.94	0.77	0.17 **	0.87	0.72	0.15 ***
% Minority	1.00	0.85	0.15 ***	1.00	0.82	0.18 ***
% Female	0.40	0.55	(0.15)	0.42	0.48	(0.06)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D8. Baseline Equivalency for Benchmark Analysis in **Literacy, Covenant Keepers, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	56	56	-	84	84	-
Grades Served	6-8		-	6-8		-
Prior Year Math Z-Score	-0.84	-0.60	(0.24)	-0.83	-0.86	0.02
Prior Year Literacy Z-Score	-0.46	-0.41	(0.05)	-0.77	-0.77	0.00
% FRL	0.91	0.70	0.21 ***	0.87	0.89	(0.02)
% Minority	1.00	0.77	0.23 ***	1.00	1.00	(0.00)
% Female	0.39	0.55	(0.16)	0.43	0.52	(0.10)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D9. Baseline Equivalency for Benchmark Analysis in **Math, All eStem, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	381	381	-	357	357	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.03	-0.03	(0.00)	0.09	0.09	(0.00)
Prior Year Literacy Z-Score	0.10	0.10	(0.00)	0.12	0.20	(0.08)
% FRL	0.40	0.40	0.00	0.43	0.42	0.01
% Minority	0.57	0.56	0.01	0.60	0.56	0.04
% Female	0.51	0.57	(0.06)	0.50	0.52	(0.02)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

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Table D10. Baseline Equivalency for Benchmark Analysis in **Literacy, All eStem, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	409	409	-	401	401	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	0.05	0.00	0.05	0.17	0.09	0.07
Prior Year Literacy Z-Score	0.17	0.18	(0.00)	0.22	0.22	0.00
% FRL	0.39	0.38	0.01	0.40	0.40	(0.00)
% Minority	0.58	0.53	0.05	0.61	0.57	0.04
% Female	0.43	0.55	(0.12)	0.51	0.53	(0.03)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D11. Baseline Equivalency for Benchmark Analysis in **Math, eStem Elementary, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	67	67	-	68	68	-
Grades Served	4		-	4		-
Prior Year Math Z-Score	-0.10	-0.10	(0.00)	0.08	0.08	(0.00)
Prior Year Literacy Z-Score	-0.22	-0.08	(0.14)	-0.08	0.13	(0.21)
% FRL	0.40	0.40	(0.00)	0.43	0.41	0.01
% Minority	0.52	0.51	0.01	0.62	0.62	(0.00)
% Female	0.49	0.51	(0.02)	0.53	0.43	0.10

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D12. Baseline Equivalency for Benchmark Analysis in **Literacy, eStem Elementary, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	71	71	-	74	74	-
Grades Served	4		-	4		-
Prior Year Math Z-Score	-0.17	-0.29	0.12	0.13	-0.04	0.17
Prior Year Literacy Z-Score	-0.22	-0.22	0.00	-0.06	-0.06	(0.00)
% FRL	0.39	0.38	0.01	0.36	0.38	(0.01)
% Minority	0.55	0.54	0.01	0.58	0.50	0.08
% Female	0.52	0.42	0.10	0.53	0.35	0.18 **

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D13. Baseline Equivalency for Benchmark Analysis in **Math, eStem Middle School, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	310	310	-	294	294	-
Grades Served	5-8		-	5-8		-
Prior Year Math Z-Score	0.00	0.00	(0.00)	0.09	0.09	(0.00)
Prior Year Literacy Z-Score	0.17	0.14	0.02	0.17	0.22	(0.06)
% FRL	0.41	0.40	0.01	0.43	0.43	0.00
% Minority	0.59	0.57	0.02	0.61	0.57	0.04
% Female	0.51	0.59	(0.08) **	0.49	0.56	(0.06)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D14. Baseline Equivalency for Benchmark Analysis in **Literacy, eStem Middle School, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	342	342	-	331	331	-
Grades Served	5-8		-	5-8		-
Prior Year Math Z-Score	0.11	0.03	0.08	0.13	0.11	0.02
Prior Year Literacy Z-Score	0.26	0.26	(0.01)	0.25	0.25	(0.00)
% FRL	0.38	0.37	0.01	0.40	0.41	(0.00)
% Minority	0.57	0.54	0.03	0.62	0.58	0.04
% Female	0.53	0.56	(0.03)	0.50	0.55	(0.05)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D15. Baseline Equivalency for Benchmark Analysis in **Math, Jacksonville Lighthouse, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	169	169	-	177	177	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.30	-0.30	(0.00)	-0.20	-0.20	(0.00)
Prior Year Literacy Z-Score	-0.20	-0.12	(0.09)	-0.23	-0.14	(0.09)
% FRL	0.63	0.66	(0.02)	0.73	0.75	(0.02)
% Minority	0.69	0.70	(0.01)	0.73	0.76	(0.02)
% Female	0.55	0.62	(0.07)	0.47	0.56	(0.09) *

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D16. Baseline Equivalency for Benchmark Analysis in **Literacy, Jacksonville Lighthouse**, 2011-13

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	189	189	-	196	196	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.23	-0.36	0.13	-0.13	-0.26	0.13
Prior Year Literacy Z-Score	-0.21	-0.21	(0.00)	-0.14	-0.13	(0.00)
% FRL	0.63	0.62	0.01	0.73	0.73	(0.01)
% Minority	0.66	0.65	0.01	0.71	0.75	(0.04)
% Female	0.56	0.53	0.03	0.54	0.54	(0.00)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D17. Baseline Equivalency for Benchmark Analysis in **Math, All KIPP Charters**, 2011-13

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	79	79	-	89	89	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.44	-0.44	(0.00)	-0.45	-0.45	(0.00)
Prior Year Literacy Z-Score	-0.40	-0.28	(0.12)	-0.57	-0.27	(0.31) **
% FRL	0.95	0.94	0.01	0.98	0.96	0.02
% Minority	0.97	0.99	(0.01)	0.96	0.96	(0.00)
% Female	0.43	0.54	(0.11)	0.66	0.53	0.13 *

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D18. Baseline Equivalency for Benchmark Analysis in **Literacy, All KIPP Charters**, 2011-13

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	101	101	-	85	85	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.51	-0.32	(0.19) *	-0.56	-0.39	(0.17)
Prior Year Literacy Z-Score	-0.19	-0.19	(0.00)	-0.17	-0.17	(0.00)
% FRL	0.95	0.95	(0.00)	1.00	0.98	0.02
% Minority	0.95	0.96	(0.01)	0.98	1.00	(0.02)
% Female	0.47	0.54	(0.08)	0.64	0.53	0.11

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

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Table D19. Baseline Equivalency for Benchmark Analysis in **Math, KIPP Blytheville, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	20	20	-	54	54	-
Grades Served	4-7		-	4-8		-
Prior Year Math Z-Score	-0.30	-0.30	(0.00)	-0.49	-0.49	(0.00)
Prior Year Literacy Z-Score	-0.17	-0.13	(0.04)	-0.31	-0.31	(0.00)
% FRL	0.95	0.95	(0.00)	0.98	0.98	(0.00)
% Minority	1.00	1.00	(0.00)	0.91	0.96	(0.06)
% Female	0.55	0.70	(0.15)	0.57	0.50	0.07

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D20. Baseline Equivalency for Benchmark Analysis in **Literacy, KIPP Blytheville, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	30	30	-	49	49	-
Grades Served	4-7		-	4-8		-
Prior Year Math Z-Score	-0.18	-0.21	0.03	-0.44	-0.35	(0.10)
Prior Year Literacy Z-Score	0.04	0.04	0.01	-0.20	-0.20	(0.00)
% FRL	0.90	0.90	(0.00)	1.00	0.98	0.02
% Minority	0.97	0.97	(0.00)	0.98	1.00	(0.02)
% Female	0.63	0.67	(0.03)	0.59	0.51	0.08

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D21. Baseline Equivalency for Benchmark Analysis in **Math, KIPP Helena, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	69	69	-	71	71	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.50	-0.50	(0.00)	-0.47	-0.47	(0.00)
Prior Year Literacy Z-Score	-0.46	-0.34	(0.12)	-0.43	-0.27	(0.16) *
% FRL	0.96	0.96	(0.00)	0.96	0.96	(0.00)
% Minority	0.99	0.99	(0.00)	0.99	0.96	0.03
% Female	0.43	0.52	(0.09)	0.62	0.54	0.08

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

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Table D22. Baseline Equivalency for Benchmark Analysis in **Literacy, KIPP Helena, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	88	88	-	69	69	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.56	-0.26	(0.30) ***	-0.40	-0.34	(0.07)
Prior Year Literacy Z-Score	-0.12	-0.12	(0.00)	-0.91	-0.91	(0.00)
% FRL	0.94	0.95	(0.01)	0.97	0.97	(0.00)
% Minority	0.94	0.98	(0.03)	0.93	1.00	(0.07) **
% Female	0.53	0.47	0.07	0.68	0.52	0.16 **

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D23. Baseline Equivalency for Benchmark Analysis in **Math, All LISA Academies, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	315	315	-	366	366	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	0.00	0.00	(0.00)	0.11	0.11	(0.00)
Prior Year Literacy Z-Score	0.10	0.19	(0.09)	0.11	0.23	(0.11) *
% FRL	0.54	0.56	(0.01)	0.43	0.43	(0.00)
% Minority	0.65	0.59	0.06	0.63	0.61	0.02
% Female	0.49	0.57	(0.08)	0.52	0.53	(0.01)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D24. Baseline Equivalency for Benchmark Analysis in **Literacy, All LISA Academies, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	362	362	-	420	420	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	0.06	0.80	(0.74)	0.12	0.22	(0.10) *
Prior Year Literacy Z-Score	0.21	0.21	(0.00)	0.29	0.29	0.00
% FRL	0.43	0.43	(0.00)	0.42	0.40	0.01
% Minority	0.61	0.58	0.03	0.62	0.60	0.03
% Female	0.52	0.58	(0.06)	0.51	0.54	(0.03)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

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Table D25. Baseline Equivalency for Benchmark Analysis in **Math, LISA Academy (Main), 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	206	206	-	222	222	-
Grades Served	6-8		-	6-8		-
Prior Year Math Z-Score	0.03	0.03	(0.00)	0.10	0.10	(0.00)
Prior Year Literacy Z-Score	0.13	0.23	(0.10)	0.11	0.25	(0.14)
% FRL	0.42	0.43	(0.01)	0.46	0.46	(0.00)
% Minority	0.60	0.65	(0.04)	0.64	0.69	(0.05)
% Female	0.47	0.57	(0.10) **	0.51	0.57	(0.06)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D26. Baseline Equivalency for Benchmark Analysis in **Literacy, LISA Academy (Main), 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	241	241	-	267	267	-
Grades Served	6-8		-	6-8		-
Prior Year Math Z-Score	0.08	0.16	(0.07)	0.12	0.20	(0.08)
Prior Year Literacy Z-Score	0.26	0.26	(0.01)	0.30	0.30	(0.00)
% FRL	0.43	0.43	0.00	0.43	0.41	0.02
% Minority	0.60	0.61	(0.01)	0.62	0.65	(0.03)
% Female	0.51	0.54	(0.04)	0.51	0.55	(0.04)

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D27. Baseline Equivalency for Benchmark Analysis in **Math, LISA Academy North Little Rock, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	122	122	-	165	165	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	0.02	0.02	(0.00)	0.11	0.11	(0.00)
Prior Year Literacy Z-Score	0.10	0.15	(0.05)	0.13	0.09	0.05
% FRL	0.45	0.49	(0.04)	0.39	0.39	(0.00)
% Minority	0.52	0.52	0.01	0.53	0.52	0.01
% Female	0.49	0.60	(0.11) *	0.52	0.49	0.02

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D28. Baseline Equivalency for Benchmark Analysis in **Literacy, LISA Academy North Little Rock, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	136	136	-	203	203	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	0.06	0.01	0.05	0.17	0.19	(0.02)
Prior Year Literacy Z-Score	0.14	0.14	(0.00)	0.23	0.23	(0.00)
% FRL	0.42	0.46	(0.04)	0.38	0.41	(0.02)
% Minority	0.49	0.45	0.04	0.52	0.51	0.01
% Female	0.51	0.48	0.04	0.51	0.47	0.04

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D29. Baseline Equivalency for Benchmark Analysis in **Math, Little Rock Preparatory Academy, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	104	104	-	122	122	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.81	-0.80	(0.01)	-0.61	-0.60	(0.00)
Prior Year Literacy Z-Score	-0.52	-0.57	0.05	-0.47	-0.45	(0.02)
% FRL	0.77	0.70	0.07	0.84	0.80	0.04
% Minority	1.00	0.96	0.04 **	1.00	0.95	0.05 ***
% Female	0.47	0.43	0.04	0.53	0.45	0.08

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table D30. Baseline Equivalency for Benchmark Analysis in **Literacy, Little Rock Preparatory Academy, 2011-13**

	2011-12			2012-13		
	Charter	Waitlist	Difference	Charter	Waitlist	Difference
Number of Observations	101	104	-	124	124	-
Grades Served	4-8		-	4-8		-
Prior Year Math Z-Score	-0.75	-0.76	0.01	-0.55	-0.62	0.07
Prior Year Literacy Z-Score	-0.55	-0.55	0.00	-0.44	-0.44	(0.00)
% FRL	0.77	0.78	(0.01)	0.81	0.82	(0.01)
% Minority	1.00	1.00	(0.00)	1.00	1.00	(0.00)
% Female	0.50	0.52	(0.02)	0.49	0.45	0.04

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Appendix E: Academic Effect of Included Charter Schools, Regression Results, 2012-14

Table E1. Explanation of Terms for Regression Variables

Variable	Description
Charter Effect	The effect size of being enrolled in a charter school.
Prior Year Math Z-Score	The effect of previous year math score on current year score.
Economic Disadvantage (FRL)	The effect of being eligible for Free or Reduced Lunch.
African-American	The effect of being an African-American student.
Hispanic	The effect of being a Hispanic student.
Other Non-White Race	The effect of being a student of an “other” non-white race.
Female	The effect of being female.
Prior Year Literacy Z-Score	The effect of previous year literacy score on current year score.
Switched Schools	The effect of having switched schools from the previous year.
Constant	The starting point for outcomes to build from, using other variables.

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Table E1. Academic Effect of **All Charters (Little Rock & KIPP)** in **Math** with OLS Regression, 2012-14

	2012-13		2013-14
Charter Effect	0.0869 ***		0.0260
	(0.0236)		(0.0235)
Prior Year Math Z-Score	0.67 ***		0.619 ***
	(0.0205)		(0.0192)
Economic Disadvantage (FRL)	-0.0459		-0.0807 ***
	(0.0280)		(0.0288)
African American	-0.121 ***		-0.144 ***
	(0.0306)		(0.0303)
Hispanic	0.0485		-0.199 ***
	(0.104)		(0.0727)
Other Non-White Race	0.111		-0.0232
	(0.0779)		(0.102)
Female	-0.00727		-0.00770
	(0.0244)		(0.0227)
Prior Year Literacy Z-Score	0.206 ***		0.236 ***
	(0.0201)		(0.0194)
Switched Schools	-0.0753 ***		-0.105 ***
	(0.0239)		(0.0225)
Constant	0.118 ***		0.171 ***
	(0.0308)		(0.0306)
Observations	2,110		2,216
Adjusted R²	0.697		0.709

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Table E2. Academic Effect of **All Charters (Little Rock & KIPP)** in **Literacy Benchmarks**, 2012-14

	2012-13		2013-14
Charter Effect	0.0191		-0.0118
	(0.0243)		(0.0222)
Prior Year Literacy Z-Score	0.618 ***		0.612 ***
	(0.0219)		(0.0192)
Economic Disadvantage (FRL)	-0.0168		0.0206
	(0.0293)		(0.0254)
African American	-0.00938		-0.0378
	(0.0311)		(0.0279)
Hispanic	0.0349		-0.152 **
	(0.0753)		(0.0634)
Other Non-White Race	-0.0319		-0.0906
	(0.100)		(0.0705)
Female	0.164 ***		0.119 ***
	(0.0239)		(0.0214)
Prior Year Math Z-Score	0.216 ***		0.239 ***
	(0.0184)		(0.0173)
Switched Schools	-0.0685 ***		-0.0439 **
	(0.0241)		(0.0216)
Constant	-0.0141		-0.0107
	(0.0302)		(0.0273)
Observations	2,290		2,376
Adjusted R²	0.640		0.696

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

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Table E3. Academic Effect of All Little Rock Charter Schools in Math Benchmarks, 2012-14

	2012-13	2013-14
Charter Effect	0.0761 *** (-0.0256)	0.0108 (0.0256)
Prior Year Math Z-Score	0.652 *** (-0.0221)	0.635 *** (0.0220)
Economic Disadvantage (FRL)	-0.0822 *** (-0.0293)	-0.0657 ** (0.0286)
African American	-0.177 *** (-0.0313)	-0.134 *** (0.0308)
Hispanic	0.0289 (-0.101)	-0.155 * (0.0847)
Other Non-White Race	0.177 ** (-0.0812)	-0.0634 (0.102)
Female	-0.0214 (-0.0268)	-0.0232 (0.0258)
Prior Year Literacy Z-Score	0.193 *** (-0.0221)	0.238 *** (0.0215)
Switched Schools	-0.0767 *** (-0.0263)	-0.103 *** (0.0254)
Constant	0.163 *** (-0.0321)	0.161 *** (0.0315)
Observations	1728	1,740
Adjusted R²	0.708	0.714

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Table E4. Academic Effect of All Little Rock Charter Schools in Literacy Benchmarks, 2012-14

	2012-13	2013-14
Charter Effect	0.00526 (-0.0262)	-0.0311 (0.0241)
Prior Year Literacy Z-Score	0.575 *** (-0.0243)	0.616 *** (0.0210)
Economic Disadvantage (FRL)	-0.0415 (-0.0302)	-0.0302 (0.0264)
African American	-0.0459 (-0.0317)	-0.0600 ** (0.0283)
Hispanic	0.0774 (-0.0842)	-0.163 ** (0.0702)
Other Non-White Race	0.0131 (-0.0791)	-0.0497 (0.0701)
Female	0.18 *** (-0.0259)	0.116 *** (0.0239)
Prior Year Math Z-Score	0.228 *** (-0.0197)	0.220 *** (0.0187)
Switched Schools	-0.0613 ** (-0.0263)	-0.0399 * (0.0238)
Constant	0.0118 (-0.0311)	0.0271 (0.0284)
Observations	1856	1,898
Adjusted R²	0.634	0.701

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

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Table E5. Academic Effect of Academics Plus in Math Benchmarks, 2012-14

	2012-13		2013-14	
Charter Effect	-0.0176		0.105	*
	(0.0604)		(0.0623)	
Prior Year Math Z-Score	0.799 ***		0.625 ***	
	(0.0553)		(0.0535)	
Economic Disadvantage (FRL)	-0.171 **		-0.0642	
	(0.0692)		(0.0651)	
African American	-0.0271		-0.0663	
	(0.0730)		(0.0818)	
Hispanic	0.266 ***		-0.259 **	
	(0.102)		(0.130)	
Other Non-White Race	0.228		0.116	
	(0.279)		(0.156)	
Female	-0.0156		0.0540	
	(0.0592)		(0.0622)	
Prior Year Literacy Z-Score	0.141 ***		0.201 ***	
	(0.0529)		(0.0524)	
Switched Schools	-0.115 *		-0.0483	
	(0.0641)		(0.0607)	
Constant	0.136 **		0.0378	
	(0.0659)		(0.0713)	
Observations	286		308	
Adjusted R²	0.722		0.594	

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Table E6. Academic Effect of Academics Plus in Literacy Benchmarks, 2012-14

	2012-13		2013-14	
Charter Effect	0.0171		-0.00162	
	(0.0565)		(0.0490)	
Prior Year Literacy Z-Score	0.574 ***		0.616 ***	
	(0.0567)		(0.0541)	
Economic Disadvantage (FRL)	-0.122		-0.00483	
	(0.0741)		(0.0594)	
African American	-0.187 *		-0.108	
	(0.0972)		(0.0729)	
Hispanic	0.168		-0.182 *	
	(0.188)		(0.109)	
Other Non-White Race	0.298 ***		0.0447	
	(0.0825)		(0.0974)	
Female	0.196 ***		0.149 ***	
	(0.0558)		(0.0525)	
Prior Year Math Z-Score	0.232 ***		0.120 ***	
	(0.0517)		(0.0387)	
Switched Schools	0.0151		-0.0190	
	(0.0630)		(0.0513)	
Constant	-0.0281		0.0449	
	(0.0587)		(0.0531)	
Observations	330		344	
Adjusted R²	0.585		0.618	

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

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Table E7. Academic Effect of Covenant Keepers in Math Benchmarks, 2012-14

	2012-13		2013-14	
Charter Effect	-0.0609		-0.0813	
	(0.119)		(0.0805)	
Prior Year Math Z-Score	0.646 ***		0.772 ***	
	(0.106)		(0.0798)	
Economic Disadvantage (FRL)	0.0958		-0.140	
	(0.177)		(0.109)	
African American	-0.0251		-0.112	
	(0.251)		(0.153)	
Hispanic	0.321		0.0865	
	(0.279)		(0.188)	
Other Non-White Race			-0.321 *	
			(0.183)	
Female	-0.137		-0.0832	
	(0.117)		(0.0788)	
Prior Year Literacy Z-Score	0.265 **		0.177 **	
	(0.101)		(0.0699)	
Switched Schools	0.141		0.0862	
	(0.108)		(0.0744)	
Constant	-0.0735		0.123	
	(0.199)		(0.113)	
Observations	94		202	
Adjusted R²	0.699		0.707	

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Table E8. Academic Effect of Covenant Keepers in Literacy Benchmarks, 2012-14

	2012-13		2013-14	
Charter Effect	-0.0246		-0.0126	
	(0.124)		(0.0929)	
Prior Year Literacy Z-Score	0.749 ***		0.627 ***	
	(0.100)		(0.0796)	
Economic Disadvantage (FRL)	-0.0420		-0.116	
	(0.135)		(0.141)	
African American	0.132		0.0602	
	(0.211)		(0.152)	
Hispanic	0.134			
	(0.261)			
Other Non-White Race				
Female	0.160		0.229 **	
	(0.118)		(0.0963)	
Prior Year Math Z-Score	0.164 **		0.291 ***	
	(0.0776)		(0.0809)	
Switched Schools	-0.0513		-0.0834	
	(0.112)		(0.0945)	
Constant	-0.0301		-0.00946	
	(0.178)		(0.211)	
Observations	112		168	
Adjusted R²	0.644		0.604	

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

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Table E9. Academic Effect of All eStem Charter Schools in Math Benchmarks, 2012-14

	2012-13		2013-14	
Charter Effect	0.0554		0.0129	
	(0.0408)		(0.0532)	
Prior Year Math Z-Score	0.670 ***		0.651 ***	
	(0.0353)		(0.0389)	
Economic Disadvantage (FRL)	-0.0495		-0.125 ***	
	(0.0476)		(0.0485)	
African American	-0.162 ***		-0.177 ***	
	(0.0471)		(0.0508)	
Hispanic	-0.0488		-0.112	
	(0.133)		(0.137)	
Other Non-White Race	0.367 ***		0.306	
	(0.132)		(0.240)	
Female	-0.0771 *		-0.00740	
	(0.0425)		(0.0422)	
Prior Year Literacy Z-Score	0.190 ***		0.174 ***	
	(0.0350)		(0.0345)	
Switched Schools	-0.170 ***		-0.0304	
	(0.0425)		(0.0604)	
Constant	0.219 ***		0.237 ***	
	(0.0480)		(0.0528)	
Observations	762		714	
Adjusted R²	0.691		0.678	

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Table E10. Academic Effect of All eStem Charter Schools in Literacy Benchmarks, 2012-14

	2012-13		2013-14	
Charter Effect	0.0439		0.107	**
	(0.0369)		(0.0495)	
Prior Year Literacy Z-Score	0.544 ***		0.576 ***	
	(0.0345)		(0.0313)	
Economic Disadvantage (FRL)	-0.0276		-0.0330	
	(0.0480)		(0.0425)	
African American	-0.0735		-0.0838	**
	(0.0455)		(0.0423)	
Hispanic	0.159		-0.247	***
	(0.123)		(0.0788)	
Other Non-White Race	0.0346		0.0648	
	(0.105)		(0.136)	
Female	0.21 ***		0.128	***
	(0.0381)		(0.0358)	
Prior Year Math Z-Score	0.224 ***		0.202	***
	(0.0277)		(0.0310)	
Switched Schools	-0.0323		-0.0386	
	(0.0394)		(0.0529)	
Constant	-0.00241		0.00615	
	(0.0441)		(0.0415)	
Observations	818		802	
Adjusted R²	0.607		0.645	

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

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Table E11. Academic Effect of eStem Elementary in Math Benchmarks, 2012-14				Table E12. Academic Effect of eStem Elementary in Literacy Benchmarks, 2012-14			
	2012-13		2013-14		2012-13		2013-14
Charter Effect	0.392 ***		0.258 **	Charter Effect	-0.00633		-0.148
	(0.108)		(0.123)		(0.0943)		(0.184)
Prior Year Math Z-Score	0.602 ***		0.773 ***	Prior Year Literacy Z-Score	0.607 ***		0.544 ***
	(0.0932)		(0.0976)		(0.0923)		(0.0844)
Economic Disadvantage (FRL)	0.0468		0.118	Economic Disadvantage (FRL)	-0.0684		0.212*
	(0.125)		(0.113)		(0.136)		(0.116)
African American	-0.0355		-0.359 ***	African American	0.236 *		-0.133
	(0.135)		(0.125)		(0.130)		(0.103)
Hispanic	0.169		-0.392	Hispanic	0.253		-0.207
	(0.206)		(0.268)		(0.184)		(0.264)
Other Non-White Race	0.446 **		0.187	Other Non-White Race	0.297		0.195
	(0.186)		(0.173)		(0.235)		(0.196)
Female	-0.152		-0.238 **	Female	0.0609		-0.00239
	(0.109)		(0.109)		(0.0989)		(0.0863)
Prior Year Literacy Z-Score	0.285 ***		0.174 **	Prior Year Math Z-Score	0.225 **		0.383 ***
	(0.106)		(0.0844)		(0.0881)		(0.0694)
Switched Schools	-0.113		-0.118	Switched Schools	0.0703		0.108
	(0.122)		(0.135)		(0.104)		(0.193)
Constant	0.0750		0.346 ***	Constant	-0.0244		-0.00128
	(0.123)		(0.112)		(0.104)		(0.0872)
Observations	134		136	Observations	142		148
Adjusted R²	0.679		0.750	Adjusted R²	0.658		0.750
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level				*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			

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Table E13. Academic Effect of eStem Middle School in Math Benchmarks, 2012-14			Table E14. Academic Effect of eStem Middle School in Literacy Benchmarks, 2012-14		
	2012-13	2013-14		2012-13	2013-14
Charter Effect	-0.0155 (0.0429)	0.0433 (0.0572)	Charter Effect	0.078 * (0.0407)	0.129 ** (0.0522)
Prior Year Math Z-Score	0.722 *** (0.0347)	0.642 *** (0.0399)	Prior Year Literacy Z-Score	0.534 *** (0.0381)	0.596 *** (0.0332)
Economic Disadvantage (FRL)	-0.0192 (0.0456)	-0.0998 ** (0.0486)	Economic Disadvantage (FRL)	-0.0345 (0.0528)	-0.0564 (0.0433)
African American	-0.102 ** (0.0512)	-0.179 *** (0.0531)	African American	-0.121 ** (0.0496)	-0.0572 (0.0465)
Hispanic	0.0561 (0.187)	-0.191 (0.139)	Hispanic	0.115 (0.131)	-0.182 ** (0.0832)
Other Non-White Race	0.286 ** (0.141)	-0.229 (0.156)	Other Non-White Race	0.0463 (0.0802)	-0.0712 (0.135)
Female	-0.102 ** (0.0456)	0.0465 (0.0443)	Female	0.188 *** (0.0416)	0.146 *** (0.0388)
Prior Year Literacy Z-Score	0.227 *** (0.0326)	0.181 *** (0.0349)	Prior Year Math Z-Score	0.222 *** (0.0305)	0.175 *** (0.0354)
Switched Schools	-0.173 *** (0.0435)	-0.109 * (0.0639)	Switched Schools	-0.0924 ** (0.0444)	-0.0926 (0.0569)
Constant	0.194 *** (0.0514)	0.222 *** (0.0554)	Constant	0.0414 (0.0496)	0.0178 (0.0457)
Observations	620	588	Observations	684	662
Adjusted R²	0.729	0.703	Adjusted R²	0.581	0.638
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level		

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Table E15. Academic Effect of Jacksonville Lighthouse in Math Benchmarks, 2012-14			Table E16. Academic Effect of Jacksonville Lighthouse in Literacy Benchmarks, 2012-14		
	2012-13	2013-14		2012-13	2013-14
Charter Effect	0.0898 *	-0.00248	Charter Effect	0.026	-0.0927 *
	-0.051	(0.0515)		-0.0589	(0.0550)
Prior Year Math Z-Score	0.702 ***	0.645 ***	Prior Year Literacy Z-Score	0.488 ***	0.545 ***
	-0.0433	(0.0454)		-0.0589	(0.0453)
Economic Disadvantage (FRL)	0.00551	-0.0301	Economic Disadvantage (FRL)	-0.0412	-0.0146
	-0.0577	(0.0728)		-0.0695	(0.0624)
African American	-0.138 **	-0.0873	African American	-0.0049	-0.0295
	-0.0639	(0.0789)		-0.0755	(0.0675)
Hispanic	-0.628 ***	-0.274	Hispanic	0.221	-0.104
	-0.168	(0.196)		-0.159	(0.103)
Other Non-White Race	-0.116	-0.185	Other Non-White Race	0.307	0.257 *
	-0.126	(0.154)		-0.208	(0.132)
Female	-0.0198	-0.00971	Female	0.205 ***	0.191 ***
	-0.0556	(0.0552)		-0.0625	(0.0574)
Prior Year Literacy Z-Score	0.174 ***	0.209 ***	Prior Year Math Z-Score	0.296 ***	0.237 ***
	-0.047	(0.0443)		-0.0491	(0.0443)
Switched Schools	0.118 **	-0.164 ***	Switched Schools	0.0407	-0.201 ***
	-0.0566	(0.0551)		-0.0621	(0.0586)
Constant	0.0434	0.141 **	Constant	-0.0979	0.0226
	-0.0697	(0.0705)		-0.0724	(0.0698)
Observations	338	354	Observations	378	392
Adjusted R²	0.716	0.667	Adjusted R²	0.585	0.581
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level		

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Table E17. Academic Effect of All KIPP Charter Schools in Math Benchmarks, 2012-14

	2012-13	2013-14
Charter Effect	0.186 ** (0.0839)	-0.0358 (0.0858)
Prior Year Math Z-Score	0.774 *** (0.0846)	0.586 *** (0.0733)
Economic Disadvantage (FRL)	0.0863 (0.197)	-0.112 (0.191)
African American	-0.338 (0.296)	-0.43 ** (0.200)
Hispanic		-0.683 (0.419)
Other Non-White Race	-0.238 (0.340)	-1.201 *** (0.239)
Female	0.0632 (0.0886)	-0.188 * (0.0979)
Prior Year Literacy Z-Score	0.146 * (0.0760)	0.228 *** (0.0709)
Switched Schools	-0.0750 (0.0872)	-0.153 * (0.0846)
Constant	0.249 (0.281)	0.582 ** (0.270)
Observations	158	178
Adjusted R²	0.636	0.636

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Table E18. Academic Effect of All KIPP Charter Schools in Literacy Benchmarks, 2012-14

	2012-13	2013-14
Charter Effect	0.0427 (0.0879)	0.257 *** (0.0905)
Prior Year Literacy Z-Score	0.587 *** (0.0669)	0.524 *** (0.0787)
Economic Disadvantage (FRL)	-0.0190 (0.144)	-0.239 ** (0.111)
African American	0.0693 (0.135)	-0.160 (0.400)
Hispanic	-1.471 *** (0.153)	-0.484 (0.462)
Other Non-White Race	0.0172 (0.346)	-0.435 (0.408)
Female	0.110 (0.0755)	-0.00719 (0.0899)
Prior Year Math Z-Score	0.197 *** (0.0607)	0.27 *** (0.0752)
Switched Schools	-0.0840 (0.0871)	-0.144 (0.0902)
Constant	-0.0186 (0.185)	0.420 (0.427)
Observations	202	170
Adjusted R²	0.609	0.598

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

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Table E19. Academic Effect of KIPP Blytheville in Math Benchmarks, 2012-14			Table E20. Academic Effect of KIPP Blytheville in Literacy Benchmarks, 2012-14		
	2012-13	2013-14		2012-13	2013-14
Charter Effect	0.177 (0.177)	0.181 (0.112)	Charter Effect	0.123 (0.142)	0.247 (0.128)
Prior Year Math Z-Score	0.946 *** (0.201)	0.722 *** (0.118)	Prior Year Literacy Z-Score	0.0309 (0.203)	0.688 *** (0.0951)
Economic Disadvantage (FRL)	0.373 (0.221)	0.0991 (0.368)	Economic Disadvantage (FRL)	0.116 (0.240)	-0.292 *** (0.142)
African American	0.0530 (0.237)	-0.190 (0.289)	African American	0.269 (0.405)	-0.821 *** (0.137)
Hispanic		-0.712 * (0.411)	Hispanic		
Other Non-White Race		-0.994 *** (0.338)	Other Non-White Race	-0.0333 (0.546)	-0.844 *** (0.158)
Female	0.398 * (0.201)	-0.316 *** (0.125)	Female	0.362 ** (0.157)	0.0623 (0.127)
Prior Year Literacy Z-Score	-0.146 (0.164)	0.106 (0.116)	Prior Year Math Z-Score	0.643 *** (0.172)	0.245 *** (0.0947)
Switched Schools	-0.125 (0.198)	-0.202 * (0.116)	Switched Schools	0.0844 (0.161)	-0.0674 (0.129)
Constant	-0.621 * (0.347)	0.272 (0.482)	Constant	-0.562 (0.354)	1.031 *** (0.206)
Observations	40	108	Observations	60	98
Adjusted R²	0.663	0.610	Adjusted R²	0.609	0.664
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level		

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Table E21. Academic Effect of KIPP Delta Helena in Math Benchmarks, 2012-14				Table E22. Academic Effect of KIPP Delta Helena in Literacy Benchmarks, 2012-14			
	2012-13		2013-14		2012-13		2013-14
Charter Effect	0.213 **		-0.0826 (0.0886)	Charter Effect	0.0784 (0.0883)		0.188 * (0.101)
Prior Year Math Z-Score	0.693 ***		0.583 (0.0774)	Prior Year Literacy Z-Score	0.616 ***		0.542 (0.0694)
Economic Disadvantage (FRL)	0.164		-0.199 (0.178)	Economic Disadvantage (FRL)	-0.229 **		-0.216 (0.115)
African American	-0.642 ***		-0.241 (0.114)	African American	-0.0625		-0.0952 (0.143)
Hispanic				Hispanic	-1.591 ***		-0.216 (0.163)
Other Non-White Race	-0.6 ***		-1.01 (0.204)	Other Non-White Race	-0.631 *		(0.349)
Female	-0.00344		-0.164 (0.0924)	Female	0.0942		0.0598 (0.0802)
Prior Year Literacy Z-Score	0.173 **		0.253 (0.0731)	Prior Year Math Z-Score	0.137 **		0.244 (0.0636)
Switched Schools	-0.0491		-0.124 (0.0914)	Switched Schools	-0.0727		-0.0822 (0.0813)
Constant	0.479 ***		0.49 (0.127)	Constant	0.309		0.293 (0.189)
Observations	138		142	Observations	176		138
Adjusted R ²	0.621		0.580	Adjusted R ²	0.628		0.582
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level				*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

Table E23. Academic Effect of All LISA Academies in Math Benchmarks, 2012-14			Table E24. Academic Effect of All LISA Academies in Literacy Benchmarks, 2012-14		
	2012-13	2013-14		2012-13	2013-14
Charter Effect	-0.0242 (0.0429)	0.0164 (0.0377)	Charter Effect	0.0575 (0.0413)	-0.0252 (0.0349)
Prior Year Math Z-Score	0.699 *** (0.0348)	0.661 *** (0.0338)	Prior Year Literacy Z-Score	0.591 *** (0.0401)	0.625 *** (0.0371)
Economic Disadvantage (FRL)	-0.0493 (0.0490)	-0.0324 (0.0411)	Economic Disadvantage (FRL)	-0.140 *** (0.0471)	-0.0936 *** (0.0394)
African American	-0.114 ** (0.0504)	-0.108 *** (0.0420)	African American	0.0182 (0.0464)	0.00608 (0.0394)
Hispanic	-0.120 (0.113)	-0.274 (0.108)	Hispanic	0.149 (0.147)	0.00727 (0.100)
Other Non-White Race	0.0528 (0.138)	0.0761 (0.0831)	Other Non-White Race	0.0543 (0.0949)	-0.0467 (0.0807)
Female	-0.0157 (0.0443)	-0.0141 (0.0384)	Female	0.208 *** (0.0441)	0.138 *** (0.0353)
Prior Year Literacy Z-Score	0.187 *** (0.0390)	0.237 *** (0.0320)	Prior Year Math Z-Score	0.226 *** (0.0307)	0.19 *** (0.0312)
Switched Schools	-0.0797 * (0.0437)	-0.146 *** (0.0388)	Switched Schools	-0.0791 * (0.0425)	-0.0489 (0.0353)
Constant	0.168 *** (0.0525)	0.114 *** (0.0425)	Constant	-0.0430 (0.0487)	-0.0316 (0.0405)
Observations	630	732	Observations	724	840
Adjusted R²	0.685	0.719	Adjusted R²	0.609	0.643
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level		

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Table E25. Academic Effect of LISA Academy (Main) in Math Benchmarks, 2012-14			Table E26. Academic Effect of LISA Academy (Main) in Literacy Benchmarks, 2012-14		
	2012-13	2013-14		2012-13	2013-14
Charter Effect	-0.0181 (0.0539)	0.0112 (0.0483)	Charter Effect	0.192 *** (0.0561)	-0.0116 (0.0433)
Prior Year Math Z-Score	0.716 *** (0.0402)	0.671 (0.0385)	* Prior Year Literacy Z-Score	0.575 *** (0.0590)	0.597 * (0.0448)
Economic Disadvantage (FRL)	-0.0913 (0.0620)	-0.0595 (0.0569)	Economic Disadvantage (FRL)	-0.105 (0.0673)	-0.0737 (0.0477)
African American	-0.116 * (0.0673)	-0.0975 (0.0589)	* African American	-0.0592 (0.0683)	-0.00624 (0.0504)
Hispanic	-0.0516 (0.140)	-0.425 (0.102)	* Hispanic	0.118 (0.238)	0.00300 (0.105)
Other Non-White Race	0.0192 (0.178)	0.118 (0.145)	Other Non-White Race	0.0604 (0.121)	-0.250 * (0.101)
Female	-0.0217 (0.0561)	-0.0306 (0.0516)	Female	0.232 *** (0.0578)	0.0713 (0.0439)
Prior Year Literacy Z-Score	0.179 *** (0.0511)	0.187 (0.0440)	* Prior Year Math Z-Score	0.222 *** (0.0386)	0.230 * (0.0361)
Switched Schools	-0.0817 (0.0555)	-0.0782 (0.0516)	Switched Schools	-0.0586 (0.0561)	-0.0122 (0.0444)
Constant	0.171 ** (0.0691)	0.139 (0.0579)	* Constant	-0.0824 (0.0733)	-0.0371 (0.0527)
Observations	412	444	Observations	482	534
Adjusted R²	0.712	0.722	Adjusted R²	0.586	0.638
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level		

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Table E27. Academic Effect of LISA Academy (North Little Rock) in Math Benchmarks, 2012-14			Table E28. Academic Effect of LISA Academy (North Little Rock) in Literacy Benchmarks, 2012-14		
	2012-13	2013-14		2012-13	2013-14
Charter Effect	-0.0101 (0.0647)	-0.0361 (0.0609)	Charter Effect	-0.221 *** (0.0613)	-0.0283 (0.0518)
Prior Year Math Z-Score	0.656 *** (0.0634)	0.639 *** (0.0596)	Prior Year Literacy Z-Score	0.54 *** (0.0595)	0.684 *** (0.0522)
Economic Disadvantage (FRL)	0.0163 (0.0724)	0.00424 (0.0657)	Economic Disadvantage (FRL)	0.00243 (0.0749)	-0.139 ** (0.0619)
African American	-0.0809 (0.0751)	-0.136 ** (0.0683)	African American	-0.00853 (0.0836)	0.0332 (0.0595)
Hispanic	-0.437 (0.271)	-0.34 ** (0.161)	Hispanic	0.0977 (0.177)	0.0632 (0.136)
Other Non-White Race	0.0215 (0.163)	-0.0136 (0.113)	Other Non-White Race	0.0998 (0.160)	0.104 (0.0834)
Female	-0.0803 (0.0660)	0.00970 (0.0603)	Female	0.128 ** (0.0604)	0.188 *** (0.0523)
Prior Year Literacy Z-Score	0.220 *** (0.0547)	0.24 *** (0.0491)	Prior Year Math Z-Score	0.197 *** (0.0488)	0.143 *** (0.0460)
Switched Schools	-0.0908 (0.0733)	-0.113 * (0.0632)	Switched Schools	-0.0334 (0.0673)	-0.117 ** (0.0524)
Constant	0.160 ** (0.0714)	0.0880 (0.0630)	Constant	0.0973 (0.0725)	-0.0242 (0.0541)
Observations	244	330	Observations	272	406
Adjusted R²	0.648	0.675	Adjusted R²	0.575	0.647
*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level			*Significant at the 10% level, **Significant at the 5% level, ***Significant at the 1% level		

Table E29. Academic Effect of Little Rock Preparatory Academy in Math Benchmarks, 2012-14

	2012-13	2013-14
Charter Effect	0.141 * (0.0789)	-0.0385 (0.0646)
Prior Year Math Z-Score	0.697 *** (0.0805)	0.631 *** (0.0619)
Economic Disadvantage (FRL)	0.00981 (0.0897)	0.0853 (0.0940)
African American	-0.503 (0.343)	0.0513 (0.241)
Hispanic	-0.357 (0.392)	-0.0435 (0.284)
Other Non-White Race	-0.615 * (0.354)	0.0958 (0.314)
Female	0.00279 (0.0789)	-0.0859 (0.0667)
Prior Year Literacy Z-Score	0.265 *** (0.0677)	0.275 *** (0.0585)
Switched Schools	-0.0714 (0.0791)	-0.242 *** (0.0637)
Constant	0.478 (0.341)	-0.0224 (0.232)
Observations	208	244
Adjusted R²	0.687	0.680

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Table E30. Academic Effect of Little Rock Preparatory Academy in Literacy Benchmarks, 2012-14

	2012-13	2013-14
Charter Effect	0.0108 (0.0780)	-0.0672 (0.0697)
Prior Year Literacy Z-Score	0.715 *** (0.0661)	0.678 *** (0.0523)
Economic Disadvantage (FRL)	-0.0600 (0.0798)	-0.0500 (0.0845)
African American	0.596 *** (0.104)	-0.196 (0.137)
Hispanic	0.541 ** (0.219)	
Other Non-White Race		-0.119 (0.162)
Female	0.0855 (0.0768)	0.0955 (0.0714)
Prior Year Math Z-Score	0.121 * (0.0715)	0.21 *** (0.0549)
Switched Schools	-0.140 * (0.0783)	0.00776 (0.0714)
Constant	-0.548 *** (0.102)	0.181 (0.160)
Observations	208	248
Adjusted R²	0.691	0.682

*Significant at the 10% level, **Significant at the 5% level,
***Significant at the 1% level

Appendix F: School-by-School Academic Effect Comparison, Lottery Waitlist-Matching to Charter-TPS Matching, 2012-14

Table F1. Academic Effects of **Academics Plus**, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.02	0.04	Reading	0.00	0.04
Math	-0.02	0.05	Math	0.11 *	-0.02
Reading n=	330	416	Reading n=	344	416
Math n=	286	418	Math n=	308	422

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table F2. Academic Effects of **Covenant Keepers**, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	-0.02	0.11	Reading	-0.01	0.14 *
Math	-0.06	0.05	Math	-0.08	-0.14 **
Reading n=	112	148	Reading n=	168	258
Math n=	94	162	Math n=	202	270

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table F3. Academic Effects of **eStem Elementary**, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	-0.01	N/A	Reading	-0.15	N/A
Math	0.39 ***	N/A	Math	0.26 **	N/A
Reading n=	142	-	Reading n=	148	-
Math n=	134	-	Math n=	136	-

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

There is no TPS comparison as the 3-Year Matching Study did not report eSTEM results by school.

Table F4. Academic Effects of **eStem Middle School**, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.08 *	N/A	Reading	0.13 **	N/A
Math	-0.02	N/A	Math	0.04	N/A
Reading n=	342	-	Reading n=	662	-
Math n=	310	-	Math n=	558	-

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

There is no TPS comparison as the 3-Year Matching Study did not report eSTEM results by school.

Table F5. Academic Effects of Jacksonville Lighthouse, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.03	0.13 ***	Reading	-0.09 *	0.03
Math	0.09 *	0.14 ***	Math	0.00	0.10 ***
Reading n=	378	752	Reading n=	392	776
Math n=	338	758	Math n=	354	798

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table F6. Academic Effects of KIPP Blytheville, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.12	0.24 ***	Reading	0.25 *	0.06
Math	0.18	0.11 *	Math	0.18	0.13 **
Reading n=	60	246	Reading n=	98	276
Math n=	40	246	Math n=	108	298

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table F7. Academic Effects of KIPP Delta Helena, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.08	0.14 ***	Reading	0.19 *	0.25 ***
Math	0.21 **	0.10 *	Math	-0.08	-0.14 ***
Reading n=	176	490	Reading n=	138	370
Math n=	138	520	Math n=	142	430

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table F8. Academic Effects of LISA Academy (Main), 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.19 ***	0.06	Reading	-0.01	-0.07 **
Math	-0.02	0.00	Math	0.01	0.05
Reading n=	482	746	Reading n=	534	728
Math n=	412	744	Math n=	444	716

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table F9. Academic Effects of **LISA Academy North Little Rock**, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	-0.22 ***	-0.01	Reading	-0.03	-0.10 *
Math	-0.01	0.17 ***	Math	-0.04	0.02
<i>Reading n=</i>	272	356	<i>Reading n=</i>	406	406
<i>Math n=</i>	244	348	<i>Math n=</i>	330	480

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table F10. Academic Effects of **Little Rock Preparatory Academy**, 2012-14

2012-13			2013-14		
	Waitlist Matching	TPS Matching		Waitlist Matching	TPS Matching
Reading	0.01	0.05	Reading	-0.07	-0.02
Math	0.14 *	0.14 **	Math	-0.04	-0.06
<i>Reading n=</i>	208	238	<i>Reading n=</i>	248	278
<i>Math n=</i>	208	240	<i>Math n=</i>	244	282

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

SECTION 2: HOW SATISFIED ARE PARENTS WITH CHARTER SCHOOLS?

Office for Education Policy
University of Arkansas



**ARKANSAS CHARTER SCHOOL EVALUATION:
PARENT SATISFACTION SURVEY
SCHOOL YEAR 2015-16**

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Introduction

This portion of the Arkansas charter school evaluation examines parent satisfaction for those parents and guardians who have chosen to enroll their child in one of the two charter school sectors: open-enrollment and district conversion charter schools.

The survey was administered in the fall of 2015 using both paper-and-pencil and electronic formats. While similar to previous versions of satisfaction surveys used in Arkansas, the most recent version looked to more accurately gauge parent satisfaction on a variety of school characteristics and asked parents to compare their charter school to their child's previous school. The satisfaction survey was provided to all open-enrollment and district conversion charter school leaders with a request to share the survey with all parents at the school and ensure anonymity for respondents.

In this research, we provide a description of self-reported levels of satisfaction for parents who have children enrolled in an Arkansas charter school. This includes parents who have chosen an open-enrollment charter school and those who live within the catchment area of a district conversion charter school. We have asked a variety of questions on which parents have reported their satisfaction and additional questions to gauge parental involvement and perceptions of school quality at the local and state level.

Additionally, we have the opportunity to compare the satisfaction of parents in open-enrollment charter schools with that of parents in district conversion charters. By doing so, we hope to see if there are differences in levels of satisfaction for parents who have the opportunity to choose their school. Parents with children in open-enrollment charter schools all have had an active school choice. A majority of district conversion charter school parents, in contrast, enroll their children in the charter school simply because they live within the school's catchment area. Because of this essential difference between open-enrollment and district conversion charter parents, we focus on answering three questions about parent satisfaction in Arkansas charter schools. To do so, we compare survey responses that answer these question from open-enrollment parents to district conversion parents: 1) What motivates parents to choose charter schools? 2) What is different about chosen charter schools in comparison to previous schools? 3) How satisfied are parents with their chosen charter schools?

When comparing responses of parents in both charter school sectors, the surveys show that open-enrollment charter school parents expressed some level of dissatisfaction with their local schools and these parents are willing to travel further to get to a school they believe offers better academics. Open-enrollment parents are either satisfied or very satisfied with a majority of school characteristics, whereas district conversion parents are typically merely satisfied with their school. For the parents who have a prior school to compare their child's charter to, open-enrollment parents believe that their chosen school is better and district conversion parents believe their charter school is the same as their previous school, which may have been the same school prior to its conversion to a charter.

The remainder of this report is organized in five sections. The first section reports pertinent information about the parents who responded to the survey. The second section examines parents'

responses to questions that pertain to parents' motivations to choose their current charter school. The third section examines parents' levels of satisfaction with their chosen charter school versus their child's previous school. The fifth section reports parents' levels of satisfaction with their chosen charter school. The final section concludes the report.

Response Rates and Demographics

In order to measure parent satisfaction, we created a survey that was administered to both open-enrollment and district conversion charter school parents. We asked each parent to respond with reference to a specific child of theirs who is a student in a charter school. We have received responses from nearly 2,600 parents who have enrolled their children in Arkansas's charter schools, representing an overall survey response rate of 11 percent. Students whose parents responded to this survey were relatively evenly distributed across grade levels, with a slightly higher concentration in middle school grades for open-enrollment parents and high school grades for district conversion parents. Table 1 below shows the response rates by grade level and school type and Table 2 shows the grade composition of the sample of respondents.

Table 1: Response Rates by Grade and Charter Type

Grade	OE Number of Responses	OE Response Rate	DC Number of Responses	DC Response Rate
Kindergarten	124	14.3%	4	2.2%
1	145	17.4%	5	2.7%
2	176	22.9%	6	3.1%
3	152	17.7%	3	1.8%
4	149	18.1%	8	4.2%
5	159	18.6%	11	3.1%
6	249	20.8%	20	5.1%
7	303	22.2%	26	6.9%
8	270	21.0%	23	4.7%
9	182	17.0%	61	4.0%
10	121	13.7%	53	2.1%
11	120	17.8%	75	3.0%
12	78	14.4%	64	2.6%

Note: Response rates given are total respondents in each charter school sector divided by total enrollment of students in the corresponding grade in the corresponding charter school sector. Not all respondents provided their child's grade level, leaving our response rate for this question below the overall survey response rate.

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Table 2: Respondents' Grade Composition by Charter Type

Grade	Total	Percent	OE	Percent	DC	Percent
Kindergarten	128	4.9%	124	5.6%	4	1.1%
1	150	5.8%	145	6.5%	5	1.4%
2	182	7.0%	176	7.9%	6	1.7%
3	155	6.0%	152	6.8%	3	0.8%
4	157	6.1%	149	6.7%	8	2.2%
5	170	6.6%	159	7.1%	11	3.1%
6	269	10.4%	249	11.2%	20	5.6%
7	329	12.7%	303	13.6%	26	7.2%
8	293	11.3%	270	12.1%	23	6.4%
9	243	9.4%	182	8.2%	61	17.0%
10	174	6.7%	121	5.4%	53	14.8%
11	195	7.5%	120	5.4%	75	20.9%
12	142	5.5%	78	3.5%	64	17.8%

Of parents who responded, 86 percent enroll their children in Open-enrollment charter schools and 14 percent enroll in District Conversion charter schools. Eleven percent of District Conversion parents have multiple children currently enrolled in their charter school and 19 percent of Open-enrollment parents have multiple children currently enrolled in their chosen charter school.

A majority of parent respondents are white and ineligible for the Free/Reduced Lunch program. A vast majority of parents in both charter school sectors reported that their child does not have a learning disability. A majority of parents who responded reported that they had a college degree or more. Demographic information for parents is reported in Figures 1, 2, 3, and 4.

Figure 1: Parents' Race/Ethnicity

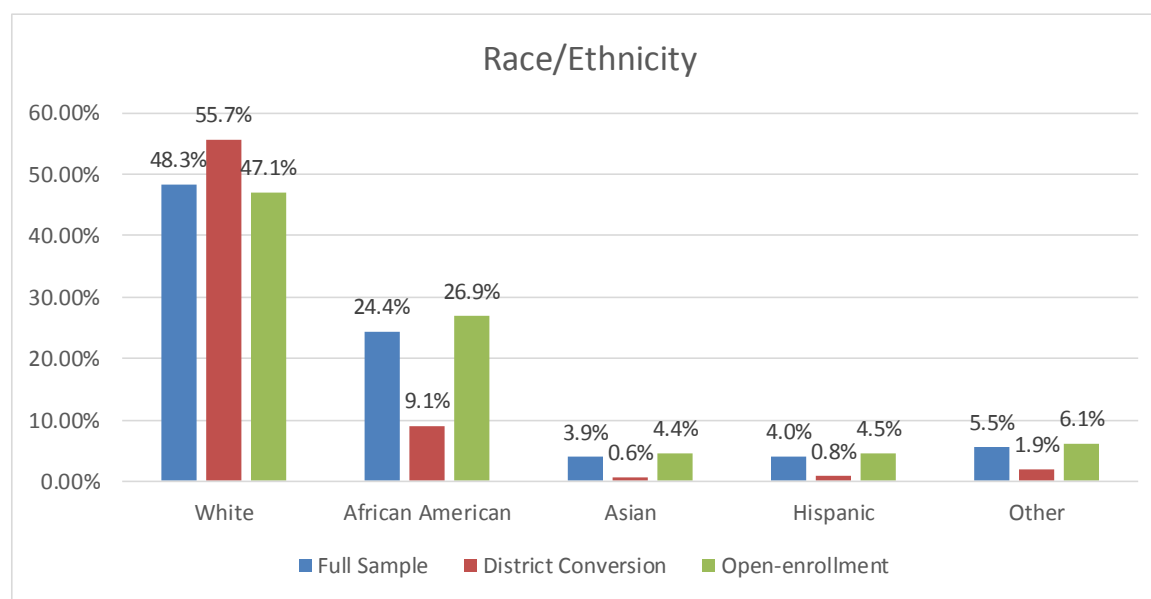


Figure 2: FRL Eligibility

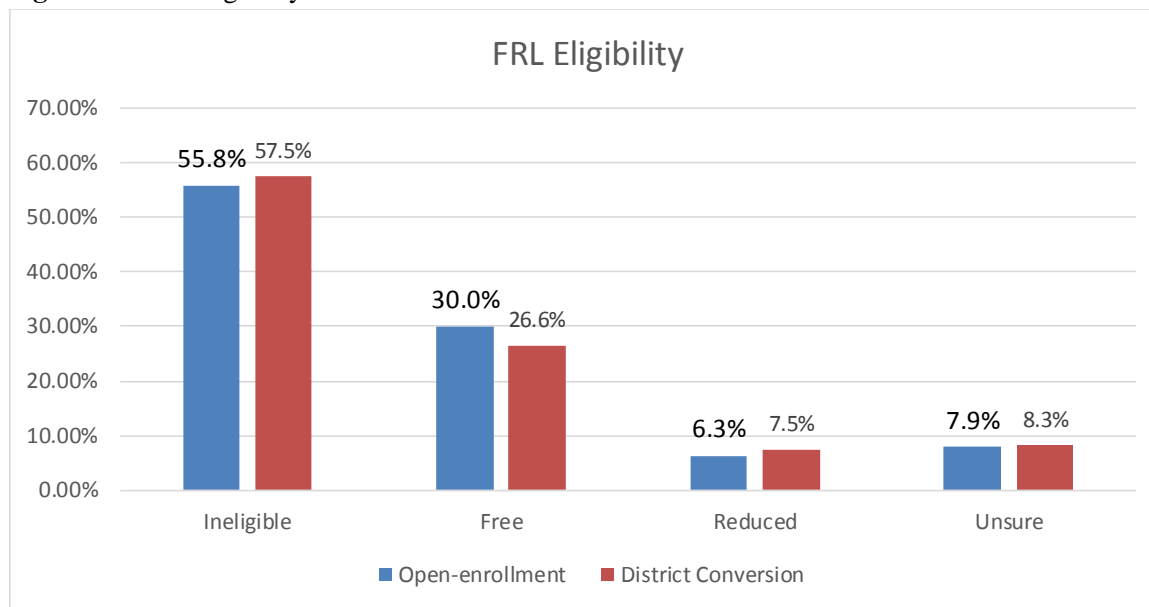


Figure 3: Parents' Education Level

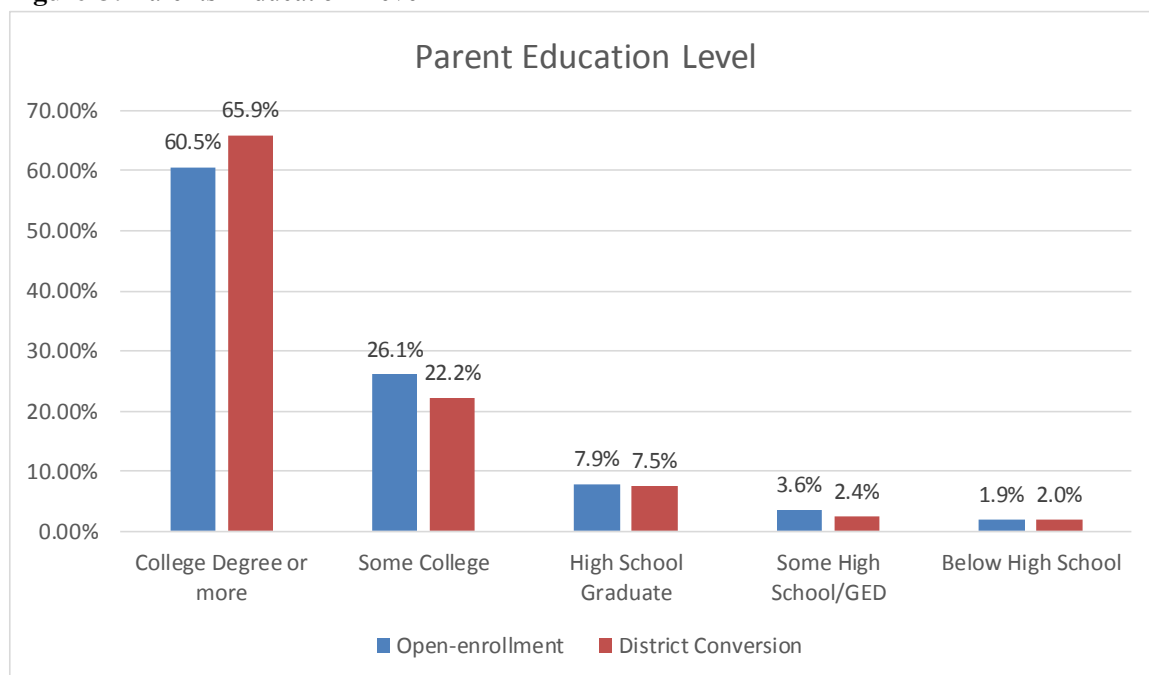
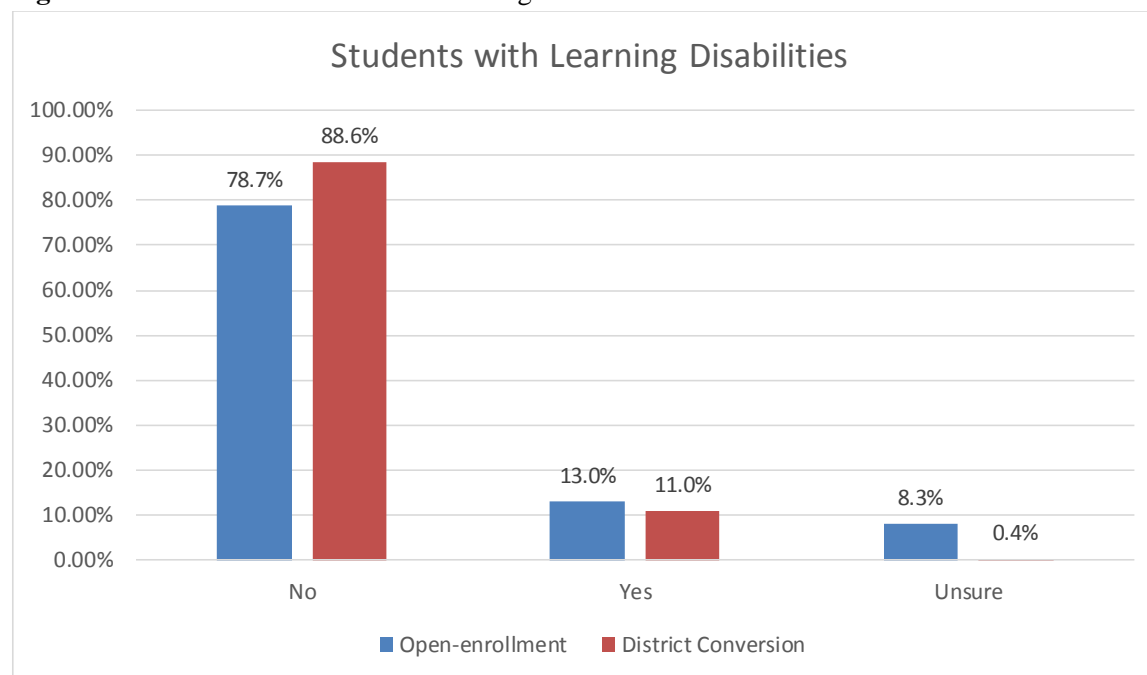


Figure 4: Percent of Students with Learning Disabilities



When asked how parents heard about their chosen charter school, a majority of Open-enrollment parents listed friends or relatives and Internet searches (Table 3). Most District Conversion parents enroll their child in the charter school because they live within the school's catchment area, meaning it is the assigned school they would attend, no matter if it is a traditional public school or a District Conversion charter school.

Table 3: How Did Open-enrollment Parents Hear About Their Charter School?

	Open-enrollment	Percent
Friends or relatives	1,416	63.4%
Internet	467	20.9%
Flyers/Brochures	235	10.5%
Newspaper/Magazine	228	10.2%
Television/Radio	177	7.9%
Community events	147	6.6%
Church	83	3.7%
Home visit	47	2.1%
Community center	45	2.0%
Other charter schools	40	1.8%
Call from school	38	1.7%

What Motivates Parents to Choose Charter Schools?

Our survey asked a variety of questions designed to understand what motivates parents to choose a public charter school. A potential explanation for parents choosing to enroll their child in an open-enrollment charter school is some level of dissatisfaction with their assigned traditional public school. To measure this, we asked parents to grade their local schools on an A-F scale, which allowed us to create a “GPA” (Figure 5). Most parents (38 percent) enrolling their child in an open-enrollment charter school gave their local schools a C grade. The GPA for schools in the surrounding area for open-enrollment parents is a 2.14, which is slightly above a C. Comparatively, roughly 44 percent of district conversion parents gave their local schools a B grade and a GPA of 2.69, which is a high C. Higher percentages of open-enrollment parents gave their local schools either a D or F than district conversion parents. Based on the grades open-enrollment parents gave their local traditional public schools, it is apparent there was some level of dissatisfaction that led them to choose an alternative to the surrounding school.

Additionally, parents were asked to grade Arkansas schools in general. Similar to parents’ grades for local schools, open-enrollment parents gave Arkansas schools a grade slightly above a C (2.15). However, district conversion parents were more likely to give schools statewide a lower grade (2.48).

Figure 5: Parents Grades for Local Schools

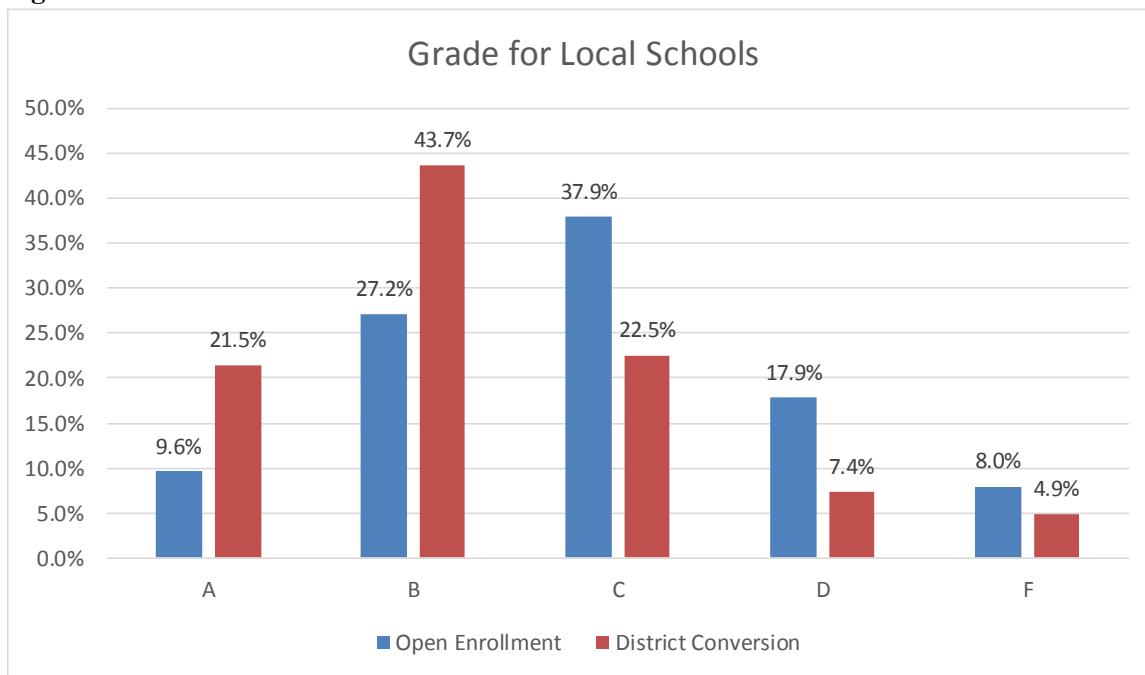
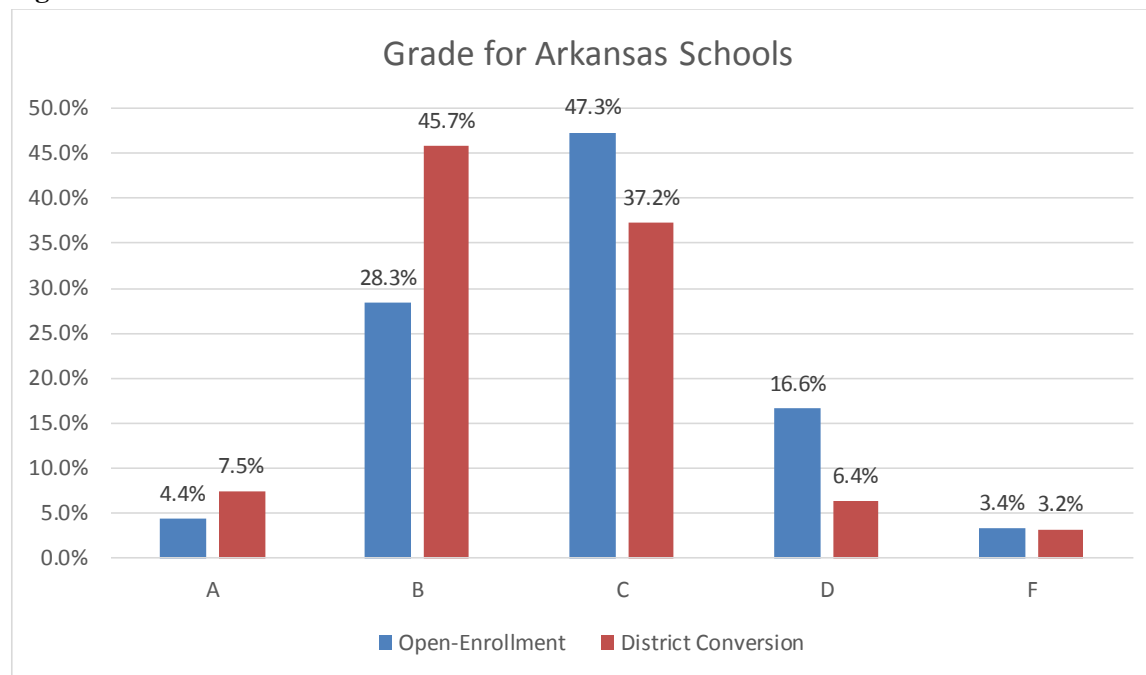


Figure 6: Parents' Grades for Arkansas Schools



As shown above, we can see that open-enrollment parents had some level of dissatisfaction that inspired them to choose a charter school. We asked parents to provide all of the reasons for why they chose the school in which they enroll their children (Table 4). An overwhelming majority of parents enrolling their children in open-enrollment charter schools cited reasons of higher academic quality in their chosen school. This included higher teacher quality (50 percent), a better curriculum (68 percent), and a more challenging curriculum at the chosen school (62 percent). For parents who enroll their children in a district conversion charter school, the most popular reason being it is their child's first school (25 percent). District conversion parents also stated that their school is in a convenient location, which intuitively makes sense, as district conversion charters use a catchment area for students to attend.

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Table 4: Why Parents Chose Their Charter School

	Total	OE	DC
Better curriculum at this school	61.0%	67.9%	18.5%
More challenging curriculum	55.1%	61.8%	13.5%
Higher teacher quality	44.9%	49.7%	14.9%
Safer school environment	42.2%	47.3%	10.7%
Smaller school	34.5%	38.3%	11.0%
School was in a convenient location	26.3%	27.2%	20.7%
Wanted all children to be in same school	16.5%	18.1%	6.6%
School did not meet child's needs	12.2%	13.8%	1.9%
This is my child's first school	15.1%	13.5%	24.8%
Child was not comfortable at school	12.0%	13.4%	3.3%
This school is less expensive	8.8%	9.7%	3.3%
Next grade level not offered	2.6%	2.8%	1.4%
School closed	1.8%	1.9%	1.7%
Moved away	2.3%	1.9%	4.7%
Child was asked not to return	0.7%	0.7%	0.3%
Suspension or expulsion	0.7%	0.6%	1.1%
Number of Respondents	2,597	2,234	363

The survey asked parents to list the single most important reason they chose the school they did (Table 5). For open-enrollment parents, the most important reasons are a more challenging curriculum and a better curriculum at their chosen school, opinions generally shared by district conversion parents who were given the chance to choose their school. The second most popular reason for the school choice of district conversion parents is that their charter school was their child's first school.

Table 5: Most Important Reason Parents Chose Their Charter School

	Total	OE		DC	
Better curriculum at this school	552	493	27.4%	59	21.4%
More challenging curriculum	515	491	27.3%	24	8.7%
Safer school environment	250	233	13.0%	17	6.2%
Higher teacher quality	243	206	11.5%	37	13.4%
Smaller school	110	97	5.4%	13	4.7%
This is my child's first school	81	30	1.7%	51	18.5%
School did not meet child's needs	70	66	3.7%	4	1.5%
Child was not comfortable at school	59	54	3.0%	5	1.8%
Wanted all children to be in same school	53	40	2.2%	13	4.7%
School was in a convenient location	71	36	2.0%	35	12.7%
This school is less expensive	13	13	0.7%	0	0.0%
School closed	11	7	0.4%	4	1.5%
Next grade level not offered	8	6	0.3%	2	0.7%
Moved away	14	4	0.2%	10	3.6%
Child was asked not to return	2	1	0.1%	1	0.4%
Suspension or expulsion	1	0	0.0%	1	0.4%

What is Different about Chosen Charter Schools Compared to Previous Schools?

While not every respondent has enrolled their child in a school other than their current charter school, 49 percent of open-enrollment parents and 26 percent of district conversion parents have enrolled their child in a different school prior to their current charter school. With this in mind, we asked parents to compare their current school to their previous school on the 15 different school characteristics that also were the basis for their school satisfaction ratings (Figures 6 and 7). Open-enrollment parents said that their current school is better than their previous school on 13 of the 15 characteristics, the exceptions being “Transportation”, which parents rated the same as their previous school, and “School facilities”, which parents said are worse than their previous school. Comparatively, district conversion parents who have enrolled their children in a school other than their current school said that their current school is better than their previous school on only 2 of the 15 school qualities, “Principal performance” and “Teacher performance”. The remaining school qualities were rated the same as their previous school by district conversion parents.

Figure 7: Open-enrollment Charter School Perceptions vs. Previous School

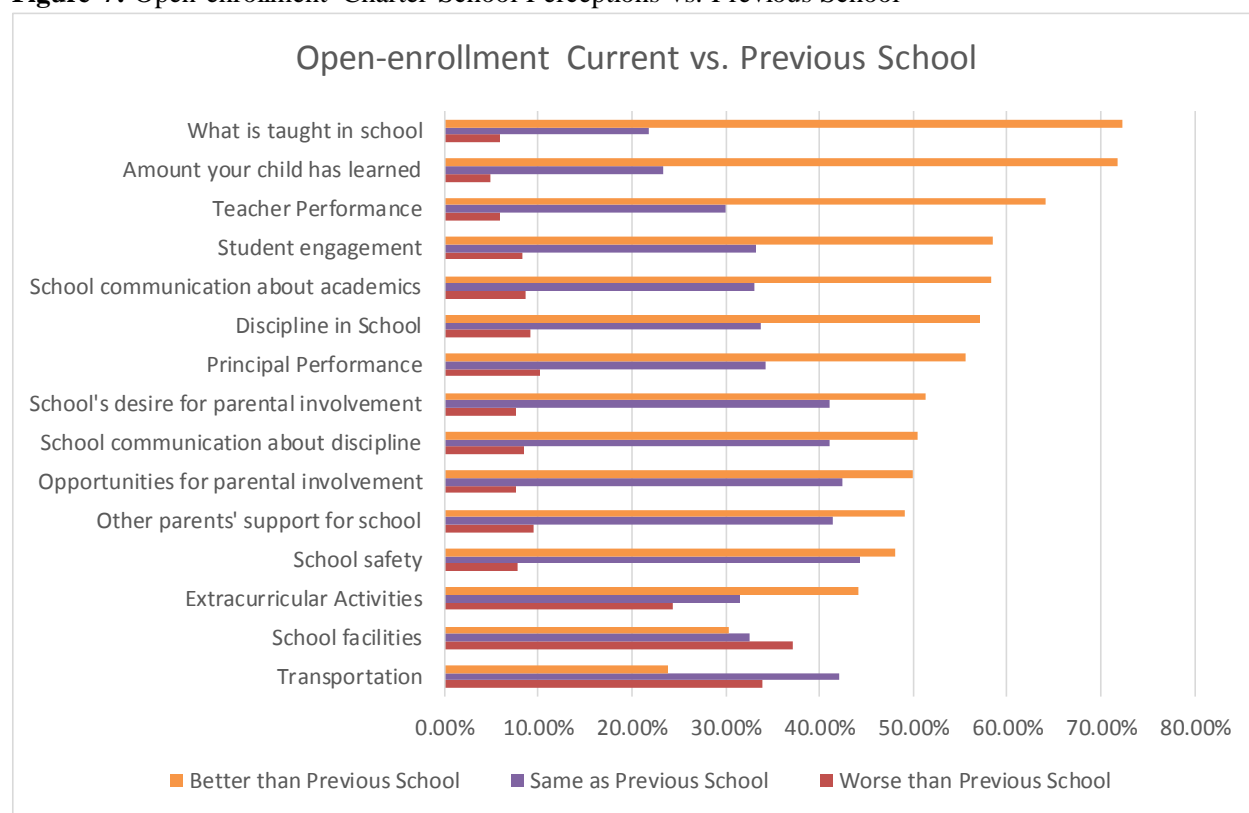
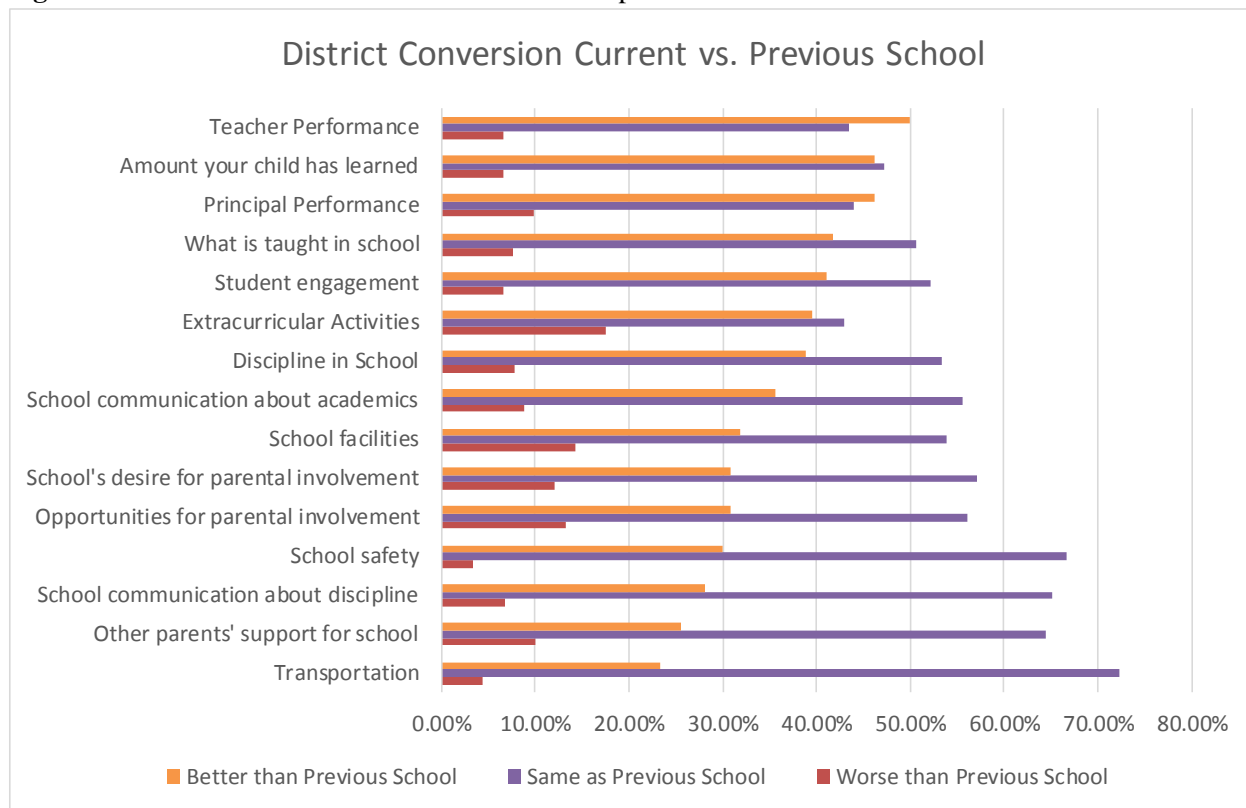


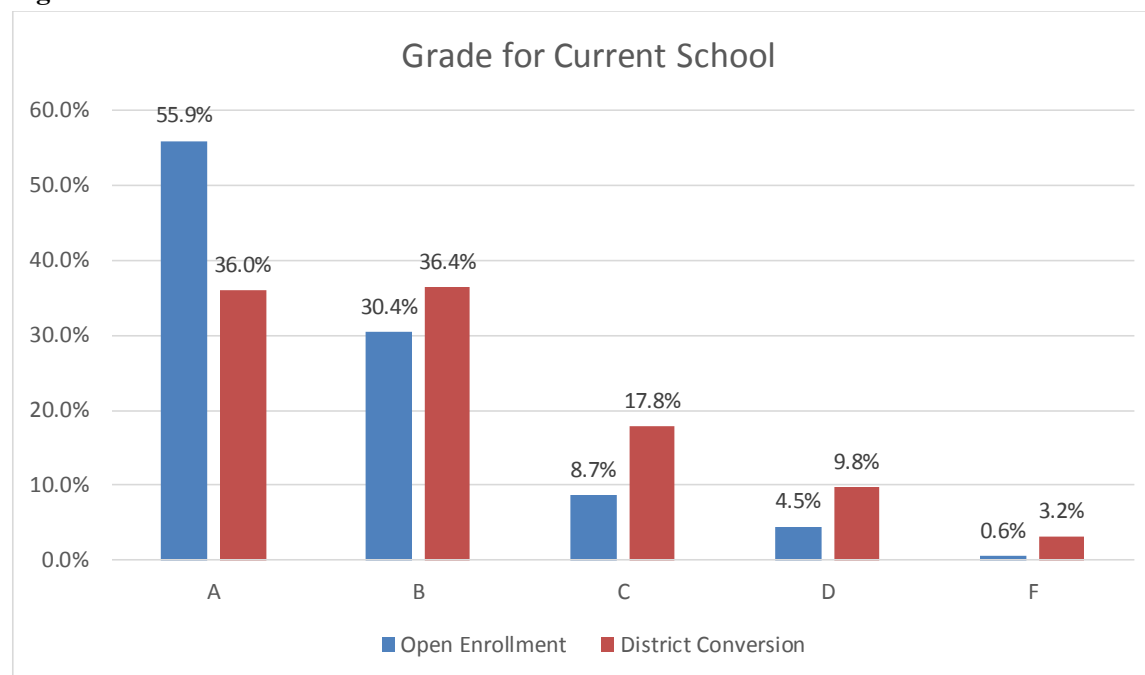
Figure 8: District Conversion Charter School Perceptions vs. Previous School



How Satisfied are Parents with Their Chosen School?

Perhaps the most important question asked is “How satisfied are parents with their chosen school?” This was the main focus of the survey and it contained a variety of questions designed to understand parent satisfaction. Of the district conversion parents who responded, 44 percent have enrolled more than one child in the charter school. Comparatively, 51 percent of open-enrollment parents are “repeat customers” for their school of choice. Enrolling multiple children in the same school is a signal of some level of satisfaction, as parents who were unhappy with a previous choice are less likely to enroll a second child in the same school if they have schooling options.

In order to measure satisfaction with charter schools, parents were asked to grade their current school in which they enroll their child, teachers at their school, and the principal at their school. Parents provided a grade on an A-F scale, which lends itself to creating a “GPA” of current school satisfaction (Figure 9). For current schools, 55 percent of open-enrollment parents gave their current school an A, compared to 36 percent of district conversion parents. Open-enrollment parents’ grading of their current school resulted in a GPA of 3.37, a strong B. District conversion parents’ current school GPA is 2.95, just slightly below a B.

Figure 9: Charter School Parents' Grade for Their Current School


Parents were also asked to grade the teachers and principal at their current school on the same A-F grade scale. The GPA for current teachers at both Open-enrollment and District Conversion charter schools is a B, 3.41 and 3.20 respectively (Figure 10). It is a similar story for principals, with Open-enrollment charter parents giving their principals a B (3.27) and District Conversion parents giving their principals a B (3.06) (Figure 11).

Table 6: Grades for Local and Arkansas Schools Given Parents' Grades for Current School

Grade for Current School	Open-enrollment		District Conversion	
	Grade for Local Schools	Grade for Arkansas Schools	Grade for Local Schools	Grade for Arkansas Schools
A	2.27	2.25	3.44	2.93
B	1.90	1.98	2.74	2.55
C	2.02	2.01	2.00	1.84
D	2.38	2.34	1.33	1.72
F	1.67	1.83	0.44	1.56

Table 6 above shows the GPA for Local and Arkansas schools given the grade parents gave to their current charter school. As we can see, Open-enrollment parents who gave their current school an A, gave an average grade of C for both Local and Arkansas schools. On the other hand, District Conversion parents who gave their local school an A gave an average grade of a high B/low A to their local school and a high C to Arkansas schools. Intuitively, this makes sense for the local school grade for both sets of

parents, as Open-enrollment parents have expressed some level of dissatisfaction with their local schools and District Conversion parents gave higher grades to their local schools as most District Conversion charter schools are the local school. As parents gave lower grades to their current schools, they gave lower grades to both their local schools and Arkansas schools.

Figure 10: Parents' Grades for the Teachers in their Charter School

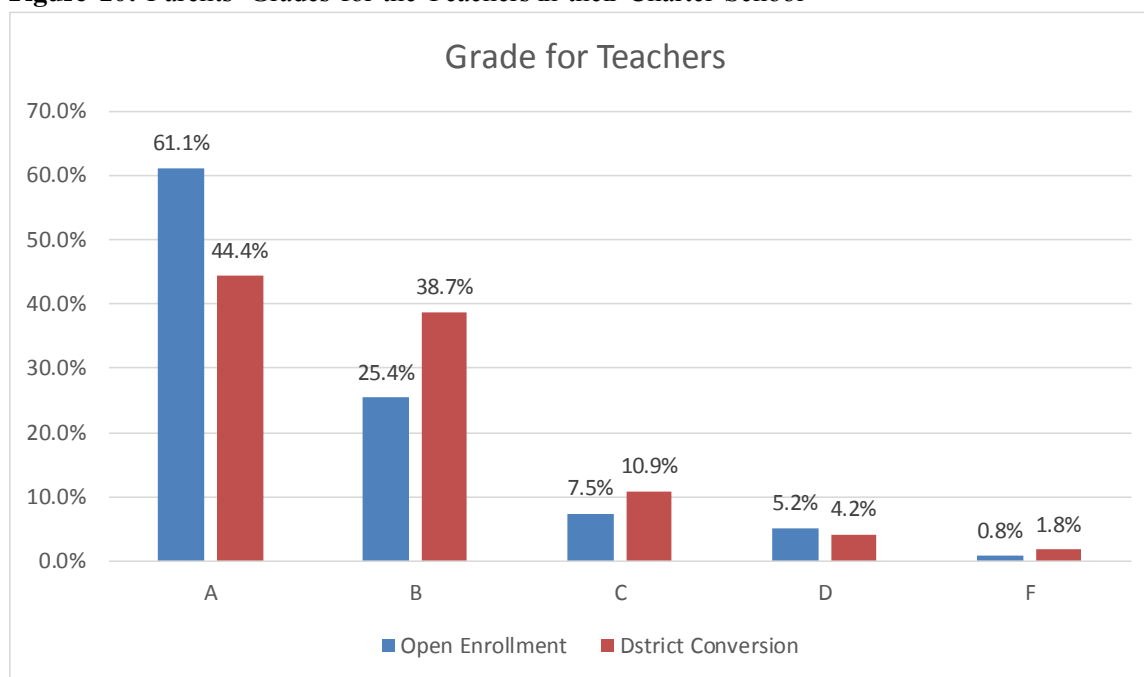
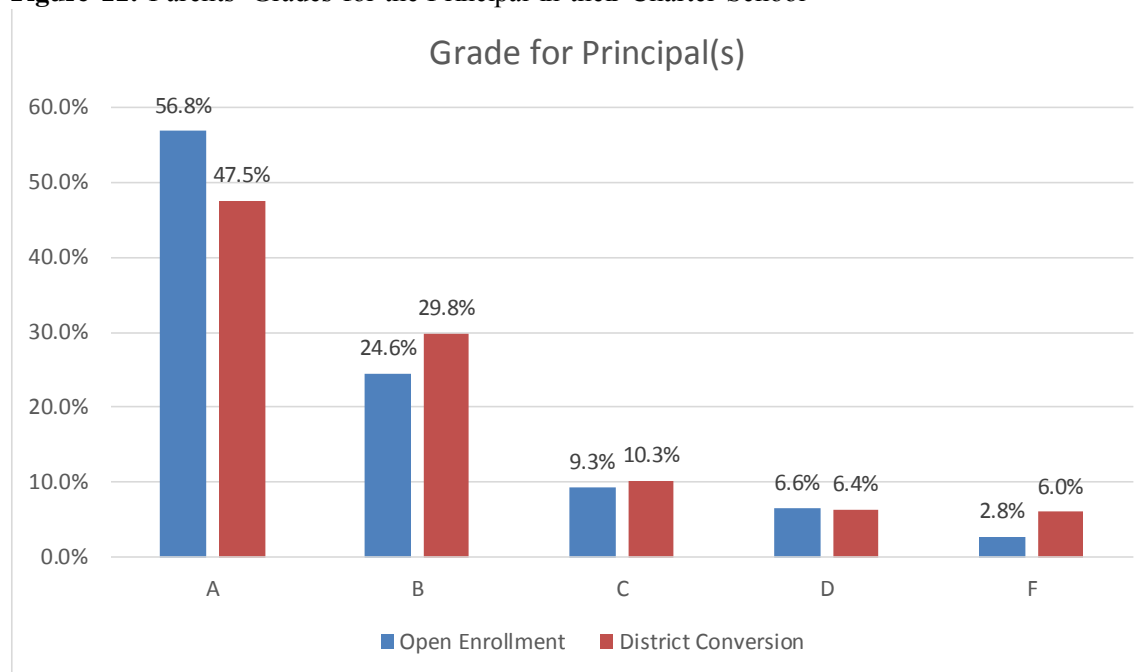


Figure 11: Parents’ Grades for the Principal in their Charter School



Parents appear to be satisfied with their schools in general, as well as the teachers and leaders of their schools. However, parents were also asked to rate their levels of satisfaction for 15 school characteristics, ranging from “Very Dissatisfied” to “Very Satisfied”. Overall, open-enrollment parents were mostly satisfied with the various aspects of the school they have chosen (Figure 12). There were more aspects of their school with which they would say they are “very satisfied”. District conversion parents are also satisfied with most aspects of their school, but were less likely to say they are “very satisfied” (Figure 13). There were no aspects of district conversion schools about which a majority of responding parents said they were “very satisfied”. In contrast, a majority of open-enrollment parents said they were “very satisfied” with 6 of the 15 school characteristics.

Figure 12: Open-enrollment Parents' Satisfaction with their Charter School Characteristics

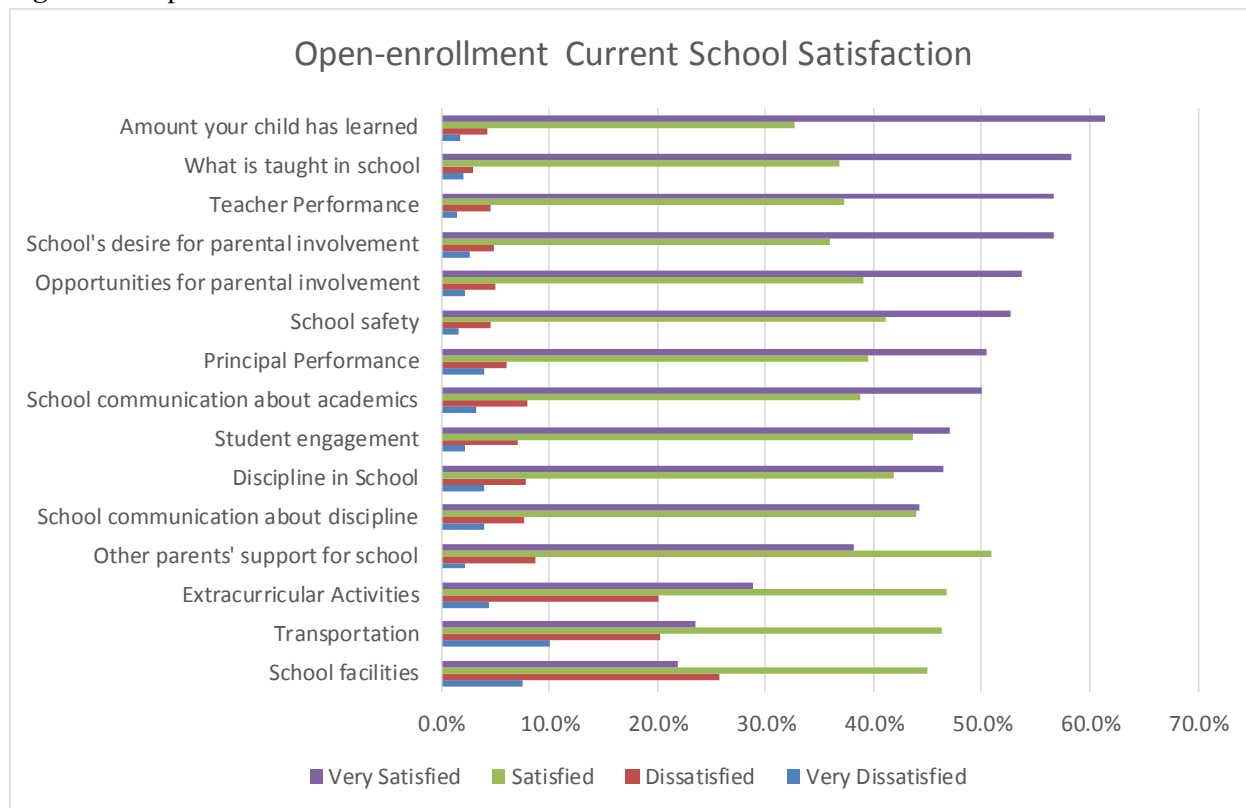
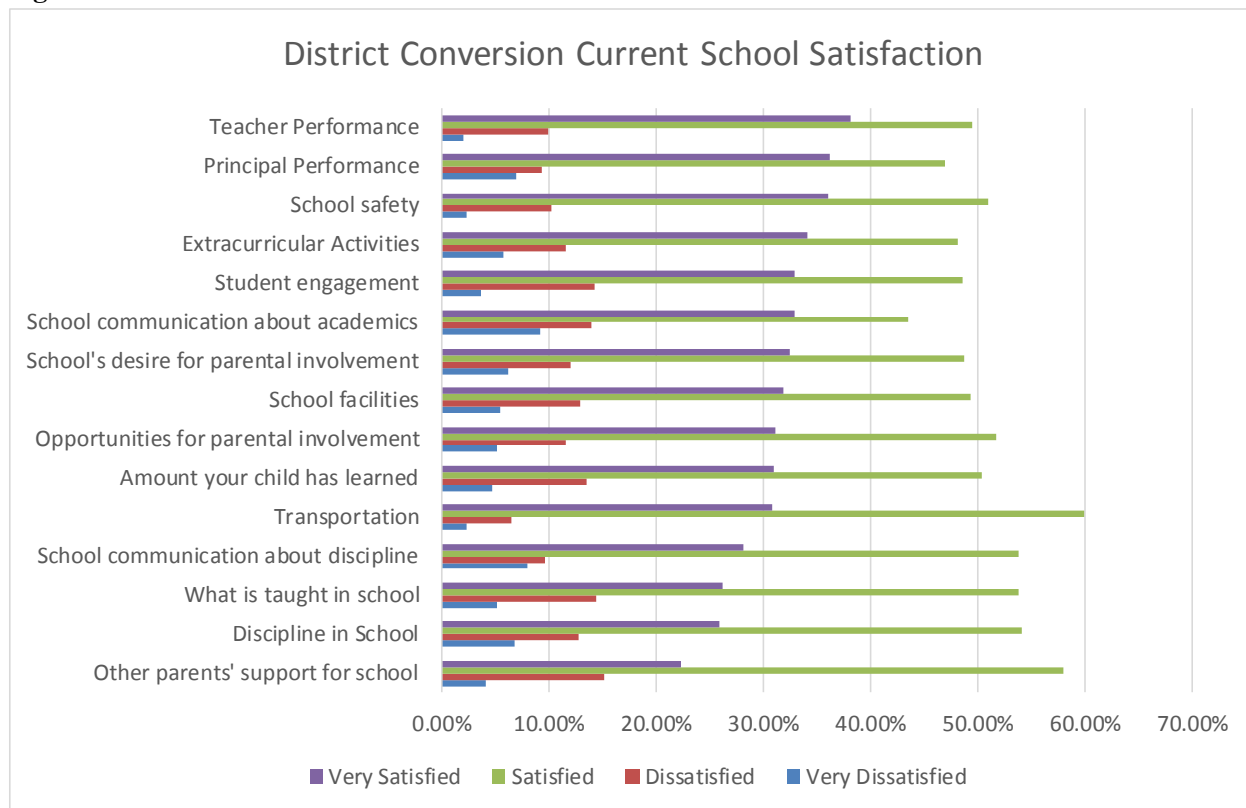


Figure 13: District Conversion Parents' Satisfaction with their Charter School Characteristics



An indirect measure of parent satisfaction (or dissatisfaction) is the distance parents are willing to travel to their current school. This is an important measure, as 27 percent of Open-enrollment parents and nearly 21 percent of District Conversion parents said they chose their current school because it was in a convenient location. The survey asked parents to estimate how long it took to travel to their current school and how long it would take to travel to the traditional public school their child would attend if they were not in a public charter school (Table 7). A majority of District Conversion parents (56 percent) said it takes 10 minutes or less, with an additional 32 percent saying it took 11-20 minutes to travel to their charter school. On the other hand, only 36 percent of Open-enrollment parents said it takes 10 minutes or less to travel to their charter school, whereas 40 percent said it takes 11-20 minutes and 15 percent travel 21-30 minutes.

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Table 7: Parents' Travel Time to Their Charter School

Time to travel to charter school					
	Total	OE		DC	
0-10 minutes	922	720	35.9%	202	56.3%
11-20 minutes	908	795	39.7%	113	31.5%
21-30 minutes	341	308	15.4%	33	9.2%
31-45 minutes	130	123	6.1%	7	2.0%
46-60 minutes	52	49	2.4%	3	0.8%
More than 1 hour	11	10	0.5%	1	0.3%
	2,364	2,005		359	

In order to understand if parents were choosing a charter school that may be closer to home, we asked how long it would take to travel to their assigned public school. A majority of parents enrolling their children in open-enrollment charter schools say that it would take 10 minutes or less to travel to their local assigned public school (Table 8). If these self-reported travel times are accurate, then parents enrolling their children in open-enrollment charter schools are willing to sacrifice convenience for the opportunity for their children to attend their school of choice.

Table 8: Parents' Travel Time to Their Local Assigned Public School

Time to travel to local public school					
	Total	OE		DC	
0-10 minutes	1317	1,154	52.2%	163	46.3%
11-20 minutes	831	717	32.4%	114	32.4%
21-30 minutes	299	249	11.3%	50	14.2%
31-45 minutes	89	74	3.3%	15	4.3%
46-60 minutes	18	11	0.5%	7	2.0%
More than 1 hour	11	8	0.4%	3	0.9%
	2,565	2,213		352	

Conclusion

This report offers the results of the Arkansas charter school parent satisfaction survey administered during the 2015-16 school year. Per the requirements of the Arkansas Department of Education, we made our survey available to all charter school parents. This included District Conversion charter schools as well as Open-enrollment charter schools. After receiving response from nearly 2,600 parents, we focused on answering three questions to examine the satisfaction levels for parents in Arkansas charter schools: 1) What motivates parents to choose charter schools? 2) What is different about chosen charter schools in comparison to previous schools? 3) How satisfied are parents with their chosen charter schools?

In short, parents in Arkansas charter schools are satisfied with their schools and the education provided to their children. However, we do see some differences across charter school sectors.

1) What motivates parents to choose charter schools?

- Parents in Open-enrollment charters expressed some level of dissatisfaction with their local schools
- Open-enrollment parents listed a better/more rigorous curriculum, safer environment, and higher teacher quality as the most important reasons for choosing their school
- District Conversion parents listed better curriculum, higher teacher quality, and this school being their child's first school as the most important reasons

Just under half of open-enrollment parents and roughly a quarter of district conversion parents who responded had enrolled their child in a different school prior to their current charter school. Those parent provided a comparison of their current school to their previous school and answered our second research question:

2) What is different about chosen charter schools in comparison to previous schools?

- Open-enrollment parents believe their new school is better than their previous school on 13 of 15 school characteristics.
 - Facilities were worse than previous school and Transportation was the same as their previous school
- District Conversion parents believe their new school is the same as their previous school on 13 of 15 characteristics
 - Teacher performance and Principal performance are two categories District Conversion parents believe is better than their previous school

For the purposes of this study, Question 3 is the most pertinent. This question drove our research and was the over-arching theme of the survey. We asked:

3) How satisfied are parents with their chosen charter schools?

- Just over half of Open-enrollment parents are “repeat customers” at their chosen school
- Forty-four percent of District Conversion parents have enrolled multiple children in their school
- Fifty-five percent of Open-enrollment parents gave their current school an A grade and an average GPA of 3.37
- Thirty-six percent of District Conversion parents gave their current school an A
 - An equal percentage of parents gave their school a B
 - The overall GPA for District conversion schools is 2.95
- Open-enrollment parents state they are “very satisfied” with 11 of the 15 school characteristics
 - Open-enrollment parents state they are “satisfied” with the 4 remaining characteristics
- District Conversion parents state they are “satisfied” with all 15 school characteristics

As we can see, charter school parents in Arkansas are satisfied with their schools overall, giving them high grades and stating they are at least satisfied with the school characteristics we included in our survey. However, not all parents in Arkansas enrolling their children in charter schools are afforded the opportunity to choose their charter school. A majority of district conversion charter schools do not offer parents the choice to enroll their children in the charter school. Instead, a majority of district conversion charter school parents are required to enroll their children in a charter school based on location alone.

Open-enrollment parents have exercised their autonomy to choose a school outside of their neighborhood, and a majority of these parents give a lower grade to their local assigned public schools. Also, a higher percentage of open-enrollment parents state they are “very satisfied” with their school characteristics than their district conversion peers. This expressed dissatisfaction with local schools is a potential explanation for open-enrollment parents choosing a school other than their assigned school.

While the results of this survey are by no means conclusive in explaining why parents who are given the opportunity to choose a school outside of their assigned school are satisfied, it does show that parents who can choose a school are more satisfied. Future research into parent satisfaction in schools of choice like open-enrollment charter schools in Arkansas should compare levels of satisfaction for charter school parents to that of similar traditional public school parents.

Charter schools are held accountable to their customers, giving schools of choice an incentive to make sure these customers are satisfied with their choice. This survey seeks to analyze this customer satisfaction through an imperfect comparison, and shows that parents who are given the chance to choose a school appear to be more satisfied than charter school parents who were not given the chance to choose.

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Appendix A: Response Rate

Table A1: Response Rate by School, Open-enrollment

School Name	Enrollment	Responses	Within School Response Rate	GPA for Current School	GPA for Local Schools	GPA for AR Schools
Academics Plus (Maumelle Charter)	853	231	27.1%	3.65	2.05	2.02
Arkansas Arts Academy	774	49	6.3%	3.51	2.64	2.36
Arkansas Virtual Academy (ARVA)	1812	217	12.0%	3.73	1.77	2.23
Capitol City Lighthouse Charter School	297	47	15.8%	3.28	2.13	2.14
Covenant Keepers College Preparatory Charter School	171	44	25.7%	3.25	2.18	2.23
eSTEM Public Charter School	1462	204	14.0%	3.45	1.74	1.93
Exalt Academy of Southwest Little Rock	233	10	4.3%	3.10	2.50	2.60
Haas Hall Academy (Bentonville)	295	103	34.9%	3.73	2.71	2.32
Haas Hall Academy (Fayetteville)	352	110	31.3%	3.95	2.67	2.05
Imboden Area Charter School	44	0	0.0%	-		-
Jacksonville Lighthouse (Flightline)	190	115	60.5%	3.70	1.84	2.07
Jacksonville Lighthouse (Main Campus)	814	14	1.7%	3.70	1.84	2.07
KIPP Delta Public Schools (Blytheville)	380	54	14.2%	3.07	1.96	2.38
KIPP Delta Public Schools (Forrest City)	393	34	8.7%	3.07	1.96	2.38
KIPP Delta Public Schools (Helena/West Helena)	565	219	38.8%	2.19	2.50	2.44
LISA Academy (North Little Rock)	700	225	32.1%	3.08	1.84	1.96
LISA Academy (West Little Rock)	825	118	14.3%	3.43	1.89	2.10
Little Rock Preparatory Academy	118	104	88.1%	3.44	2.03	2.05
Northwest Arkansas Classical Academy	551	219	39.7%	3.56	2.70	2.25
Ozark Montessori Academy-Springdale	136	8	5.9%	3.38	2.50	2.00
Pine Bluff Lighthouse Charter School	343	23	6.7%	3.48	2.00	2.26
Premier High School of Little Rock	116	7	6.0%	3.43	1.86	1.71
Quest Middle School of Pine Bluff	89	0	0.0%	-	-	-
Quest Middle School of West Little Rock	231	54	23.4%	3.09	1.55	1.85
Rockbridge Montessori School	111	51	45.9%	3.18	1.80	2.17
SIATech Little Rock	166	5	3.0%	3.00	1.80	1.80
Total	12,021	2,265		3.37	2.14	2.15

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

Table A2: Response Rate by School, District Conversion

School Name	Enrollment	Responses	Within School Response Rate	GPA for Current School	GPA for Local Schools	GPA for AR Schools
Academies of West Memphis	1137	1	0.1%	4.00	2.00	3.00
Badger Academy	26	0	0.0%	-	-	-
Bauxite Miner Academy	49	1	2.0%	-	-	-
Blytheville High School - A New Tech School	668	67	10.0%	2.88	2.78	2.69
Brunson New Vision Charter	259	7	2.7%	3.17	3.00	2.67
Cabot Academic Center of Excellence	229	1	0.4%	-	-	-
Cross County Elementary Technology Academy	342	4	1.2%	3.75	3.25	2.50
Cross County High School, A New Tech School	283	4	1.4%	3.00	2.75	2.75
Eastside New Vision Charter School	533	8	1.5%	1.40	2.20	2.20
Farmington Career Academies	533	36	6.8%	3.38	3.44	2.84
Fountain Lake Charter High School	445	15	3.4%	3.21	2.36	2.29
Fountain Lake Middle School Cobra Digital Prep Academy	430	38	8.8%	3.17	2.76	2.24
Lincoln High School	503	21	4.2%	3.15	2.95	2.55
Mountain Home High School Career Academy	1197	84	7.0%	3.04	3.06	2.63
Osceola STEM Academy	375	5	1.3%	1.20	1.20	1.8
Pea Ridge Manufacturing and Business Academy	126	0	0.0%	-	-	-
Rogers New Technology High School	541	20	3.7%	3.65	2.75	2.56
Siloam Springs High School	1318	2	0.2%	-	-	-
Southside Charter High School	378	6	1.6%	3.33	2.50	2.33
The Academies at Jonesboro High School	1140	1	0.1%	-	-	-
Warren High School	473	21	4.4%	1.94	1.81	2.31
Warren Middle School	361	18	5.0%	1.92	1.85	2.15
Washington Academy (Texarkana)	121	0	0.0%	-	-	-
Total	11,467	360		2.95	2.69	2.48

Appendix B: Parent Satisfaction

Table B1: Parent Satisfaction with School Characteristics and Corresponding Grade for Current School

	A		B		C		D		F	
	OE	DC	OE	DC	OE	DC	OE	DC	OE	DC
Quality of teachers	3.77	3.76	3.24	3.15	2.83	2.85	3.19	2.33	1.55	1.67
Principal quality	3.64	3.57	3.10	3.16	2.68	2.63	3.20	2.06	1.55	2.00
Discipline in the school	3.66	3.48	3.01	2.96	2.56	2.44	3.03	1.93	1.40	2.00
What is taught in school	3.77	3.54	3.26	2.97	2.97	2.53	3.27	2.00	1.91	1.33
Amount your child has learned	3.79	3.66	3.28	2.98	2.99	2.52	3.30	2.06	1.82	1.44
Extracurricular activities offered	3.27	3.53	2.63	3.13	2.54	2.69	3.22	2.63	2.00	1.56
Student engagement with school	3.63	3.50	3.07	3.16	2.71	2.73	3.22	2.25	2.36	1.56
School safety	3.66	3.66	3.22	3.20	3.05	2.83	3.43	2.31	3.20	1.67
School facilities	3.05	3.46	2.45	3.13	2.56	2.67	3.12	2.44	2.20	1.89
Transportation	3.00	3.53	2.60	3.14	2.68	3.06	3.02	2.80	1.40	2.22
Other parents support for the school	3.50	3.41	2.98	2.96	2.77	2.55	3.08	2.31	1.91	1.78
School communication about academics	3.64	3.57	3.04	3.02	2.75	2.47	3.29	1.56	1.55	1.00
School communication about discipline	3.60	3.56	3.01	2.99	2.65	2.52	3.12	1.94	1.50	1.56
Opportunities for parental involvement	3.70	3.57	3.19	3.05	2.86	2.56	3.30	2.38	2.27	1.78
School's desire for parental involvement	3.70	3.58	3.24	3.01	2.87	2.54	3.29	2.38	2.36	1.78

Note: Parents rated their satisfaction levels with the 15 given characteristics on a 4-point scale: 1=very dissatisfied, 2=dissatisfied, 3=satisfied, 4=very satisfied. Higher values are representative of more parents stating they are either satisfied or very satisfied.

Appendix C: Survey Instrument



Dear Parent/Guardian,

Greetings from the Office for Education Policy at the University of Arkansas-Fayetteville, as we are working with the Arkansas Department of Education to evaluate public charter schools across the state. Part of our evaluation is to survey parents about their level of satisfaction with the public charter school that their child currently attends. Because of the special nature of public charter schools, it is necessary for an ongoing assessment of these schools to take place, both for the sake of accountability and as a requirement of law.

Following this letter, you will find a voluntary survey regarding your satisfaction with your student's charter school. Please fill out the survey and return it to the main office of your student's charter school. Please do not write your name anywhere on the document so that your responses will remain anonymous.

If you have any additional questions about this survey, please contact our office through email (oepe@uark.edu) or call us at: (479) 575-3773. You can also contact the Arkansas Department of Education Charter/Home School Office through email (ade.charterschools@arkansas.gov) or call their office at: (501) 683-5313.

Thank you for your cooperation with this survey!

- The Office for Education Policy
Dr. Gary Ritter, Dr. Patrick J. Wolf, and Evan Rhinesmith

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

Charter School Parental/Guardian Satisfaction Survey

Directions: This voluntary survey is a portion of the ADE's Charter School Evaluation, which is being conducted by the Office for Education Policy at the University of Arkansas. Any questions should be sent to: oeep@uark.edu. Please answer the following questions concerning the 2015-16 school year. When answering, please think of one of your children who is currently enrolled in a public charter school.

1.	What is the name of the charter school your child is currently attending?	
2.	What grade is your child in now (K through 12)?	
3.	How many years has your child been at this school, including 2015-16?	
4.	What is your relationship to the child associated with this survey (example: Mother or Stepfather or Guardian)?	
5.	Has your child enrolled in any previous school(s) in the last 3 years? If yes, please write the name of the school or schools.	

6. How many of your children have you ever enrolled in this charter school? _____

7. How did you initially hear about your child's current school? (**Choose ALL that apply**)

a.	Newspaper/Magazine	<input type="checkbox"/>	g.	Internet	<input type="checkbox"/>
b.	Television/Radio	<input type="checkbox"/>	h.	Home visit	<input type="checkbox"/>
c.	Community center	<input type="checkbox"/>	i.	Community events	<input type="checkbox"/>
d.	Friends or relatives	<input type="checkbox"/>	j.	Flyers/Brochures	<input type="checkbox"/>
e.	Other charter schools	<input type="checkbox"/>	k.	Call from school	<input type="checkbox"/>
f.	Church	<input type="checkbox"/>	l.	Other (Specify) _____	<input type="checkbox"/>

8. On average, how long does it take to get from your home to your child's charter school each morning?

Under 10 minutes	<input type="checkbox"/>
11-20 minutes	<input type="checkbox"/>
21-30 minutes	<input type="checkbox"/>
31-45 minutes	<input type="checkbox"/>
46 minutes to 1 hour	<input type="checkbox"/>
More than 1 hour	<input type="checkbox"/>

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9. On average, how long does it take to get from your home to the public school your child would attend if he/she did not attend the charter school?

- Under 10 minutes ☐
 11-20 minutes..... ☐
 21-30 minutes..... ☐
 31-45 minutes..... ☐
 46 minutes to 1 hour..... ☐
 More than 1 hour..... ☐

10. When you chose your child's current charter school, why did you do so? (**Choose ALL that apply**)

a.	This is my child's first school <input type="checkbox"/>	j.	More challenging curriculum <input type="checkbox"/>
b.	This school is less expensive <input type="checkbox"/>	k.	School did not meet child's needs <input type="checkbox"/>
c.	Smaller school <input type="checkbox"/>	l.	Child was asked not to return <input type="checkbox"/>
d.	School was in a convenient location <input type="checkbox"/>	m.	Suspension or expulsion <input type="checkbox"/>
e.	Child was not comfortable at school <input type="checkbox"/>	n.	Moved away <input type="checkbox"/>
f.	Wanted all children to be in the same school <input type="checkbox"/>	o.	School closed <input type="checkbox"/>
g.	Higher teacher quality <input type="checkbox"/>	p.	Next grade level not offered <input type="checkbox"/>
h.	Safer school environment <input type="checkbox"/>	q.	Other (Specify) _____ <input type="checkbox"/>
i.	Better curriculum at this school <input type="checkbox"/>		

11. Of the school characteristics you just selected, which do you consider the most important? Please **circle** the item in the list above.

12.	Was this school your first choice for your child?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
a.	If no, please write the name of your first choice school. _____		
b.	If no, please explain in the box below why your child is not at your first choice school.		

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13.	Do you plan to enroll your child in the same school next year?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
14.	Have you ever moved so your child could attend a better school?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
15.	Have you considered enrolling your child in a private school?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

16. How many schools did you **contact** before choosing a school for your child? Please be specific as to how many of each type of school you contacted: traditional public, private, and public charter.

a. Number of Traditional Public Schools: _____

b. Number of Private Schools: _____

c. Number of Public Charter Schools: _____

17. How many schools did you **visit** before choosing a school for your child? Please be specific as to how many of each type of school you visited: traditional public, private, and public charter.

a. Number of Traditional Public Schools: _____

b. Number of Private Schools: _____

c. Number of Public Charter Schools: _____

18.	What overall grade would you give your child's current school? (CIRCLE ONE LETTER.)	A	B	C	D	F
19.	What grade would you give your local schools in general? (CIRCLE ONE LETTER.)	A	B	C	D	F
20.	What grade would you give Arkansas schools in general? (CIRCLE ONE LETTER.)	A	B	C	D	F
21.	What overall grade would you give your child's current teacher(s)? (CIRCLE ONE LETTER.)	A	B	C	D	F

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22.	What overall grade would you give the principal at your child's current school? (CIRCLE ONE LETTER.)	A	B	C	D	F
23.	What overall grade would you give the facilities at your child's current school? (Facilities meaning building, classrooms, etc.) (CIRCLE ONE LETTER.)	A	B	C	D	F

24. Thinking about your child's **CURRENT** school, how satisfied are you with each of the following? Please circle your response.

	Choose one per item	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a.	Quality of teachers	1	2	3	4
b.	Principal quality	1	2	3	4
c.	Discipline in the school	1	2	3	4
d.	What is taught in school	1	2	3	4
e.	Amount your child has learned	1	2	3	4
f.	Extracurricular activities offered	1	2	3	4
g.	Student engagement with school	1	2	3	4
h.	School safety	1	2	3	4
i.	School facilities (library, gym, textbooks)	1	2	3	4
j.	Transportation	1	2	3	4
k.	Other parents support for the school	1	2	3	4
l.	School communication about academics	1	2	3	4
m.	School communication about discipline	1	2	3	4
n.	Opportunities for parental involvement	1	2	3	4
o.	School's desire for parental involvement	1	2	3	4

25. Please write the name of the school your child attended just before the current school:

_____.

Now, thinking about your child's **CURRENT** school compared to your child's **PREVIOUS** school, how satisfied are you with each of the following? (Skip if your student has not attended another school.)

	Choose one per item	Worse than Previous School	Same as Previous School	Better than Previous School
a.	Quality of teachers	1	2	3
b.	Principal quality	1	2	3
c.	Discipline in the school	1	2	3
d.	What is taught in school	1	2	3
e.	Amount your child has learned	1	2	3
f.	Extracurricular activities offered	1	2	3

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g.	Student engagement with school	1	2	3
h.	School safety	1	2	3
i.	School facilities (library, gym, textbooks)	1	2	3
j.	Transportation	1	2	3
k.	Other parents support for the school	1	2	3
l.	School communication about academics	1	2	3
m.	School communication about discipline	1	2	3
n.	Opportunities for parental involvement	1	2	3
o.	School's desire for parental involvement	1	2	3

26. How **serious** are the following problems at your child's current school?

	Choose one per item	Very Serious	Somewhat Serious	Not Serious	Don't Know
a.	Students destroying property	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
b.	Fighting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
c.	Racial conflict	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
d.	Drugs/Alcohol	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
e.	Teacher absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
f.	Teacher turnover	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
g.	Bullying	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
h.	Students cheating	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>
i.	Gangs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	N/A <input type="checkbox"/>

27. How often did you (or someone in your household) do any of the following at your child's school this past year?

	Choose one per item	0 times	1-3 times	4-6 times	7+ times
a.	Volunteer at your child's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Attend parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Take part in activities of a parent/teacher organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Meet with other organizations dealing with school matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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28. During this year, how many times did you (or someone in your household) have contact with the school about each of the following?

	Choose one per item	Never	Once or Twice	3 or 4 times	5 times or more
a.	Your child's academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Volunteering at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Participating in fundraisers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Providing information for school records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Your child's behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. For each of the following statements, please select if you: Strongly Disagree, Disagree, Agree, or Strongly Agree.

	Choose one per item	Strongly Disagree	Disagree	Agree	Strongly Agree
a.	I trust the teachers at my school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b.	My child's school has high expectations for academic achievement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c.	I feel capable to participate in organizations at my child's school.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d.	I know more about my child's school than most parents.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e.	I don't have a say about what happens in schools.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f.	School staff don't care what I think.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

30. Thinking specifically about your child's **CURRENT** school:

a.	In a typical week, about how many nights does your child have homework?	0 nights <input type="checkbox"/>	1-2 nights <input type="checkbox"/>	3-4 nights <input type="checkbox"/>	5-7 nights <input type="checkbox"/>
----	---	--------------------------------------	--	--	--

☐

☐

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

b.	About how much time per night does it typically take to complete the homework?	15 minutes or less	15-30 minutes	30 minutes to 1 hour <input type="checkbox"/>	More than 1 hour <input type="checkbox"/>
c.	About how many nights in a typical week do you help with your child's homework?	0 nights <input type="checkbox"/>	1-2 nights	3-4 nights	5-7 nights

31.	Do you think this amount of homework is:	Far too little <input type="checkbox"/>	Too little <input type="checkbox"/>	About right <input type="checkbox"/>	Too much <input type="checkbox"/>	Far too much <input type="checkbox"/>
-----	--	--	--	---	--------------------------------------	--

32.	Do you think this homework is:	Much too easy <input type="checkbox"/>	Too easy <input type="checkbox"/>	About right <input type="checkbox"/>	Too hard <input type="checkbox"/>	Much too hard <input type="checkbox"/>
-----	--------------------------------	---	--------------------------------------	---	--------------------------------------	---

33. How many times in a normal week would you say you participate in the following activities with your child?

	Choose one per item	Never	Once or Twice	3 or 4 times	5 times or more
a.	Read with or to your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Work on math or arithmetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Work on writing or penmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Watch educational programs on TV with your child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Use an online educational resource such as Khan Academy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. How often do you talk with other parents about matters going on at your child's school?

Rarely or Never..... ☐

Once or twice a month..... ☐

Once or twice a week..... ☐

Almost every day..... ☐

35. What is the name of the principal at your child's school?

[FIRST NAME]

[LAST NAME]

36. Who do you think is most responsible for the academic achievement of children in schools? Please select **only one**.

Parents..... ☐

Schools staff/teachers..... ☐

ARKANSAS CHARTER SCHOOL PROGRAM EVALUATION

The community ☐
 The government ☐
 Students ☐
 Other (please specify below)..... ☐

Demographics

37.	What is your race/ethnicity (Mark ALL that apply)	African- American <input type="checkbox"/>	American Indian <input type="checkbox"/>	Asian/Pacific Islander <input type="checkbox"/>	Hispanic <input type="checkbox"/>	White <input type="checkbox"/>
38.	What is the highest educational level that you have completed?	Below High School <input type="checkbox"/>	Some High School/GED <input type="checkbox"/>	High School Graduate <input type="checkbox"/>	Some College <input type="checkbox"/>	College Degree or more <input type="checkbox"/>
39.	Is your child eligible for the Free and Reduced Lunch Program?		Free <input type="checkbox"/>	Reduced <input type="checkbox"/>	Ineligible <input type="checkbox"/>	Unsure <input type="checkbox"/>
40.	How would you describe your current work situation?	Working <input type="checkbox"/>	Retired <input type="checkbox"/>	Student <input type="checkbox"/>	Unemployed <input type="checkbox"/>	Homemaker <input type="checkbox"/>
41.	Does your child have any learning disabilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			

Comments: If you have any additional comments about your current charter school, please include those in the box below.

SECTION 3: CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Our general charge was to evaluate the effectiveness of Arkansas charter schools over the past three years. Because we were unable to conduct a “gold-standard” random assignment study, we employed multiple analytic strategies as robustness checks for our primary matched-twin study. Thus, the primary focus of our study was to ask the two following questions:

1. Are charters effective in this state?
2. Should we believe these results? Does our strategy of using waitlist students as the comparison population yield similar results as a “matching study” comparing charter students to similar students in TPS schools?

The average annual effect of all charter schools (including open-enrollment and conversion schools) across the state was positive and statistically significant in Math Benchmark test scores, while there was no significant effect on Literacy Benchmark test scores. The results were negative in high school Geometry and null in high school literacy. These results, and all subgroup results, are displayed in the table below.

Conclusion Table 1: Summary of Subgroup Effects in Standardized Units, 2011-14

School	Academic Impacts of Public Charter Schools (Average 1-Yr Impacts)				
	Overall	Benchmark Math	Benchmark Literacy	Geometry	11th Grade Literacy
All Charter Schools	0.008 *	0.021 ***	0.005	-0.094 ***	0.000
Open Enrollment	0.023 ***	0.025 ***	0.024 ***	-0.078 ***	0.120 ***
District Conversion	-0.021 ***	0.017	-0.027 **	-0.117 ***	-0.088 ***
Open-Enrollment Charter Schools by Subgroup					
Less Mature (Less than 5 years as of 2011-12)	0.046 ***	0.058 ***	0.045 ***	-0.096 ***	0.058
More Mature (5 years or more as of 2011-12)	0.001	-0.015	0.003	-0.006	0.158 ***
Waitlist	0.034 ***	0.038 ***	0.032 ***	-0.044	0.115 ***
No Waitlist Reported	-0.004	-0.006	0.009	-0.154 ***	0.138 **
Little Rock Metro	0.038 ***	0.047 ***	0.043 ***	-0.098 ***	0.052
Non- Little Rock Metro	0.000	0.000	-0.014	-0.042	0.215 ***
Schools Serving ≥ 61% FRL Students (State Average)	0.054 ***	0.036 ***	0.070 ***	0.032	0.228 ***
Schools Serving < 61% FRL Students (State Average)	0.007	0.018 *	0.002	-0.109 ***	0.106 ***

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

If we consider only open-enrollment charter schools, the story is slightly more positive. There are significant positive effects, although they are small annual effects, for math and literacy in grades 3-8. The magnitude of these effects are approximately 0.025 standard deviate units per year. The high school results are larger, but based on smaller sample sizes because they are based on only one exam for math

(EOC Geometry) and one exam for literacy (Grade 11 Literacy). Here, we find larger negative results in Geometry (-.08) and larger positive results in literacy (+.12).

In general, the positive effects of open-enrollment charter schools in both elementary and middle school subject areas (Math and Literacy) are driven by the newer schools, schools with waitlists, schools in the Little Rock Metro area, and schools serving more economically disadvantaged students (\geq State Average of about 61% FRL). Therefore, it appears that these types of schools are more likely to positively effect the achievement of elementary students and middle school students, regardless of subject.

In contrast, the negative effects of open-enrollment charter schools in Geometry and the null effects of 11th Grade Literacy tell less of a consistent story. There are overall negative effects for both EOC tests in district conversion schools, but open-enrollment schools, had negative effects on Geometry and positive effects on 11th Grade Literacy.

Reasonable conclusions that can be drawn from this study are that the public charter schools in Arkansas have their clearest positive effect on student test scores in the grades prior to high school and in Math in particular. Arkansas charters have their clearest negative effect on student test scores in the high school grades and specifically in Geometry. The school year 2012-13 appeared to be the strongest individual year for charter school performance, compared with 2011-12 and 2013-14. Particular open-enrollment schools primarily drive the strong positive results in 2012-13 with positive effects on the Math and Literacy Benchmarks as well as the 11th Grade Literacy Exam. Two of these schools were not included in the 2011-12 analysis due to a very small sample size, so this could explain some of the jump in positive effects in 2012-13.

The results of this evaluation tell a somewhat different story than the previous evaluations of Arkansas public charter schools discussed in the Literature Review. The “matched twin” methodology is similar to the one used in the CREDO studies of Arkansas charters (2009; 2013) and falls within the same general class of rigorous quasi-experimental methods as the Mills (2014) study. In the end, the current study may have somewhat different results because this evaluation covers a different time period than previous studies covered.

With the evaluation that has been performed, there were certain limitations that can be improved upon in future studies. First, the “gold standard” experimental design strategy could not be used because of differences in the types and amount of data collected from charter schools about their admissions lotteries. A quasi-experimental study design was implemented instead. A second limitation of this study was the relatively low student match rates, especially in certain subjects such as the Geometry EOC. Several of the charter schools, by design or for other reasons, maintain low student populations and therefore have low numbers of students tested.

Should We Believe the Results?

To assess the extent to which we should believe these results, we consider results for the limited sample of students attending charter schools in the same region as charters with waitlists. Thus, we restrict the sample to the same schools included in the waitlist-matching and applicant analyses for comparison. Recall that this analytic strategy required that we match each charter student with similar

traditional public school students who applied for charter schools but were not admitted (waitlisted) in the 2012-13 school year. Thus, the comparison students would be, by virtue of our matching nearly identical on observable characteristics. Moreover, because the comparison students were themselves applicants to charter schools, our analysis is not limited by important unobservable or motivational differences between the treatment and comparison students.

If the results of this analysis (for the restricted sample of schools and students in regions with student waitlists) provide similar estimates to those of general TPS-matching analysis, we can have greater confidence that our matching strategy is not significantly threatened by self-selection.

Indeed, in the waitlist-restricted TPS-matching analysis, we see similar (but not identical) results to those from the general matching analysis (for those same schools) in the two years since the waitlist data were available (2012-13 and 2013-14). For **math**, in 2012-13, the estimate of the charter effect derived from the matching twin strategy is +.09 (statistically significant at the .01 level); the effect estimate from the waitlist strategy is +.05 (statistically significant at the .05 level). In 2013-14, the estimate of the charter effect derived from the matching twin strategy is +.03 (statistically significant at the .10 level); the effect estimate from the waitlist strategy is +.02 (not statistically significant). For **literacy**, in 2012-13, the estimate of the charter effect derived from the matching twin strategy is +.07 (statistically significant at the .01 level); the effect estimate from the waitlist strategy is +.04 (statistically significant at the .05 level). In 2013-14, the estimate of the charter effect derived from the matching twin strategy is +.03 (statistically significant at the .05 level); the effect estimate from the waitlist strategy is +.01 (not statistically significant).

The fact that these results are so similar gives us greater confidence in the results of the full TPS-matching analysis; thus, we should trust our results. Furthermore, results from these analyses are consistent with the general patterns of modest charter school effects from the national studies reviewed in the literature.

Of course, these modest positive results mask a great deal of internal variation. Some Arkansas charter schools post consistent positive results while others do not. Policymakers should certainly view year-to-year results with caution, but use this information along with a variety of other data to inform decisions on how to proceed with charter school reauthorization decisions.

Finally, based on our examination of the charter lotteries that were conducted and are conducted each year in several oversubscribed charter schools in the state, we conclude the report with several recommendations for the administration of and recordkeeping that accompanies student admission lotteries to public charter schools in the state. Our recommendations, focused on transparency, also lend themselves to a greater ability to study charter school effects in the future using admission lotteries.

Policy Recommendations: Lotteries in Oversubscribed Charters

Due to the limitations of data collection, firm conclusions about all oversubscribed open-enrollment charter schools were not possible. Given that the state law does not require or provide specific documentation guidelines for lottery results, the data received were not collected in a comprehensive and

systematic way by a majority of oversubscribed charter schools in both 2012 and 2013. For example, it was not clear how the lottery conducted for each school generated the list of admitted and waitlisted students. Also there was no way to be sure that the waitlist information was complete, as only waitlisted students with previous public school enrollment were able to be included (any or all out of state, private school, or home school applicants may not have been reported). Additionally, there was no information on whether students admitted were awarded automatic admission outside of the lottery and the reasons for that automatic admission (such as a sibling preference or mid-year transfer).

This problem could be remedied, and a “gold standard” rigorous experimental analysis could be conducted, if oversubscribed charter schools did the following:

1. Establish exact and complete groups of students “admitted by lottery” and “not admitted by lottery”, and provided such lists to the ADE after lottery takes place.
2. Generate randomly-ordered waiting lists for each relevant grade and admit students in order off of that list; provide the ADE with the original waitlist and indicate the last student who was offered admission off of the list along with the outcome of the offer (accepted or declined);
3. Clearly indicate any students who were awarded automatic admission outside of the lottery and the reasons for that automatic admission (such as a sibling preference or mid-year transfer).

We are not claiming that the charter lotteries in Arkansas have been administered improperly. The incomplete records documenting the results of those lotteries simply lack the detail necessary for researchers to draw upon them to conduct a fully experimental, random assignment analysis of charter school effects. The approaches described above would allow for more clear and complete identification of which students were offered admission and which students were not offered admission through the lottery, which is the foundation of a rigorous experimental analysis.⁶²

Policy Recommendations: On-going Performance Review

One of the most beneficial aspects of charter schools is that they are held accountable for their outcomes. Our final recommendation involves bringing a systematic version of this type of study into the charter renewal process. While academic effects do not encompass the entire mission of a charter school, or any school, these results can provide meaningful information to charter authorizers and the public. Thus, prior to the consideration of charter school renewal requests by the state’s Charter Authorizing Panel, researchers should be commissioned to conduct matching twin studies of the charter schools in question for the previous several years and share this information with the Panel. In this way, the Panel would know exactly how the analyses were conducted and would not have to consider only the data presented by the charter school leaders themselves.

⁶² Nevertheless, even if it were possible to do this in the future, it should be noted that it would likely still only be possible to study a small subsample of charter students, because most multi-grade charter schools do not have open seats in each grade, because most students simply continue on from one grade to the next in their charter “slot”.



**ARKANSAS CHARTER SCHOOL
ACADEMIC EVALUATION:
3-YEAR STATE-WIDE MATCHING STUDY
(2011-12 TO 2013-14)
SCHOOL LEVEL APPENDIX**

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ACADEMICS PLUS

OVERALL EFFECT

+0.020

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 4-10)

ELEMENTARY: -0.037
SECONDARY: 0.004
OVERALL: -0.004

Maumelle, AR
Open-Enrollment
Grades Served: K-12
Year Opened: 2011

LITERACY Avg. Annual Effect (Grades 4-11)

ELEMENTARY: 0.060**
SECONDARY: -0.099
OVERALL: 0.040

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	190	-0.153 ***		191	+0.105 *
12-13	209	+0.047		208	+0.041
13-14	211	-0.019		208	+0.041

Avg. Annual Effect	-0.037	+0.060 **
---------------------------	---------------	------------------

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math		#Charter Students	EOC Effect- Literacy
11-12	44	-0.304 **		26	+0.039
12-13	36	-0.023		31	+0.108
13-14	26	+0.448 ***		29	-0.269 **

Avg. Annual Effect	+0.004	-0.099
---------------------------	---------------	---------------

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Academics Plus Charter School on Math Benchmarks, 2011-14					
	2011-12		2012-13	2013-14	
Grades Served	K-12		K-12	K-12	
Total Enrollment	623		648	650	
Grades Included	4-8		4-8	4-8	
Enrollment in Included Grades	233		250	247	
Sample Size (Treatment)	190		209	211	
Sample Size (% of Inc. Grade Enrollment)	82%		84%	85%	
					Avg. Effect
OLS Treatment Effect	-0.153	***	+0.047	-0.019	-0.037
Robust Standard Error	(0.057)		(0.053)	(0.059)	(0.083)

Academic Impacts of Academics Plus Charter School on Literacy Benchmarks, 2011-14					
	2011-12		2012-13	2013-14	
Grades Served	K-12		K-12	K-12	
Total Enrollment	623		648	650	
Grades Included	4-8		4-8	4-8	
Enrollment in Included Grades	233		250	247	
Sample Size (Treatment)	191		208	208	
Sample Size (% of Inc. Grade Enrollment)	82%		83%	84%	
					Avg. Effect
OLS Treatment Effect	+0.105	*	+0.041	+0.041	0.060 **
Robust Standard Error	(0.054)		(0.052)	(0.048)	(0.0295)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of Academics Plus Charter School on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-12	K-12	K-12	
Total Enrollment	623	648	650	
Grades Included	8-10	9-10	8-10	
Enrollment in Included Grades	143	94	122	
Sample Size (Treatment)	44	36	26	
Sample Size (% of Inc. Grade Enrollment)	31%	38%	21%	
				Avg. Effect
OLS Treatment Effect	-0.304	-0.023	+0.448	+0.004
Robust Standard Error	(0.144)	(0.128)	(0.164)	(0.083)

Academic Impacts of Academics Plus Charter School on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-12	K-12	K-12	
Total Enrollment	623	648	650	
Grades Included	11	11	11	
Enrollment in 11th Grade	42	42	37	
Sample Size (Treatment)	26	31	29	
Sample Size (% of 11th Grade Enrollment)	62%	74%	78%	
				Avg. Effect
OLS Treatment Effect	+0.039	+0.108	-0.269	-0.099
Robust Standard Error	(0.147)	(0.165)	(0.110)	(0.078)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmark

<i>Baseline Equivalency for Academics Plus in Math, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	190	190	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.08	6.08	-	1.000
Prior Year Math Z-Score	-0.01	-0.01	(0.00)	0.999
Prior Year Literacy Z-Score	0.04	0.10	(0.06)	0.531
% FRL	0.32	0.32	0.01	0.912
% Minority	0.31	0.34	(0.03)	0.510
% Female	0.52	0.57	(0.05)	0.303

<i>Baseline Equivalency for Academics Plus in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	209	209	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.81	5.81	-	1.000
Prior Year Math Z-Score	0.06	0.06	-	1.000
Prior Year Literacy Z-Score	0.27	0.19	0.08	0.309
% FRL	0.34	0.34	0.00	0.918
% Minority	0.25	0.24	0.00	0.910
% Female	0.45	0.45	-	1.000

<i>Baseline Equivalency for Academics Plus in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	211	211	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.91	5.91	-	1.000
Prior Year Math Z-Score	0.20	0.20	-	1.000
Prior Year Literacy Z-Score	0.20	0.29	(0.09)	0.241
% FRL	0.29	0.28	0.00	0.914
% Minority	0.20	0.21	(0.00)	0.904
% Female	0.45	0.46	(0.01)	0.769

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmark

Baseline Equivalency for Academics Plus in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	191	191	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.07	6.07	-	1.000
Prior Year Math Z-Score	-0.03	0.10	(0.13)	0.206
Prior Year Literacy Z-Score	0.02	0.02	(0.00)	0.970
% FRL	0.33	0.47	(0.14)	*** 0.007
% Minority	0.31	0.43	(0.12)	** 0.020
% Female	0.52	0.47	0.05	0.357

Baseline Equivalency for Academics Plus in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	208	208	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.82	5.82	-	1.000
Prior Year Math Z-Score	0.07	0.11	(0.04)	0.629
Prior Year Literacy Z-Score	0.30	0.30	(0.00)	0.974
% FRL	0.35	0.42	(0.07)	0.130
% Minority	0.25	0.35	(0.10)	** 0.032
% Female	0.45	0.50	(0.04)	0.377

Baseline Equivalency for Academics Plus in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	208	208	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.92	5.92	-	1.000
Prior Year Math Z-Score	0.23	0.22	0.01	0.887
Prior Year Literacy Z-Score	0.27	0.27	(0.00)	0.985
% FRL	0.29	0.31	(0.02)	0.593
% Minority	0.21	0.26	(0.05)	0.202
% Female	0.46	0.50	(0.04)	0.432

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOC

<i>Baseline Equivalency for Academics Plus in Geometry, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	44	44	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.59	9.59	-	1.000
Baseline Algebra Score	-0.09	-0.09	-	1.000
% FRL	0.23	0.25	(0.02)	0.803
% Minority	0.18	0.20	(0.02)	0.787
% Female	0.55	0.59	(0.05)	0.667

<i>Baseline Equivalency for Academics Plus in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	36	36	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.58	9.58	-	1.000
Baseline Algebra Score	-0.03	-0.03	-	1.000
% FRL	0.33	0.25	0.08	0.437
% Minority	0.42	0.47	(0.06)	0.635
% Female	0.56	0.58	(0.03)	0.812

<i>Baseline Equivalency for Academics Plus in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	26	26	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.65	9.65	-	1.000
Baseline Algebra Score	-0.29	-0.29	(0.00)	0.994
% FRL	0.23	0.19	0.04	0.734
% Minority	0.19	0.27	(0.08)	0.510
% Female	0.58	0.65	(0.08)	0.569

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

<i>Baseline Equivalency for Academics Plus in 11th Grade Literacy, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	26	26	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.04	0.05	(0.00)	0.996
% FRL	0.27	0.31	(0.04)	0.760
% Minority	0.15	0.19	(0.04)	0.714
% Female	0.62	0.58	0.04	0.777

<i>Baseline Equivalency for Academics Plus in 11th Grade Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	31	31	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.02	0.03	(0.00)	0.981
% FRL	0.16	0.32	(0.16)	0.138
% Minority	0.23	0.32	(0.10)	0.393
% Female	0.48	0.61	(0.13)	0.307

<i>Baseline Equivalency for Academics Plus in 11th Grade Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	29	29	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.17	0.17	(0.00)	0.996
% FRL	0.24	0.24	-	1.000
% Minority	0.45	0.45	-	1.000
% Female	0.62	0.48	0.14	0.291

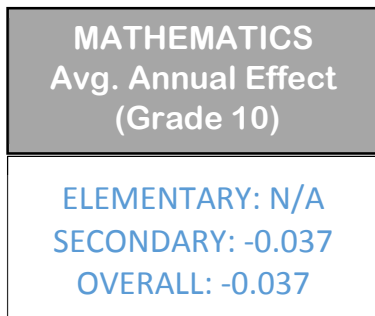
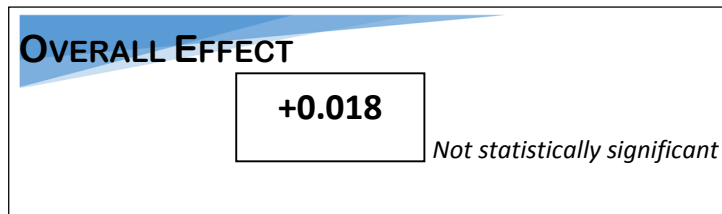
*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

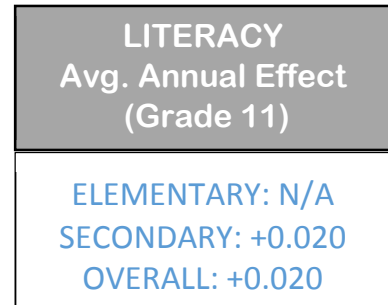
Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

The Academies at Jonesboro



Jonesboro, AR
District Conversion
Grades Served: 9-12
Year Opened: 2013



Secondary Effects (EOC Exams)				
Year	#Charter Students	EOC Effect-Math	#Charter Students	EOC Effect-Literacy
11-12	-	-	-	-
12-13	-	-	-	-
13-14	77	-0.037	196	+0.020
Avg. Annual Effect		-0.037		+0.020

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of The Academies at Jonesboro on Geometry EOC, 2013-14

2013-14		
Grades Served	9-12	
Total Enrollment	1,068	
Grades Included	10	
Enrollment in Included Grades	370	
Sample Size (Treatment)	77	
Sample Size (% of Inc. Grade Enrollment)	21%	
		Avg. Effect
OLS Treatment Effect	-0.037	-0.037
Robust Standard Error	(0.095)	(0.095)

Academic Impacts of The Academies at Jonesboro on 11th Grade Literacy EOC, 2011-14

2013-14		
Grades Served	9-12	
Total Enrollment	1,068	
Grades Included	11	
Enrollment in 11th Grade	378	
Sample Size (Treatment)	196	
Sample Size (% of 11th Grade Enrollment)	52%	
		Avg. Effect
OLS Treatment Effect	+0.020	+0.020
Robust Standard Error	(0.056)	(0.056)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—EOCs

Baseline Equivalency for The Academies at Jonesboro in Geometry, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	77	77	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	10	10	-	
Average Grade	10.00	10.00	-	1.000
Baseline Algebra Score	-0.11	-0.11	0.00	0.998
% FRL	0.74	0.74	-	1.000
% Minority	0.31	0.31	-	1.000
% Female	0.39	0.34	0.05	0.503

Baseline Equivalency for The Academies at Jonesboro in 11th Grade Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	196	196	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.42	0.42	(0.00)	0.980
% FRL	0.49	0.47	0.03	0.613
% Minority	0.72	0.79	(0.07)	0.125
% Female	0.47	0.57	(0.10) *	0.055

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

ACADEMY OF SERVICE AND TECHNOLOGY (VILONIA)

OVERALL EFFECT

+0.075**

Significant at the 5% level

MATHEMATICS Avg. Annual Effect (Grades 5-6)

ELEMENTARY: +0.158***
SECONDARY: N/A
OVERALL: +0.158***

Vilonia, AR

District Conversion

Grades Served: 5-6

Year Opened: 2007

LITERACY Avg. Annual Effect (Grades 5-6)

ELEMENTARY: +0.011
SECONDARY: N/A
OVERALL: +0.011

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	81	+0.081		83	-0.045
12-13	84	+0.260	***	76	+0.034
13-14	71	+0.172	**	72	+0.040
Avg. Annual Effect		+0.158	***	+0.011	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Academy of Service and Tech on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	5-6	5-6	5-6	
Total Enrollment	111	105	109	
Grades Included	5-6	5-6	5-6	
Enrollment in Included Grades	111	105	109	
Sample Size (Treatment)	81	84	71	
Sample Size (% of Inc. Grade Enrollment)	73%	80%	65%	
				Avg. Effect
OLS Treatment Effect	+0.081	+0.260 ***	+0.172 **	+0.158 ***
Robust Standard Errors	(0.080)	(0.099)	(0.086)	(0.050)

Academic Impacts of Academy of Service and Tech on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	5-6	5-6	5-6	
Total Enrollment	111	105	109	
Grades Included	5-6	5-6	5-6	
Enrollment in Included Grades	111	105	109	
Sample Size (Treatment)	83	76	72	
Sample Size (% of Inc. Grade Enrollment)	75%	72%	66%	
				Avg. Effect
OLS Treatment Effect	-0.045	+0.034	+0.040	+0.011
Robust Standard Errors	(0.078)	(0.080)	(0.072)	(0.044)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

<i>Baseline Equivalency for Academy of Service and Tech in Math, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	81	81	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.49	5.49	-	1.000
Prior Year Math Z-Score	0.36	0.36	-	1.000
Prior Year Literacy Z-Score	0.45	0.56	(0.11)	0.312
% FRL	0.40	0.36	0.04	0.627
% Minority	0.00	0.01	(0.01)	0.316
% Female	0.52	0.56	(0.04)	0.636

<i>Baseline Equivalency for Academy of Service and Tech in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	84	84	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.52	5.52	-	1.000
Prior Year Math Z-Score	0.35	0.35	-	1.000
Prior Year Literacy Z-Score	0.43	0.39	0.03	0.754
% FRL	0.42	0.46	(0.05)	0.534
% Minority	0.04	0.01	0.02	0.311
% Female	0.60	0.58	0.01	0.875

<i>Baseline Equivalency for Academy of Service and Tech in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	71	71	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.44	5.44	-	1.000
Prior Year Math Z-Score	0.26	0.26	-	1.000
Prior Year Literacy Z-Score	0.16	0.17	(0.01)	0.950
% FRL	0.37	0.32	0.04	0.596
% Minority	0.03	0.01	0.01	0.560
% Female	0.46	0.45	0.01	0.866

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Academy of Service and Tech in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	83	83	-	-
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.57	5.57	-	1.000
Prior Year Math Z-Score	0.42	0.33	0.09	0.451
Prior Year Literacy Z-Score	0.62	0.62	0.00	0.999
% FRL	0.40	0.36	0.04	0.631
% Minority	0.00	0.00	-	1.000
% Female	0.55	0.54	0.01	0.876

Baseline Equivalency for Academy of Service and Tech in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	76	76	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.49	5.49	-	1.000
Prior Year Math Z-Score	0.51	0.42	0.09	0.533
Prior Year Literacy Z-Score	0.57	0.57	(0.00)	0.998
% FRL	0.38	0.33	0.05	0.498
% Minority	0.03	0.00	0.03	0.155
% Female	0.54	0.50	0.04	0.626

Baseline Equivalency for Academy of Service and Tech in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	72	72	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.53	5.53	-	1.000
Prior Year Math Z-Score	0.44	0.42	0.02	0.882
Prior Year Literacy Z-Score	0.47	0.47	(0.00)	0.998
% FRL	0.28	0.25	0.03	0.705
% Minority	0.03	0.00	0.03	0.154
% Female	0.51	0.60	(0.08)	0.314

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

ACADEMY OF TECHNOLOGY (VILONIA)

OVERALL EFFECT

+0.029

Not statistically significant

MATHEMATICS
Avg. Annual Effect
(Grade 4)

ELEMENTARY: +0.183*
SECONDARY: N/A
OVERALL: +0.183*

Vilonia, AR
District Conversion
Grades Served: 2-4
Year Opened: 2004

LITERACY
Avg. Annual Effect
(Grade 4)

ELEMENTARY: -0.058
SECONDARY: N/A
OVERALL: -0.058

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	21	+0.397	20	-0.056
12-13	22	-0.080	21	-0.076
13-14	23	+0.423 **	22	-0.024
Avg. Annual Effect		+0.183 *		-0.058

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Academy of Technology Charter School on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14		
Grades Served	2-4	2-4	2-4		
Total Enrollment	78	78	79		
Grades Included	4	4	4		
Enrollment in Included Grades	28	28	28		
Sample Size (Treatment)	21	22	23		
Sample Size (% of Inc. Grade Enrollment)	75%	79%	82%		
				Avg. Effect	
OLS Treatment Effect	0.397	-0.0797	0.423	**	+0.183 *
Robust Standard Errors	(0.279)	(0.162)	(0.182)		(0.111)

Academic Impacts of Academy of Technology Charter School on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14		
Grades Served	2-4	2-4	2-4		
Total Enrollment	78	78	79		
Grades Included	4	4	4		
Enrollment in Included Grades	28	28	28		
Sample Size (Treatment)	20	21	22		
Sample Size (% of Inc. Grade Enrollment)	71%	75%	79%		
				Avg. Effect	
OLS Treatment Effect	-0.056	-0.076	-0.024		-0.058
Robust Standard Errors	(0.153)	(0.122)	(0.171)		(0.083)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

<i>Baseline Equivalency for Academy of Technology in Math, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	21	21	-	
Range of Grades Served	2-4	2-4	-	
Range of Grades in	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	0.48	0.48	-	1.000
Prior Year Literacy Z-Score	0.64	0.41	0.23	0.414
% FRL	0.19	0.24	(0.05)	0.707
% Minority	0.00	0.00	-	1.000
% Female	0.48	0.48	-	1.000

<i>Baseline Equivalency for Academy of Technology in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	22	22	-	
Range of Grades Served	2-4	2-4	-	
Range of Grades in	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	0.59	0.59	-	1.000
Prior Year Literacy Z-Score	0.48	0.46	0.01	0.937
% FRL	0.27	0.41	(0.14)	0.340
% Minority	0.00	0.00	-	1.000
% Female	0.45	0.55	(0.09)	0.546

<i>Baseline Equivalency for Academy of Technology in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	23	23	-	
Range of Grades Served	2-4	2-4	-	
Range of Grades in	4	4	-	
Average Grade	4.00	4.00	-	
Prior Year Math Z-Score	0.40	0.40	-	1.000
Prior Year Literacy Z-Score	0.36	0.44	(0.09)	0.651
% FRL	0.43	0.61	(0.17)	0.238
% Minority	0.00	0.00	-	1.000
% Female	0.43	0.52	(0.09)	0.555

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Academy of Technology in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	20	20	-	
Range of Grades Served	2-4	2-4	-	
Range of Grades in	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	0.58	0.54	0.04	0.879
Prior Year Literacy Z-Score	0.51	0.51	0.00	0.999
% FRL	0.30	0.50		0.197
% Minority	0.00	0.00	-	1.000
% Female	0.35	0.55		0.204

Baseline Equivalency for Academy of Technology in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	21	21	-	
Range of Grades Served	2-4	2-4	-	
Range of Grades in	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	0.73	0.71	0.02	0.954
Prior Year Literacy Z-Score	0.64	0.65	(0.00)	0.996
% FRL	0.24	0.39	(0.15)	0.726
% Minority	0.00	0.00	-	1.000
% Female	0.48	0.62	(0.14)	0.352

Baseline Equivalency for Academy of Technology in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	22	22	-	
Range of Grades Served	2-4	2-4	-	
Range of Grades in	4	4	-	
Average Grade	4.00	4.00	-	
Prior Year Math Z-Score	0.46	0.48	(0.01)	0.942
Prior Year Literacy Z-Score	0.45	0.45	-	1.000
% FRL	0.45	0.32	0.14	0.353
% Minority	0.00	0.00	-	1.000
% Female	0.45	0.59	(0.14)	0.365

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

ARKANSAS VIRTUAL ACADEMY

OVERALL EFFECT

-0.077***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 4-8)

ELEMENTARY: -0.068***
SECONDARY: N/A
OVERALL: -0.068***

Whole State
Open-Enrollment
Grades Served: K-8
Year Opened: 2007

LITERACY Avg. Annual Effect (Grades 4-8)

ELEMENTARY: -0.087***
SECONDARY: N/A
OVERALL: -0.087***

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy	
11-12	178	-0.037	179	+0.023	
12-13	212	-0.005	213	-0.025	
13-14	551	-0.102 ***	548	-0.160 ***	
Avg. Annual Effect		-0.068 ***		-0.087 ***	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Arkansas Virtual Academy on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-8	K-8	K-8	
Total Enrollment	500	499	1334	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	247	249	815	
Sample Size (Treatment)	178	212	551	
Sample Size (% of Inc. Grade Enrollment)	72%	85%	68%	
				Avg. Effect
OLS Treatment Effect	-0.0367	-0.0051	-0.102 ***	-0.068***
Robust Standard Error	(0.061)	(0.051)	(0.032)	(0.025)

Academic Impacts of Arkansas Virtual Academy on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-8	K-8	K-8	
Total Enrollment	500	499	1334	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	247	249	815	
Sample Size (Treatment)	179	213	548	
Sample Size (% of Inc. Grade Enrollment)	72%	86%	67%	
				Avg. Effect
OLS Treatment Effect	+0.0227	-0.0249	-0.160 ***	-0.087***
Robust Standard Error	(0.059)	(0.054)	(0.037)	(0.027)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math

<i>Baseline Equivalency for Arkansas Virtual Academy in Math, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	178	178	-	-
Range of Grades Served	K-8	K-8	-	
Range of Grades in	4-8	4-8	-	
Average Grade	5.63	5.63	-	1.000
Prior Year Math Z-Score	-0.04	-0.04	(0.00)	0.999
Prior Year Literacy Z-Score	-0.08	-0.09	0.01	0.964
% Minority	0.12	0.16	(0.03)	0.360
% Female	0.51	0.50	0.01	0.916

<i>Baseline Equivalency for Arkansas Virtual Academy in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	212	212	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in	4-8	4-8	-	
Average Grade	5.73	5.73	-	1.000
Prior Year Math Z-Score	-0.26	-0.26	-	1.000
Prior Year Literacy Z-Score	-0.21	-0.19	(0.02)	0.818
% Minority	0.17	0.17	(0.00)	0.898
% Female	0.47	0.50	(0.02)	0.627

<i>Baseline Equivalency for Arkansas Virtual Academy in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	551	551	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in	4-8	4-8	-	
Average Grade	6.05	6.05	-	1.000
Prior Year Math Z-Score	-0.10	-0.10	0.00	1.000
Prior Year Literacy Z-Score	-0.11	-0.15	0.04	0.578
% Minority	0.21	0.20	0.00	0.881
% Female	0.50	0.47	0.04	0.206

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy

<i>Baseline Equivalency for Arkansas Virtual Academy in Literacy, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	179	179	-	-
Range of Grades Served	K-8	K-8	-	
Range of Grades in	4-8	4-8	-	
Average Grade	5.68	5.68	-	1.000
Prior Year Math Z-Score	0.00	0.01	(0.01)	0.933
Prior Year Literacy Z-Score	-0.08	-0.08	(0.00)	0.993
% Minority	0.12	0.15	(0.03)	0.442
% Female	0.49	0.44	0.05	0.340

<i>Baseline Equivalency for Arkansas Virtual Academy in Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	213	213	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in	4-8	4-8	-	
Average Grade	5.73	5.73	-	1.000
Prior Year Math Z-Score	-0.27	-0.12	(0.15)	0.130
Prior Year Literacy Z-Score	-0.22	-0.22	(0.00)	0.986
% Minority	0.17	0.24	(0.08)	* 0.056
% Female	0.47	0.46	0.00	0.923

<i>Baseline Equivalency for Arkansas Virtual Academy in Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	548	548	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in	4-8	4-8	-	
Average Grade	6.05	6.05	-	1.000
Prior Year Math Z-Score	-0.10	-0.10	0.00	0.946
Prior Year Literacy Z-Score	-0.11	-0.10	(0.00)	0.996
% Minority	0.20	0.22	(0.02)	0.415
% Female	0.50	0.49	0.02	0.587

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Arkansas Arts Academy (Formerly Benton County School of the Arts)

OVERALL EFFECT

-0.061***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 4-10)

ELEMENTARY: -0.049*
SECONDARY: -0.222***
OVERALL: -0.080***

Rogers, AR
Open-Enrollment
Grades Served: K-12
Year Opened: 2001

LITERACY Avg. Annual Effect (Grades 4-11)

ELEMENTARY: -0.056**
SECONDARY: +0.014
OVERALL: -0.042

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	238	+0.095	*	323	+0.038
12-13	258	-0.030		321	+0.054
13-14	264	-0.177	***	313	-0.209 ***

Avg. Annual Effect

-0.049 *

-0.056 **

Secondary (EOC Exams)

Year	#Charter Students	EOC Effect- Math		#Charter Students	EOC Effect- Literacy
11-12	48	-0.326	***	30	-0.304 *
12-13	43	-0.154		31	+0.144
13-14	48	-0.125		49	+0.126

Avg. Annual Effect

-0.222 ***

+0.014

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Arkansas Arts Academy on Math Benchmarks, 2011-14</i>						
	2011-12		2012-13		2013-14	
Grades Served	K-12		K-12		K-12	
Total Enrollment	769		776		776	
Grades Included	4-8		4-8		4-8	
Enrollment in Included Grades	323		321		313	
Sample Size (Treatment)	238		258		264	
Sample Size (% of Inc. Grade Enrollment)	74%		80%		84%	
						Avg. Effect
OLS Treatment Effect	0.0947	*	-0.030		-0.177	***
Robust Standard Error	(0.055)		(0.047)		(0.048)	(0.029)

<i>Academic Impacts of Arkansas Arts Academy on Literacy Benchmarks, 2011-14</i>						
	2011-12		2012-13		2013-14	
Grades Served	K-12		K-12		K-12	
Total Enrollment	769		776		776	
Grades Included	4-8		4-8		4-8	
Enrollment in Included Grades	323		321		313	
Sample Size (Treatment)	211		247		249	
Sample Size (% of Inc. Grade Enrollment)	65%		77%		80%	
						Avg. Effect
OLS Treatment Effect	+0.038		+0.054		-0.209	***
Robust Standard Error	(0.054)		(0.050)		(0.045)	(0.028)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of Arkansas Arts Academy on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-12	K-12	K-12	
Total Enrollment	769	776	791	
Grades Included	9-11	9-10	9-10	
Enrollment in Included Grades	178	134	127	
Sample Size (Treatment)	48	43	48	
Sample Size (% of Inc. Grade Enrollment)	27%	32%	38%	
				Avg. Effect
OLS Treatment Effect	-0.326 ***	-0.154	-0.125	-0.222
Robust Standard Error	(0.092)	(0.122)	(0.112)	(0.061)

Academic Impacts of Arkansas Arts Academy on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-12	K-12	K-12	
Total Enrollment	769	776	791	
Grades Included	11	11	11	
Enrollment in 11th Grade	52	51	61	
Sample Size (Treatment)	30	31	49	
Sample Size (% of 11th Grade Enrollment)	58%	61%	80%	
				Avg. Effect
OLS Treatment Effect	-0.304 *	+0.144	+0.126	+0.014
Robust Standard Error	(0.154)	(0.175)	(0.111)	(0.080)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Arkansas Arts Academy in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	238	238	-	-
Range of Grades Served	K-12	K-12	-	
Range of Grades in	4-8	4-8	-	
Average Grade	6.06	6.06	-	1.000
Prior Year Math Z-Score	0.01	0.01	(0.00)	0.999
Prior Year Literacy Z-Score	0.28	0.05	0.22 ***	0.003
% FRL	0.29	0.34	(0.05)	0.200
% Minority	0.18	0.18	-	1.000
% Female	0.58	0.51	0.07	0.141

Baseline Equivalency for Arkansas Arts Academy in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	258	258	-	-
Range of Grades Served	K-12	K-12	-	
Range of Grades in	4-8	4-8	-	
Average Grade	6.03	6.03	-	1.000
Prior Year Math Z-Score	0.21	0.21	(0.00)	0.999
Prior Year Literacy Z-Score	0.27	0.23	0.04	0.587
% FRL	0.31	0.36	(0.05)	0.262
% Minority	0.19	0.16	0.03	0.349
% Female	0.54	0.57	(0.03)	0.535

Baseline Equivalency for Arkansas Arts Academy in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	264	264	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in	4-8	4-8	-	
Average Grade	5.90	5.90	-	1.000
Prior Year Math Z-Score	0.23	0.23	(0.00)	0.999
Prior Year Literacy Z-Score	0.26	0.24	0.02	0.732
% FRL	0.35	0.38	(0.02)	0.587
% Minority	0.22	0.22	-	1.000
% Female	0.52	0.48	0.04	0.338

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Arkansas Arts Academy in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	211	211	-	-
Range of Grades Served	K-12	K-12	-	
Range of Grades in	4-8	4-8	-	
Average Grade	6.03	6.03	-	1.000
Prior Year Math Z-Score	0.05	0.25	(0.20)	** 0.013
Prior Year Literacy Z-Score	0.34	0.34	(0.00)	0.948
% FRL	0.28	0.41	(0.13)	*** 0.006
% Minority	0.19	0.29	(0.09)	** 0.023
% Female	0.58	0.53	0.05	0.327

Baseline Equivalency for Arkansas Arts Academy in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	247	247	-	-
Range of Grades Served	K-12	K-12	-	
Range of Grades in	4-8	4-8	-	
Average Grade	6.01	6.01	-	1.000
Prior Year Math Z-Score	0.23	0.26	(0.02)	0.775
Prior Year Literacy Z-Score	0.35	0.35	(0.00)	0.967
% FRL	0.28	0.36	(0.08)	* 0.054
% Minority	0.21	0.28	(0.07)	* 0.060
% Female	0.55	0.56	(0.00)	0.928

Baseline Equivalency for Arkansas Arts Academy in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	249	249	-	-
Range of Grades Served	K-12	K-12	-	
Range of Grades in	4-8	4-8	-	
Average Grade	5.92	5.92	-	1.000
Prior Year Math Z-Score	0.27	0.21	0.06	0.431
Prior Year Literacy Z-Score	0.33	0.33	(0.00)	0.999
% FRL	0.37	0.38	(0.02)	0.711
% Minority	0.20	0.22	(0.03)	0.442
% Female	0.53	0.49	0.04	0.370

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

<i>Baseline Equivalency for Arkansas Arts Academy in Geometry, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	48	48	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in	9-11	9-11	-	
Average Grade	9.67	9.67	-	1.000
Baseline Algebra Score	0.58	0.58	-	1.000
% FRL	0.21	0.17	0.04	0.601
% Minority	0.10	0.10	-	1.000
% Female	0.73	0.67	0.06	0.505

<i>Baseline Equivalency for Arkansas Arts Academy in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	43	43	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in	9-10	9-10	-	
Average Grade	9.72	9.72	-	1.000
Baseline Algebra Score	0.58	0.58	-	1.000
% FRL	0.21	0.23	(0.02)	0.795
% Minority	0.14	0.09	0.05	0.501
% Female	0.67	0.65	0.02	0.820

<i>Baseline Equivalency for Arkansas Arts Academy in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	48	48	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in	9-10	9-10	-	
Average Grade	9.81	9.81	-	1.000
Baseline Algebra Score	0.18	0.19	(0.00)	0.996
% FRL	0.29	0.25	0.04	0.646
% Minority	0.17	0.15	0.02	0.779
% Female	0.67	0.58	0.08	0.399

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

Baseline Equivalency for Arkansas Arts Academy in 11th Grade Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	30	30	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.47	0.47	-	1.000
% FRL	0.13	0.17	(0.03)	0.718
% Minority	0.00	0.00	-	1.000
% Female	0.70	0.70	-	1.000

Baseline Equivalency for Arkansas Arts Academy in 11th Grade Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	31	31	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.67	0.67	0.00	0.999
% FRL	0.16	0.16	-	0.100
% Minority	0.13	0.10	0.03	0.688
% Female	0.68	0.71	(0.03)	0.783

Baseline Equivalency for Arkansas Arts Academy in 11th Grade Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	49	49	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.50	0.50	(0.00)	0.989
% FRL	0.20	0.27	(0.06)	0.475
% Minority	0.20	0.16	0.04	0.602
% Female	0.63	0.59	0.04	0.678

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

BRUNSON NEW VISION CHARTER SCHOOL

OVERALL EFFECT

+0.252***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 4-5)

ELEMENTARY: +0.300***
SECONDARY: N/A
OVERALL: +0.300***

Warren, AR
District Conversion
Grades Served: 4-5
Year Opened: 2013

LITERACY Avg. Annual Effect (Grades 4-5)

ELEMENTARY: +0.180
SECONDARY: N/A
OVERALL: +0.180

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	-	-		-	-
12-13	-	-		-	-
13-14	150	+0.300 ***		127	+0.180
Avg. Annual Effect		+0.300 ***			+0.180

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Brunson New Vision Charter School on Math Benchmarks, 2011-14

2013-14			
Grades Served	4-5		
Total Enrollment	259		
Grades Included	4-5		
Enrollment in Included Grades	259		
Sample Size (Treatment)	150		
Sample Size (% of Inc. Grade Enrollment)	58%		
			Avg. Effect
OLS Treatment Effect	+0.300	***	+0.300 ***
Robust Standard Errors	(0.097)		(0.097)

Academic Impacts of Brunson New Vision Charter School on Literacy Benchmarks, 2011-14

2013-14			
Grades Served	4-5		
Total Enrollment	259		
Grades Included	4-5		
Enrollment in Included Grades	259		
Sample Size (Treatment)	127		
Sample Size (% of Inc. Grade Enrollment)	49%		
			Avg. Effect
OLS Treatment Effect	0.180		+0.180
Robust Standard Errors	(0.121)		(0.121)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies

<i>Baseline Equivalency for Brunson New Vision Charter School in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	150	150	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	4.56	4.56	-	1.000
Prior Year Math Z-Score	-0.33	-0.33	-	1.000
Prior Year Literacy Z-Score	-0.20	-0.28	0.08	0.478
% FRL	0.63	0.65	(0.02)	0.718
% Minority	0.35	0.30	0.05	0.325
% Female	0.49	0.49	(0.01)	0.908

<i>Baseline Equivalency for Brunson New Vision Charter School in Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	127	127	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in	6-8	6-8	-	
Average Grade	4.57	4.57	-	1.000
Prior Year Math Z-Score	-0.19	-0.13	(0.06)	0.588
Prior Year Literacy Z-Score	-0.04	-0.04	(0.00)	0.997
% FRL	0.66	0.61	0.06	0.362
% Minority	0.40	0.25	0.15	** 0.011
% Female	0.53	0.43	0.10	0.102

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

CABOT ACE

OVERALL EFFECT

-0.144***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 7-10)

ELEMENTARY: +0.076
SECONDARY: -0.498***
OVERALL: -0.184*

Cabot, AR
District Conversion
Grades Served: 7-12
Year Opened: 2004

LITERACY Avg. Annual Effect (Grades 7-11)

ELEMENTARY: -0.106
SECONDARY: -0.158**
OVERALL: -0.129**

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	17	+0.028	16	-0.207
12-13	20	+0.197	15	+0.331
13-14	-	-	-	-

Avg. Annual Effect

+0.076

-0.106

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy
11-12	19	-0.318	36	-0.480 ***
12-13	20	-0.225	34	-0.097
13-14	54	-0.478 *	48	+0.040

Avg. Annual Effect

-0.310 ***

-0.134 ***

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Cabot ACE on Math Benchmarks, 2011-14</i>			
	2011-12	2012-13	
Grades Served	7-12	7-12	
Total Enrollment	191	198	
Grades Included	7-8	7-8	
Enrollment in Included Grades	17	20	
Sample Size (Treatment)	17	15	
Sample Size (% of Inc. Grade Enrollment)	100%	75%	
			Avg. Effect
OLS Treatment Effect	+0.028	+0.197	+0.076
Robust Standard Errors	(0.210)	(0.333)	(0.178)

<i>Academic Impacts of Cabot ACE on Literacy Benchmarks, 2011-14</i>			
	2011-12	2012-13	
Grades Served	7-12	7-12	
Total Enrollment	191	198	
Grades Included	7-8	7-8	
Enrollment in Included Grades	17	20	
Sample Size (Treatment)	16	15	
Sample Size (% of Inc. Grade Enrollment)	94%	75%	
			Avg. Effect
OLS Treatment Effect	-0.207	+0.331	-0.106
Robust Standard Errors	(0.175)	(0.363)	(0.158)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of Cabot ACE on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	7-12	7-12	7-12	
Total Enrollment	191	198	186	
Grades Included	10	10	9-10	
Enrollment in Included Grades	52	46	58	
Sample Size (Treatment)	19	20	54	
Sample Size (% of Inc. Grade Enrollment)	37%	43%	93%	
				Avg. Effect
OLS Treatment Effect	-0.318	-0.225	-0.478 *	-0.310***
Robust Standard Error	(0.202)	(0.189)	(0.278)	(0.124)

Academic Impacts of Cabot ACE on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	7-12	7-12	7-12	
Total Enrollment	191	198	186	
Grades Included	11	11	11	
Enrollment in 11th Grade	37	46	51	
Sample Size (Treatment)	36	34	48	
Sample Size (% of 11th Grade Enrollment)	97%	74%	94%	
				Avg. Effect
OLS Treatment Effect	-0.480 ***	-0.097	+0.040	-0.134***
Robust Standard Error	(0.130)	(0.128)	(0.098)	(0.067)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Cabot ACE in Math, 2011-12				
	Charter	Comparison	Difference	P-Value
Number of Observations	17	17	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	7-8	7-8	-	
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	-0.13	-0.13	-	1.000
Prior Year Literacy Z-Score	-0.18	-0.14	(0.04)	0.880
% FRL	0.35	0.35	-	1.000
% Minority	0.06	0.06	-	1.000
% Female	0.24	0.29	(0.06)	0.697

Baseline Equivalency for Cabot ACE in Math, 2012-13				
	Charter	Comparison	Difference	P-Value
Number of Observations	15	15	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	7-8	7-8	-	
Average Grade	7.80	7.80	-	1.000
Prior Year Math Z-Score	-0.28	-0.28	-	1.000
Prior Year Literacy Z-Score	-0.49	-0.35	(0.15)	0.685
% FRL	0.60	0.67	(0.07)	0.705
% Minority	0.07	0.07	-	1.000
% Female	0.20	0.20	-	1.000

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Cabot ACE in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	16	16	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	7-8	7-8	-	
Average Grade	7.94	7.94	-	1.000
Prior Year Math Z-Score	-0.14	-0.29	0.16	0.502
Prior Year Literacy Z-Score	-0.22	-0.22	-	1.000
% FRL	0.44	0.44	-	1.000
% Minority	0.06	0.06	-	1.000
% Female	0.25	0.31	(0.06)	0.694

Baseline Equivalency for Cabot ACE in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	15	15	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	7-8	7-8	-	
Average Grade	7.80	7.80	-	1.000
Prior Year Math Z-Score	-0.28	-0.41	0.12	0.729
Prior Year Literacy Z-Score	-0.49	-0.49	(0.00)	0.990
% FRL	0.60	0.47	0.13	0.464
% Minority	0.07	0.00	0.07	0.309
% Female	0.20	0.33	(0.13)	0.409

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

Baseline Equivalency for Cabot ACE in Geometry, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	19	19	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	10	10	-	
Average Grade	10.00	10.00	-	1.000
Baseline Algebra Score	-0.06	-0.06	-	1.000
% FRL	0.47	0.37	0.11	0.511
% Minority	0.11	0.05	0.05	0.547
% Female	0.74	0.74	-	1.000

Baseline Equivalency for Cabot ACE in Geometry, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	20	20	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	10	10	-	
Average Grade	10.00	10.00	-	1.000
Baseline Algebra Score	-0.11	-0.11	-	1.000
% FRL	0.45	0.50	(0.05)	0.752
% Minority	0.05	0.00	0.05	0.311
% Female	0.45	0.45	-	1.000

Baseline Equivalency for Cabot ACE in Geometry, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	54	54	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.93	9.93	-	1.000
Baseline Algebra Score	-0.60	-0.57	(0.02)	0.824
% FRL	0.98	0.65	0.33 ***	<0.001
% Minority	0.11	0.59	(0.48) ***	<0.001
% Female	0.37	0.37	-	1.000

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

<i>Baseline Equivalency for Cabot ACE in 11th Grade Literacy, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	36	36	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.18	0.18	-	1.000
% FRL	0.33	0.33	-	1.000
% Minority	0.06	0.03	0.03	0.555
% Female	0.53	0.47	0.06	0.637

<i>Baseline Equivalency for Cabot ACE in 11th Grade Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	34	34	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	
8th Grade Literacy Score	0.36	0.36	(0.00)	0.997
% FRL	0.44	0.47	(0.03)	0.808
% Minority	0.06	0.03	0.03	0.555
% Female	0.62	0.59	0.03	0.804

<i>Baseline Equivalency for Cabot ACE in 11th Grade Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	48	48	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	-0.12	-0.11	(0.01)	0.974
% FRL	0.98	0.85	0.13	** 0.027
% Minority	0.79	0.69	0.10	0.245
% Female	0.54	0.48	0.06	0.540

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

CLOVERDALE AEROSPACE TECHNOLOGY

OVERALL EFFECT

-0.042***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 6-8)

ELEMENTARY: -0.053***
SECONDARY: N/A
OVERALL: -0.053***

Little Rock, AR
District Conversion
Grades Served: 6-8
Year Opened: 2010

LITERACY Avg. Annual Effect (Grades 6-8)

ELEMENTARY: -0.025
SECONDARY: N/A
OVERALL: -0.025

Elementary (Benchmark) Effects					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	526	-0.058	*	521	-0.071 *
12-13	555	-0.073	**	505	-0.014
13-14	503	-0.019		464	+0.003
Avg. Annual Effect		-0.053	***	-0.025	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Cloverdale Aerospace Tech. on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	6-8	6-8	6-8	
Total Enrollment	648	704	654	
Grades Included	6-8	6-8	6-8	
Enrollment in Included Grades	648	704	654	
Sample Size (Treatment)	526	555	503	
Sample Size (% of Inc. Grade Enrollment)	81%	79%	77%	
				Avg. Effect
OLS Treatment Effect	-0.058 *	-0.073 **	-0.019	-0.053 ***
Robust Standard Errors	(0.030)	(0.029)	(0.034)	(0.018)

Academic Impacts of Cloverdale Aerospace Tech. on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	6-8	6-8	6-8	
Total Enrollment	648	704	654	
Grades Included	6-8	6-8	6-8	
Enrollment in Included Grades	648	704	654	
Sample Size (Treatment)	521	505	464	
Sample Size (% of Inc. Grade Enrollment)	80%	72%	71%	
				Avg. Effect
OLS Treatment Effect	-0.071 *	-0.014	+0.003	-0.025
Robust Standard Errors	(0.039)	(0.037)	(0.037)	(0.022)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Cloverdale Aerospace Tech. in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	526	526	-	
Range of Grades Served	6-8	6-8	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	6.89	6.89	-	1.000
Prior Year Math Z-Score	-0.69	-0.68	(0.00)	0.995
Prior Year Literacy Z-Score	-0.72	-0.66	(0.06)	0.278
% FRL	0.96	0.94	0.02	0.188
% Minority	0.98	0.98	0.00	0.840
% Female	0.49	0.48	0.02	0.622

Baseline Equivalency for Cloverdale Aerospace Tech. in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	555	555	-	
Range of Grades Served	6-8	6-8	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	6.92	6.92	-	1.000
Prior Year Math Z-Score	-0.79	-0.79	(0.00)	0.999
Prior Year Literacy Z-Score	-0.70	-0.72	0.03	0.658
% FRL	0.94	0.92	0.02	0.282
% Minority	0.96	0.97	(0.02)	0.142
% Female	0.50	0.51	(0.01)	0.719

Baseline Equivalency for Cloverdale Aerospace Tech. in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	503	503	-	-
Range of Grades Served	6-8	6-8	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.01	7.01	-	1.000
Prior Year Math Z-Score	-0.80	-0.80	(0.00)	0.997
Prior Year Literacy Z-Score	-0.79	-0.78	(0.01)	0.926
% FRL	0.92	0.92	(0.00)	0.907
% Minority	0.97	0.98	(0.00)	0.691
% Female	0.51	0.49	0.02	0.570

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Cloverdale Aerospace Tech. in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	521	521	-	
Range of Grades Served	6-8	6-8	-	
Range of Grades in	6-8	6-8	-	
Average Grade	6.91	6.91	-	1.000
Prior Year Math Z-Score	-0.63	-0.73	0.10	0.071
Prior Year Literacy Z-Score	-0.66	-0.66		0.977
% FRL	0.96	0.91	0.05	0.001
% Minority	0.98	0.93	0.05 ***	0.000
% Female	0.52	0.51	0.01	0.710

Baseline Equivalency for Cloverdale Aerospace Tech. in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	505	505	-	
Range of Grades Served	6-8	6-8	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	6.92	6.92	-	1.000
Prior Year Math Z-Score	-0.70	-0.72	0.01	0.777
Prior Year Literacy Z-Score	-0.62	-0.62	(0.00)	0.992
% FRL	0.95	0.92	0.03 **	0.032
% Minority	0.96	0.96	0.00	0.876
% Female	0.52	0.51	0.01	0.659

Baseline Equivalency for Cloverdale Aerospace Tech. in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	464	464	-	-
Range of Grades Served	6-8	6-8	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.00	7.00	-	1.000
Prior Year Math Z-Score	-0.69	-0.76	0.07	0.233
Prior Year Literacy Z-Score	-0.66	-0.66	(0.00)	0.993
% FRL	0.91	0.92	(0.00)	0.906
% Minority	0.98	0.95	0.02 *	0.072
% Female	0.52	0.49	0.03	0.431

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Covenant Keepers

OVERALL EFFECT

+0.017

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 6-10)

ELEMENTARY: -0.059
SECONDARY: -0.140
OVERALL: -0.067

Little Rock, AR
Open-Enrollment

Grades Served: 6-11
(2011-12); 6-12 (2012-13);
6-8 (2013-14)

Year Opened: 2008

LITERACY Avg. Annual Effect (Grades 6-11)

ELEMENTARY: +0.141***
SECONDARY: N/A
OVERALL: +0.141***

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy	
11-12	72	-0.061	74	+0.188	*
12-13	81	+0.054	74	+0.109	
13-14	135	-0.144 **	129	+0.135	*

Avg. Annual Effect

-0.059

+0.141 ***

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy
11-12	15	-0.010	-	-
12-13	16	-0.293	-	-
13-14	-	-	-	-

Avg. Annual Effect

-0.140

-

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Covenant Keepers on Math Benchmarks, 2011-14</i>				
	2011-12	2012-13	2013-14	
Grades Served	6-11	6-12	6-8	
Total Enrollment	238	223	192	
Grades Included	6-8	6-8	6-8	
Enrollment in Included Grades	154	124	192	
Sample Size (Treatment)	72	81	135	
Sample Size (% of Inc. Grade Enrollment)	47%	65%	70%	
				Avg. Effect
OLS Treatment Effect	-0.061	+0.054	-0.144	**
Robust Standard Error	(0.094)	(0.082)	(0.071)	(0.047)

<i>Academic Impacts of Covenant Keepers on Literacy Benchmarks, 2011-14</i>				
	2011-12	2012-13	2013-14	
Grades Served	6-11	6-12	6-8	
Total Enrollment	238	223	192	
Grades Included	6-8	6-8	6-8	
Enrollment in Included Grades	154	124	192	
Sample Size (Treatment)	74	74	129	
Sample Size (% of Inc. Grade Enrollment)	48%	60%	67%	
				Avg. Effect
OLS Treatment Effect	+0.188	+0.109	+0.135	* * *
Robust Standard Error	(0.110)	(0.105)	(0.075)	(0.053)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

<i>Academic Impacts of Covenant Keepers Charter School on Geometry EOC, 2011-13</i>			
	2011-12	2012-13	
Grades Served	6-11	6-12	
Total Enrollment	238	223	
Grades Included	10	9-10	
Enrollment in Included Grades	30	70	
Sample Size (Treatment)	15	16	
Sample Size (% of Inc. Grade Enrollment)	50%	23%	
			Avg. Effect
OLS Treatment Effect	-0.010	-0.293	-0.140
Robust Standard Error	(0.186)	(0.202)	(0.137)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Covenant Keepers in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	72	72	-	
Range of Grades Served	6-11	6-11	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.24	7.24	-	1.000
Prior Year Math Z-Score	-0.92	-0.92	-	1.000
Prior Year Literacy Z-Score	-0.54	-0.64	0.10	0.480
% FRL	0.83	0.83	-	1.000
% Minority	0.92	0.92	-	1.000
% Female	0.54	0.58	(0.04)	0.614

Baseline Equivalency for Covenant Keepers in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	81	81	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.16	7.16	-	1.000
Prior Year Math Z-Score	-0.91	-0.91	(0.00)	0.987
Prior Year Literacy Z-Score	-0.63	-0.67	0.04	0.801
% FRL	0.89	0.89	-	1.000
% Minority	0.99	0.95	0.04	0.173
% Female	0.42	0.49	(0.07)	0.344

Baseline Equivalency for Covenant Keepers in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	135	135	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in	6-8	6-8	-	
Average Grade	6.98	6.98	-	1.000
Prior Year Math Z-Score	-0.77	-0.77	(0.00)	0.986
Prior Year Literacy Z-Score	-0.84	-0.84	0.00	0.982
% FRL	0.87	0.89	(0.02)	0.577
% Minority	0.99	0.96	0.04	* 0.056
% Female	0.38	0.45	(0.07)	0.217

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Covenant Keepers in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	74	74	-	
Range of Grades Served	6-11	6-11	-	
Range of Grades in	6-8	6-8	-	
Average Grade	7.24	7.24	-	1.000
Prior Year Math Z-Score	-0.94	-0.62	(0.32)	** 0.033
Prior Year Literacy Z-Score	-0.56	-0.55	(0.01)	0.965
% FRL	0.84	0.80	0.04	0.523
% Minority	0.92	0.76	0.16	*** 0.007
% Female	0.57	0.47	0.09	0.249

Baseline Equivalency for Covenant Keepers in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	74	74	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in	6-8	6-8	-	
Average Grade	7.16	7.16	-	1.000
Prior Year Math Z-Score	-0.89	-0.72	(0.17)	0.227
Prior Year Literacy Z-Score	-0.58	-0.58	(0.01)	0.967
% FRL	0.89	0.86	0.03	0.615
% Minority	0.99	0.85	0.14	*** 0.003
% Female	0.43	0.38	0.05	0.503

Baseline Equivalency for Covenant Keepers in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	129	129	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in	6-8	6-8	-	
Average Grade	6.97	6.97	-	1.000
Prior Year Math Z-Score	-0.79	-0.82	0.02	0.817
Prior Year Literacy Z-Score	-0.83	-0.83	(0.00)	0.982
% FRL	0.86	0.78	0.09	0.076
% Minority	0.99	0.92	0.07	*** 0.006
% Female	0.39	0.39	-	1.000

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

<i>Baseline Equivalency for Covenant Keepers in Geometry, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	15	15	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	10	10	-	
Average Grade	10.00	10.00	-	1.000
Baseline Algebra Score	-1.25	-1.24	(0.01)	0.985
% FRL	1.00	0.93	0.07	0.309
% Minority	0.93	0.87	0.07	0.543
% Female	0.53	0.60	(0.07)	0.713

<i>Baseline Equivalency for Covenant Keepers in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	16	16	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.88	9.88	-	1.000
Baseline Algebra Score	-1.13	-0.97	(0.16)	0.300
% FRL	0.94	0.94	-	1.000
% Minority	1.00	1.00	-	1.000
% Female	0.44	0.44	-	1.000

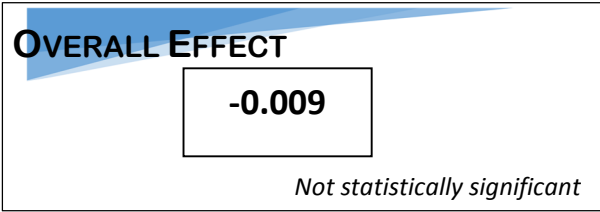
*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

CROSS COUNTY ELEMENTARY TECH



<div>MATHEMATICS</div> <div>Avg. Annual Effect</div> <div>(Grades 4-6)</div>	<div>Cherry Valley, AR</div> <div>District Conversion</div> <div>Grades Served: K-6</div> <div>Year Opened: 2012</div>	<div>LITERACY</div> <div>Avg. Annual Effect</div> <div>(Grades 4-6)</div>
<div>ELEMENTARY: -0.077</div> <div>SECONDARY: N/A</div> <div>OVERALL: -0.077</div>		<div>ELEMENTARY: +0.063</div> <div>SECONDARY: N/A</div> <div>OVERALL: +0.063</div>

Elementary Effects (Benchmark Exams)				
Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	-	-	-	-
12-13	111	-0.066	96	+0.201 *
13-14	128	-0.082	109	+0.007
Avg. Annual Effect		-0.077	+0.063	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level
No asterisks means the effect is not statistically significant.
Effect sizes expressed as a percentage of one standard deviation in the test score distribution.
Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Cross County Elem Tech on Math Benchmarks, 2011-14			
	2012-13	2013-14	
Grades Served	K-6	K-6	
Total Enrollment	321	367	
Grades Included	4-6	4-6	
Enrollment in Included Grades	134	160	
Sample Size (Treatment)	111	128	
Sample Size (% of Inc. Grade Enrollment)	83%	80%	
			Avg. Effect
OLS Treatment Effect	-0.066	-0.082	-0.077
Robust Standard Errors	(0.107)	(0.070)	(0.059)

Academic Impacts of Cross County Elem Tech on Literacy Benchmarks, 2011-14			
	2012-13	2013-14	
Grades Served	K-6	K-6	
Total Enrollment	321	367	
Grades Included	4-6	4-6	
Enrollment in Included Grades	134	160	
Sample Size (Treatment)	96	109	
Sample Size (% of Inc. Grade Enrollment)	72%	68%	
			Avg. Effect
OLS Treatment Effect	+0.201 *	+0.007	+0.063
Robust Standard Errors	(0.112)	(0.0711)	(0.060)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

<i>Baseline Equivalency for Cross County Elem Tech in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	111	111	-	-
Range of Grades Served	K-6	K-6		
Range of Grades in Analysis	4-6	4-6		
Average Grade	5.04	5.04	-	1.000
Prior Year Math Z-Score	-0.17	-0.17	-	1.000
Prior Year Literacy Z-Score	0.00	-0.01	0.02	0.891
% FRL	0.71	0.73	(0.02)	0.765
% Minority	0.90	0.90	-	1.000
% Female	0.44	0.48	(0.04)	0.590

<i>Baseline Equivalency for Cross County Elem Tech in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	128	128	-	
Range of Grades Served	K-6	K-6	-	
Range of Grades in Analysis	4-6	4-6	-	
Average Grade	5.04	5.04	-	1.000
Prior Year Math Z-Score	-0.16	-0.16	-	1.000
Prior Year Literacy Z-Score	0.01	0.04	(0.03)	0.755
% FRL	0.77	0.79	(0.02)	0.762
% Minority	0.09	0.09	0.01	0.827
% Female	0.46	0.54	(0.08)	0.211

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Cross County Elem Tech in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	96	96	-	-
Range of Grades Served	K-6	K-6		
Range of Grades in Analysis	4-6	4-6		
Average Grade	5.03	5.03	-	1.000
Prior Year Math Z-Score	-0.15	0.02	(0.17)	0.139
Prior Year Literacy Z-Score	0.08	0.08	(0.00)	0.985
% FRL	0.70	0.73	(0.03)	0.632
% Minority	0.06	0.15	(0.08) *	0.059
% Female	0.49	0.48	0.01	0.885

Baseline Equivalency for Cross County Elem Tech in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	109	109	-	
Range of Grades Served	K-6	K-6	-	
Range of Grades in Analysis	4-6	4-6	-	
Average Grade	5.04	5.04	-	1.000
Prior Year Math Z-Score	-0.10	-0.06	(0.04)	0.703
Prior Year Literacy Z-Score	0.12	0.12	(0.00)	0.996
% FRL	0.78	0.79	(0.01)	0.869
% Minority	0.09	0.12	(0.03)	0.508
% Female	0.50	0.50	0.01	0.892

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

CROSS COUNTY NEW TECH HIGH

OVERALL EFFECT

-0.009

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 7-10)

ELEMENTARY: -0.088
SECONDARY: +0.141*
OVERALL: -0.010

Cherry Valley, AR
District Conversion
Grades Served: 7-12
Year Opened: 2011

LITERACY Avg. Annual Effect (Grades 7-11)

ELEMENTARY: -0.015
SECONDARY: +0.004
OVERALL: -0.008

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	69	+0.075	70	+0.124
12-13	82	-0.284 ***	83	-0.035
13-14	84	+0.033	73	-0.056

Avg. Annual Effect

-0.088

-0.015

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy
11-12	28	+0.119	38	-0.311 **
12-13	30	+0.140	32	+0.117
13-14	35	+0.158	32	+0.173

Avg. Annual Effect

+0.141 *

+0.004

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Cross County New Tech High on Math Benchmarks, 2011-14				
	2011-12	2012-13	2013-14	
Grades Served	7-12	7-12	7-12	
Total Enrollment	318	298	299	
Grades Included	7-8	7-8	7-8	
Enrollment in Included Grades	98	102	104	
Sample Size (Treatment)	69	82	84	
Sample Size (% of Inc. Grade Enrollment)	70%	80%	81%	
				Avg. Effect
OLS Treatment Effect	+0.075	-0.284 ***	+0.033	-0.088
Robust Standard Errors	(0.114)	(0.086)	(0.094)	(0.055)

Academic Impacts of Cross County New Tech High on Literacy Benchmarks, 2011-14				
	2011-12	2012-13	2013-14	
Grades Served	7-12	7-12	7-12	
Total Enrollment	318	298	299	
Grades Included	7-8	7-8	7-8	
Enrollment in Included Grades	98	102	104	
Sample Size (Treatment)	70	83	73	
Sample Size (% of Inc. Grade Enrollment)	71%	81%	70%	
				Avg. Effect
OLS Treatment Effect	0.124	-0.035	-0.056	-0.015
Robust Standard Errors	(0.129)	(0.089)	(0.083)	(0.055)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of Cross County New Tech High School on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	7-12	7-12	7-12	
Total Enrollment	318	298	299	
Grades Included	10	10	10	
Enrollment in Included Grades	51	49	53	
Sample Size (Treatment)	28	30	35	
Sample Size (% of Inc. Grade Enrollment)	55%	61%	66%	
				Avg. Effect
OLS Treatment Effect	+0.119	+0.140	+0.158	+0.141 *
Robust Standard Error	(0.146)	(0.127)	(0.129)	(0.077)

Academic Impacts of Cross County New Tech High School on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	7-12	7-12	7-12	
Total Enrollment	318	298	299	
Grades Included	11	11	11	
Enrollment in 11th Grade	58	43	47	
Sample Size (Treatment)	38	32	32	
Sample Size (% of 11th Grade Enrollment)	66%	74%	68%	
				Avg. Effect
OLS Treatment Effect	-0.311 **	+0.117	+0.173	+0.004
Robust Standard Error	(0.131)	(0.135)	(0.118)	(0.074)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Cross County New Tech High in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	69	69	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	7-8	7-8	-	
Average Grade	7.48	7.48	-	1.000
Prior Year Math Z-Score	-0.33	-0.33	(0.00)	0.990
Prior Year Literacy Z-Score	-0.16	-0.37	0.21	0.907
% FRL	0.99	0.97	0.01	0.559
% Minority	0.12	0.16	(0.04)	0.459
% Female	0.43	0.38	0.06	0.488

Baseline Equivalency for Cross County New Tech High in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	82	82	-	-
Range of Grades Served	7-12	7-12	-	
Range of Grades in	7-8	7-8	-	
Average Grade	7.44	7.44	-	1.000
Prior Year Math Z-Score	-0.29	-0.29	-	1.000
Prior Year Literacy Z-Score	-0.37	-0.42		0.766
% FRL	0.70	0.70	-	1.000
% Minority	0.15	0.16		0.828
% Female	0.46	0.49		0.754

Baseline Equivalency for Cross County New Tech High in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	84	84	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	7-8	7-8	-	
Average Grade	7.54	7.54	-	1.000
Prior Year Math Z-Score	-0.27	-0.27	(0.00)	0.999
Prior Year Literacy Z-Score	-0.26	-0.29	0.03	0.848
% FRL	0.68	0.73	(0.05)	0.500
% Minority	0.15	0.13	0.02	0.659
% Female	0.48	0.52	(0.05)	0.537

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Cross County New Tech High in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	70	70	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	7-8	7-8	-	
Average Grade	7.46	7.46	-	1.000
Prior Year Math Z-Score	-0.29	-0.08	(0.21)	0.121
Prior Year Literacy Z-Score	-0.13	-0.12	(0.01)	0.949
% FRL	0.97	0.80	0.17 ***	0.001
% Minority	0.11	0.20	(0.09)	0.164
% Female	0.40	0.54	(0.14)	0.090

Baseline Equivalency for Cross County New Tech High in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	83	83	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in	7-8	7-8	-	
Average Grade	7.43	7.43	-	1.000
Prior Year Math Z-Score	-0.30	-0.25	(0.05)	0.709
Prior Year Literacy Z-Score	-0.40	-0.39	(0.00)	0.993
% FRL	0.70	0.71	(0.01)	0.865
% Minority	0.14	0.17	(0.02)	0.669
% Female	0.48	0.52	(0.04)	0.641

Baseline Equivalency for Cross County New Tech High in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	73	73	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in	7-8	7-8	-	
Average Grade	7.45	7.45	-	1.000
Prior Year Math Z-Score	-0.22	-0.15	(0.07)	0.577
Prior Year Literacy Z-Score	-0.15	-0.15	(0.00)	0.992
% FRL	0.67	0.73	(0.05)	0.471
% Minority	0.16	0.19	(0.03)	0.665
% Female	0.52	0.52	-	1.000

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

Baseline Equivalency for Cross County New Tech High School in Geometry, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	28	28	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	10	10	-	
Average Grade	10.00	10.00	-	1.000
Baseline Algebra Score	0.06	0.06	(0.00)	0.939
% FRL	0.93	0.89	0.04	0.639
% Minority	0.07	0.11	(0.04)	0.639
% Female	0.57	0.46	0.11	0.422

Baseline Equivalency for Cross County New Tech High School in Geometry, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	30	30	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	10	10	-	
Average Grade	10.00	10.00	-	1.000
Baseline Algebra Score	0.06	0.06	-	1.000
% FRL	0.73	0.67	0.07	0.573
% Minority	0.13	0.13	-	1.000
% Female	0.57	0.63	(0.07)	0.598

Baseline Equivalency for Cross County New Tech High School in Geometry, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	35	35	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	10	10	-	
Average Grade	10.00	10.00	-	1.000
Baseline Algebra Score	0.05	0.06	(0.00)	0.989
% FRL	0.66	0.80	(0.14)	0.179
% Minority	0.06	0.14	(0.09)	0.232
% Female	0.37	0.54	(0.17)	0.150

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

Baseline Equivalency for Cross County New Tech High School in 11th Grade Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	38	38	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.42	0.42	(0.00)	0.998
% FRL	0.92	0.89	0.03	0.692
% Minority	0.11	0.11	-	1.000
% Female	0.53	0.63	(0.11)	0.353

Baseline Equivalency for Cross County New Tech High School in 11th Grade Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	32	32	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.34	0.34	(0.00)	0.990
% FRL	0.91	0.75	0.16 *	0.098
% Minority	0.06	0.09	(0.03)	0.641
% Female	0.56	0.69	(0.13)	0.302

Baseline Equivalency for Cross County New Tech High School in 11th Grade Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	32	32	-	
Range of Grades Served	7-12	7-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.09	0.09	(0.00)	0.991
% FRL	1.00	0.94	0.06	0.151
% Minority	0.16	0.09	0.06	0.450
% Female	0.53	0.44	0.09	0.453

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Dreamland Academy

OVERALL EFFECT

+0.293***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 4-5)

ELEMENTARY: +0.132
SECONDARY: N/A
OVERALL: +0.132

Little Rock, AR
Open-Enrollment
Grades Served: K-5
Year Opened: 2007
Year Closed: 2012

LITERACY Avg. Annual Effect (Grades 4-5)

ELEMENTARY: +0.607***
SECONDARY: N/A
OVERALL: +0.607***

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy	
11-12	41	+0.132	41	+0.607	***
12-13	-	-	-	-	
13-14	-	-	-	-	
Avg. Annual Effect		+0.132		+0.607	***

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Dreamland Academy on Math Benchmarks, 2011-12			
2011-12			
Grades Served	K-5		
Total Enrollment	138		
Grades Included	4-5		
Enrollment in Included Grades	44		
Sample Size (Treatment)	41		
Sample Size (% of Inc. Grade Enrollment)	93%		
			Avg. Effect
OLS Treatment Effect	0.132		+0.132
Robust Standard Error	(0.108)		(0.108)

Academic Impacts of Dreamland Academy on Literacy Benchmarks, 2011-12			
2011-12			
Grades Served	K-5		
Total Enrollment	138		
Grades Included	4-5		
Enrollment in Included Grades	44		
Sample Size (Treatment)	41		
Sample Size (% of Inc. Grade Enrollment)	93%		
			Avg. Effect
OLS Treatment Effect	0.607	***	+0.607 ***
Robust Standard Error	(0.151)		(1.151)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Benchmarks

Baseline Equivalency for Dreamland Academy in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	41	41	-	
Range of Grades Served	K-5	K-5	-	
Range of Grades in Analysis	4-5	4-5	-	
Average Grade	4.51	4.51	-	1.000
Prior Year Math Z-Score	-1.35	-1.35	-	1.000
Prior Year Literacy Z-Score	-1.30	-1.22	(0.08)	0.709
% FRL	0.98	0.98	-	1.000
% Minority	0.98	0.98	-	1.000
% Female	0.49	0.54	(0.05)	0.659

Baseline Equivalency for Dreamland Academy in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	41	41	-	
Range of Grades Served	K-5	K-5	-	
Range of Grades in Analysis	4-5	4-5	-	
Average Grade	4.51	4.51	-	1.000
Prior Year Math Z-Score	-1.34	-1.36	0.02	0.918
Prior Year Literacy Z-Score	-1.29	-1.29	(0.00)	0.993
% FRL	0.98	0.93	0.05	0.305
% Minority	0.98	0.88	0.10 *	0.090
% Female	0.49	0.37	0.12	0.264

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

eStem Charter School

OVERALL EFFECT

+0.044***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 4-10)

ELEMENTARY: +0.065***
SECONDARY: -0.161***
OVERALL: +0.035*

Little Rock, AR
Open-Enrollment
Grades Served: K-12
Year Opened: 2008

LITERACY Avg. Annual Effect (Grades 4-11)

ELEMENTARY: +0.052**
SECONDARY: +0.045
OVERALL: +0.051***

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	487	+0.028		466	+0.066 *
12-13	552	+0.086 **		539	+0.043
13-14	530	+0.098 **		527	+0.048

Avg. Annual Effect

+0.065 ***

+0.052 **

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math		#Charter Students	EOC Effect- Literacy
11-12	117	-0.203 ***		97	+0.097
12-13	46	-0.038		81	+0.151
13-14	-	-		114	-0.056

Avg. Annual Effect

-0.161 ***

+0.045

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of eSTEM Charter School on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-12	K-12	K-12	
Total Enrollment	1457	1485	1462	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	591	605	569	
Sample Size (Treatment)	487	552	530	
Sample Size (% of Inc. Grade Enrollment)	82%	91%	93%	
				Avg. Effect
OLS Treatment Effect	+0.028	+0.086 **	+0.098 **	+0.065 ***
Robust Standard Error	(0.034)	(0.034)	(0.048)	(0.021)

Academic Impacts of eSTEM Charter School on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-12	K-12	K-12	
Total Enrollment	1457	1485	1462	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	591	605	569	
Sample Size (Treatment)	466	539	527	
Sample Size (% of Inc. Grade Enrollment)	79%	89%	93%	
				Avg. Effect
OLS Treatment Effect	+0.066 *	+0.043	+0.048	+0.052 **
Robust Standard Error	(0.036)	(0.031)	(0.048)	(0.021)

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of eSTEM Charter School on Geometry EOC, 2011-13

	2011-12	2012-13	
Grades Served	K-12	K-12	
Total Enrollment	1,457	1,485	
Grades Included	8-10	8-10	
Enrollment in Included Grades	399	400	
Sample Size (Treatment)	117	46	
Sample Size (% of Inc. Grade Enrollment)	29%	12%	
			Avg. Effect
OLS Treatment Effect	-0.203 ***	-0.038	-0.161 ***
Robust Standard Error	(0.064)	(0.110)	(0.055)

Academic Impacts of eSTEM Charter School on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-12	K-12	K-12	
Total Enrollment	1,457	1,485	1,462	
Grades Included	11	11	11	
Enrollment in 11th Grade	131	117	123	
Sample Size (Treatment)	97	81	114	
Sample Size (% of 11th Grade Enrollment)	74%	69%	93%	
				Avg. Effect
OLS Treatment Effect	+0.097	+0.151	-0.056	+0.045
Robust Standard Error	(0.080)	(0.095)	(0.072)	(0.047)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for eSTEM Charter School in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	487	487	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.12	6.12	-	1.000
Prior Year Math Z-Score	-0.01	-0.01	0.00	0.999
Prior Year Literacy Z-Score	0.10	0.13	(0.03)	0.603
% FRL	0.33	0.33	-	1.000
% Minority	0.57	0.55	0.02	0.605
% Female	0.56	0.55	0.01	0.699

Baseline Equivalency for eSTEM Charter School in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	552	552	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.13	6.13	-	1.000
Prior Year Math Z-Score	-0.06	-0.06	-	1.000
Prior Year Literacy Z-Score	0.06	0.06	(0.00)	0.998
% FRL	0.36	0.36	0.00	0.950
% Minority	0.56	0.55	0.01	0.809
% Female	0.55	0.53	0.02	0.546

Baseline Equivalency for eSTEM Charter School in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	530	530	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.12	6.12	-	1.000
Prior Year Math Z-Score	0.09	0.09	(0.00)	1.000
Prior Year Literacy Z-Score	0.10	0.10	(0.00)	0.980
% FRL	0.35	0.35	(0.00)	0.949
% Minority	0.55	0.57	(0.02)	0.496
% Female	0.50	0.50	0.01	0.806

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for eSTEM Charter School in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	466	466	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.12	6.12	-	1.000
Prior Year Math Z-Score	0.05	0.05	0.00	0.947
Prior Year Literacy Z-Score	0.15	0.15	(0.00)	0.986
% FRL	0.32	0.37	(0.05)	0.130
% Minority	0.55	0.55	-	1.000
% Female	0.56	0.54	0.02	0.598

Baseline Equivalency for eSTEM Charter School in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	539	539	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.14	6.14	-	1.000
Prior Year Math Z-Score	-0.03	-0.02	(0.01)	0.889
Prior Year Literacy Z-Score	0.11	0.11	(0.00)	0.991
% FRL	0.35	0.37	(0.02)	0.446
% Minority	0.45	0.45	0.01	0.854
% Female	0.56	0.51	0.05	0.112

Baseline Equivalency for eSTEM Charter School in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	527	527	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.14	6.14	-	1.000
Prior Year Math Z-Score	0.08	0.05	0.04	0.560
Prior Year Literacy Z-Score	0.11	0.11	(0.00)	0.999
% FRL	0.35	0.35	(0.01)	0.847
% Minority	0.55	0.55	0.00	0.901
% Female	0.50	0.51	(0.01)	0.758

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

<i>Baseline Equivalency for eSTEM Charter School in Geometry, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	117	117	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	8.91	8.91	-	1.000
Baseline Algebra Score	-0.05	-0.04	(0.00)	0.981
% FRL	0.32	0.37	(0.04)	0.492
% Minority	0.33	0.44	(0.10)	0.107
% Female	0.56	0.59	(0.03)	0.597

<i>Baseline Equivalency for eSTEM Charter School in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	46	46	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.24	9.24	-	1.000
Baseline Algebra Score	-0.02	-0.01	(0.00)	0.974
% FRL	0.41	0.52	(0.11)	0.296
% Minority	0.67	0.65	0.02	0.825
% Female	0.59	0.72	(0.13)	0.189

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

Baseline Equivalency for eSTEM Charter School in 11th Grade Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	97	97	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.37	0.37	(0.00)	0.991
% FRL	0.33	0.29	0.04	0.534
% Minority	0.59	0.51	0.08	0.249
% Female	0.57	0.55	0.02	0.773

Baseline Equivalency for eSTEM Charter School in 11th Grade Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	81	81	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.32	0.32	(0.00)	0.984
% FRL	0.28	0.31	(0.02)	0.731
% Minority	0.63	0.63	-	1.000
% Female	0.62	0.62	0.00	1.000

Baseline Equivalency for eSTEM Charter School in 11th Grade Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	114	114	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.06	0.06	(0.00)	0.999
% FRL	0.39	0.40	(0.01)	0.892
% Minority	0.67	0.68	(0.02)	0.777
% Female	0.54	0.58	(0.03)	0.593

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Haas Hall

OVERALL EFFECT

+0.091***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 4-10)

ELEMENTARY: +0.460***
SECONDARY: +0.001
OVERALL: +0.093

Fayetteville, AR
Open-Enrollment
Grades Served: 8-12
Year Opened: 2004

LITERACY Avg. Annual Effect (Grades 4-11)

ELEMENTARY: +0.028
SECONDARY: +0.301***
OVERALL: +0.090**

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	-	-	-	-
12-13	24	+0.381	24	+0.276 **
13-14	16	+0.468 ***	15	-0.002

Avg. Annual Effect

+0.460 ***

+0.028

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy
11-12	41	-0.203 *	41	+0.367 ***
12-13	51	+0.008	55	+0.202 *
13-14	41	+0.274 **	53	+0.389 **

Avg. Annual Effect

+0.001

+0.301 ***

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

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Elementary Effects

Academic Impacts of Haas Hall on Math Benchmarks, 2012-2014

	2012-13	2013-14	
Grades Served	8-12	8-12	
Total Enrollment	319	320	
Grades Included	8	8	
Enrollment in Included Grades	49	49	
Sample Size (Treatment)	24	16	
Sample Size (% of Inc. Grade Enrollment)	49%	33%	
			Avg. Effect
OLS Treatment Effect	+0.381	+0.468 ***	+0.460 ***
Robust Standard Error	(0.233)	(0.161)	(0.129)

Academic Impacts of Haas Hall on Literacy Benchmarks, 2012-14

	2012-13	2013-14	
Grades Served	8-12	8-12	
Total Enrollment	319	320	
Grades Included	8	8	
Enrollment in Included Grades	49	49	
Sample Size (Treatment)	24	15	
Sample Size (% of Inc. Grade Enrollment)	49%	31%	
			Avg. Effect
OLS Treatment Effect	+0.276 **	-0.002	+0.028
Robust Standard Error	(0.127)	(0.045)	(0.040)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

<i>Academic Impacts of Haas Hall on Geometry EOC, 2011-14</i>						
	2011-12		2012-13		2013-14	
Grades Served	8-12		8-12		8-12	
Total Enrollment	316		319		320	
Grades Included	8-10		8-10		8-10	
Enrollment in Included Grades	188		188		182	
Sample Size (Treatment)	41		51		41	
Sample Size (% of Inc. Grade Enrollment)	22%		27%		23%	
						Avg. Effect
OLS Treatment Effect	-0.203	*	+0.008	+0.274	**	+0.001
Robust Standard Error	(0.113)		(0.099)	(0.134)		(0.065)

Academic Impacts of Haas Hall on 11th Grade Literacy EOC, 2011-14									
		2011-12		2012-13		2013-14			
Grades Served		8-12		8-12		8-12			
Total Enrollment		316		319		320			
Grades Included		11		11		11			
Enrollment in 11th Grade		73		73		68			
Sample Size (Treatment)		41		55		53			
Sample Size (% of 11th Grade Enrollment)		56%		75%		78%			
								Avg. Effect	
OLS Treatment Effect		+0.367	***	+0.202	*	+0.389	**	+0.301	***
Robust Standard Error		(0.127)		(0.112)		(0.154)		(0.074)	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

<i>Baseline Equivalency for Haas Hall in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	24	24	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	8	8	-	
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	0.96	0.96	(0.00)	0.986
Prior Year Literacy Z-Score	0.85	0.81	0.04	0.758
% FRL	0.08	0.17	(0.08)	0.383
% Minority	0.21	0.17	0.04	0.712
% Female	0.38	0.38	-	1.000

<i>Baseline Equivalency for Haas Hall in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	16	16	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	8	8	-	
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	1.40	1.40	-	1.000
Prior Year Literacy Z-Score	1.00	0.97	0.03	0.733
% FRL	0.06	0.06	-	1.000
% Minority	0.19	0.31	(0.13)	0.414
% Female	0.44	0.31	0.13	0.465

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Haas Hall in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	24	24	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	8	8	-	
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	0.96	0.94	0.02	0.946
Prior Year Literacy Z-Score	0.85	0.86	(0.01)	0.973
% FRL	0.08	0.25	(0.17)	0.121
% Minority	0.21	0.17	0.04	0.712
% Female	0.38	0.63	(0.25)	* 0.083

Baseline Equivalency for Haas Hall in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	15	15	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	8	8	-	
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	1.32	1.18	0.14	0.649
Prior Year Literacy Z-Score	0.98	0.99	(0.01)	0.917
% FRL	0.07	0.27	(0.20)	0.142
% Minority	0.20	0.60	(0.40)	** 0.025
% Female	0.47	0.60	(0.13)	0.464

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

<i>Baseline Equivalency for Haas Hall in Geometry, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	41	41	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.41	9.41	-	1.000
Baseline Algebra Score	0.97	0.97	-	1.000
% FRL	0.05	0.05	-	1.000
% Minority	0.05	0.02	0.02	0.556
% Female	0.56	0.59	(0.02)	0.823

<i>Baseline Equivalency for Haas Hall in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	51	51	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.31	9.31	-	1.000
Baseline Algebra Score	1.07	1.08	(0.01)	0.945
% FRL	0.02	0.29	(0.27)	*** 0.000
% Minority	0.14	0.14	-	1.000
% Female	0.47	0.47	-	1.000

<i>Baseline Equivalency for Haas Hall in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	41	41	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.46	9.46	-	1.000
Baseline Algebra Score	1.37	1.38	(0.00)	0.985
% FRL	0.05	0.15	(0.10)	0.137
% Minority	0.20	0.12	0.07	0.364
% Female	0.61	0.63	(0.02)	0.820

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

<i>Baseline Equivalency for Haas Hall in 11th Grade Literacy, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	41	41	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.71	0.71	(0.00)	0.993
% FRL	0.17	0.20	(0.02)	0.775
% Minority	0.12	0.12	-	1.000
% Female	0.59	0.56	0.02	0.823

<i>Baseline Equivalency for Haas Hall in 11th Grade Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	55	55	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.80	0.80	0.00	0.997
% FRL	0.11	0.11	-	1.000
% Minority	0.93	0.93	-	1.000
% Female	0.58	0.58	-	1.000

<i>Baseline Equivalency for Haas Hall in 11th Grade Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	53	53	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.83	0.83	0.00	0.993
% FRL	0.04	0.04	-	1.000
% Minority	0.74	0.92	(0.19)	** 0.010
% Female	0.49	0.47	0.02	0.846

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

IMBODEN AREA CHARTER

OVERALL EFFECT

-0.028

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 4-8)

ELEMENTARY: +0.038
SECONDARY: N/A
OVERALL: +0.038

Imboden, AR
Open-Enrollment
Grades Served: K-8
Year Opened: 2002

LITERACY Avg. Annual Effect (Grades 4-8)

ELEMENTARY: -0.110
SECONDARY: N/A
OVERALL: -0.110

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy	
11-12	30	-0.001	24	-0.352	**
12-13	20	+0.196	18	+0.282	
13-14	16	-0.087	14	-0.312	
Avg. Annual Effect		+0.038		-0.110	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Imboden Area Charter on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-8	K-8	K-8	
Total Enrollment	52	40	54	
Grades Included	4-8	4-8	4-7	
Enrollment in Included Grades	34	21	30	
Sample Size (Treatment)	30	20	16	
Sample Size (% of Inc. Grade Enrollment)	88%	95%	53%	
				Avg. Effect
OLS Treatment Effect	-0.001	+0.196	-0.087	+0.038
Robust Standard Error	(0.155)	(0.181)	(0.197)	(0.101)

Academic Impacts of Imboden Area Charter on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-8	K-8	K-8	
Total Enrollment	52	40	54	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	34	21	30	
Sample Size (Treatment)	24	18	14	
Sample Size (% of Inc. Grade Enrollment)	71%	86%	47%	
				Avg. Effect
OLS Treatment Effect	-0.352 **	+0.282	-0.312	-0.110
Robust Standard Error	(0.165)	(0.184)	(0.275)	(0.112)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Imboden Area Charter in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	30	30	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.13	6.13	-	1.000
Prior Year Math Z-Score	-0.29	-0.29	-	1.000
Prior Year Literacy Z-Score	-0.28	-0.47	0.19	0.485
% FRL	0.77	0.73	0.03	0.766
% Minority	0.03	0.03	-	1.000
% Female	0.33	0.37	(0.03)	0.787

Baseline Equivalency for Imboden Area Charter in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	20	20	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.35	6.35	-	1.000
Prior Year Math Z-Score	-0.22	-0.22	-	1.000
Prior Year Literacy Z-Score	-0.26	-0.31	0.05	0.870
% FRL	0.90	0.90	-	1.000
% Minority	0.00	0.00	-	1.000
% Female	0.40	0.50	(0.10)	0.525

Baseline Equivalency for Imboden Area Charter in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	16	16	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.31	6.31	(1.00)	1.000
Prior Year Math Z-Score	-0.35	-0.35	-	1.000
Prior Year Literacy Z-Score	-0.59	-0.43	(0.17)	0.605
% FRL	0.75	0.81	(0.06)	0.669
% Minority	0.00	0.00	-	1.000
% Female	0.38	0.63	(0.25)	0.157

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

<i>Baseline Equivalency for Imboden Area Charter in Literacy, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	24	24	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.75	5.75	-	1.000
Prior Year Math Z-Score	0.07	-0.09	0.16	0.534
Prior Year Literacy Z-Score	0.06	0.05	0.00	0.996
% FRL	0.79	0.88	(0.08)	0.439
% Minority	0.04	0.00	0.04	0.312
% Female	0.42	0.46	(0.04)	0.771

<i>Baseline Equivalency for Imboden Area Charter in Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	18	18	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.22	6.22	-	1.000
Prior Year Math Z-Score	-0.09	0.21	(0.31)	0.291
Prior Year Literacy Z-Score	-0.02	-0.01	(0.01)	0.978
% FRL	0.83	0.56	0.28 *	0.070
% Minority	0.06	0.00	0.06	0.310
% Female	0.44	0.39	0.06	0.735

<i>Baseline Equivalency for Imboden Area Charter in Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	14	14	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.71	5.71	-	1.000
Prior Year Math Z-Score	-0.28	0.03	(0.31)	0.406
Prior Year Literacy Z-Score	-0.31	-0.31	0.00	1.000
% FRL	0.86	0.79	0.07	0.622
% Minority	0.00	0.00	-	1.000
% Female	0.57	0.29	0.29	0.127

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

JACKSONVILLE LIGHTHOUSE

OVERALL EFFECT

+0.060***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 4-10)

ELEMENTARY: +0.083***
SECONDARY: -0.015
OVERALL: +0.074***

Jacksonville, AR

Open-Enrollment

Grades Served: K-8
(2011-12); K-9 (2012-13);
K-10 (2013-14)

Year Opened: 2009

LITERACY Avg. Annual Effect (Grades 4-8)

ELEMENTARY: +0.041*
SECONDARY: N/A
OVERALL: +0.041*

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy	
11-12	342	-0.008		323	-0.045	
12-13	379	+0.140	***	376	+0.126	***
13-14	399	+0.099	***	388	+0.029	

Avg. Annual Effect	+0.083	***	+0.041	*
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Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy
11-12	-	-	-	-
12-13	32	-0.057	-	-
13-14	53	+0.023	-	-

Avg. Annual Effect	-0.015
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*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Jacksonville Lighthouse on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-8	K-9	K-10	
Total Enrollment	623	695	816	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	424	428	460	
Sample Size (Treatment)	342	379	399	
Sample Size (% of Inc. Grade Enrollment)	81%	89%	87%	
				Avg. Effect
OLS Treatment Effect	-0.008	+0.140 ***	+0.099 ***	+0.083 ***
Robust Standard Error	(0.040)	(0.036)	(0.035)	(0.021)

Academic Impacts of Jacksonville Lighthouse on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-8	K-9	K-10	
Total Enrollment	623	695	816	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	424	428	460	
Sample Size (Treatment)	323	376	388	
Sample Size (% of Inc. Grade Enrollment)	76%	88%	84%	
				Avg. Effect
OLS Treatment Effect	-0.0455	+0.126 ***	+0.029	+0.041 *
Robust Standard Error	(0.045)	(0.041)	(0.038)	(0.024)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

<i>Academic Impacts of Jacksonville Lighthouse on Geometry EOC, 2011-14</i>			
	2012-13	2013-14	
Grades Served	K-9	K-10	
Total Enrollment	695	816	
Grades Included	8-9	8-10	
Enrollment in Included Grades	169	260	
Sample Size (Treatment)	32	53	
Sample Size (% of Inc. Grade Enrollment)	19%	20%	
			Avg. Effect
OLS Treatment Effect	-0.057	+0.023	-0.015
Robust Standard Error	(0.097)	(0.092)	(0.067)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Jacksonville Lighthouse in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	342	342	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.07	6.07	-	1.000
Prior Year Math Z-Score	-0.18	-0.18	0.00	1.000
Prior Year Literacy Z-Score	-0.15	-0.12	(0.03)	0.652
% FRL	0.56	0.56	0.00	0.939
% Minority	0.61	0.62	(0.01)	0.753
% Female	0.52	0.53	(0.01)	0.878

Baseline Equivalency for Jacksonville Lighthouse in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	379	379	-	
Range of Grades Served	K-9	K-9	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.24	6.24	-	1.000
Prior Year Math Z-Score	-0.23	-0.23	-	1.000
Prior Year Literacy Z-Score	-0.15	-0.15	(0.01)	0.926
% FRL	0.61	0.59	0.02	0.603
% Minority	0.60	0.59	0.01	0.767
% Female	0.52	0.53	(0.01)	0.771

Baseline Equivalency for Jacksonville Lighthouse in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	399	399	-	
Range of Grades Served	K-10	K-10	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.20	6.20	-	1.00
Prior Year Math Z-Score	-0.08	-0.08	-	1.000
Prior Year Literacy Z-Score	-0.08	-0.01	(0.07)	0.231
% FRL	0.66	0.65	0.01	0.710
% Minority	0.65	0.65	-	1.000
% Female	0.50	0.49	0.01	0.777

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

<i>Baseline Equivalency for Jacksonville Lighthouse in Literacy, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	323	323	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.07	6.07	-	1.000
Prior Year Math Z-Score	-0.14	-0.19	0.05	0.452
Prior Year Literacy Z-Score	-0.08	-0.08	(0.00)	0.998
% FRL	0.57	0.55	0.02	0.692
% Minority	0.60	0.63	(0.03)	0.419
% Female	0.53	0.57	(0.04)	0.304

<i>Baseline Equivalency for Jacksonville Lighthouse in Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	376	376	-	
Range of Grades Served	K-9	K-9	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.23	6.23	-	1.000
Prior Year Math Z-Score	-0.21	-0.29	0.08	0.213
Prior Year Literacy Z-Score	-0.13	-0.13	(0.00)	0.997
% FRL	0.61	0.61	0.01	0.881
% Minority	0.60	0.59	0.01	0.766
% Female	0.52	0.53	(0.01)	0.884

<i>Baseline Equivalency for Jacksonville Lighthouse in Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	388	388	-	
Range of Grades Served	K-10	K-10	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.20	6.20	-	1.000
Prior Year Math Z-Score	-0.06	-0.12	0.06	0.355
Prior Year Literacy Z-Score	-0.03	-0.03	0.00	1.000
% FRL	0.66	0.66	(0.01)	0.820
% Minority	0.65	0.64	0.01	0.822
% Female	0.51	0.52	(0.01)	0.774

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOC

<i>Baseline Equivalency for Jacksonville Lighthouse in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	32	32	-	
Range of Grades Served	K-9	K-9	-	
Range of Grades in Analysis	8-9	8-9	-	
Average Grade	8.91	8.91	-	1.000
Baseline Algebra Score	-0.22	-0.22	-	1.000
% FRL	0.44	0.41	0.03	0.800
% Minority	0.53	0.63	(0.09)	0.448
% Female	0.50	0.47	0.03	0.802

<i>Baseline Equivalency for Jacksonville Lighthouse in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	52	52	-	
Range of Grades Served	K-10	K-10	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.42	9.42	-	1.000
Baseline Algebra Score	-0.35	-0.35	-	1.000
% FRL	0.58	0.60	(0.02)	0.842
% Minority	0.60	0.65	(0.06)	0.543
% Female	0.63	0.62	0.02	0.839

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

KIPP BLYTHEVILLE

OVERALL EFFECT

+0.121***

Significant at the 1% level

MATHEMATICS
Avg. Annual Effect
(Grades 4-8)

ELEMENTARY: +0.095**
SECONDARY: N/A
OVERALL: +0.095**

Blytheville, AR

Open-Enrollment

Grades Served: 5-6
(2011-12); 4-7 (2012-13);
4-8 (2013-14)

Year Opened: 2010

LITERACY
Avg. Annual Effect
(Grades 4-8)

ELEMENTARY:
+0.148***
SECONDARY: N/A

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	51	-0.188	46	+0.248 **
12-13	123	+0.113 *	123	+0.236 ***
13-14	149	+0.134 **	138	+0.062
3-Yr Effect		+0.095 **		+0.148 ***

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of KIPP Blytheville on Math Benchmarks, 2011-14</i>						
	2011-12	2012-13	2013-14			
Grades Served	5-6	4-7	4-8			
Total Enrollment	119	234	271			
Grades Included	5-6	4-7	4-8			
Enrollment in Included Grades	119	234	271			
Sample Size (Treatment)	51	123	149			
Sample Size (% of Inc. Grade Enrollment)	43%	53%	55%			
						Avg. Effect
OLS Treatment Effect	-0.188	+0.113 *	+0.134 **	+0.095 **		
Robust Standard Error	(0.135)	(0.068)	(0.059)	(0.042)		

<i>Academic Impacts of KIPP Blytheville on Literacy Benchmarks, 2011-14</i>						
	2011-12	2012-13	2013-14			
Grades Served	5-6	4-7	4-8			
Total Enrollment	119	234	271			
Grades Included	5-6	4-7	4-8			
Enrollment in Included Grades	119	234	271			
Sample Size (Treatment)	46	123	138			
Sample Size (% of Inc. Grade Enrollment)	39%	53%	51%			
						Avg. Effect
OLS Treatment Effect	+0.248 **	+0.236 ***	+0.062	+0.148 ***		
Robust Standard Error	(0.107)	(0.075)	(0.059)	(0.043)		

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for KIPP Blytheville in Math, 2011-12					
	Charter	Comparison	Difference	P-Value	
Number of Observations	51	51	-		
Range of Grades Served	5-6	5-6	-		
Range of Grades in Analysis	5-6	5-6	-		
Average Grade	5.63	5.63	-	1.000	
Prior Year Math Z-Score	-0.24	-0.24	(0.00)	0.980	
Prior Year Literacy Z-Score	-0.33	-0.40	0.07	0.713	
% FRL	0.90	100.00	(99.10)	**	0.022
% Minority	0.84	0.76	0.08	0.318	
% Female	0.55	0.53	0.02	0.691	

Baseline Equivalency for KIPP Blytheville in Math, 2012-13					
	Charter	Comparison	Difference	P-Value	
Number of Observations	123	123	-		
Range of Grades Served	4-7	4-7	-		
Range of Grades in Analysis	4-7	4-7	-		
Average Grade	5.62	5.62	-	1.000	
Prior Year Math Z-Score	-0.45	-0.44	(0.01)	0.961	
Prior Year Literacy Z-Score	-0.29	-0.37	0.08	0.492	
% FRL	0.92	0.98	(0.06)	**	0.046
% Minority	0.85	0.81	0.04	0.392	
% Female	0.52	0.59	(0.07)	0.248	

Baseline Equivalency for KIPP Blytheville in Math, 2013-14					
	Charter	Comparison	Difference	P-Value	
Number of Observations	149	149	-		
Range of Grades Served	4-8	4-8	-		
Range of Grades in Analysis	4-8	4-8	-		
Average Grade	5.95	5.95	-	1.000	
Prior Year Math Z-Score	-0.45	-0.45	(0.00)	1.000	
Prior Year Literacy Z-Score	-0.33	-0.41	0.09	0.416	
% FRL	0.86	0.85	0.01	0.744	
% Minority	0.89	0.89	0.01	0.854	
% Female	0.52	0.49	0.03	0.643	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

<i>Baseline Equivalency for KIPP Blytheville in Literacy, 2011-12</i>					
	Charter	Comparison	Difference	P-Value	
Number of Observations	46	46	-		
Range of Grades Served	5-6	5-6	-		
Range of Grades in Analysis	5-6	5-6	-		
Average Grade	5.59	5.59	-	1.000	
Prior Year Math Z-Score	-0.22	-0.36	0.14	0.446	
Prior Year Literacy Z-Score	-0.38	-0.37	(0.01)	0.963	
% FRL	0.89	1.00	(0.11)	**	0.021
% Minority	0.85	0.83	0.02	0.778	
% Female	0.59	0.54	0.04	0.674	

<i>Baseline Equivalency for KIPP Blytheville in Literacy, 2012-13</i>					
	Charter	Comparison	Difference	P-Value	
Number of Observations	123	123	-		
Range of Grades Served	4-7	4-7	-		
Range of Grades in	4-7	4-7	-		
Average Grade	5.51	5.51	-	1.000	
Prior Year Math Z-Score	-0.41	-0.29	(0.12)	0.303	
Prior Year Literacy Z-Score	-0.19	-0.18	(0.01)	0.957	
% FRL	0.91	1.00	(0.09)	***	0.001
% Minority	0.87	0.78	0.09	*	0.065
% Female	0.53	0.50	0.02	0.702	

<i>Baseline Equivalency for KIPP Blytheville in Literacy, 2013-14</i>					
	Charter	Comparison	Difference	P-Value	
Number of Observations	138	138	-		
Range of Grades Served	4-8	4-8	-		
Range of Grades in	4-8	4-8	-		
Average Grade	5.91	5.91	-	1.000	
Prior Year Math Z-Score	-0.33	-0.35	0.02	0.885	
Prior Year Literacy Z-Score	-0.22	-0.22	(0.00)	0.994	
% FRL	1.00	1.00	-	1.000	
% Minority	0.88	0.91	(0.02)	0.556	
% Female	0.52	0.59	(0.07)	0.276	

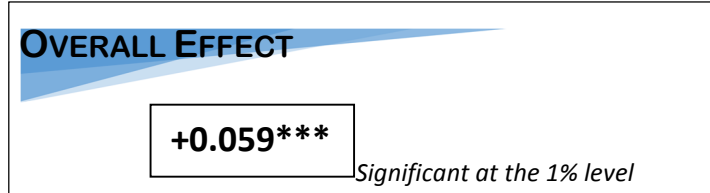
*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

KIPP DELTA



MATHEMATICS Avg. Annual Effect (Grades 4-10)
ELEMENTARY: -0.037 SECONDARY: +0.203 OVERALL: -0.021

Helena, AR
Open-Enrollment
Grades Served: K-3, 5-12
(2011-12); K-12 (2012-13); K-12 (2013-14)
Year Opened: 2002

LITERACY Avg. Annual Effect (Grades 4-11)
ELEMENTARY: +0.119*** SECONDARY: +0.258*** OVERALL: +0.142***

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy	
11-12	175	-0.093	147	-0.098	
12-13	260	+0.142 **	245	+0.104 *	
13-14	215	-0.138 ***	185	+0.247 ***	
Avg. Annual Effect		-0.037		+0.119 ***	

Secondary Effects (EOC Exams)					
Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy	
11-12	15	+0.313	20	+0.630 ***	
12-13	21	+0.141	31	+0.204	
13-14	19	+0.374	26	+0.832	
Avg. Annual Effect		+0.203		+0.258 ***	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of KIPP Delta on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-3,5-12	K-12	K-12	
Total Enrollment	743	927	905	
Grades Included	5-8	4-8	4-8	
Enrollment in Included Grades	279	392	380	
Sample Size (Treatment)	175	260	215	
Sample Size (% of Inc. Grade Enrollment)	63%	66%	57%	
				Avg. Effect
OLS Treatment Effect	-0.093	+0.142 **	-0.138 ***	-0.037
Robust Standard Error	(0.062)	(0.059)	(0.053)	(0.033)

Academic Impacts of KIPP Delta on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-3,5-12	K-12	K-12	
Total Enrollment	743	927	905	
Grades Included	5-8	4-8	4-8	
Enrollment in Included Grades	279	392	380	
Sample Size (Treatment)	147	245	185	
Sample Size (% of Inc. Grade Enrollment)	53%	63%	49%	
				Avg. Effect
OLS Treatment Effect	-0.0981	+0.104 *	+0.247 ***	+0.119 ***
Robust Standard Error	(0.074)	(0.061)	(0.055)	(0.036)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of KIPP Delta Charter School on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-3,5-12	K-12	K-12	
Total Enrollment	743	927	905	
Grades Included	9-10	8-10	9-10	
Enrollment in Included Grades	136	229	135	
Sample Size (Treatment)	15	21	19	
Sample Size (% of Inc. Grade Enrollment)	11%	9%	14%	
				Avg. Effect
OLS Treatment Effect	+0.313	+0.141	+0.374	+0.203
Robust Standard Error	(0.339)	(0.153)	(0.317)	(0.128)

Academic Impacts of KIPP Delta Charter School on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-3,5-12	K-12	K-12	
Total Enrollment	743	927	905	
Grades Included	11	11	11	
Enrollment in 11th Grade	45	55	41	
Sample Size (Treatment)	20	31	26	
Sample Size (% of 11th Grade Enrollment)	44%	56%	63%	
				Avg. Effect
OLS Treatment Effect	+0.630 ***	+0.204	+0.083	+0.258 ***
Robust Standard Error	(0.167)	(0.126)	(0.133)	(0.080)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for KIPP Delta in Math, 2011-12				
	Charter	Comparison	Difference	P-Value
Number of Observations	175	175	-	
Range of Grades Served	K-3,5-12	K-3,5-12	-	
Range of Grades in Analysis	5-8	5-8	-	
Average Grade	6.65	6.65	-	1.000
Prior Year Math Z-Score	-0.46	-0.46	-	1.000
Prior Year Literacy Z-Score	-0.20	-0.25	0.04	0.614
% FRL	0.95	0.96	(0.01)	0.792
% Minority	0.98	0.99	(0.02)	0.177
% Female	0.57	0.55	0.02	0.747

Baseline Equivalency for KIPP Delta in Math, 2012-13				
	Charter	Comparison	Difference	P-Value
Number of Observations	260	260	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.04	6.04	-	1.000
Prior Year Math Z-Score	-0.48	-0.48	-	1.000
Prior Year Literacy Z-Score	-0.31	-0.31	0.01	0.910
% FRL	0.98	0.98	-	1.000
% Minority	0.98	0.99	(0.01)	0.412
% Female	0.47	0.46	0.02	0.725

Baseline Equivalency for KIPP Delta in Math, 2013-14				
	Charter	Comparison	Difference	P-Value
Number of Observations	215	215	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.00	6.00	-	1.000
Prior Year Math Z-Score	-0.34	-0.34	-	1.000
Prior Year Literacy Z-Score	-0.29	-0.16	(0.13)	0.110
% FRL	0.99	1.00	(0.00)	0.562
% Minority	0.98	0.97	0.01	0.558
% Female	0.47	0.55	(0.08)	0.101

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for KIPP Delta in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	147	147	-	
Range of Grades Served	K-3,5-12	K-3,5-12	-	
Range of Grades in Analysis	5-8	5-8	-	
Average Grade	6.69	6.69	-	1.000
Prior Year Math Z-Score	-0.38	-0.29	(0.08)	0.375
Prior Year Literacy Z-Score	-0.09	-0.09	(0.00)	0.996
% FRL	0.96	0.95	0.01	0.777
% Minority	0.98	0.98	-	1.000
% Female	0.53	0.54	(0.01)	0.907

Baseline Equivalency for KIPP Delta in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	245	245	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.09	6.09	-	1.000
Prior Year Math Z-Score	-0.43	-0.38	(0.06)	0.428
Prior Year Literacy Z-Score	-0.19	-0.19	(0.00)	0.991
% FRL	0.95	0.98	(0.03)	0.101
% Minority	0.98	0.99	(0.00)	0.703
% Female	0.50	0.50	-	0.100

Baseline Equivalency for KIPP Delta in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	185	185	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.11	6.11	-	1.000
Prior Year Math Z-Score	-0.21	-0.33	0.12	0.160
Prior Year Literacy Z-Score	-0.08	-0.08	(0.00)	0.977
% FRL	0.92	0.99	(0.07)	*** 0.001
% Minority	0.02	0.03	(0.01)	0.736
% Female	0.49	0.52	(0.03)	0.533

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

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Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOC

Baseline Equivalency for KIPP Delta in Geometry, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	15	15	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.27	9.27	-	1.000
Baseline Algebra Score	-0.17	-0.15	(0.02)	0.939
% FRL	0.80	0.93	(0.13)	0.283
% Minority	0.00	0.00	-	1.000
% Female	0.53	0.47	0.07	0.715

Baseline Equivalency for KIPP Delta in Geometry, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	21	2	19.00	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.52	9.52	-	1.000
Baseline Algebra Score	-0.06	-0.06	-	1.000
% FRL	0.90	0.95	(0.05)	0.549
% Minority	1.00	1.00	-	1.000
% Female	0.67	0.67	-	1.000

Baseline Equivalency for KIPP Delta in Geometry, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	19	19	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.63	9.63	-	1.000
Baseline Algebra Score	-0.34	-0.34	(0.00)	0.996
% FRL	0.89	0.95	(0.05)	0.547
% Minority	1.00	1.00	-	1.000
% Female	0.68	0.58	0.11	0.501

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No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOC

Baseline Equivalency for KIPP Delta in 11th Grade Literacy, 2011-12				
	Charter	Comparison	Difference	P-Value
Number of Observations	20	20	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.29	0.29	-	1.000
% FRL	1.00	1.00	-	1.000
% Minority	0.95	1.00	(0.05)	0.311
% Female	0.65	0.75	(0.10)	0.490

Baseline Equivalency for KIPP Delta in 11th Grade Literacy, 2012-13				
	Charter	Comparison	Difference	P-Value
Number of Observations	31	31	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.16	0.16	-	1.000
% FRL	0.97	1.00	(0.03)	0.313
% Minority	1.00	1.00	-	1.000
% Female	0.61	0.58	0.03	0.796

Baseline Equivalency for KIPP Delta in 11th Grade Literacy, 2013-14				
	Charter	Comparison	Difference	P-Value
Number of Observations	26	26	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.33	0.33	(0.00)	0.997
% FRL	0.85	0.92	(0.08)	0.385
% Minority	1.00	1.00	-	1.000
% Female	0.65	0.69	(0.04)	0.768

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

LINCOLN MIDDLE ACADEMY OF EXCELLENCE

OVERALL EFFECT

-0.059***

Significant at the 1% level

MATHEMATICS
Avg. Annual Effect
(Grades 5-6)

ELEMENTARY: +0.014
SECONDARY: N/A
OVERALL: +0.014

Forrest City, AR
District Conversion
Grades Served: 5-6
Year Opened: 2010

LITERACY
Avg. Annual Effect
(Grades 5-6)

ELEMENTARY: -0.155***
SECONDARY: N/A
OVERALL: -0.155***

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy	
11-12	300	-0.002	286	-0.174	***
12-13	262	-0.118 **	267	-0.229	***
13-14	219	+0.197 ***	175	-0.009	
Avg. Annual Effect		+0.014		-0.155	***

Significant at the 90% confidence level **Significant at the 95% level *Significant at the 99% level*

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Lincoln Academy of Excellence on Math Benchmarks, 2011-14</i>					
	2011-12	2012-13	2013-14		
Grades Served	5-6	5-6	5-6		
Total Enrollment	497	468	417		
Grades Included	5-6	5-6	5-6		
Enrollment in Included Grades	497	468	417		
Sample Size (Treatment)	300	262	219		
Sample Size (% of Inc. Grade Enrollment)	60%	56%	53%		
					Avg. Effect
OLS Treatment Effect	-0.002	-0.118 **	+0.197 ***		+0.014
Robust Standard Errors	(0.045)	(0.047)	(0.051)		(0.027)

<i>Academic Impacts of Lincoln Academy of Excellence on Literacy Benchmarks, 2011-14</i>					
	2011-12	2012-13	2013-14		
Grades Served	5-6	5-6	5-6		
Total Enrollment	497	468	417		
Grades Included	5-6	5-6	5-6		
Enrollment in Included Grades	497	468	417		
Sample Size (Treatment)	286	267	175		
Sample Size (% of Inc. Grade Enrollment)	58%	57%	42%		
					Avg. Effect
OLS Treatment Effect	-0.174 ***	-0.229 ***	-0.009		-0.155 ***
Robust Standard Errors	(0.050)	(0.051)	(0.064)		(0.031)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Lincoln Academy of Excellence in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	300	300	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.51	5.51	-	1.000
Prior Year Math Z-Score	-0.50	-0.50	(0.01)	0.939
Prior Year Literacy Z-Score	-0.46	-0.51	0.05	0.529
% FRL	1.00	0.91	0.09 ***	0.000
% Minority	0.81	0.73	0.08 **	0.019
% Female	0.54	0.51	0.03	0.414

Baseline Equivalency for Lincoln Academy of Excellence in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	262	262	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.52	5.52	-	1.000
Prior Year Math Z-Score	-0.41	-0.41	(0.00)	0.995
Prior Year Literacy Z-Score	-0.49	-0.52	0.03	0.760
% FRL	0.91	0.85	0.06 **	0.030
% Minority	0.80	0.77	0.03	0.339
% Female	0.56	0.45	0.11	0.011

Baseline Equivalency for Lincoln Academy of Excellence in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	219	219	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.53	5.53	-	1.000
Prior Year Math Z-Score	-0.49	-0.49	-	1.000
Prior Year Literacy Z-Score	-0.50	-0.46	(0.04)	0.665
% FRL	1.00	1.00	-	1.000
% Minority	0.82	0.82	-	1.000
% Female	0.48	0.51	(0.03)	0.566

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Lincoln Academy of Excellence in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	286	286	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in	5-6	5-6	-	
Average Grade	5.50	5.50	-	1.000
Prior Year Math Z-Score	-0.43	-0.46	0.02	0.760
Prior Year Literacy Z-	-0.47	-0.46	(0.01)	0.915
% FRL	1.00	0.88	0.11 ***	0.000
% Minority	0.82	0.66	0.16 ***	0.000
% Female	0.55	0.53	0.02	0.675

Baseline Equivalency for Lincoln Academy of Excellence in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	267	267	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in	5-6	5-6	-	
Average Grade	5.48	5.48	-	1.000
Prior Year Math Z-Score	-0.24	-0.35	0.11	0.178
Prior Year Literacy Z-	-0.44	-0.44	(0.01)	0.950
% FRL	0.89	0.89	-	1.000
% Minority	0.86	0.68	0.18	0.000
% Female	0.54	0.50	0.04	0.341

Baseline Equivalency for Lincoln Academy of Excellence in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	175	175	-	
Range of Grades Served	5-6	5-6	-	
Range of Grades in Analysis	5-6	5-6	-	
Average Grade	5.50	5.50	-	1.000
Prior Year Math Z-Score	-0.35	-0.61	0.26	0.009
Prior Year Literacy Z-Score	-0.47	-0.46	(0.00)	0.997
% FRL	1.00	1.00	-	1.000
% Minority	0.86	0.85	0.01	0.880
% Female	0.50	0.50	-	1.000

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

LINCOLN HIGH SCHOOL NEW TECH

OVERALL EFFECT

-0.080**

Significant at the 5% level

MATHEMATICS Avg. Annual Effect (Grades 8-11)

ELEMENTARY: -0.271***
SECONDARY: +0.054
OVERALL: -0.047

Lincoln, AR
District Conversion
Grades Served: 8-12
Year Opened: 2012

LITERACY Avg. Annual Effect (Grades 8-11)

ELEMENTARY: +0.041
SECONDARY: -0.189***
OVERALL: -0.109**

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	-	-	-	-
12-13	75	-0.544	72	-0.494
13-14	74	-0.243 **	71	+0.060
Avg. Annual Effect		-0.271 ***		+0.041

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy
11-12	-	-	-	-
12-13	41	-0.212 *	69	-0.136
13-14	69	+0.216 **	70	-0.244 **
Avg. Annual Effect		+0.054		-0.189 ***

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Lincoln High School New Tech on Math Benchmarks, 2012-14

	2012-13	2013-14		
Grades Served	8-12	8-12		
Total Enrollment	511	518		
Grades Included	8	8		
Enrollment in Included Grades	101	102		
Sample Size (Treatment)	75	74		
Sample Size (% of Inc. Grade Enrollment)	74%	73%		
			Avg. Effect	
OLS Treatment Effect	-0.544	-0.243	**	-0.271 ***
Robust Standard Errors	(0.337)	(0.107)		0.102

Academic Impacts of Lincoln High School New Tech on Literacy Benchmarks, 2012-14

	2012-13	2013-14		
Grades Served	8-12	8-12		
Total Enrollment	511	518		
Grades Included	8	8		
Enrollment in Included Grades	101	102		
Sample Size (Treatment)	72	71		
Sample Size (% of Inc. Grade Enrollment)	71%	70%		
			Avg. Effect	
OLS Treatment Effect	-0.494	+0.060		+0.041
Robust Standard Errors	(0.501)	(0.093)		(0.091)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

<i>Academic Impacts of Lincoln High School New Tech on Geometry EOC, 2012-14</i>				
	2012-13		2013-14	
Grades Served	8-12		8-12	
Total Enrollment	511		518	
Grades Included	9-11		9-11	
Enrollment in Included Grades	325		322	
Sample Size (Treatment)	41		69	
Sample Size (% of Inc. Grade Enrollment)	13%		21%	
OLS Treatment Effect	-0.212	*	+0.216	**
Robust Standard Error	(0.112)		(0.087)	
				Avg. Effect
				+0.054
				(0.069)

<i>Academic Impacts of Lincoln High School New Tech on 11th Grade Literacy EOC, 2012-14</i>				
	2012-13		2013-14	
Grades Served	8-12		8-12	
Total Enrollment	511		518	
Grades Included	11		11	
Enrollment in 11th Grade	102		106	
Sample Size (Treatment)	69		70	
Sample Size (% of 11th Grade Enrollment)	68%		66%	
OLS Treatment Effect	-0.136		-0.244	**
Robust Standard Error	(0.093)		(0.095)	
				Avg. Effect
				-0.189

				(0.067)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Lincoln High School New Tech in Math, 2012-13				
	Charter	Comparison	Difference	P-Value
Number of Observations	75	75	-	-
Range of Grades Served	8-12	8-12		
Range of Grades in Analysis	8	8		
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	-0.11	-0.11	-	1.000
Prior Year Literacy Z-Score	-0.04	-0.03	(0.01)	0.947
% FRL	0.71	0.71	-	1.000
% Minority	0.17	0.15	0.03	0.656
% Female	0.53	0.47	0.07	0.414

Baseline Equivalency for Lincoln High School New Tech in Math, 2013-14				
	Charter	Comparison	Difference	P-Value
Number of Observations	74	74	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	8	8	-	
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	-0.07	-0.07	-	1.000
Prior Year Literacy Z-Score	0.03	0.08	(0.05)	0.750
% FRL	0.66	0.66	-	1.000
% Minority	0.14	0.11	0.03	0.615
% Female	0.47	0.49	(0.01)	0.869

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

<i>Baseline Equivalency for Lincoln High School New Tech in Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	72	72		-
Range of Grades Served	8-12	8-12		
Range of Grades in Analysis	8	8		
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	-0.03	0.03	(0.06)	0.712
Prior Year Literacy Z-Score	0.12	0.12	(0.00)	0.997
% FRL	0.74	0.69	0.04	0.580
% Minority	0.17	0.18	(0.01)	0.826
% Female	0.51	0.46	0.06	0.505

<i>Baseline Equivalency for Lincoln High School New Tech in Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	71	71	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	8	8	-	
Average Grade	8.00	8.00	-	1.000
Prior Year Math Z-Score	0.20	0.15	0.05	0.741
Prior Year Literacy Z-Score	0.29	0.29	(0.00)	0.993
% FRL	0.66	0.63	0.03	0.725
% Minority	0.21	0.10	0.11	0.064
% Female	0.59	0.52	0.07	0.398

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

<i>Baseline Equivalency for Lincoln High School New Tech in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	41	41	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	9-11	9-11	-	
Average Grade	9.71	9.71	-	1.000
Baseline Algebra Score	0.05	0.05	(0.00)	0.997
% FRL	0.54	0.61	(0.07)	0.503
% Minority	0.10	0.07	0.02	0.693
% Female	0.54	0.46	0.07	0.508

<i>Baseline Equivalency for Lincoln High School New Tech in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	69	69	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	9-11	9-11	-	
Average Grade	9.87	9.87	-	1.000
Baseline Algebra Score	-0.13	-0.13	(0.00)	0.996
% FRL	0.64	0.67	(0.03)	0.721
% Minority	0.19	0.20	(0.01)	0.830
% Female	0.51	0.51	-	1.000

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

<i>Baseline Equivalency for Lincoln High School New Tech in 11th Grade Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	69	69	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	
8th Grade Literacy Score	0.27	0.27	(0.00)	0.999
% FRL	0.65	0.67	(0.01)	0.857
% Minority	0.16	0.23	(0.07)	0.283
% Female	0.49	0.48	0.01	0.865

<i>Baseline Equivalency for Lincoln High School New Tech in 11th Grade Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	70	70	-	
Range of Grades Served	8-12	8-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.06	0.06	(0.00)	0.998
% FRL	0.59	0.59	-	1.000
% Minority	0.13	0.07	0.06	0.260
% Female	0.47	0.50	(0.03)	0.735

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

LISA ACADEMY

OVERALL EFFECT

+0.020

Not statistically significant

MATHEMATICS

Avg. Annual Effect
(Grades 6-10)

ELEMENTARY: +0.032
SECONDARY: -0.174**
OVERALL: +0.011

Little Rock, AR

Open-Enrollment

Grades Served: 6-12

Year Opened: 2004

LITERACY

Avg. Annual Effect
(Grades 6-11)

ELEMENTARY: +0.023
SECONDARY: +0.123
OVERALL: +0.030

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	259	+0.058	272	+0.101 **
12-13	372	-0.003	373	+0.090
13-14	358	+0.051	364	-0.072 **

Avg. Annual Effect

+0.032

+0.023

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math	#Charter Students	EOC Effect- Literacy
11-12	31	-0.069	30	+0.103
12-13	48	-0.010	34	+0.384 **
13-14	54	-0.439 ***	36	-0.054

Avg. Annual Effect

-0.174 **

+0.123

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of LISA Academy on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	6-12	6-12	6-12	
Total Enrollment	599	792	799	
Grades Included	6-8	6-8	6-8	
Enrollment in Included Grades	418	554	539	
Sample Size (Treatment)	259	372	358	
Sample Size (% of Inc. Grade Enrollment)	62%	67%	66%	
				Avg. Effect
OLS Treatment Effect	+0.058	-0.003	+0.051	+0.032
Robust Standard Error	(0.048)	(0.040)	(0.042)	(0.025)

Academic Impacts of LISA Academy on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	6-12	6-12	6-12	
Total Enrollment	599	792	799	
Grades Included	6-8	6-8	6-8	
Enrollment in Included Grades	418	554	539	
Sample Size (Treatment)	272	373	364	
Sample Size (% of Inc. Grade Enrollment)	65%	67%	68%	
				Avg. Effect
OLS Treatment Effect	0.101 **	+0.060	-0.072 **	+0.023
Robust Standard Error	(0.040)	(0.041)	(0.036)	(0.023)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of LISA Academy Charter School on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	6-12	6-12	6-12	
Total Enrollment	599	792	799	
Grades Included	8-10	9-10	8-10	
Enrollment in Included Grades	223	156	342	
Sample Size (Treatment)	31	48	54	
Sample Size (% of Inc. Grade Enrollment)	14%	31%	16%	
				Avg. Effect
OLS Treatment Effect	-0.070	-0.010	-0.439 ***	-0.174
Robust Standard Error	(0.160)	(0.107)	(0.120)	0.072

Academic Impacts of LISA Academy Charter School on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	6-12	6-12	6-12	
Total Enrollment	599	792	799	
Grades Included	11	11	11	
Enrollment in 11th Grade	46	39	47	
Sample Size (Treatment)	30	34	36	
Sample Size (% of 11th Grade Enrollment)	65%	87%	77%	
				Avg. Effect
OLS Treatment Effect	+0.103	+0.384 **	-0.054	+0.123
Robust Standard Error	(0.140)	(0.169)	(0.147)	0.087

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for LISA Academy in Math, 2011-12				
	Charter	Comparison	Difference	P-Value
Number of Observations	259	259	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.00	7.00	-	1.000
Prior Year Math Z-Score	0.32	0.32	(0.00)	0.983
Prior Year Literacy Z-Score	0.42	0.35	0.07	0.379
% FRL	0.32	0.34	(0.02)	0.640
% Minority	0.64	0.63	0.01	0.855
% Female	0.51	0.50	0.00	0.930

Baseline Equivalency for LISA Academy in Math, 2012-13				
	Charter	Comparison	Difference	P-Value
Number of Observations	372	372	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	6.91	6.91	-	1.000
Prior Year Math Z-Score	0.19	0.19	(0.00)	0.995
Prior Year Literacy Z-Score	0.25	0.25	0.01	0.931
% FRL	0.42	0.41	0.01	0.823
% Minority	0.67	0.66	0.01	0.876
% Female	0.52	0.52	(0.01)	0.883

Baseline Equivalency for LISA Academy in Math, 2013-14				
	Charter	Comparison	Difference	P-Value
Number of Observations	358	358	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.04	7.04	-	1.000
Prior Year Math Z-Score	0.24	0.24	(0.00)	0.999
Prior Year Literacy Z-Score	0.25	0.27	(0.02)	0.782
% FRL	0.41	0.39	0.02	0.542
% Minority	0.67	0.64	0.03	0.387
% Female	0.55	0.58	(0.03)	0.407

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOC

Baseline Equivalency for LISA Academy in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	272	272	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.00	7.00	-	1.000
Prior Year Math Z-Score	0.40	0.32	0.08	0.354
Prior Year Literacy Z-Score	0.48	0.48	(0.01)	0.949
% FRL	0.31	0.42	(0.11) ***	0.006
% Minority	0.67	0.63	0.04	0.323
% Female	0.50	0.56	(0.05)	0.229

Baseline Equivalency for LISA Academy in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	373	373	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	6.92	6.92	-	1.000
Prior Year Math Z-Score	0.31	0.22	0.10	0.220
Prior Year Literacy Z-Score	0.35	0.35	(0.00)	0.946
% FRL	0.39	0.45	(0.06) *	0.075
% Minority	0.69	0.64	0.05	0.120
% Female	0.51	0.53	(0.02)	0.558

Baseline Equivalency for LISA Academy in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	364	364	-	
Range of Grades Served	6-12	6-12	-	
Range of Grades in Analysis	6-8	6-8	-	
Average Grade	7.10	7.10	-	1.000
Prior Year Math Z-Score	0.38	0.38	0.01	0.923
Prior Year Literacy Z-Score	0.40	0.41	(0.00)	0.964
% FRL	0.38	0.44	(0.06) *	0.097
% Minority	0.70	0.68	0.02	0.471
% Female	0.57	0.54	0.02	0.551

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOC

Baseline Equivalency for LISA Academy in Geometry, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	31	31	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	1.00
Average Grade	8.35	8.35	-	1.000
Baseline Algebra Score	0.06	0.07	(0.01)	0.949
% FRL	0.26	0.65	(0.39)	*** 0.002
% Minority	0.68	0.87	(0.19)	* 0.068
% Female	0.65	0.55	0.10	0.437

Baseline Equivalency for LISA Academy in Geometry, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	48	48	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.27	9.27	-	
Baseline Algebra Score	-0.22	-0.22	(0.00)	0.977
% FRL	0.46	0.67	(0.21)	** 0.040
% Minority	0.40	0.23	0.17	* 0.078
% Female	0.50	0.58	(0.08)	0.413

Baseline Equivalency for LISA Academy in Geometry, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	54	54	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	8.91	8.91	-	1.000
Baseline Algebra Score	0.34	0.35	(0.01)	0.956
% FRL	0.41	0.39	0.02	0.844
% Minority	0.78	0.67	0.11	0.197
% Female	0.52	0.48	0.04	0.700

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOC

Baseline Equivalency for LISA Academy in 11th Grade Literacy, 2011-12				
	Charter	Comparison	Difference	P-Value
Number of Observations	30	30	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.09	0.09	(0.00)	0.999
% FRL	0.50	0.43	0.07	0.605
% Minority	0.73	0.77	(0.03)	0.766
% Female	0.47	0.53	(0.07)	0.606

Baseline Equivalency for LISA Academy in 11th Grade Literacy, 2012-13				
	Charter	Comparison	Difference	P-Value
Number of Observations	34	34	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.73	0.73	(0.00)	0.985
% FRL	0.24	0.24	-	1.000
% Minority	0.32	0.41	(0.09)	0.451
% Female	0.56	0.65	(0.09)	0.457

Baseline Equivalency for LISA Academy in 11th Grade Literacy, 2013-14				
	Charter	Comparison	Difference	P-Value
Number of Observations	36	36	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.22	0.22	0.00	0.999
% FRL	0.50	0.42	0.08	0.478
% Minority	0.72	0.61	0.11	0.317
% Female	0.53	0.56	(0.03)	0.813

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

LISA ACADEMY NORTH

OVERALL EFFECT

+0.038*

Significant at the 10% level

MATHEMATICS Avg. Annual Effect (Grades 4-10)

ELEMENTARY: +0.099***
SECONDARY: -0.058
OVERALL: +0.078**

North Little Rock, AR
Open-Enrollment
Grades Served: K-11
(2011-12); K-12 since
2012-13
Year Opened: 2008

LITERACY Avg. Annual Effect (Grades 4-11)

ELEMENTARY: -0.011
SECONDARY: +0.185
OVERALL: -0.010

Elementary Effects (Benchmark Exams)

Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy	
11-12	136	+0.125	*	148	+0.105	*
12-13	174	+0.169	***	178	-0.012	
13-14	240	+0.019		203	-0.099	*

Avg. Annual Effect

+0.099 ***

-0.011

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect- Math		#Charter Students	EOC Effect- Literacy	
11-12	22	-0.121		-	-	
12-13	19	-0.279	*	-	-	
13-14	20	+0.560	***	16	+0.185	

Avg. Annual Effect

-0.058

+0.185

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of LISA Academy North on Math Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-11	K-12	K-12	
Total Enrollment	450	500	593	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	196	226	303	
Sample Size (Treatment)	136	174	240	
Sample Size (% of Inc. Grade Enrollment)	69%	77%	79%	
				Avg. Effect
OLS Treatment Effect	+0.125 *	+0.169 ***	+0.019	+0.099 ***
Robust Standard Error	(0.067)	(0.056)	(0.053)	(0.033)

Academic Impacts of LISA Academy North on Literacy Benchmarks, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-11	K-12	K-12	
Total Enrollment	450	500	593	
Grades Included	4-8	4-8	4-8	
Enrollment in Included Grades	196	226	303	
Sample Size (Treatment)	148	178	203	
Sample Size (% of Inc. Grade Enrollment)	76%	79%	67%	
				Avg. Effect
OLS Treatment Effect	0.105 *	-0.0117	-0.0991 *	-0.011
Robust Standard Error	(0.064)	(0.063)	(0.055)	(0.035)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of LISA Academy North on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	K-11	K-12	K-12	
Total Enrollment	450	500	593	
Grades Included	8, 10	8-10	8, 10	
Enrollment in Included Grades	73	125	83	
Sample Size (Treatment)	22	19	20	
Sample Size (% of Inc. Grade Enrollment)	30%	15%	24%	
OLS Treatment Effect	-0.121	-0.279 *	0.560 ***	Avg. Effect -0.058
Robust Standard Error	(0.125)	(0.140)	(0.201)	(0.085)

Academic Impacts of LISA Academy North on 11th Grade Literacy EOC, 2011-14

	2013-14	
Grades Served	K-12	
Total Enrollment	593	
Grades Included	11	
Enrollment in 11th Grade	19	
Sample Size (Treatment)	16	
Sample Size (% of 11th Grade Enrollment)	84%	Avg. Effect +0.185
OLS Treatment Effect	0.185	(0.358)
Robust Standard Error	(0.358)	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for LISA Academy North in Math, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	136	136	-	
Range of Grades Served	K-11	K-11	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.32	6.32	-	1.000
Prior Year Math Z-Score	0.01	0.01	-	1.000
Prior Year Literacy Z-Score	0.02	0.12	(0.10)	0.292
% FRL	0.34	0.32	0.01	0.797
% Minority	0.42	0.42	-	1.000
% Female	0.50	0.50	-	1.000

Baseline Equivalency for LISA Academy North in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	174	174	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.00	6.00	-	1.000
Prior Year Math Z-Score	0.03	0.03	(0.00)	0.998
Prior Year Literacy Z-Score	0.07	0.11	(0.04)	0.706
% FRL	0.40	0.39	0.01	0.913
% Minority	0.44	0.44	-	1.000
% Female	0.52	0.50	0.02	0.748

Baseline Equivalency for LISA Academy North in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	240	240	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.85	5.85	-	1.000
Prior Year Math Z-Score	0.16	0.16	(0.00)	1.000
Prior Year Literacy Z-Score	0.11	0.21	(0.10)	0.213
% FRL	0.37	0.35	0.01	0.775
% Minority	0.48	0.51	(0.03)	0.465
% Female	0.49	0.47	0.02	0.648

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for LISA Academy North in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	148	148	-	
Range of Grades Served	K-11	K-11	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	6.32	6.32	-	1.000
Prior Year Math Z-Score	0.06	-0.03	0.09	0.386
Prior Year Literacy Z-Score	0.01	0.01	(0.00)	0.986
% FRL	0.30	0.35	(0.05)	0.386
% Minority	0.46	0.41	0.05	0.412
% Female	0.49	0.47	0.01	0.816

Baseline Equivalency for LISA Academy North in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	178	178	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	1.46	1.46	-	1.000
Prior Year Math Z-Score	0.00	-0.02	0.02	0.852
Prior Year Literacy Z-Score	0.08	0.08	(0.00)	0.980
% FRL	0.40	0.42	(0.02)	0.666
% Minority	0.45	0.44	0.01	0.915
% Female	0.53	0.50	0.03	0.596

Baseline Equivalency for LISA Academy North in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	203	203	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.87	5.87	-	1.000
Prior Year Math Z-Score	0.17	0.14	0.03	0.743
Prior Year Literacy Z-Score	0.23	0.23	(0.00)	0.996
% FRL	0.35	0.36	(0.01)	0.836
% Minority	0.50	0.41	0.09	* 0.058
% Female	0.50	0.53	(0.02)	0.620

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOC

<i>Baseline Equivalency for LISA Academy North in Geometry, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	22	22	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8, 10	8, 10	-	
Average Grade	9.18	9.18	-	1.000
Baseline Algebra Score	0.00	0.00	-	1.000
% FRL	0.36	0.32	0.05	0.750
% Minority	0.41	0.41	-	1.000
% Female	0.41	0.36	0.05	0.757

<i>Baseline Equivalency for LISA Academy North in Geometry, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	19	19	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8-10	8-10	-	
Average Grade	9.11	9.11	-	1.000
Baseline Algebra Score	0.22	0.23	(0.00)	0.987
% FRL	0.26	0.42	(0.16)	0.305
% Minority	0.47	0.37	0.11	0.511
% Female	0.47	0.68	(0.21)	0.189

<i>Baseline Equivalency for LISA Academy North in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	20	20	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	8, 10	8, 10	-	
Average Grade	9.30	9.30	-	1.000
Baseline Algebra Score	-0.09	-0.09	(0.01)	0.980
% FRL	0.45	0.45	-	1.000
% Minority	0.60	0.40	0.20	0.206
% Female	0.55	0.50	0.05	0.752

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalency—Literacy EOC

<i>Baseline Equivalency for LISA Academy North in 11th Grade Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	16	16	-	
Range of Grades Served	K-12	K-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.32	0.32	0.00	0.999
% FRL	0.25	0.31	(0.06)	0.694
% Minority	0.19	0.31	(0.13)	0.414
% Female	0.63	0.81	(0.19)	0.238

Significant at the 90% confidence level **Significant at the 95% level *Significant at the 99% level*

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

LITTLE ROCK PREP

OVERALL EFFECT

+0.021

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 4-8)

ELEMENTARY: +0.031
SECONDARY: N/A
OVERALL: +0.031

Little Rock, AR
Open-Enrollment
Grades Served: K-7
(2011-12); K-8 since
2012-13
Year Opened: 2009

LITERACY Avg. Annual Effect (Grades 4-8)

ELEMENTARY: +0.010
SECONDARY: N/A
OVERALL: +0.010

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	77	+0.037		78	+0.014
12-13	120	+0.142	**	119	+0.050
13-14	141	-0.056		139	-0.019
Avg. Annual Effect		+0.031		+0.010	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Little Rock Prep on Math Benchmarks, 2011-14</i>					
	2011-12	2012-13	2013-14		
Grades Served	K-7	K-8	K-8		
Total Enrollment	270	391	417		
Grades Included	4-7	4-8	4-8		
Enrollment in Included Grades	140	171	195		
Sample Size (Treatment)	77	120	141		
Sample Size (% of Inc. Grade Enrollment)	55%	70%	72%		
					Avg. Effect
OLS Treatment Effect	+0.037	+0.142 **	-0.055		+0.031
Robust Standard Error	(0.083)	(0.068)	(0.059)		(0.039)

<i>Academic Impacts of Little Rock Prep on Literacy Benchmarks, 2011-14</i>					
	2011-12	2012-13	2013-14		
Grades Served	K-7	K-8	K-8		
Total Enrollment	270	391	417		
Grades Included	4-7	4-8	4-8		
Enrollment in Included Grades	140	171	195		
Sample Size (Treatment)	78	119	139		
Sample Size (% of Inc. Grade Enrollment)	56%	70%	71%		
					Avg. Effect
OLS Treatment Effect	+0.014	+0.050	-0.019		+0.010
Robust Standard Error	(0.108)	(0.076)	(0.063)		(0.044)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

<i>Baseline Equivalency for Little Rock Prep in Math, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	77	77	-	
Range of Grades Served	K-7	K-7	-	
Range of Grades in Analysis	4-7	4-7	-	
Average Grade	5.86	5.86	-	1.000
Prior Year Math Z-Score	-0.76	-0.76	(0.00)	0.994
Prior Year Literacy Z-Score	-0.72	-0.78	0.06	0.703
% FRL	0.81	0.88	(0.08)	0.183
% Minority	0.99	0.96	0.03	0.311
% Female	0.43	0.47	(0.04)	0.627

<i>Baseline Equivalency for Little Rock Prep in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	120	120	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.78	5.78	-	1.000
Prior Year Math Z-Score	-0.90	-0.89	(0.01)	0.926
Prior Year Literacy Z-Score	-0.70	-0.77	0.07	0.597
% FRL	0.82	0.84	(0.03)	0.607
% Minority	1.00	0.93	0.07 ***	0.004
% Female	0.48	0.44	0.04	0.517

<i>Baseline Equivalency for Little Rock Prep in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	141	141	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.39	5.39	-	1.000
Prior Year Math Z-Score	-0.76	-0.76	-	1.000
Prior Year Literacy Z-Score	-0.65	-0.55	(0.10)	0.393
% FRL	0.86	0.81	0.05	0.263
% Minority	1.00	1.00	-	1.000
% Female	0.48	0.45	0.04	0.551

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Little Rock Prep in Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	78	78	-	
Range of Grades Served	K-7	K-7	-	
Range of Grades in Analysis	4-7	4-7	-	
Average Grade	5.83	5.83	-	1.000
Prior Year Math Z-Score	-0.79	-0.71	(0.08)	0.584
Prior Year Literacy Z-Score	-0.74	-0.73	(0.01)	0.966
% FRL	0.81	0.87	(0.06)	0.275
% Minority	0.99	0.86	0.13	*** 0.003
% Female	0.44	0.42	0.01	0.872

Baseline Equivalency for Little Rock Prep in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	119	119	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.77	5.77	-	1.000
Prior Year Math Z-Score	-0.89	-0.71	(0.17)	0.159
Prior Year Literacy Z-Score	-0.67	-0.64	(0.03)	0.843
% FRL	0.81	0.77	0.03	0.524
% Minority	1.00	0.82	0.18	*** <0.001
% Female	0.49	0.42	0.07	0.298

Baseline Equivalency for Little Rock Prep in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	139	139	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.34	5.34	-	1.000
Prior Year Math Z-Score	-0.70	-0.67	(0.02)	0.818
Prior Year Literacy Z-Score	-0.57	-0.57	(0.00)	0.989
% FRL	0.86	0.87	(0.01)	0.860
% Minority	1.00	0.96	0.04	** 0.024
% Female	0.50	0.42	0.09	0.149

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Mountain Home High School Career Academy

OVERALL EFFECT

-0.216***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 9-10)

ELEMENTARY: N/A
SECONDARY: -0.494***
OVERALL: -0.494***

Mountain Home, AR
District Conversion
Grades Served: 9-12
Year Opened: 2003

LITERACY Avg. Annual Effect (Grade 11)

ELEMENTARY: N/A
SECONDARY: -0.103***
OVERALL: -0.103***

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect-Math		#Charter Students	EOC Effect-Literacy	
11-12	103	-0.331	***	141	-0.140	**
12-13	50	-0.336	***	143	-0.001	
13-14	66	-0.354	***	122	-0.186	**
Avg. Annual Effect		-0.494	***		-0.103	***

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

Academic Impacts of Mountain Home H.S. Career Academy on Geometry EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	9-12	9-12	9-12	
Total Enrollment	1,210	1,211	1,186	
Grades Included	9-10	9-10	9-10	
Enrollment in Included Grades	629	640	631	
Sample Size (Treatment)	103	50	66	
Sample Size (% of Inc. Grade Enrollment)	16%	8%	10%	
				Avg. Effect
OLS Treatment Effect	-0.331 ***	-0.336 ***	-0.354 ***	-0.494 ***
Robust Standard Error	(0.078)	(0.099)	(0.091)	0.061

Academic Impacts of Mountain Home H.S. Career Academy on 11th Grade Literacy EOC, 2011-14

	2011-12	2012-13	2013-14	
Grades Served	9-12	9-12	9-12	
Total Enrollment	1,210	1,211	1,186	
Grades Included	11	11	11	
Enrollment in 11th Grade	283	285	269	
Sample Size (Treatment)	141	143	122	
Sample Size (% of 11th Grade Enrollment)	50%	50%	45%	
				Avg. Effect
OLS Treatment Effect	-0.140 **	-0.00135	-0.186 **	-0.103 ***
Robust Standard Error	(0.066)	(0.065)	(0.074)	0.039

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Geometry EOCs

Baseline Equivalency for Mountain Home High School Career Academy in Geometry, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	103	103	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.63	9.63	-	1.000
Baseline Algebra Score	0.20	0.21	(0.00)	0.987
% FRL	0.65	0.74	(0.09)	0.174
% Minority	0.09	0.06	0.03	0.421
% Female	0.37	0.50	(0.14)	** 0.049

Baseline Equivalency for Mountain Home High School Career Academy in Geometry, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	50	50	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.98	9.98	-	1.000
Baseline Algebra Score	0.07	0.07	-	1.000
% FRL	0.54	0.78	(0.24)	** 0.011
% Minority	0.04	0.04	-	1.000
% Female	0.50	0.42	0.08	0.422

Baseline Equivalency for Mountain Home High School Career Academy in Geometry, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	66	66	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.88	9.88	-	1.000
Baseline Algebra Score	0.00	0.00	(0.00)	0.998
% FRL	0.73	0.67	0.06	0.449
% Minority	0.03	0.00	0.03	0.154
% Female	0.48	0.47	0.02	0.862

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy EOCs

Baseline Equivalency for Mountain Home H.S. Career Academy in 11th Grade Literacy, 2011-12

	Charter	Comparison	Difference	P-Value
Number of Observations	141	141	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.49	0.50	(0.00)	0.948
% FRL	0.57	0.66	(0.09)	0.112
% Minority	0.05	0.12	(0.07)	** 0.033
% Female	0.57	0.52	0.05	0.403

Baseline Equivalency for Mountain Home H.S. Career Academy in 11th Grade Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	143	143	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.45	0.45	(0.00)	0.969
% FRL	0.61	0.69	(0.08)	0.174
% Minority	0.06	0.08	(0.03)	0.354
% Female	0.53	0.45	0.08	0.193

Baseline Equivalency for Mountain Home H.S. Career Academy in 11th Grade Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	122	122	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	0.41	0.41	(0.01)	0.953
% FRL	0.61	0.71	(0.11)	* 0.079
% Minority	0.05	0.11	(0.07)	* 0.062
% Female	0.58	0.53	0.05	0.439

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

NORTHWEST ARKANSAS CLASSICAL ACADEMY

OVERALL EFFECT

-0.041

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 4-8)

ELEMENTARY: -0.072
SECONDARY: N/A
OVERALL: -0.072

Bentonville, AR
Open-Enrollment
Grades Served: K-8
Year Opened: 2013

LITERACY Avg. Annual Effect (Grades 4-8)

ELEMENTARY: -0.022
SECONDARY: N/A
OVERALL: -0.022

Elementary Effects (Benchmark Exams)				
Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	-	-	-	-
12-13	-	-	-	-
13-14	145	-0.072	138	-0.022
Avg. Annual Effect		-0.072		-0.022

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Northwest Arkansas Classical Academy on Math Benchmarks, 2013-14

2013-14		
Grades Served	K-8	
Total Enrollment	400	
Grades Included	4-8	
Enrollment in Included Grades	208	
Sample Size (Treatment)	145	
Sample Size (% of Inc. Grade Enrollment)	70%	
		Avg. Effect
OLS Treatment Effect	-0.072	-0.072
Robust Standard Error	(0.081)	(0.081)

Academic Impacts of Northwest Arkansas Classical Academy on Literacy Benchmarks, 2013-14

2013-14		
Grades Served	K-8	
Total Enrollment	400	
Grades Included	4-8	
Enrollment in Included Grades	208	
Sample Size (Treatment)	138	
Sample Size (% of Inc. Grade Enrollment)	66%	
		Avg. Effect
OLS Treatment Effect	-0.022	-0.022
Robust Standard Error	(0.063)	(0.063)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Benchmark Exams

Baseline Equivalency for Northwest Arkansas Classical Academy in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	145	145	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.72	5.72	-	1.000
Prior Year Math Z-Score	0.56	0.56	0.00	0.999
Prior Year Literacy Z-Score	0.59	0.62	(0.03)	0.661
% FRL	0.19	0.18	0.01	0.879
% Minority	0.33	0.31	0.02	0.706
% Female	0.53	0.52	0.01	0.906

Baseline Equivalency for Northwest Arkansas Classical Academy in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	138	138	-	
Range of Grades Served	K-8	K-8	-	
Range of Grades in Analysis	4-8	4-8	-	
Average Grade	5.79	5.79	-	
Prior Year Math Z-Score	0.67	0.63	0.04	0.688
Prior Year Literacy Z-Score	0.70	0.70	(0.00)	0.991
% FRL	0.17	0.19	(0.01)	0.755
% Minority	0.30	0.26	0.04	0.422
% Female	0.54	0.55	(0.01)	0.809

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

OAK GROVE ELEM. HEALTH, WELLNESS, AND ENVIRONMENTAL SCIENCE

OVERALL EFFECT

+0.066

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grade 4)

ELEMENTARY: +0.220***
SECONDARY: N/A
OVERALL: +0.220***

Paragould, AR
District Conversion
Grades Served: K-4
Year Opened: 2009
Year Closed: 2013

LITERACY Avg. Annual Effect (Grade 4)

ELEMENTARY: -0.115
SECONDARY: N/A
OVERALL: -0.115

Elementary Effects (Benchmark Exams)				
Year	#Charter Students	Benchmark Effect- Math	#Charter Students	Benchmark Effect- Literacy
11-12	64	+0.023	70	-0.315 **
12-13	61	+0.511 ***	73	-0.0002
13-14	-	-	-	-
Avg. Annual Effect		+0.220 ***		-0.115

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Oak Grove on Math Benchmarks, 2011-13

	2011-12	2012-13	
Grades Served	K-4	K-4	
Total Enrollment	458	415	
Grades Included	4	4	
Enrollment in Included Grades	98	98	
Sample Size (Treatment)	64	61	
Sample Size (% of Inc. Grade Enrollment)	65%	62%	
			Avg. Effect
OLS Treatment Effect	+0.023	+0.511 ***	+0.220 ***
Robust Standard Errors	(0.089)	(0.108)	(0.069)

Academic Impacts of Oak Grove on Literacy Benchmarks, 2011-13

	2011-12	2012-13	
Grades Served	K-4	K-4	
Total Enrollment	458	415	
Grades Included	4	4	
Enrollment in Included Grades	98	98	
Sample Size (Treatment)	70	73	
Sample Size (% of Inc. Grade Enrollment)	71%	74%	
			Avg. Effect
OLS Treatment Effect	-0.315 **	-0.0002	-0.115
Robust Standard Errors	(0.123)	(0.09)	(0.074)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

<i>Baseline Equivalency for Oak Grove in Math, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	64	64	-	
Range of Grades Served	K-4	K-4	-	
Range of Grades in Analysis	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	-0.03	-0.02	(0.01)	0.951
Prior Year Literacy Z-Score	-0.24	-0.14	(0.10)	0.570
% FRL	0.80	0.66	0.14 *	0.074
% Minority	0.06	0.13	(0.06)	0.225
% Female	0.53	0.52	0.02	0.860

<i>Baseline Equivalency for Oak Grove in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	61	61	-	
Range of Grades Served	K-4	K-4	-	
Range of Grades in Analysis	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	0.01	0.02	(0.01)	1.000
Prior Year Literacy Z-Score	-0.22	-0.37	0.15	0.387
% FRL	0.67	0.70	(0.03)	0.696
% Minority	0.08	0.13	(0.05)	0.379
% Female	0.48	0.59	(0.11)	0.204

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

<i>Baseline Equivalency for Oak Grove in Literacy, 2011-12</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	70	70	-	
Range of Grades Served	K-4	K-4	-	
Range of Grades in Analysis	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	-0.03	-0.26	0.23	0.139
Prior Year Literacy Z-Score	-0.18	-0.17	(0.01)	0.956
% FRL	0.73	0.67	0.06	0.461
% Minority	0.07	0.13	(0.06)	0.260
% Female	0.59	0.53	0.06	0.496

<i>Baseline Equivalency for Oak Grove in Literacy, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	73	73	-	
Range of Grades Served	K-4	K-4	-	
Range of Grades in Analysis	4	4	-	
Average Grade	4.00	4.00	-	1.000
Prior Year Math Z-Score	-0.09	0.05	(0.15)	0.364
Prior Year Literacy Z-Score	-0.37	-0.36	(0.01)	0.954
% FRL	0.67	0.70	(0.03)	0.722
% Minority	0.10	0.07	0.03	0.547
% Female	0.52	0.55	(0.03)	0.740

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

OSCEOLA STEM ACADEMY

OVERALL EFFECT

+0.057

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 5-8)

ELEMENTARY: +0.096**
SECONDARY: N/A
OVERALL: +0.096**

Osceola, AR
District Conversion
Grades Served: 5-8
Year Opened: 2012

LITERACY Avg. Annual Effect (Grades 5-8)

ELEMENTARY: -0.007
SECONDARY: N/A
OVERALL: -0.007

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	-	-		-	-
12-13	149	+0.127	*	86	+0.023
13-14	135	+0.078		93	-0.034
Avg. Annual Effect		+0.096	**	-0.007	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Osceola STEM Academy on Math Benchmarks, 2012-14</i>				
	2012-13		2013-14	
Grades Served	5-8		5-8	
Total Enrollment	366		383	
Grades Included	5-8		5-8	
Enrollment in Included Grades	366		383	
Sample Size (Treatment)	149		135	
Sample Size (% of Inc. Grade Enrollment)	41%		35%	
			Avg. Effect	
OLS Treatment Effect	0.127	*	+0.078	+0.096 **
Robust Standard Errors	(0.077)		(0.059)	(0.047)

<i>Academic Impacts of Osceola STEM Academy on Literacy Benchmarks, 2012-14</i>				
	2012-13		2013-14	
Grades Served	5-8		5-8	
Total Enrollment	366		383	
Grades Included	5-8		5-8	
Enrollment in Included Grades	366		383	
Sample Size (Treatment)	86		93	
Sample Size (% of Inc. Grade Enrollment)	23%		24%	
			Avg. Effect	
OLS Treatment Effect	+0.023		-0.034	-0.007
Robust Standard Errors	(0.089)		(0.082)	(0.060)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Math Benchmarks

Baseline Equivalency for Osceola STEM Academy in Math, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	149	149	-	
Range of Grades Served	5-8	5-8	-	
Range of Grades in Analysis	5-8	5-8	-	
Average Grade	6.54	6.54	-	1.000
Prior Year Math Z-Score	-0.42	-0.40	(0.01)	0.883
Prior Year Literacy Z-Score	-0.18	0.31	(0.48)	0.132
% FRL	0.99	0.84	0.15 ***	<0.001
% Minority	0.74	0.53	0.21 ***	<0.001
% Female	0.56	0.52	0.05	0.416

Baseline Equivalency for Osceola STEM Academy in Math, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	135	135	-	
Range of Grades Served	5-8	5-8	-	
Range of Grades in Analysis	5-8	5-8	-	
Average Grade	6.50	6.50	-	1.000
Prior Year Math Z-Score	-0.48	-0.48	(0.00)	0.983
Prior Year Literacy Z-Score	-0.23	-0.38	0.14	0.139
% FRL	0.98	0.94	0.04	0.124
% Minority	0.68	0.60	0.08	0.163
% Female	0.53	0.47	0.07	0.273

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

<i>Baseline Equivalency for Osceola STEM Academy in Literacy, 2012-13</i>					
	Charter	Comparison	Difference		P-Value
Number of Observations	86	86	-		
Range of Grades Served	5-8	5-8	-		
Range of Grades in Analysis	5-8	5-8	-		
Average Grade	6.59	6.59	-		1.000
Prior Year Math Z-Score	-0.38	-0.23	(0.15)		0.243
Prior Year Literacy Z-Score	-0.17	-0.16	(0.01)		0.925
% FRL	1.00	0.86	0.14	***	0.000
% Minority	0.76	0.62	0.14	**	0.049
% Female	0.53	0.53	-		1.000

<i>Baseline Equivalency for Osceola STEM Academy in Literacy, 2013-14</i>					
	Charter	Comparison	Difference		P-Value
Number of Observations	93	93	-		
Range of Grades Served	5-8	5-8	-		
Range of Grades in Analysis	5-8	5-8	-		
Average Grade	6.59	6.59	-		1.000
Prior Year Math Z-Score	-0.37	-0.15	(0.21)		0.087
Prior Year Literacy Z-Score	-0.01	-0.001	(0.01)		0.956
% FRL	0.98	0.84	0.14	***	0.001
% Minority	0.75	0.59	0.16	**	0.019
% Female	0.51	0.59	(0.09)		0.239

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

PINE BLUFF LIGHTHOUSE

OVERALL EFFECT

+0.038

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 4-6)

ELEMENTARY: +0.023
SECONDARY: N/A
OVERALL: +0.023

Pine Bluff, AR

Open-Enrollment

Grades Served: K-4
(2011-12); K-5 (2012-
13); K-6 (2013-14)

Year Opened: 2011

LITERACY Avg. Annual Effect (Grades 4-6)

ELEMENTARY: +0.051
SECONDARY: N/A
OVERALL: +0.051

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	-	-		-	-
12-13	38	+0.353	***	38	+0.206
13-14	65	-0.172	*	57	-0.033
Avg. Annual Effect		+0.023		+0.051	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Pine Bluff Lighthouse on Math Benchmarks, 2012-14</i>			
	2012-13	2013-14	
Grades Served	K-5	K-6	
Total Enrollment	243	283	
Grades Included	4-5	4-6	
Enrollment in Included Grades	52	85	
Sample Size (Treatment)	38	65	
Sample Size (% of Inc. Grade Enrollment)	73%	76%	
			Avg. Effect
OLS Treatment Effect	0.353 ***	-0.172 *	+0.023
Robust Standard Error	(0.127)	(0.098)	(0.077)

<i>Academic Impacts of Pine Bluff Lighthouse on Literacy Benchmarks, 2012-14</i>			
	2012-13	2013-14	
Grades Served	K-5	K-6	
Total Enrollment	243	283	
Grades Included	4-5	4-6	
Enrollment in Included Grades	52	85	
Sample Size (Treatment)	38	57	
Sample Size (% of Inc. Grade Enrollment)	73%	67%	
			Avg. Effect
OLS Treatment Effect	+0.206	-0.033	+0.051
Robust Standard Error	(0.126)	(0.093)	(0.075)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies— Math Benchmarks

<i>Baseline Equivalency for Pine Bluff Lighthouse in Math, 2012-13</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	38	38	-	
Range of Grades Served	K-5	K-5	-	
Range of Grades in Analysis	4-5	4-5	-	
Average Grade	4.55	4.55	-	1.000
Prior Year Math Z-Score	-0.81	-0.81	-	1.000
Prior Year Literacy Z-Score	-0.66	-0.84	0.18	0.402
% FRL	0.87	0.92	(0.05)	0.455
% Minority	1.00	1.00	-	1.000
% Female	0.42	0.39	0.03	0.815

<i>Baseline Equivalency for Pine Bluff Lighthouse in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	65	65	-	
Range of Grades Served	K-6	K-6	-	
Range of Grades in Analysis	4-6	4-6	-	
Average Grade	4.86	4.86	-	1.000
Prior Year Math Z-Score	-0.72	-0.72	-	1.000
Prior Year Literacy Z-Score	-0.75	-0.70	(0.04)	0.778
% FRL	0.86	0.89	(0.03)	0.593
% Minority	1.00	1.00	-	1.000
% Female	0.43	0.38	0.05	0.592

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Literacy Benchmarks

Baseline Equivalency for Pine Bluff Lighthouse in Literacy, 2012-13

	Charter	Comparison	Difference	P-Value
Number of Observations	38	38	-	
Range of Grades Served	K-5	K-5	-	
Range of Grades in Analysis	4-5	4-5	-	
Average Grade	4.53	4.53	-	1.000
Prior Year Math Z-Score	-0.81	-0.71	(0.10)	0.606
Prior Year Literacy Z-Score	-0.59	-0.59	-	1.000
% FRL	0.84	0.89	(0.05)	0.497
% Minority	1.00	1.00	-	1.000
% Female	0.42	0.39	0.03	0.815

Baseline Equivalency for Pine Bluff Lighthouse in Literacy, 2013-14

	Charter	Comparison	Difference	P-Value
Number of Observations	57	57	-	
Range of Grades Served	K-6	K-6	-	
Range of Grades in Analysis	4-6	4-6	-	
Average Grade	4.82	4.82	-	1.000
Prior Year Math Z-Score	-0.75	-0.76	0.00	0.993
Prior Year Literacy Z-Score	-0.73	-0.73	(0.00)	0.998
% FRL	0.93	0.95	(0.02)	0.696
% Minority	1.00	0.98	0.02	0.315
% Female	0.44	0.37	0.07	0.445

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

QUEST MIDDLE SCHOOL OF PINE BLUFF

OVERALL EFFECT

-0.226**

Significant at the 5% level

MATHEMATICS Avg. Annual Effect (Grades 5-8)

ELEMENTARY: -0.256*
SECONDARY: N/A
OVERALL: -0.256*

Pine Bluff, AR

Open-Enrollment

Grades Served: 5-8

Year Opened: 2013

LITERACY Avg. Annual Effect (Grades 5-8)

ELEMENTARY: -0.199
SECONDARY: N/A
OVERALL: -0.199

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	-	-		-	
12-13	-	-		-	
13-14	58	-0.256	*	54	-0.199
Avg. Annual Effect		-0.256	*		-0.199

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

Academic Impacts of Quest Middle School of Pine Bluff on Math Benchmarks, 2013-14

2013-14			
Grades Served	5-8		
Total Enrollment	92		
Grades Included	5-8		
Enrollment in Included Grades	92		
Sample Size (Treatment)	58		
Sample Size (% of Inc. Grade Enrollment)	63%		
			Avg. Effect
OLS Treatment Effect	-0.256	*	-0.256*
Robust Standard Error	(0.132)		(0.132)

Academic Impacts of Quest Middle School of Pine Bluff on Literacy Benchmarks, 2013-14

2013-14			
Grades Served	5-8		
Total Enrollment	92		
Grades Included	5-8		
Enrollment in Included Grades	92		
Sample Size (Treatment)	54		
Sample Size (% of Inc. Grade Enrollment)	59%		
			Avg. Effect
OLS Treatment Effect	-0.199		-0.199
Robust Standard Error	(0.124)		(0.124)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Benchmarks

<i>Baseline Equivalency for Quest Middle School of Pine Bluff in Math, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	58	58	-	
Range of Grades Served	5-8	5-8	-	
Range of Grades in Analysis	5-8	5-8	-	
Average Grade	6.53	6.53	-	1.000
Prior Year Math Z-Score	-1.04	-1.04	(0.00)	0.996
Prior Year Literacy Z-Score	-1.03	-0.93	(0.10)	0.597
% FRL	1.00	0.98	0.02	0.315
% Minority	1.00	1.00	-	1.000
% Female	0.50	0.52	(0.02)	0.853

<i>Baseline Equivalency for Quest Middle School of Pine Bluff in Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	54	54	-	
Range of Grades Served	5-8	5-8	-	
Range of Grades in Analysis	5-8	5-8	-	
Average Grade	6.56	6.56	-	1.000
Prior Year Math Z-Score	-0.96	-0.92	(0.04)	0.804
Prior Year Literacy Z-Score	-0.87	-0.87	(0.00)	0.996
% FRL	1.00	0.96	0.04	0.153
% Minority	1.00	1.00	-	1.000
% Female	0.56	0.46	0.09	0.336

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

RIDGEROAD CHARTER

OVERALL EFFECT

+0.109***

Significant at the 1% level

MATHEMATICS Avg. Annual Effect (Grades 7-8)

ELEMENTARY: +0.199***
SECONDARY: N/A
OVERALL: +0.199***

North Little Rock, AR
District Conversion
Grades Served: 7-8
Year Opened: 2003
Year Closed: 2012

LITERACY Avg. Annual Effect (Grades 7-8)

ELEMENTARY: -0.017
SECONDARY: N/A
OVERALL: -0.017

Elementary Effects (Benchmark Exams)					
Year	#Charter Students	Benchmark Effect- Math		#Charter Students	Benchmark Effect- Literacy
11-12	269	+0.199	***	263	-0.017
12-13	-	-		-	-
13-14	-	-		-	-
Avg. Annual Effect		+0.199	***	-0.017	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Elementary Effects

<i>Academic Impacts of Ridgeroad Charter Middle School on Math Benchmarks, 2011-12</i>				
2011-12				
Grades Served	7-8			
Total Enrollment	417			
Grades Included	7-8			
Enrollment in Included Grades	417			
Sample Size (Treatment)	269			
Sample Size (% of Inc. Grade Enrollment)	65%			
				Avg. Effect
OLS Treatment Effect	+0.199	***	+0.199	***
Robust Standard Errors	(0.045)		(0.045)	

<i>Academic Impacts of Ridgeroad Charter Middle School on Literacy Benchmarks, 2011-12</i>				
2011-12				
Grades Served	7-8			
Total Enrollment	417			
Grades Included	7-8			
Enrollment in Included Grades	417			
Sample Size (Treatment)	263			
Sample Size (% of Inc. Grade Enrollment)	63%			
				Avg. Effect
OLS Treatment Effect	-0.017		-0.017	
Robust Standard Errors	(0.054)		(0.054)	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—Benchmarks

<i>Baseline Equivalency for Ridgeroad Charter Middle School in Math, 2011-12</i>					
	Charter	Comparison	Difference	P-Value	
Number of Observations	269	269	-		
Range of Grades Served	7-8	7-8	-		
Range of Grades in Analysis	7-8	7-8	-		
Average Grade	7.45	7.45	-	1.000	
Prior Year Math Z-Score	-0.36	-0.35	(0.01)	0.919	
Prior Year Literacy Z-Score	-0.36	-0.31	(0.05)	0.534	
% FRL	0.89	0.75	0.14 ***	<0.001	
% Minority	0.88	0.71	0.17 ***	<0.001	
% Female	0.49	0.53	(0.04)	0.388	

<i>Baseline Equivalency for Ridgeroad Charter Middle School in Literacy, 2011-12</i>					
	Charter	Comparison	Difference	P-Value	
Number of Observations	263	263	-		
Range of Grades Served	7-8	7-8	-		
Range of Grades in Analysis	7-8	7-8	-		
Average Grade	7.49	7.49	-	1.000	
Prior Year Math Z-Score	-0.34	-0.40	0.06	0.427	
Prior Year Literacy Z-Score	-0.37	-0.36	(0.01)	0.925	
% FRL	0.89	0.75	0.15 ***	<0.001	
% Minority	0.88	0.74	0.14 ***	<0.001	
% Female	0.50	0.50	-	1.000	

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

ROGERS NEW TECH HIGH

OVERALL EFFECT

-0.391***

Significant at the 1% level

MATHEMATICS
Avg. Annual Effect
(Grades 9-10)

ELEMENTARY: N/A
SECONDARY: -0.391***
OVERALL: -0.391***

Rogers, AR
District Conversion
Grades Served: 9-10
Year Opened: 2013

LITERACY
Avg. Annual Effect
(Not Included)

ELEMENTARY: N/A
SECONDARY: N/A
OVERALL: N/A

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect-Math	#Charter Students	EOC Effect-Literacy
11-12	-	-	-	-
12-13	-	-	-	-
13-14	78	-0.391 ***	-	-
Avg. Annual Effect		-0.391 ***		

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects—Geometry EOC

<i>Academic Impacts of Rogers New Tech High School on Geometry EOC, 2013-14</i>				
2013-14				
Grades Served	9-10			
Total Enrollment	291			
Grades Included	9-10			
Enrollment in Included Grades	291			
Sample Size (Treatment)	78			
Sample Size (% of Inc. Grade Enrollment)	27%			
				Avg. Effect
OLS Treatment Effect	-0.391	***	-0.391	***
Robust Standard Error	(0.132)		(0.132)	

Baseline Equivalency—Geometry EOC

<i>Baseline Equivalency for Rogers New Tech High School in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	78	78	-	
Range of Grades Served	9-10	9-10	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.82	9.82	-	1.000
Baseline Algebra Score	0.10	0.10	(0.00)	0.998
% FRL	0.55	0.55	-	1.000
% Minority	0.55	0.59	(0.04)	0.628
% Female	0.33	0.37	(0.04)	0.615

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

WASHINGTON ACADEMY

OVERALL EFFECT

+0.039

Not statistically significant

MATHEMATICS Avg. Annual Effect (Grades 9-10)

ELEMENTARY: N/A
SECONDARY: +0.166
OVERALL: +0.166

Texarkana, AR
District Conversion
Grades Served: 9-12
Year Opened: 2013

LITERACY Avg. Annual Effect (Grade 11)

ELEMENTARY: N/A
SECONDARY: -0.310
OVERALL: -0.310

Secondary Effects (EOC Exams)

Year	#Charter Students	EOC Effect-Math	#Charter Students	EOC Effect-Literacy
11-12	-	-	-	-
12-13	-	-	-	-
13-14	15	+0.166	16	-0.310
Avg. Annual Effect		+0.166		-0.310

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Secondary Effects

<i>Academic Impacts of Washington Academy on Geometry EOC, 2013-14</i>			
2013-14			
Grades Served	9-12		
Total Enrollment	99		
Grades Included	9-10		
Enrollment in Included Grades	15		
Sample Size (Treatment)	15		
Sample Size (% of Inc. Grade Enrollment)	100%		
			Avg. Effect
OLS Treatment Effect	+0.166		+0.166
Robust Standard Error	(0.187)		(0.187)

<i>Academic Impacts of Washington Academy on 11th Grade Literacy EOC, 2013-14</i>			
2013-14			
Grades Served	9-12		
Total Enrollment	99		
Grades Included	11		
Enrollment in 11th Grade	30		
Sample Size (Treatment)	16		
Sample Size (% of 11th Grade Enrollment)	53%		
			Avg. Effect
OLS Treatment Effect	-0.310		-0.310
Robust Standard Error	(0.215)		(0.215)

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

Baseline Equivalencies—EOCs

<i>Baseline Equivalency for Washington Academy in Geometry, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	15	15	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	9-10	9-10	-	
Average Grade	9.80	9.80	-	1.000
Baseline Algebra Score	-1.01	-1.01	-	1.000
% FRL	0.80	0.73	0.07	0.666
% Minority	0.20	0.20	-	1.000
% Female	0.60	0.53	0.07	1.000

<i>Baseline Equivalency for Washington Academy in 11th Grade Literacy, 2013-14</i>				
	Charter	Comparison	Difference	P-Value
Number of Observations	16	16	-	
Range of Grades Served	9-12	9-12	-	
Range of Grades in Analysis	11	11	-	
Average Grade	11.00	11.00	-	1.000
8th Grade Literacy Score	-1.04	-1.04	0.00	0.994
% FRL	0.88	0.75	0.13	0.365
% Minority	0.75	0.81	(0.06)	0.669
% Female	0.56	0.56	-	1.000

*Significant at the 90% confidence level **Significant at the 95% level ***Significant at the 99% level

No asterisks means the effect is not statistically significant.

Effect sizes expressed as a percentage of one standard deviation in the test score distribution.

Years/exams for which fewer than 15 students could be matched are excluded from analysis.

PUBLIC RECORD - SEPTEMBER

Civil judgements

Midland Funding vs. Maggie Stilwell.....\$1,566.59
 Independent Radiology Associates vs. Lakina C. Jones.....\$871.00

Midland Funding vs. Lillie Riley.....\$1,898.11

State of Arkansas vs. Tyrussell Davis.....\$2,743.95
 State of Arkansas vs. Rodolfo Villarreal and Lucero Garza.....\$4,108.00
 State of Arkansas vs. Johnalann F. King.....\$1,116.00

State of Arkansas vs. Tommy Mister.....\$1,733.00
 State of Arkansas vs. James Henry Thomas.....\$4,091.00
 BancorpSouth vs. Teresa Willaims.....\$712.86

Criminal judgements

Darrius Semaj Wilson, 6-29-90, escape, 48 months jail plus 24 months SIS

Divorce

Jason D. Cox vs. Erica M. Cox

Kyra Lynn Nunnally vs. Chad Curtis Nunnally
 Rhonda Dale Thaxton vs. Raymond Lee Thaxton

Tamaki Davis vs. Robert Davis

Tracy Oakes vs. David Oakes

Jennifer Sanders vs. Kevin Sanders

Mary L. Hobson vs. Charles L. Hobson

Helen Suttles vs. Gene Suttles

Donna Ann Johns vs. Steven Johns

Christavious Robinson vs. Kimberly Robinson

Pamela Love vs. Roosevelt Love

William Wooldridge vs. Sylvia Wooldridge

Melonie A. Smith vs.

Michael J. Smith
 Willie Mae Washington vs. Byron Washington

Marriage Licenses

Carl Gene Ballard, 56, Blytheville and Barbara Ann Friedley, 46, Blytheville
 Wendell Corey Mathis, 45, Blytheville and Tawanna M. McChristian, 44, Blytheville

Alejandro Garcia Ochoa, 20, Cooter, Mo. and Elizabeth Torres Martinez, 20, Cooter, Mo.

William F. Peters, 60, Blytheville and Lisa Ann Smith, 49, Blytheville

Roger E. Carlisle, 41, Hayti, Mo. and Tijuna L. McIntyre, 38, Hayti, Mo.

Travis Justin Hudson, 32, Blytheville and Shumseya Denise Jackson, 41, Osceola

Joseph Lewis Jr., 55, Blytheville and Rena Fontaine, 52, Blytheville

Phillip David Robinson, 43, Paragould and Tammy S. Morgan, 38, Paragould

Jacob Austin Gatlin, 23, Blytheville and Cheyenne Nicole Harrison, 20, Blytheville

Jason Lee Thomason, 32, Gosnell and Gloria Jean Thomason, 32, Gosnell

Richard Carpenter, 40, Blytheville and Sequita Fowler, 40, Blytheville

Zachary Lee Haymon, 29, Blytheville and Lucretia Nicole Williams, 29, Blytheville

Jason W. Miller, 25, Leachville and Anita L. Holcomb, 23, Leachville

Terry Ray Pugh, 50, Blytheville and Aretha Ann Bass, 52, Blytheville

Michael Ryan Gilbow, 39, Blytheville and Karen Renee Skelton, 31, Blytheville

Scott A. McKinney, 20, Blytheville and Torrianna S. Stewart, 20, Blytheville

Jordan Lynn Whitaker, 28, Leachville and Jessica Key Dew, 27, Leachville
 Jimmy C. Branch, 22, Blytheville and Aracely O.Daniel, 20, Blytheville
 Landell O.Brown, 28, Osceola and Miriam Allison McMillian, 35, Osceola
 James H. Smart II, 57, Blytheville and Rebecca J. McHaffey, 54, Blytheville
 David Lee Pasley, 23, Manila and Leslie Danielle Lyles, 21, Manila

Don Christopher Rowland Jr., 24, Dyess and Toni Nicole McLaughlin, 20, Dyess.

Warranty Deeds and Deeds of Trust

Hilary Brooke Stricklin, et al to Renatta D. Robinson, et al. \$125,000, Lt. 4, Blk8, Fairview Heights Sub., Blytheville.

Hayse L. Daniels to Heather N. Ryan, \$113,000, Lt. 15, Blk. 2, Terrace Gardens Sub., Gosnell.

Fusion Fund Group, LLC to NS Equity, LLC, \$136,000, A tract of land being part of Its. 1,2, and 3, Barron and Lilly Sub., in the S1/2, N1/2, SE1/4, Sec. 15-15-11.

Knight's Disposable Services, Inc. to Marc A. Conely, \$160,000, A tract of land in the NW1/4, Sec. 5-14-9, lying between AR Hwy. No. 18 r-o-w and the abandoned RR r-o-w, beginning at a point of intersection of the N line of Sec.5 with the Westerly r-o-w line of the abandoned RR in the NE1/4, NE1/4, NW ¼, Sec. 5-14-9.

Melinda Berry Porter, et al co-personal representatives of the Estate of Mary A. Berry, Dec. to Danny W. Smith, \$245,000, Lt.11, Northridge Sub. Blytheville.

The Bank of New York Mellon Trust Company, NA,

et al to Windsor Mortgage Holdings Limited, LLC , \$53,000, Lt. 24 and the E1/2 of Lt.23, Blk.2 Sudbury Add. Blytheville.

Windsor Mortgage Holdings Limited, LLC to Tommy J. Carney, et ux \$58,000, Lt. 24 and E1/2 of Lt. 23, Blk2 Sudbury Add. Blytheville.

Crooked Lake Farms, A Partnership, et ux to U-See-It, LLC \$166,000, A tract of land carved out of the NW ¼, Sec. 27-15-12.

Gary Murphy, et al to Jeffery L. Byrd \$60,000 A tract of land in the E ½, SW1/4, SE1/4, Sec. 24-15-8.

Leslie Mason, Comm. To Luther Gifford, \$55,000, Lt.23, Blk. D, Dogwood Manor Sub., Bly.

Clifford Bunting, Jr. to Jonell Stiles \$80,000 All of the NE1/4, of Sec.29-16-11 lying N and E of the Pemiscot Bayou, containin 133 gross acres.

Rudy Snider, et ux to Ronald Morris, et ux \$70,000 A tract of land in the SW1/4, SE1/4, Sec. 27-15-8.

Anthony Patterson, et ux to Pornchai Humphrey \$120,000 Lt. 8, Shield's Second Sub, Carved out of tract No.1, of the E Part of Sec. 1-15-10.

Brandon C. Brown, et al to Earl F. Tubbs, \$100,000 Lt. 39 of Riverbend Sub., lying in Sec. 3-15-12.

Charles Steven Bright, et ux to Tommy W. Wagner Farms, LLC \$1,030,000 Lts. 2,3 and 6 containing 103.39 acres, according to supplemental survey; and lts. Which lie E of Old Levee according to Plat of Drqinage District No. 17, containing 79.78 acres, all according to Supplemental survey of Sec. 16-14-9 and various other lands.

Falco Rentals, LLC, et al to Matt Davis, et ux \$160,000 A part of Tract One of the Teal Pointe Sub., Manila.

George Starkey, et ux to Gary Barks, et ux \$60,000 The S125' of the W150' of the SW1/4, NE1/4, Sec. 17-14-9.

Johnny Thomas, et ux to Harlen Jackson, et ux \$190,000 Lts. 11 and 12, Blk. 1, Smith Add., Leachville.

Rebecca S. Franks to Michael Terrill Lamb, et ux \$85,000Part of the E1/2, E1/2, SE1/4, Sec. 6-14-11.

United Suppliers, Inc. to Winfield Solutions \$72,000 A tract of land carved out of the SW1/4, SE1/4, Sec.32-15-11.

LNS Properties, LLC to Dennis Crosskno, et ux \$53,000 Lt.41 of the Teal Pointe Sub., Manila.

Daniel Sayre, et ux to Barbara Purvis, et al \$101,000 A lt. in N208-7' of the NW1/4, Sec. 19-15-12.

Jimmy Kimbrell Jr., et ux to Cole Hawkins Land Company \$450,000 The SE1/4, SE1/4, Sec. 30-16-8, containing 40 acres, more or less and various other lands.

Anton E. Peterson, et ux to Jimmy D Howard, Jr., et ux \$145,000 Lt. 4, Blk.2 of the Northgate Villages.

Raymond G. Falk, et ux to John D. Alls, et ux \$270,000 Lt.9, Blk.E, Country Club Estates Sub., Manila.

Secretary of Housing and Urban Development to Iacamo Properties, LLC \$64,000 that part of the NW1/4, Sec. 29-16-13.

Charles R. Cobb, et ux to Evelyn Pearce \$80,000 A tract of land in the N1/2, NE1/4, SW1/4, Sec. 21-15-10.

Brad Eubanks, et al to Kenneth Douglas, et ux \$117,000 A lt. in the NW1/4, NW1/4, Sec. 24-15-8.

Paulette Stewart, et al to Fred Alan Mullis, et ux \$216,000 A lt. in the NW1/4, SE1/4, Sec.17-15-8.

Elizabeth Jayne Howell, et al to C.C. Farm Lands LLC \$56,000 The N1/2, S1/2,

SE1/4, and part of the N1/2, S1/2, SW1/4, SE1/4, Sec. 4-14-11.

Tammy Treichel sole heir at law of Donna Bunting Green, Dec. to Jonell Stiles \$80,000 All of the NE1/4, Sec. 29-16-11 lying N and E of the Pemiscot Bayou, containing 133 gross acres, more or less.

Michael Daren Joyner, et ux to Richard Havis \$270,000 Lt. 11, Blk. D, County Club Estates, Manila.

Louis H. Kelly to Clyde Rhodes, et ux \$150,000 Lt. 14, Blk.3 of the Broadmoor Add., Bly.

Derek B. Nordby, et ux to Anthony R. Mann, et ux \$128,000 Lt. 43, Riverbend Sub., lying in Sec. 3-15-12.

Betty Hatcher to Benjamin K. Bond, et ux \$125,939.99 Lts. 2 and 3, Blk.2, of the Amended Plat of the J.D. Hodges Add., Leachville.

Connie Talmage Byrd, et al to Robert Truelove., et ux \$88,000 Lt. 6, Blk.B, Armored Estates Sub., Miss. Co., carved out of Sec. 16-15-12.

Brandy L. Moss, et al to David M. Cleveland, et ux \$109,000 Lt. 3, Blk.3, Northgate Village Estates Add. Gosnell.

Terry Wayne Gariss, et ux to Allen Holmquist \$155,000 Lt. 4, Blk.C, River Oaks Sub., Bly.

G&H Corporation to Love's Travel Stops Country Stores, Inc. \$1,130,000 A tract of land lying in the SW1/4, SE1/4, Sec.28 and the NW1/4 of NE1/4, Sec. 33-15-11.

Gibson Properties, Inc. to AFZAL Traders, LLC \$1,757,000 A tract of land in the N1/2, N1/2, NE1/4, NE1/4, sec.18-15-12, and various other lands.

Roger Davis to Timothy R. Breyans, et ux \$170,000 Lt. 10, Oakwood Add, Phase 2, Manila.

Blytheville School District Annual Report to the Public 2015

All of our schools are fully accredited by the Arkansas Department of Education and NCA CASI/AdvanceED

Our Federal/State Allocations for 2015-16 are:

Title II-A \$189,068.79
 Title VI State – \$45,443.07
 PD223 – \$60,643.00
 NSLA – \$1,941,246.00
 ALE state- \$261,806.00
 ELL- \$18,468.00
 Title 1 - \$1,856,432.72

The budgets fund many things with a focus on improving student achievement in literacy and math. We hire interventionists, instructional facilitators, and provide tutoring programs to help students with math and literacy. Teachers are provided with ongoing professional development to help improve achievement.

ADE has identified the dates to release scores from the PARCC assessment from last school year. School districts will have access to electronic reports for grades 9-12 on November 16, 2015 and for grades 3-8 on November 28th, 2015. Using the same three year averages from last year, the designations for each of our buildings changed to the following: Blytheville High School and Blytheville Middle School were designated Year I Priority and in Academic Distress. Blytheville Elementary and Blytheville Primary were designated Year 1 Focus Schools. The District's goal is to meet the annual measurable progress in literacy and math with goals for improving attendance, graduation rate, wellness, and parental involvement.

The district has wellness committees at each school and the district level, which meet quarterly. All PE and fitness standards are met, there are no more than 9 days permitted for alternative foods, health screenings are completed for BMI, vision, hearing, and scoliosis, and healthy food selections are offered in the cafeterias with more choices for students.

Attendance committees are in place in every building and parents are notified when students miss at specific intervals according to the policies. We are partnering with Attendance Works and the Arkansas Grade Level Reading Campaign to stress the correlation between attendance and achievement.

Our students have the opportunity for extension through the Gifted & Talented Program starting with whole group enrichment in kindergarten and a pullout program in grades 1-3. Pre-ap classes are offered in grades 4-8. Advanced placement and concurrent credit courses are offered at BHS.

Our school board members have met the standards for training with the following hours logged by each in 2014: Tommy Bennett Jr. -15.5, Billy Fair-28, Gene Henton-36.5, Lori Hixson-8.75, Tobey Johnson-15.5, Tracey Ritchey 14.5, Barbara Wells-42.5, and Henrietta Watt-17.5

Blytheville High School New Tech Conversion Charter Report to the Public Fall 2015

Goals of the Charter & Progress Towards Goals:

- Blytheville High School Reading, Reading Comprehension, Mathematics and Mathematical Reasoning will increase to at least meet yearly state AMO goals and individual student growth goals for each year for the first six years.
 - Progress: PARCC Assessment Data will be released November 16.
 - Action Steps: Interventions to bring lagging students on to grade level in Math and Literacy; enrichment opportunities to push achieving students into deeper learning; a specified Critical Reading class targeting students four to five years behind on reading level; Academic Improvement Plans and Action Plans for students not meeting gains
- There will be 1.5 years of grade level growth on Renaissance Learning, STAR Enterprise testing for each individual student each year, regardless of proficiency in Reading, Language Usage and Mathematics.
 - Progress:
 - Reading Grade Level Growth
 - 2014-2015 Average Grade Level Growth = 1.2
 - 2015-2016 Sept-Oct Grade Level Growth= 2 months growth in one month period
 - Math Grade Level
 - 2014 -2015 Average Grade Level Growth = 1.2
 - 215-2016 Sept-Oct Grade Level Growth = 2 months
 - Action
 - Drop Everything And Divide: Math Facts in a Flash skills-based computer program that students use to build capacity with calculations and skills in Math. Students work on this 15 minutes four days a week.
 - Drop Everything And Read: Students read self-selected texts in their grade level range 15 minutes a time five days a week.
- All Students will progress towards mastery of 80% by the end of the school year on each Common Core Standard as measured by End of Course exams.
 - Progress: PARCC Assessment data will be released on November 16.
 - Action:
 - Individual Assessments of Knowledge & Thinking are created in Common and give students opportunity to demonstrate mastery.
 - Rubrics for knowledge & thinking, oral communications, written communication, agency and collaboration provide a consistent base across the school to both scaffold and measure student mastery of content and skill.
- Attendance will increase by 0.5% over the current attendance rate of 95.33% each year for the next six years.
 - Progress: 0.7% increase from 2013-14 to 2014-2015
 - Action: Positive Behavior Intervention and Supports team is focusing on rewards for student attendance and timeliness. Additionally, quarterly awards are given to students with perfect attendance. The school attendance officer works closely with the attendance team to work with identified students and improve attendance.
- BHS graduation rate, based on the state Annual Measurable Objectives (AMO), will increase by 5.86% the first year, 4.44% the second year and 2.5% for each of the next four years thereafter.
 - Progress:
 - 2013: Rate to meet – 76.19% Rate BHS met – 76.72% (exceeded goal by .53%)
 - 2014: Rate to meet – 76.63% Rate BHS met – 83.63% (exceeded goal by 7%)
 - 2015: Rate to meet – 83.33% Rate BHS met – not yet available from state
 - Action:
 - Connections Advisory Program for all students to focus on grade level college & career focal points including, but not limited to, transcript progress, grades, applications, financial literacy, digital citizenship, civic responsibility
 - Tools to engage and involve students to keep their focus on education
- Student Voice Committee/Student Council
- Culture surveys for teachers and students – to improve learning outcomes and meet needs
- Internships in local industries and businesses
- Parental Involvement opportunities to tie parents into the education of their high school children
- First Things First (1st Day of School schedule walkthrough with parents)
- Surveys of Parents to determine if needs are being met
- College & Career Fairs for parents and students

Arkansas Democrat Gazette

STATEMENT OF LEGAL ADVERTISING

SIA TECH CHARTER HIGH SCHOOL
6724 I-30
LITTLE ROCK AR 72209

REMIT TO:
ARKANSAS DEMOCRAT-GAZETTE, INC.
P.O. BOX 2221
LITTLE ROCK, AR 72203

ATTN: Katie Tatum
DATE : 11/13/15 INVOICE #: 3062672
ACCT #: L6006760 P.O. #:

BILLING QUESTIONS CALL 378-3812

STATE OF ARKANSAS,)
COUNTY OF PULASKI,) ss.

I, Yvette Hines, do solemnly swear that I am the Legal Billing Clerk of the Arkansas Democrat - Gazette, a daily newspaper printed and published in said County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the matter of:

notice

pending in the Court, in said County, and at the dates of the several publications of said advertisement stated below, and that during said periods and at said dates, said newspaper was printed and had a bona fide circulation in said County; that said newspaper had been regularly printed and published in said County, and had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisement; and that said advertisement was published in the regular daily issues of said newspaper as stated below.

DATE	DAY	LINAGE	RATE	DATE	DAY	LINAGE	RATE
11/13	Fri	361	1.35				

TOTAL COST ----- 487.35
Billing Ad #: 73451972

Subscribed and sworn to me this 13
day of Nov, 2015


Notary Public



AD COPY

Arkansas Democrat Gazette

STATEMENT OF LEGAL ADVERTISING

15 PAGE USED FOR ADDITIONAL AD COPY SPACE AS NEEDED.

PAGE MAY BE BLANK

The School for Integrated Academics and Technologies (SIATech) provides a free high school education for students who have left traditional schools before completing their diploma. On Tuesday, November 24th, at 4:00 PM, we will hold a public meeting at the SIATech campus at 6724 Interstate-30 Bypass, Little Rock, 72209. During this meeting, we will review our 2014 - 2015 progress with parents, students, and community members. You will be asked to sign in at the front desk upon entering the school. Following are some highlights of our second year in our community location and fourth year of recovering students who had dropped out of school or who were not on track, at their current school, to graduate. The full 2014 - 2015 annual report will be available on our website, www.siatech.org. In early December, if you are not able to attend the Open House on the 24th of November, or would like additional information, please contact Katie Tatum, Principal, at (501) 562-1850.

SIATech Mission: We provide a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life™
2014 - 2015 Annual Report Summary

Overview: SIATech Charter High School provides an opportunity for students in the local community, including eligible Job Corps students, to re-engage in an Arkansas public school high school academic program and complete an Arkansas-Accredited High School Diploma. Students, with staff support, create their own learning plans beginning with credit for prior knowledge and based on completion of needed academic credits. This instructional program is generally identified as a Competency-Based approach to student learning and allows students to accelerate and complete all high school diploma requirements as they accomplish the subject educational goals and objectives. Students learn at their own pace using a curriculum responsive to different learning styles in classrooms equipped with internet-accessible computers for each student. This outcome based model is adaptive to the wide range of knowledge, skills and behaviors the 'At-Promise' student population SIATech seeks to serve. Highly qualified and licensed teachers in each core subject coordinate learning objectives, instruction, and goals with students.

Accreditation Status: SIATech is fully accredited for the 2014 - 2015 school year.

2014-15 Enrollment: SIATech Quarterly Average Daily Membership

1 Qtr - 137,502 Qtr - 133,093
Qtr - 133,494 Qtr - 112,98

Enrollment averaged approximately 128 students for the second year of operation at the community location. Job Corps leadership continues to bus students to SIATech, providing a public school diploma option for a small percentage of their high school eligible student population. School leadership and staff continued to build Little Rock community awareness of the of the SIATech program, particularly through the summer break months, through local advertising of the school Mission and youth eligibility requirements, participation in local events, and word-of-mouth, continuing efforts to recover all possible high school eligible local youth. Students are

able to access an approved USDA free and reduced-price school breakfast and lunch programs, providing nourishing meals to students each day. The move off of the Job Corps Center created a completely new set of challenges and tasks which have had to be addressed. This past year was representative of a 'second year' of a new school and all the challenges that it brings. We have successfully accomplished this transition and are now building toward excellence.

Progress toward Goals: Our charter includes six major goals to measure school and student progress. Following is a summary of results for the 2014 - 2015 school year:

Goals 1-3, Measurement of gains in reading and mathematics: Students set baseline growth data in reading and mathematics assessments using Renaissance Learning STAR Math and Reading assessments and SIATech essay assessments. After obtaining a baseline score, student growth is assessed at regular intervals during their time of enrollment.

Individual Student ownership and tracking of growth in Reading and Math skills using Renaissance assessments, 2014-15 School Year

- Student Population
62% of students demonstrated Math Growth that met or exceeded the expectation of two years growth over one year's time

- 44% of students demonstrated Reading Growth that met or exceeded the expectation of two years growth over one year's time

Goal 4, Student readiness to enter the workforce: All graduates complete a Creative Tech/Senior Projects module demonstrating proficiency with multiple technology applications as they work through assigned projects. In the career exploration and readiness skills unit, students develop a business plan, use internet search engines, and research "best practices" to refine cover letters and resumes. Approximately thirty percent of SIATech graduates registered with internet job boards during Senior Project; the remainder explored the option but preferred to postpone registration for various reasons.

Goal 5, Student readiness to enter postsecondary institutions of learning: SIATech continues to promote student participation in college-going behaviors in multiple ways including:

College Exploration:

- All students are encouraged to participate in the ACT exam. The majority of students access this assessment via ACT waivers.

- A staff member from the TRIO Program at Pulaski Tech came to the school for part of a day to inform students about financial aid and college applications, the COMPASS test and explained the multiple college options

- SIATech alumni, over time 'check-in' with staff to let us know their current status with respect to employment, advanced training and/or formal education, military. We have process to collect that information, using Power School, for each cohort class member. 34 Graduates from the 2014-15 school year, thus far, have shared with us that they are in post-secondary education, military and/or working full time.

Goal 6, Student Growth as a Transformed Learner: Each student has a portfolio of work in his/her personal folder. Some of the evidence demonstrating student growth as a transformed learner follows:

- Improvement in writing content and form through assessment of essays in English and Social Studies assignments.

- Increased development in internet research skills and approaches to organization of research material through projects in English and Social Studies.

- Mastery of algebraic and geometric concepts as per ADE frameworks, demonstrations of competency in lessons and unit assessments & tests.

- Increased reading comprehension as tracked in Computer Adaptive STAR Reading assessments.

- Increased fluency in mathematical concepts as tracked in Computer Adaptive STAR assessments.

- Mastery of biology, physical science, and elective science frameworks as demonstrated in lesson accomplishments and unit assessments.

- Proficiency with and understanding of technology through completion of Adobe Photoshop, Illustrator, and Flash projects in Creative Tech and the Microsoft Office Suite of applications in Senior Project presentations.

- Increased awareness of the importance of historical events and changes, cultural differences throughout the world, economic globalization, and national political issues through completion of our social studies curriculum.

Looking to the Future

Efforts for the 2015-16 School Year include a focus on 'Running Past the Finish Line,' tracking student next steps after graduation, e.g. advanced education (including college) and/or training, work internships; and the implementation of a formal Alumni Association. Aside from the obvious values Alumni efforts provide schools, SIATech will strive to leverage the success of its Alumni to build on the Hope, Engagement and Well Being of current students and increase the ability of even more students to continue their education and skill building after high school graduation.

SIATech Little Rock 2015 Graduation Ceremony: Our Largest Family & Friend Participation

SIATech Little Rock held their graduation commencement exercise in June 2015 at Geyer Springs United Methodist Church. SIATech had 36 graduates for the 2014-15 School Year. This continues to be one of the most exciting and emotional days for our graduates, their families and staff.
73451972f

Arkansas Democrat Gazette

STATEMENT OF LEGAL ADVERTISING

SIA TECH CHARTER HIGH SCHOOL
6724 I-30
LITTLE ROCK AR 72209

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ARKANSAS DEMOCRAT-GAZETTE, INC.
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ATTN: Katie Tatum
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ACCT #: L6006760 P.O. #:

BILLING QUESTIONS CALL 378-3812

STATE OF ARKANSAS,)
COUNTY OF PULASKI,) ss.

I, Yvette Hines, do solemnly swear that I am the Legal Billing Clerk of the Arkansas Democrat - Gazette, a daily newspaper printed and published in said County, State of Arkansas; that I was so related to this publication at and during the publication of the annexed legal advertisement in the matter of:

notice

pending in the Court, in said County, and at the dates of the several publications of said advertisement stated below, and that during said periods and at said dates, said newspaper was printed and had a bona fide circulation in said County; that said newspaper had been regularly printed and published in said County, and had a bona fide circulation therein for the period of one month before the date of the first publication of said advertisement; and that said advertisement was published in the regular daily issues of said newspaper as stated below.

DATE	DAY	LINAGE	RATE	DATE	DAY	LINAGE	RATE
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TOTAL COST _____ 487.35
Billing Ad #: 73451972

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PAYMENT**

IN ACCORDANCE WITH
FEDERAL RESERVE
GUIDELINES, CHECKS
YOU SEND US FOR
PAYMENT MAY BE
PROCESSED
ELECTRONICALLY.
THIS MEANS CHECKS
CLEAR FASTER AND
BANK STATEMENTS
ARE VALID PROOF OF
PAYMENT.

Subscribed and sworn to me this _____
day of _____, 20 _____

Notary Public



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: December 17, 2015



Charter School: **INSERT NAME**

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

Contact Information

Sponsoring Entity:	
Name of Charter School:	INSERT NAME
School LEA #	INSERT NUMBER
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	

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

Renewal Application Approval Date by the School/Entity Board(s) _____

CHARTER OFFICE TO INSERT 1) SCHOOL REPORT CARD; 2) SCHOOL LETTER GRADE REPORT; 3) APSCN reports on resident district for students enrolled, and 4) BACKGROUND SHEET

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

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

Part B: 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. This response can be no longer than 2 pages.

Section 2 – 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.

Part B: Disclosure Information

Identify any contract or lease (other than an employment contract), 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. 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 or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship

Duplicate this page, if necessary.

Section 3 – Student and Teacher Retention and Recruitment

Part A: Student Retention

Complete the following Student Retention Table:

Group Combined 2013-2014 School Year through 10/01/2015	Total Number Enrolled	Number Left without Completing the Highest Grade Offered	% Left the Charter in Arkansas	% Left for Other Charter in Arkansas	% Left for Traditional Public in Arkansas	% Left for Private School in Arkansas	% Left for Home School in Arkansas	% Left the State	% Left for Unknown Reasons
All									
Free/ Reduced Lunch									
Two or More Races									
Asian									
African American									
Hispanic									
Native American									
White/ Caucasian									
Special Education									
English Language Learner									

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter. Specifically address the reasons that students belonging to the TAGG demographic groups (economically disadvantaged, students with disabilities, and English language learners) leave the charter without completing the highest grade offered at the charter, if they do so at a higher rate than students belonging to other demographic groups.

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

Part B: Student Recruitment

Complete the following Student Recruitment Table:

	2014-2015 Surrounding District Enrollment Rates by Percentage	2014-2015 Charter School Enrollment Rates by Percentage	10/1/15 Charter School Enrollment Rates by Percentage	2016-2017 Projected Enrollment Rates by Percentage	2017-2018 Projected Enrollment Rates by Percentage	2018-2019 & Beyond Projected Enrollment Rates by Percentage
Free/ Reduced Lunch						
Two or More Races						
Asian						
African American						
Hispanic						
Native American						
White/ Caucasian						
Special Education						
English Language Learner						

Review the data in the Student Recruitment Table and discuss how the charter plans to increase enrollment from these subgroups to be comparable to the surrounding district demographics over the next three years. Please list at least three recruitment strategies that will be taken to increase enrollment in these subgroups.

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

Part C: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Who Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2012-2013					
2013-2014					
2014-2015					

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter. Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

How is the charter school seeking to recruit and maintain teachers to fill high need areas? Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Section 4 – Data and Best Practices

Part A: Test Data

Review the following testing data summary, 2011-2015, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current approved academic goals.

CHARTER OFFICE TO INSERT TEST DATA BEFORE SENDING OUT THE APPLICATION;
INCLUDE ACT DATA IF SCHOOL HAS GRADES 9+

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

Part B: Discipline and Attendance Data

Review the following discipline and attendance data summary, 2011-2015 showing the charter data and the resident school district data. Describe the methods used by the charter to improve student behavior and attendance.

CHARTER OFFICE TO INSERT DISCIPLINE AND ATTENDANCE DATA BEFORE SENDING OUT THE APPLICATION

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

Part C: Best Practices

Using data for support, identify and describe one (or more) Best Practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

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

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter's student academic performance goals, as approved by the State Board of Education, 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 in Reading

Describe the charter's progress to achieving each goal and provide supporting documentation that demonstrates the progress.

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE

APPLICATION

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.

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Goals in Reading Comprehension

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

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4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Goals in Mathematics

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Goals in Mathematical Reasoning

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Part B: 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 other student academic performance goals for the period of time requested for renewal. 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 3 pages.

Section 6 – Finance

Review the charter's most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

CHARTER OFFICE TO INSERT AUDIT FINDINGS; APPROVED DEBT; HISTORY OF FACILITIES UTILIZATION AGREEMENTS; MOST RECENT END OF YEAR FINANCIALS

Section 7 – 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)

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION (WITH DATE GRANTED COLLUM)

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

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION (WITH DATE GRANTED COLLUM)

Part A: New Waiver Requests

List 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 approved authorizer to waive. Provide the rationale for each new waiver request, specifically addressing how the waiver will increase student achievement and how that increase will be measured.

If no new waivers are requested, state this.

Respond in the chart, adding rows if needed, 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.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact

Part B: Waivers to Be Rescinded

List each waiver granted by the State Board 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 8 – 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.

Documentation of fire inspections, health inspections, and a Facilities Utilization Agreement, to show that the charter will be compliant **must accompany** any amendment request to **relocate and/or add a campus**.

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.

OPEN-ENROLLMENT PUBLIC CHARTER RENEWAL APPLICATION INSTRUCTIONS OCTOBER 2015

In accordance with Arkansas Code Annotated § 6-23-307, the authorizer may renew open-enrollment public school charters on a one-year or multi-year basis, not to exceed 20 years. The authorizer may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the school:

- Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- Failed to satisfy generally accepted accounting standards of fiscal management; or
- Failed to comply with this chapter or other applicable law or regulation.

The application for charter renewal must be approved by the governing board(s) of the charter prior to being submitted to the Arkansas Department of Education for review and consideration. The board(s) should review the completed application and the assurances.

An application form specific to each charter up for renewal has been prepared. Follow the directions on the form. The Charter Renewal Rubric should be used as a guide in the preparation of responses. The application, with any attachments and the signed assurance document, must be received, via email, by **4:00 p.m., Thursday, December 17, 2015**. Be certain to carefully review all documents and **redact any student identifiable information prior to the submission of the renewal application**.

The application must be sent to the Arkansas Department of Education via email at ade.charterschools@arkansas.gov and to the superintendent of the district in which the charter resides so that it is **received** by deadline. Be certain that the superintendent is copied so that the email address is viewable.

A technical assistance conference call via Zoom will be held on **Wednesday, November 4, 2015, at 9:00 a.m.** At least one charter representative is expected to participate. Following is the information for the call:

Join from PC, Mac, iOS or Android: <https://www.zoom.us/j/231880625>

Or join by phone:

+1 (415) 762-9988 or +1 (646) 568-7788 US Toll

Meeting ID: 231 880 625

The Charter Authorizing Panel is scheduled to conduct renewal hearings in February 2015. When preparing for the renewal hearing, it is important to note that, in addition to the application, the authorizer may be provided other available reports and documents about the charter including the following:

- ESEA Reports;
- School Performance Report Cards;
- School Letter Grade Reports
- Special Education monitoring documents;
- Accreditation Reports;
- Arkansas Comprehensive School Improvement Plans (ACSIP) and letter of approval;
- Equity Compliance Reports;
- Financial documents as submitted in the Arkansas Public School Computer Network (APSCN);

- Annual financial audits; and
- Prior and current Facilities Usage Agreements and/or accompanying leases.

RENEWAL APPLICATION TIMELINE

For Charters with Contracts Expiring on June 30, 2016

Wednesday, October 13, 2015

Renewal applications emailed to charters.

Wednesday, November 4, 2015, 9:30 a.m.

Mandatory technical assistance conference call, via ZOOM

Thursday, December 17, 2015, 4:00 p.m.

Renewal applications due to the Arkansas Department of Education

February 2016

Renewal hearings conducted by the Charter Authorizing Panel

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

Name of 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

***SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS
AND DESEGREGATION ANALYSIS***

Part A: Charter School Progress

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: 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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 2: 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 3: STUDENT AND TEACHER RETENTION AND RECRUITMENT

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Student Recruitment

Applicants are requested to compile and analyze student recruitment data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students recruitment goals by student subgroups; and
- Complete information in response to charter-specific prompts, if any;

- Additional commentary that includes strategies to increase enrollment from subgroups to be more similar to the local district demographics.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Lottery Procedures

Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A clear, transparent, and public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part C: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return;
- Reasons that can be substantiated for teachers who leave the charter; and
- Current practices and future plans to retain teachers.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 4: DATA AND BEST PRACTICES

Part A: Test Data

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter's current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Discipline and Attendance Data

Applicants are requested to review the discipline and attendance data for the charter and the resident district and describe the ways in which the charter improves student behavior and attendance.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by the data, describing the ways in which the charter improves student behavior and attendance;
- Thorough explanation of disproportionate representative by subgroups, if any; and
- Complete information in response to charter-specific prompts, if any.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part C: Best Practices

Applicants are requested to identify and describe one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by data, describing one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 5: ACADEMIC PERFORMANCE GOALS**Part A: Current Performance Goals**

Applicants are requested to evaluate the progress toward achieving each of the charter's current student academic 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions

Part B: 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;

Open-Enrollment Public Charter Renewal Application Rubric

- 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 7: 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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 8: 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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

**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 them:

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

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

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

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

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

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

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

Signature of Charter Leader

Date

Printed Name/Position



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application

Deadline for Submission: December 17, 2015



Charter School: INSERT NAME

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

Contact Information

Sponsoring Entity:	
Name of Charter School:	INSERT NAME
School LEA #	INSERT NUMBER
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	

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

Renewal Application Approval Date by the School/Entity Board(s) _____

CHARTER OFFICE TO INSERT 1) SCHOOL REPORT CARD; 2) SCHOOL LETTER GRADE REPORT; 3) APSCN reports on resident district for students enrolled, and 4) BACKGROUND SHEET

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

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

Part B: 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. This response can be no longer than 2 pages.

Section 2 – 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.

Part B: Disclosure Information

Identify any contract or lease (other than an employment contract), 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. 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 or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship

Duplicate this page, if necessary.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Group Combined 2013-2014 School Year through 10/01/2015	Total Number Enrolled	Number Left without Completing the Highest Grade Offered	% Left the Charter in Arkansas	% Left for Other Charter in Arkansas	% Left for Traditional Public in Arkansas	% Left for Private School in Arkansas	% Left for Home School in Arkansas	% Left the State	% Left for Unknown Reasons
All									
Free/ Reduced Lunch									
Two or More Races									
Asian									
African American									
Hispanic									
Native American									
White/ Caucasian									
Special Education									
English Language Learner									

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter. Specifically address the reasons that students belonging to the TAGG demographic groups (FRL, special education, and English language learners) leave the charter without completing the highest grade offered at the charter, if they do so at a higher rate than students belonging to other demographic groups.

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

Part B: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Who Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2012-2013					
2013-2014					
2014-2015					

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.

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

How is the charter school seeking to recruit and maintain teachers to fill high need areas?

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

Section 4 – Data and Best Practices

Part A: Test Data

Review the following testing data summary, 2011-2015, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.

CHARTER OFFICE TO INSERT TEST DATA BEFORE SENDING OUT THE APPLICATION;
INCLUDE ACT DATA IF SCHOOL HAS GRADES 9+

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

Part B: Discipline and Attendance Data

Review the following discipline and attendance data summary, 2011-2015 showing the charter data and the resident school district data. Describe the methods used by the charter to improve student behavior and attendance.

CHARTER OFFICE TO INSERT DISCIPLINE AND ATTENDANCE DATA BEFORE SENDING OUT THE APPLICATION

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

Part C: Best Practices

Using data for support, identify and describe one (or more) Best Practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.
Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter's student academic performance goals, as approved by the State Board of Education, 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 in Reading

Describe the charter's progress to achieving each goal and provide supporting documentation that demonstrates the progress.

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Goals in Reading Comprehension

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Goals in Mathematics

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Goals in Mathematical Reasoning

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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.

Part B: 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 other student academic performance goals for the period of time requested for renewal. 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 3 pages.

Section 6 – Finance

Review the charter's most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

**CHARTER OFFICE TO INSERT AUDIT FINDINGS; APPROVED DEBT; MOST RECENT
END OF YEAR FINANCIALS**

Section 7 – 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)

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION (WITH DATE GRANTED COLLUM)

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

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION (WITH DATE GRANTED COLLUM)

Part A: New Waiver Requests

List 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 approved authorizer to waive. Provide the rationale for each new waiver request, specifically addressing how the waiver will increase student achievement and how that increase will be measured.

If no new waivers are requested, state this.

Respond in the chart, adding rows if needed, 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.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact

Part B: Waivers to Be Rescinded

List each waiver granted by the State Board 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 8 – 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.

Documentation of fire inspections, health inspections, and a Facilities Utilization Agreement, to show that the charter will be compliant **must accompany** any amendment request to **relocate and/or add a campus**.

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.

DISTRICT CONVERSION PUBLIC CHARTER RENEWAL APPLICATION INSTRUCTIONS OCTOBER 2015

In accordance with Arkansas Code Annotated § 6-23-307, the authorizer may renew district conversion public school charters on a one-year or multi-year basis, not to exceed 20 years. The authorizer may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the school:

- Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- Failed to satisfy generally accepted accounting standards of fiscal management; or
- Failed to comply with this chapter or other applicable law or regulation.

The application for charter renewal must be approved by the governing board(s) of the charter prior to being submitted to the Arkansas Department of Education for review and consideration. The board(s) should review the completed application and the assurances.

An application form specific to each charter up for renewal has been prepared. Follow the directions on the form. The Charter Renewal Rubric should be used as a guide in the preparation of responses. The application, with any attachments and the signed assurance document, must be received, via email, by **4:00 p.m., Thursday, December 17, 2015**. Be certain to carefully review all documents and **redact any student identifiable information prior to the submission of the renewal application**.

The application must be sent to the Arkansas Department of Education via email at ade.charterschools@arkansas.gov and to the superintendent of the district in which the charter resides so that it is **received** by deadline. Be certain that the superintendent is copied so that the email address is viewable.

A technical assistance conference call via Zoom will be held on **Wednesday, November 4, 2015, at 9:00 a.m.** At least one charter representative is expected to participate. Following is the information for the call:

Join from PC, Mac, iOS or Android: <https://www.zoom.us/j/231880625>

Or join by phone:

+1 (415) 762-9988 or +1 (646) 568-7788 US Toll

Meeting ID: 231 880 625

The Charter Authorizing Panel is scheduled to conduct renewal hearings in February 2015. When preparing for the renewal hearing, it is important to note that, in addition to the application, the authorizer may be provided other available reports and documents about the charter including the following:

- ESEA Reports;
- School Performance Report Cards;
- School Letter Grade Reports
- Special Education monitoring documents;
- Accreditation Reports;
- Arkansas Comprehensive School Improvement Plans (ACSIP) and letter of approval;
- Equity Compliance Reports;
- Financial documents as submitted in the Arkansas Public School Computer Network (APSCN);

- Annual financial audits; and
- Prior and current Facilities Usage Agreements and/or accompanying leases.

RENEWAL APPLICATION TIMELINE

For Charters with Contracts Expiring on June 30, 2016

Wednesday, October 13, 2015

Renewal applications emailed to charters.

Wednesday, November 4, 2015, 9:30 a.m.

Mandatory technical assistance conference call, via ZOOM

Thursday, December 17, 2015, 4:00 p.m.

Renewal applications due to the Arkansas Department of Education

February 2016

Renewal hearings conducted by the Charter Authorizing Panel

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

Name of 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

***SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS
AND DESEGREGATION ANALYSIS***

Part A: Charter School Progress

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: 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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 2: 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 3: TEACHER RETENTION

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return;
- Reasons that can be substantiated for teachers who leave the charter; and
- Current practices and future plans to retain teachers.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 4: DATA AND BEST PRACTICES

Part A: Test Data

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter's current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Discipline and Attendance Data

Applicants are requested to review the discipline and attendance data for the charter and the resident district and describe the ways in which the charter improves student behavior and attendance.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by the data, describing the ways in which the charter improves student behavior and attendance;
- Thorough explanation of disproportionate representative by subgroups, if any; and
- Complete information in response to charter-specific prompts, if any.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part C: Best Practices

Applicants are requested to identify and describe one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by data, describing one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current student academic 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions

Part B: 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	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings;**
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 7: 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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 8: 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	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

**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 them:

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

Date

Printed Name

Commonly Granted Waivers

Teacher & Administrator Licensure

Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919

Standards for Accreditation 15.02 & 15.03

ADE Rules Governing Educator Licensure

Caveat #1: Even if a charter school is granted a waiver from the licensure requirements, the charter school is still required by federal law to hire only Highly Qualified teachers in core academic subject areas (English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art). Any charter school teacher who teaches a core academic subject area **must** meet the requirements of the Department's Rules Governing Highly Qualified Teachers, except for the licensure requirement.

Caveat #2: Standardized assessments required by the state (benchmark, EOC, etc.) **must** be administered only by licensed teachers.

Caveat #3: All teachers and school personnel, whether licensed or not, **must** comply with all state laws requiring background checks.

Caveat #4: This waiver does not exempt licensed employees from the Code of Ethics for Arkansas Educators.

Superintendent Licensure

Ark. Code Ann. §§ 6-13-109 & 6-17-427

Standards for Accreditation 15.01

Teacher Fair Dismissal Act / Public School Employee Fair Hearing Act

Ark. Code Ann. §§ 6-17-1501 *et seq.*

Ark. Code Ann. §§ 6-17-1701 *et seq.*

Minimum Salaries for Certified and Classified Staff

Ark. Code Ann. §§ 6-17-2203, and 6-17-2403

Sections 6 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted the District Websites

Class Size & Teaching Load

Standards for Accreditation 10.02

Caveat #1: Typically only granted if the application proposes specific alternative maximum teacher-student ratios.

Start and End Dates for School Year

Ark. Code Ann. § 6-10-106

Licensed Guidance Counselors

Ark. Code Ann. § 6-18-1004(a)(2)

Standards for Accreditation 16.01.3

Guidance Counseling Services

Ark. Code Ann. § 6-18-1001 et seq.

Standards for Accreditation 16.01

Section 3.01.1 ADE Rules Governing Public School Student Services

School Nurses

Ark. Code Ann. §§ 6-18-706

Standards for Accreditation 16.03

Section 3.01.6 ADE Rules Governing Public School Student Services

Gifted & Talented Programs

Ark. Code Ann. §§ 6-42-109 and 6-20-2208(c)(6)

Standards for Accreditation 18.0

ADE Rules Governing Gifted and Talented Program Approval Standards

Licensed Library Media Specialist

Ark. Code Ann. §§ 6-25-103 & 104

Standards for Accreditation 16.02.3

Alternative Learning Environments (ALE)

Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.

Standard for Accreditation 19.03

Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

Mandatory Attendance for Grades 9-12

Ark. Code Ann. § 6-18-211

ADE Rules Governing Mandatory Attendance for Students in Grades 9-12

Caution: this list is not exhaustive, but is intended only to serve as a guide. Charter applicants are responsible for reviewing, in detail, all provisions of Arkansas law and ADE rules and determining the provisions for which it should seek waiver.



[Home](#) > [Apply for Grants](#) > Confirmation

Confirmation

Thank you for submitting your grant application package via Grants.gov. Your application is currently being processed by the Grants.gov system. Once your submission has been processed, Grants.gov will send email messages to advise you of the progress of your application through the system. Over the next 24 to 48 hours, you should receive two emails. The first will confirm receipt of your application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors.

Please do not hit the back button on your browser.

If your application is successfully validated and subsequently retrieved by the grantor agency from the Grants.gov system, you will receive an additional email. This email may be delivered several days or weeks from the date of submission, depending on when the grantor agency retrieves it.

You may also monitor the processing status of your submission within the Grants.gov system by clicking on the "Track My Application" link listed at the end of this form.

Note: Once the grantor agency has retrieved your application from Grants.gov, you will need to contact them directly for any subsequent status updates. Grants.gov does not participate in making any award decisions.

IMPORTANT NOTICE: If you do not receive a receipt confirmation and either a validation confirmation or a rejection email message within 48 hours, please contact us. The Grants.gov Contact Center can be reached by email at support@grants.gov, or by telephone at 1-800-518-4726. Always include your Grants.gov tracking number in all correspondence. The tracking numbers issued by Grants.gov look like GRANTXXXXXXXXXX.

If you have questions please contact the Grants.gov Contact Center: support@grants.gov
1-800-518-4726 24 hours a day, 7 days a week. Closed on federal holidays.

The following application tracking information was generated by the system:

Grants.gov Tracking Number:	GRANT12177301
Applicant DUNS:	78-155-8564
Submitter's Name:	Alexandra M Boyd
CFDA Number:	84.282
CFDA Description:	Charter Schools
Funding Opportunity Number:	ED-GRANTS-042116-001
Funding Opportunity Description:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP) Grants for State Educational Agencies (SEAs) CFDA Number 84.282A
Agency Name:	U.S. Department of Education
Application Name of this Submission:	Arkansas
Date/Time of Receipt:	Jun 01, 2016 01:47:01 PM EDT

TRACK MY APPLICATION – To check the status of this application, please click the link below:

http://www.grants.gov/web/grants/applicants/track-my-application.html?tracking_num=GRANT12177301

It is suggested you Save and/or Print this response for your records.

eStem Public Charter School
Response to Little Rock Area Public Education Stakeholder Group

Student Demographics (race/ethnicity, percent of FRL, SPED)

As of 10/1/2015

- Total Enrollment Grades K-12 – 1,462
- Race
 - Asian- 45 (3.1%)
 - Black- 658 (45%)
 - Hispanic- 84 (5.7%)
 - Native American/Alaskan Indian- 2 (.1%)
 - Hawaiian/PI- 1 (.1%)
 - White- 626 (42.8%)
 - Two or More 46 (3.2%)
- SPED/Students with Individual Education Plan – 105 (7.2%)
- Students Receiving Free/Reduced Lunch – 477 (32.6%)
- Students Classified as Limited English Proficient- 22 (1.5%)

Additional questions or research needed

- Reasons why families choose to apply to open enrollment schools
- Reasons why families do not choose to apply to open enrollment schools

How NSLA funds are utilized to close the achievement gap

- Instructional facilitators are funded in the areas of Math (1.0 FTE), Literacy (1.0 FTE), and Science (.73 FTE); these facilitators assist teachers in aligning curriculum maps and differentiating instructional methods to address the diverse needs of learners
- A part-time guidance counselor (.365 FTE) is funded to provide additional guidance services to assist students

Information regarding community-based instruction

- At this time, no students are enrolled whose educational programming needs require community-based instruction; students with special needs are served across the continuum using a variety of service delivery methods including (but not limited to): full inclusion in general education courses, inclusion in general education courses with para-professional support and enrollment in special education core content courses

A list of the ways charter schools are collaborating

- Joined with seven other charter schools to form a Special Education Consortium for shared service delivery
- Currently working with University of Arkansas at Fayetteville on development and implementation of the IMPACT Fellowship Program to select, train, and support aspiring school leaders in economically disadvantaged districts (70% or more poverty rate)
- Participating in a collaborative effort with Noble Impact organization to develop and pilot a career/technical education course of study focusing on entrepreneurship and public service
- Working with UALR to develop a university studies high school concept

Ways the schools are meeting the needs of at-risk students

- Middle School students attend Core Support to meet their individual academic needs. Core Support is a separate course, in addition to their core classes, in which they receive additional instruction to support the content they are learning each day
- Our elementary classrooms implement the Daily 5 during their literacy block. The Daily 5 provides students with choice in their learning, time for individual conferencing with the teacher, and setting goals for their learning
- All students who exhibit academic deficits receive intervention services based on data in math and/or literacy

- We utilize early literacy screening and provide research-based intervention for students as needed
- Middle School students have the opportunity to take an additional Reading Intervention class as an elective and are also provided extended math classes to give students ample instructional time based on their individual needs
- Our Response to Intervention (RtI) team allows Teachers, Instructional Facilitators, and Administrators to address and track at risk students on an individual, biweekly basis
- We use several points of data to determine the best placement for students. NWEA test scores allow us to compare our students to a national norm group as opposed to just state peers while providing students with a goal to reach by the end of the year. Their beginning of year score gives teachers a "road map" to determine in which skills they need additional support and how to maximize their learning
- We contract with an outside counseling and therapeutic service to provide additional guidance to students who are struggling socially and/or emotionally
- All K-8 students have time in their day set aside for class meeting in which they learn and build soft skills, connect with teachers and peers, and build community within their classroom and school
- Our parent organization, the eTeam, provides parents with opportunities to be involved in school events to increase parent engagement. We also hold parent nights to give parents resources and information on what students are learning in class, how to access this information online, and how to support their learning at home
- Teachers are provided with professional development on parent communication, working with high need students, and differentiating instruction
- High school students with special needs may be enrolled in a directed studies course to provide small group support and instruction

- An on-site translator is provided for Spanish-speaking ELL students so that they may meet daily during study hall time to discuss academic challenges and provide tutoring in core content classes
- After-school tutoring is provided for high school students who have yet to meet grade level proficiency expectations on standardized tests
- A study-hall during school hours is required for all 9th/10th grade students

LISA Academy

Responses to the Little Rock Area Public School Stakeholder Group Questions

- **Student Demographics (race/ethnicity, percent of FRL, SPED)**

LISA West Campus (Oct 1, 2016 Data)		
	Number	Percent
Black	339	42.4%
White	202	25.3%
Hispanic	121	15.1%
Asian	134	16.8%
Native	7	1.0%
Minority	601	75.1%
Free/Red	330	41.3%
Sp Ed	42	5.3%

- **Additional questions or research needed to benefit their school**
 - Data about students who leave LISA West after 8th grade and attend LRSD schools- what is their success after attending LISA?
 - Comparing teacher salaries of charter and traditional public school districts
 - General funding comparisons of charters and traditional public schools
 - Information on facilities of charters vs. traditional public schools
- **How NSLA funds are utilized to close the achievement gap**
 - Intervention programs such as: After school tutoring, pull-outs (Insight classes in math and English), Saturday Camps
 - Math and English Instructional facilitators - these facilitators work with math and English teachers to develop intervention programs for students and to interpret data used in developing differentiation within their classrooms.
- **Information regarding community-based instruction**
 - For several years LISA Academy's Special Education staff have worked with local community service organizations to provide services to our students. These cooperative efforts have included

Transition classes, off-campus field learning trips, and service provider presentations to students on campus.

- As one of two pilot schools in the Circles program, LISA Academy students have worked with and been supported by a panel of community service organizations who come to campus as give feedback to students who develop and present their own transitional plan.
- All LISA Academy high school students complete 100 hours of community service as part of their graduation requirements.

- **A list of the ways charter schools are collaborating**

- STEM Festival – LISA Academy initiated and hosted the annual Arkansas STEM Festival for the past two years in cooperation with UALR and other area schools. Approximately 3000 students and educators from more than 17 schools across the state participated in the program in the February of 2016. The third annual STEM Festival will be held again at UALR on March 3, 2017.
- Transitions Fair – LISA West High School has hosted bi-annual Transition Fairs and has invited all area Public, Private Charter and Homeschool students and their families to participate. The Transitions Fair includes representatives from various community service organizations, including Easter Seals, Department of Workforce Services, and many others who offer services for special needs students preparing to transition beyond high school.
- LISA Academy hosted a Sharing Best Practices conference that was funded by a grant from ADE. This conference included educators from both traditional public schools and charter schools.
- LISA Academy has hosted both student and educators from other Arkansas public schools on our campuses to share effective programs and practices. We have also visited other charter schools to observe programs that have been effective in their schools.

- **Ways the schools are meeting the needs of at-risk students**

- Academic Intervention programs; discipline interventions; provide on-campus intervention counselor and on-campus partnership for mental health services with BHI; home visits by teachers and administrators are conducted throughout the school year; host a parent/family dinner for at-risk student group; annually host curriculum night for parents to offer training and information to support their students

Student Demographics: Premier High School Little Rock 2015-16

Enrollment:

African American	Hispanic	Caucasian	Total
85%	3%	12%	116

Free and Reduced Lunch: 63%

Special Education: 14.6%

Student Demographics: Quest West Little Rock 2015-16

Enrollment:

African American	Hispanic	Caucasian	Native American	Native Hawaiian\Pacific Islander	Asian	Total Student
19%	7%	63%	1%	1%	9%	231

Free and Reduced Lunch: 12%

Special Education: 13.4%

NSLA Funds: Quest West Little Rock (QWLR)

Purpose: The purpose of the program is to identify and develop intervention plans individualized to specific student needs that will assist students in developing a path to success. Funding is minimal due to low free/reduced lunch percentage, so the majority of the funds are consumed by paying a portion of the salary and benefits of an instructional aide that assists all students that are struggling academically.

Programs/Strategies/Activities

Tutoring: In-school tutoring was provided for students who were academically low. During this pull out students that were identified as struggling with academic content were provided the assistance prescribed. Study and organizational skill strategies were also presented to assist students that exhibited a need. An instructional aide in collaboration with classroom teachers provided this service

Dyslexia: Funds were also used to support the dyslexia program. A dyslexia program manager who administers the dyslexia intervention program was hired. Resources for dyslexic students, including assistive technology were provided.

Summer Math Camp: Funds were also used to provide summer math instruction for students struggling academically in math.

NSLA Funds: Premier High School Little Rock (PHSLR)

Purpose: NSLA funds will be utilized for eligible programs that are research based and aligned to the AR Content Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards.

Programs/Strategies/Activities

Student Resource Officer: NSLA Funds will be used to employ 1.0 FTE School Resource Officer. This position will be contracted with the Little Rock Police Department for the 2015/2016 school year. Funds will be used as a purchased service to the LITTLE ROCK POLICE DEPARTMENT. The district will provide a FTE, student Resource Officer to provide students will safe, equitable learning environment. SRO will also conduct student presentations and workshops to promote gun violence prevention, drug awareness, and anti-bullying.

English Paraprofessional: NSLA Funds will be used to hire part-time highly qualified paraprofessional. The paraprofessional who will be responsible for conducting in class and after school tutoring who will work under the classroom teacher to provide additional supplemental instruction in reading, writing, and language usage. All paraprofessionals and teachers will be trained in small group facilitation and

reading intervention strategies. Paraprofessional will also provide in school tutoring for students who are at risk of not meeting challenging academic standards. .

Credit Recovery Lab Facilitator: In order to decrease dropout rate and increase graduation rate, the district will employ one (1) FTE as a credit recovery lab facilitator. The facilitator will monitor student computer-assisted instruction through digital learning courses. The facilitator will be responsible for ensuring that students are receiving remediation in math and language arts based on PARCC, End Of Course data and the AR Frameworks. The facilitator will monitor the progress of students taking credit recovery courses in credit recovery lab.

College & Career Coach: College & Career Coach will provide students with professional development guidance. The college and career coach will help students identify and realize career goals through personal post-secondary goal plans. This individual will also provide students with post-secondary opportunities and resources. College & Career coach will also ensure students assist students with registration for SAT/ACT, applying for post-secondary institutions, preparing resumes, and job application. The College & Career Coach will assist students in concurrent credit and dual enrollment at local colleges and universities. This employee will utilize Arkansas Department of Higher Education Resources such as Kuder and other career/college materials to better serve students of PHSLR.

Classroom Libraries/E-Readers: In an effort to increase reading comprehension and phonics, PHSLR will provide classroom libraries for students will consists of non-fiction and fiction books to support school-wide reading initiative. Students will be able to access books via classroom library or ereader. School-de 'Drop Everything and Read Initiative" will aim to increase reading level of all students.

Instructional Supplies & Materials: PHSLR will purchase instructional supplies to support Response to Intervention program to assist students at risk of not meeting grade level standards. Instructional supplies and materials will be used to enhance instruction, student engagement, and student content mastery.

Community-Based Services: Quest West Little Rock and Premier High School Little Rock

Community based services Include, but are not limited to, the following based on student need:

Occupational Therapy

Physical Therapy

Counseling

Speech/Language

Dyslexia Services

Evaluation Services

Special Education Services

Ways Charter Schools are Collaborating: Quest West Little Rock and Premier High School Little Rock

Collaborating with Professional Development with other charter leaders.

Participating in institute and workshops such as Arkansas Charter Leadership Institute which include professional learning workshops.

Collaborating and sharing professional development resources.

Share "best practices" in instructional methodologies, instructional strategies, and resources.

Participate in professional learning communities with other charter schools (administrators, counselors, and teachers collaborate to discuss trends, success, and areas of growth)

Participate in on-site observations and campus visit to share best practices

Meeting the Needs of At-Risk Students: Quest West Little Rock and Premier High School Little Rock

Providing career and counseling services

Identification of students "at-risk" using at risk survey

Providing additional academic support in classroom

Providing academic support before, during, and after school using federal and state funds

Provide for individual character improvement: ***7 Habits of Highly Effective People***

Provide extracurricular activities and service learning projects

Provide parents with educational and community resources to ensure their students can be successful

Collaborate with community stakeholders to increase resources and opportunities the school has to offer to at-risk students

SIATech Little Rock

Stakeholder Report

STUDENT DEMOGRAPHICS

Following slides will show October 1 demographic information for each grade level which includes:

Race/Ethnicity

Gender

Transfer District

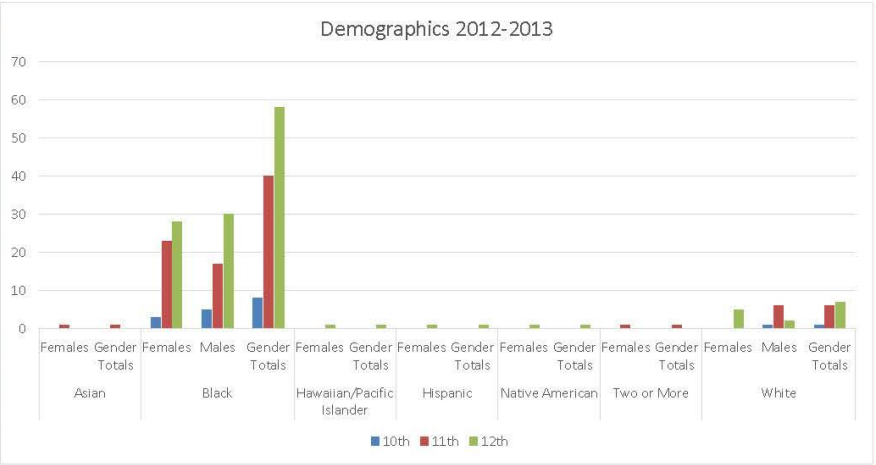
SIATech has 90% F/R and 2% SPED

SIATech Little Rock Charter Demographics Report

ENROLLMENT REPORT

Enrollment Date: Oct 1, 2012

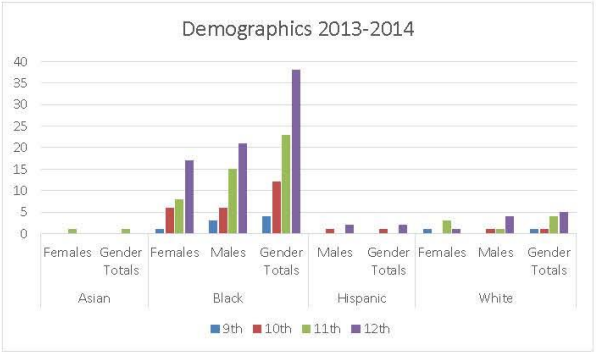
Enrollment Count		10	11	12	Race Totals
Asian	Females		1		1
	Gender Totals		1		1
Black	Females	3	23	28	54
	Males	5	17	30	52
	Gender Totals	8	40	58	106
Hawaiian/Pacific Islander	Females			1	1
	Gender Totals			1	1
Hispanic	Females			1	1
	Gender Totals			1	1
Native American	Females			1	1
	Gender Totals			1	1
Two or More	Females		1		1
	Gender Totals		1		1
White	Females			5	5
	Males	1	6	2	9
	Gender Totals	1	6	7	14
Grade Totals		9	48	68	125



ENROLLMENT REPORT

Enrollment Date: Oct 1, 2013

Enrollment Count		09	10	11	12	Race Totals
Asian	Females			1		1
	Gender Totals			1		1
Black	Females	1	6	8	17	32
	Males	3	6	15	21	45
	Gender Totals	4	12	23	38	77
Hispanic	Males		1		2	3
	Gender Totals		1		2	3
White	Females	1		3	1	5
	Males		1	1	4	6
	Gender Totals	1	1	4	5	11
Grade Totals		5	14	28	45	92

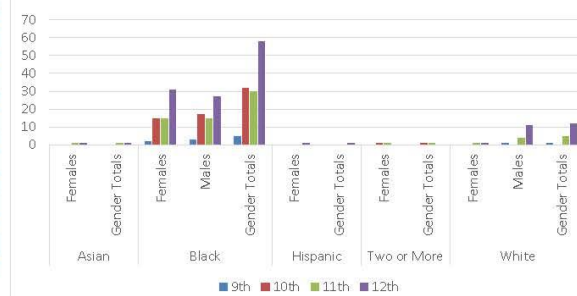


ENROLLMENT REPORT

Enrollment Date: Oct 1, 2014

Enrollment Count		09	10	11	12	Race Totals	
Asian	Females				1	1	2
	Gender Totals				1	1	2
Black	Females	2	15	15	31	63	
	Males	3	17	15	27	62	
	Gender Totals	5	32	30	58	125	
Hispanic	Females				1	1	
	Gender Totals				1	1	
Two or More	Females		1	1		2	
	Gender Totals		1	1		2	
White	Females			1	1	2	
	Males	1		4	11	16	
	Gender Totals	1		5	12	18	
Grade Totals		6	33	37	72	148	

Demographics 2014-2015

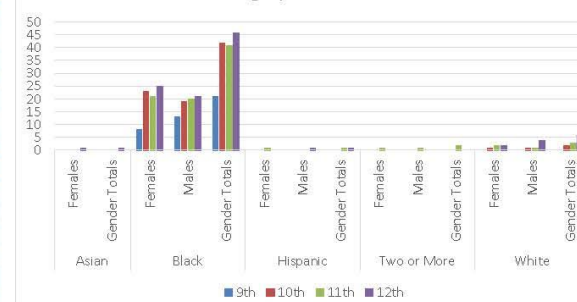


ENROLLMENT REPORT

Enrollment Date: Oct 1, 2015

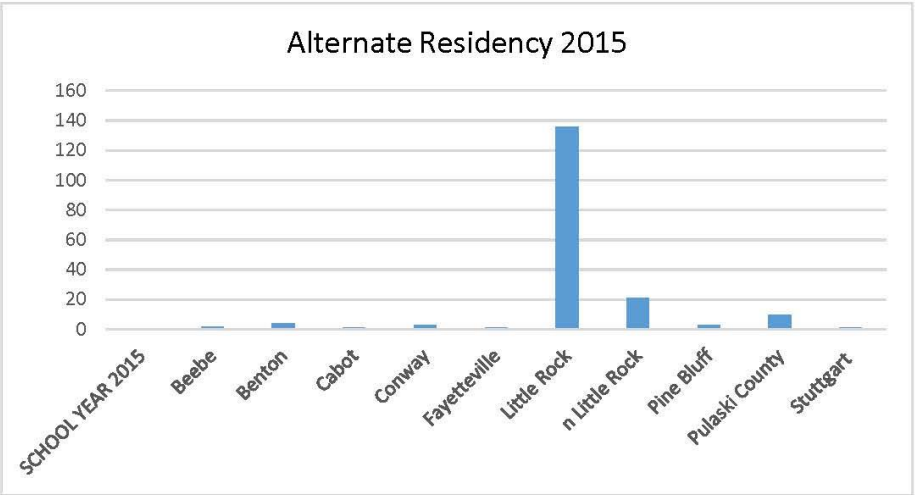
Enrollment Count		09	10	11	12	Race Totals	
Asian	Females				1	1	
	Gender Totals				1	1	
Black	Females	8	23	21	25	77	
	Males	13	19	20	21	73	
	Gender Totals	21	42	41	46	150	
Hispanic	Females			1		1	
	Males				1	1	
	Gender Totals			1	1	2	
Two or More	Females			1		1	
	Males			1		1	
	Gender Totals			2		2	
White	Females		1	2	2	5	
	Males		1	1	4	6	
	Gender Totals		2	3	6	11	
Grade Totals		21	44	47	54	166	

Demographics 2015-2016

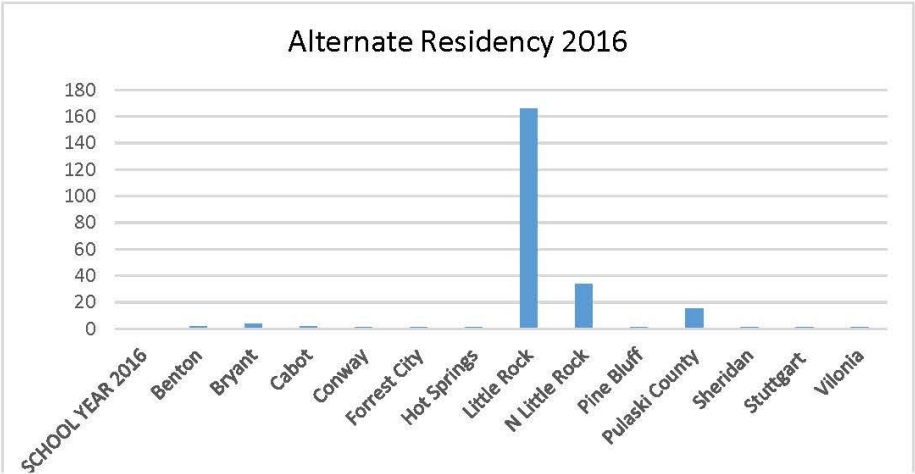


SIATech Little Rock Charter Alternate Residency Report

SCHOOL YEAR 2015	
Beebe	2
Benton	4
Cabot	1
Conway	3
Fayetteville	1
Little Rock	136
n Little Rock	21
Pine Bluff	3
Pulaski County	10
Stuttgart	1



SCHOOL YEAR 2016	
Benton	2
Bryant	4
Cabot	2
Conway	1
Forrest City	1
Hot Springs	1
Little Rock	166
N Little Rock	34
Pine Bluff	1
Pulaski County	15
Sheridan	1
Stuttgart	1



CHARTER COLLABORATING WITH OTHER CHARTERS

- Academics Plus has collaborated extensively with SIATech's LEA Coordinator for referral placement of students and collaboration efforts are on going.
- Students from the following charter continue to enroll with SIATech
 - Lisa Academy
 - eStem
 - Premier High School

CHARTER COLLABORATING WITH LRSD

Little Rock Central High School invites the principal, LEA Coordinator and Counselor to their School Based Intervention Team meetings. Sample of invite provided. This process has worked for many students who were not performing well academically at Central.

- **SBIT Conference: Date: 8-19-2015 Time: 11:00 am Place: LRCH Wellness Center**

NSLA FUNDING

- 2011 – 2016
 - NSLA funding was used to pay for an ITA (Instructional Teaching Assistant)
- 2016-2017
 - NSLA will be used to pay for the School Resource Officers (2).

MEETING THE NEED OF AT-RISK STUDENTS

- Open entry/open exit
- Students are able to enroll daily
- Individualized Learning Plans
- Work stations for every student
- Credential teacher in every classroom and 5 online teachers to assist students
- Self-paced
- Competency based curriculum
- Students ages 18-21 can enroll

PARTNERSHIPS

- Department of Youth Services
- Workforce YouthBuild
- Military Recruiters
- Juvenile Courts
- Youth Challenge

WRAP AROUND SERVICES

- Childcare
- Goodwill-Employment Services
- FAFSA
- Housing
- LiveNow College
- Lions World
- UALR Audiology
- Kid Source Therapy
- Resume/employment Search

Stakeholder's Report 2016

1003



Research needed to benefit their school....

- What are the long term benefits of Montessori education in a public school system?
- How do children in Montessori public schools perform to children in traditional public schools?



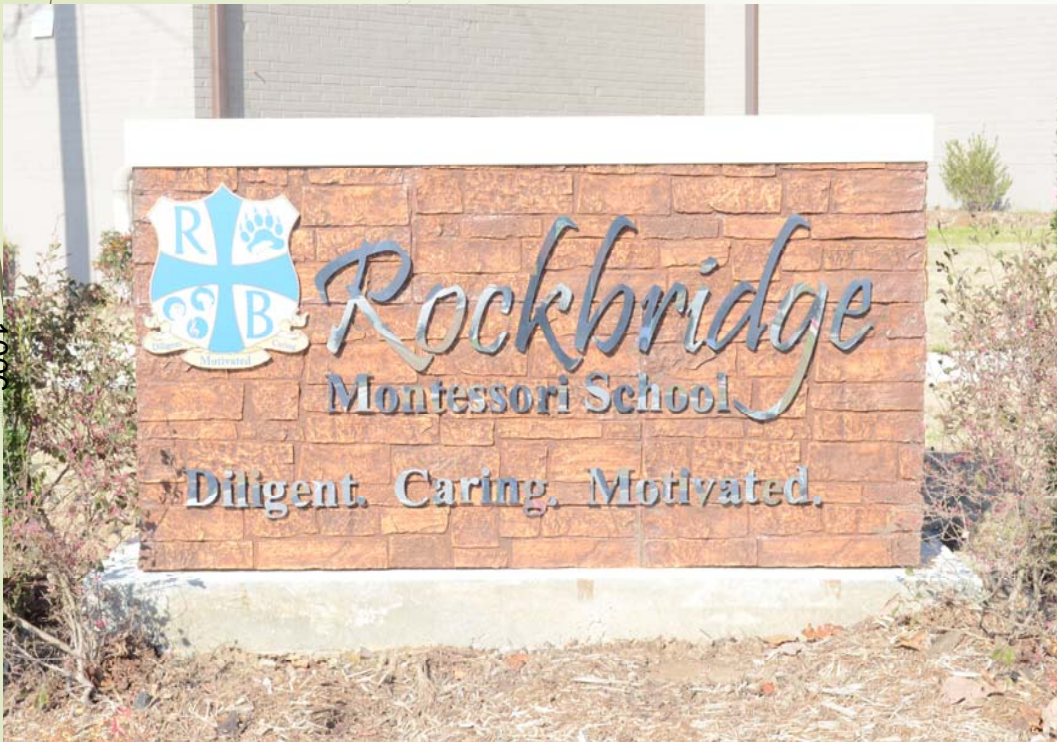
How are NSLA funds are utilized to close the achievement gap?

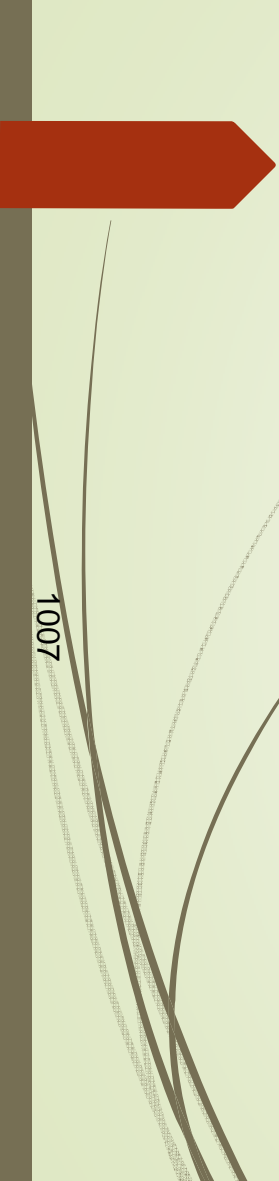
- Rockbridge Montessori uses NSLA funds to close the achievement gap by paying for full time classroom assistants. The assistants give small group instruction to students in centers in the classroom. The assistants help targeted students with reading and math skills. The students are targeted based on their NWEA scores. We also work with Title 1 identified students individually. More individualized instruction with classroom assistants helps to close the achievement gap.



A list of ways charter schools are collaborating!

- Ms. Nuckols has been a part of Arkansas Public Schools Resource Center's RIM training. This is a two year commitment. This training is for beginning administrators. Other charter school leaders attend this training. Ideas are shared on leadership, teacher evaluation, and curriculum. During the year, charter leaders will meet for the training at each other's school to view the campus and glean ideas of best practices. During the summer, the charter school leaders attend a three day retreat with other charter school leaders and work on a project for their school. We also work closely with the Ozarks Montessori to continue the advocacy of Montessori in Public Sectors.





Ways schools are meeting the needs of at-risk students!

- Community Eligibility- All children eat free breakfast and lunch
- Title 1- Offering additional individualized instruction for targeted students
- Compass Learning- Individualized computer based learning program based on needs assessed through NWEA
- Montessori Education- 100 year research based, scientifically proven curriculum.
- Partnership with the Hilary Clinton Library
- Work with St. John to participate in community sports league.
- The Pointe- Offering Student mental health services
- Rockwell Services- Mentor based aftercare program running to 6:00pm
- Going Outs- Offering students' field based experiences for research and exploration
- Gardening- Beginning to work with
- NWEA- Students are tested 4 times a year, instruction is based on the child's needs from the data given through NWEA
- Special Education Coordinator
- We offer OT &PT Speech Dyslexia through Kids Source & Therapy for you



Information Regarding Community-based Instruction

- Rockbridge Montessori is based on the teachings of Dr. Maria Montessori. Montessori is a scientific, research based curriculum. Dr. Montessori was an observer of children. During her observations, she noticed that given the opportunity, children would choose real life activities rather than playing with toys. The children preferred to wash a dish, sweep the floor, and scrub a table. Dr. Montessori developed child size equipment and furniture for children to carry real life tasks, but would become deeply concentrated in doing these tasks.
- Dr. Maria Montessori's first Children's House, the Casa de Bambini, was in the slums of Italy. Her first students were impoverished, war torn children living in government housing. The parents would leave for factory work and their children would be left unattended. The government asked Dr. Montessori to help these children. Dr. Montessori saw this as an opportunity. The children that came to the Children's House were called wild and society thought nothing would come of them. Dr. Montessori observed that doing these real life tasks, the shy became confident and the restless child became peaceful. Dr. Montessori observed that the children developed independence. This development she called normalization. Normalization is a child becoming a contributing member to one's community. A child's first community is their classroom. The classroom is a microcosm of society. It is where a child learns to peacefully interact and contribute to the needs of others.



Information Regarding Community-based Instruction Continued...

- Dr. Montessori called these real life activities that brought about normalization to the children in the first Casa practical life activities. Montessori teachers are taught in training how to teach practical life activities. These activities vary and grow to the child's need. For the Primary grade, some of the activities are the dressing frames, hand washing table, pouring exercises, sorting exercises, scrubbing the table, and many more. As the children grow older in a Montessori school, the activities evolve to real life tasks. These are setting the table for lunch, sweeping, taking care of animals, gardening, dusting, cleaning a shelf, and scrubbing a dish. The goal of these activities are to develop normalization and independence. She observed an adult trying to button it for the child. The child told the adult, "Help me help myself." This is the goal of Montessori. The ultimate goal of Montessori is to produce productive, caring citizens of society. You will see practical life activities practiced daily at Rockbridge Montessori.

Diversity/Ethnicity

- 72 African American
- 5 Hispanic
- 33 Caucasian
- 5 more than 1
- 72% of Rockbridge students are on free and reduced lunch
- Our service population of special education students is 10.3%





Rockbridge Bruins



**Little Rock Area Public Education Stakeholder Group
Quarterly Report to the Arkansas State Board of Education
Report #1**

Pursuant to the resolution passed by the State Board of Education on April 14, 2016, Commissioner Key and State Board Chair Toyce Newton appointed seven citizens to the Little Rock Area Public Education Stakeholder Group to answer a series of questions posed by the Board regarding the future of public education south of the Arkansas River in Pulaski County. After consulting with area district administrators, charter directors, legislators, and city officials, Commissioner Key and State Board Chair Ms. Toyce Newton selected Mr. Tommy Branch, Ms. Tamika Edwards, Ms. Ann Brown Marshall, Mr. Jim McKenzie, Mr. Antwan Phillips, Ms. Leticia Reta, and Ms. Dianna Varady.

Dr. Denise Airola of the University of Arkansas College of Education is providing staff support for the Stakeholder Group in recommending a research consultant to assist their deliberations.

June 6, 2016 – At its first meeting on June 6, 2016 the Group elected Mr. Tommy Branch as chair and Mr. Jim McKenzie as Vice-chair. Dr. Airola presented the Group with six research questions for their consideration. After reviewing the questions, the Group decided that more background information was needed as well as the input from the public school superintendents and the open enrollment charter directors.

June 29, 2016 -During its second meeting, the Stakeholder Group was presented information on education terminology, the transition from No Child Left Behind (NCLB) and the Elementary Secondary Education Act (ESEA) Flexibility to Every Student Succeeds Act (ESSA), and data regarding schools south of the river. The Group also reviewed the report from the Little Rock School District Community Advisory Council, and Dr. Barth reviewed the recommendations of the State Board Boundaries Study Report. The group heard reports from Mr. Baker Kurrus and Mr. Michael Poore (Little Rock School District), Dr. Jerry Guess (Pulaski County Special School District), and Ms. Alexandra Boyd (Arkansas Department of Education). The superintendents were asked to review the research questions and add additional ones that they felt would benefit their districts.

July 11, 2016 – The Stakeholder Group held a work session with Dr. Airola to refine, flesh out and add to the draft research questions presented at the first meeting.

July 25, 2016 – The Stakeholder Group heard reports from area charter school directors. Mr. Scott Smith, director of the Public School Resource Center and Ms. Alexandra Boyd provided additional information on request. As with the public school district leadership, the charter leaders were asked to review the

research questions and add additional ones that they thought would benefit educational delivery in their institutions.

The Group also heard from Ms. Dana Dossett, Director of Community Programs for the City of Little Rock, on the City's Master Plan for Youth. Ms. Dossett explained that it was a three-year strategic plan and did not include the key relationships between public schools and city programs that it should have due to the turmoil in the LRSD at the time it was developed. She also reported that she had a very productive meeting with Mr. Poore and looked forward to a productive partnership.

Mr. McKenzie, through Metroplan, provided maps of south Pulaski County showing the locations of all public schools and public charter schools overlaid with median income by census tract and by minority population percentage by census tract. At the gentle prodding of Dr. Airola, the Stakeholder Group determined that it would be best to move forward with the steps of soliciting and hiring a research consultant.

Scheduled Meetings - At its next meeting on August 15, 2016, Dr. Gary Ritter will report on school discipline and Mr. McKenzie will provide additional map based information and a presentation on the history and trends in the metropolitan area that have resulted in the city as we see it today and the trends that could affect the future.

At the scheduled August 29, 2016 meeting, Ms. Susan Harriman will provide a report from ForwARd Arkansas, and Mr. Jordan Posamentier, Deputy Policy Director for the Center on Reinventing Public Education (CRPE), will introduce CRPE, their approach to district/charter collaborations, the research in this area, and how CRPE would approach the research questions – the theory of action they use to hypothesize and structure the work, share examples of specific work, and discuss some of the specific questions being formulated by the group.

In the Meantime – ADE staff and Dr. Airola will be investigating the timely availability of qualified researchers and the appropriate procurement process for selecting one.

Completion Schedule – The Stakeholder Group is very aware that the Board wishes to know when the Group will have its recommendations completed. The questions the Board gave the Stakeholder Group to consider are quite complex, and the Group does not yet know how long it will take to contract with a researcher and to actually conduct the research. The Group should be able to provide the Board an estimate of time to complete once a researcher is hired. Please be assured that the Group is moving with all considered speed to provide meaningful recommendations to the Board.